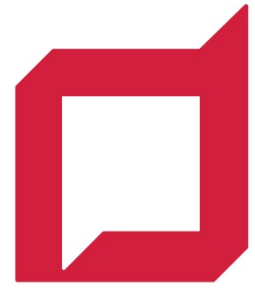


Parent Satisfaction Survey
Highview College



**Independent
Schools** Victoria

2013



The Role of Independent Schools Victoria

Independent Schools Victoria's vision is 'a strong Independent education sector demonstrating best practice, providing excellent outcomes for students and choice for families'.

To realise our vision, we:

- advocate for excellence in education
- champion Member Schools
- support quality education
- protect the right of parents to choose where and how their children are educated.

Independent Schools Victoria will assist our 212 diverse Member Schools to continue providing the best possible education outcomes for the citizens of tomorrow.

2013 Parent Satisfaction Survey Report

The objective of this survey is to help schools to have a better understanding of what parents think of the quality of their child's schooling. Enhancing parental satisfaction by remedying areas of concern can lead to improvements in school effectiveness, student achievement, the culture and philosophy of the school, leadership, student behaviour and welfare, and management of issues such as bullying and harassment.

Since 2007, 129 schools have participated in the Parent Survey. To date, almost 56 000 parents have completed the survey, creating valuable baseline benchmarking data that will benefit all schools in coming years.

Thank you for contributing to our research that enables us to identify and implement best practice in education, and to develop and deliver cost-effective products and services to support Member Schools to continue providing quality educational outcomes.

A handwritten signature in black ink that reads "Michelle Green". The signature is written in a cursive, flowing style.

Michelle Green
Chief Executive

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Introduction

Background to the Parent Satisfaction Survey

Parental satisfaction is strongly associated with school effectiveness and student achievement. Parents' level of satisfaction is also found to be clearly linked with other aspects of the school, especially the culture and philosophy, the quality of the leadership and management, the behaviour and welfare of students, and the handling of issues such as bullying and harassment. Many features of a school's ethos improve once it has been identified as being an area of concern and appropriate action has been taken.

Increasing parents' satisfaction is considered one way of improving the quality of schools. In order to develop the Parent Satisfaction survey, focus groups were conducted with a group of teachers and a group of parents in order to gain some insight into the dimensions of school satisfaction that were important to these groups. Specifically, groups were asked to consider the key aspects of a student's experience at school. These aspects were prioritised and themes were identified which led to the development of eight subscales or domains of assessment. A large pool of items was developed to assess these subscales and a subsequent focus group involving a group of parents was conducted, asking parents to rank or select their preferred items in each subscale. These preferences were pooled to develop the Parent Satisfaction Survey.

Survey Development Aims

This instrument was designed to gauge parents' satisfaction levels with important aspects of schooling. The survey's purpose is to gain valuable feedback from parents, and to understand their perceptions regarding the quality of their child's educational experience with their school. The aim is to gather recommendations for improving the quality of their child's education. The survey was developed by Independent Schools Victoria, in association with the University of Melbourne in 2007, to provide schools with the opportunity to benchmark their results against the Victorian independent sector.

In 2013, a new section was added to measure parent satisfaction and advocacy of the school. The metric used is the Net Promoter Score, which separates parents into 'Promoters' - those who would recommend the school to others; Detractors - those parents who would spread negative word of mouth to others; and 'Fence Sitters' - those parents not likely to pass on any information about the school to other people. The final Net Promoter Score gives an indication of the net number of Promoters in comparison to Detractors. By investigating what these detractors do not like about a service or experience is key to ensuring positive word of mouth.

Participant Characteristics

The current report compares 2013 survey responses for Highview College with the current Independent Schools Victoria reference means, which are recalculated at the end of each year. In 2013, data were obtained from more than 9 100 parents from 65 schools.

For the 2013 benchmarks, data from 2013 were combined with the 2009, 2010, 2011 and 2012 data. If a school had participated in the parent survey in two or more years, only that school's latest data were included in the 2013 benchmark. Therefore, the 2013 benchmark includes 18 804 parents from 112 schools. The parents had the following features:

- The number of students per school varied and average satisfaction was not related to the size of school;
- 75 per cent of respondents were mothers, 24 per cent were fathers and 1 per cent were Guardians or Others
- 48 per cent of respondents were parents of males and 52 per cent were parents of females.
- 64 per cent of parents had children in secondary school and 36 per cent had children in primary school.
- There was no marked difference in parental satisfaction of primary and secondary students
- There was no marked difference in overall satisfaction for parents of boys or girls.

Method

Calculation of Scores by Domain

Parents were asked to complete the Core Questions, and if relevant, schools had the option of including additional modules or questions in the survey. Average ratings were calculated for each item in each of the domains. Tables 1 and 2 display the domain mean scores for the Core Survey and the Additional Modules.

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. The means (or averages) for each

question and domain are reported according to the 11 - point satisfaction scale.

Domains

The Parent Satisfaction Survey evaluates the extent to which parents believe effective school practices are apparent across different domains:

1. Curriculum / Academic Program;
2. Quality of Teaching;
3. Learning Outcomes;
4. Pastoral Care;
5. Discipline and Safety;
6. Parental Involvement;
7. Resources; and
8. Transition.

In addition, the survey asks parents to rate their overall experience, and whether they would recommend the school to others.

Table 1: Mean Scores per Domain for Core Survey

Subscale	National Partnerships Schools		All Independent Schools	
	N	Mean	N	Mean
Curriculum / Academic Program	3087	7.57	18802	7.99
Quality of Teaching	3082	7.67	18798	7.95
Learning Outcomes	3088	7.72	18799	8.00
Pastoral Care	3089	7.88	18776	8.25
Discipline and Safety	3083	7.82	18770	8.11
Parent Involvement	3082	7.93	18758	8.10
Resources	3085	7.69	18770	8.24
Year Transition	3075	7.75	18742	8.08
Global Item Rating	2942	8.44	18205	8.61
Recommend to Others	2924	8.37	18102	8.61

Table 2: Mean Scores for Additional Modules

Subscale	N	Mean
Boarding House	436	8.29
Religious / Spiritual	4738	8.20
After School Care	456	8.16

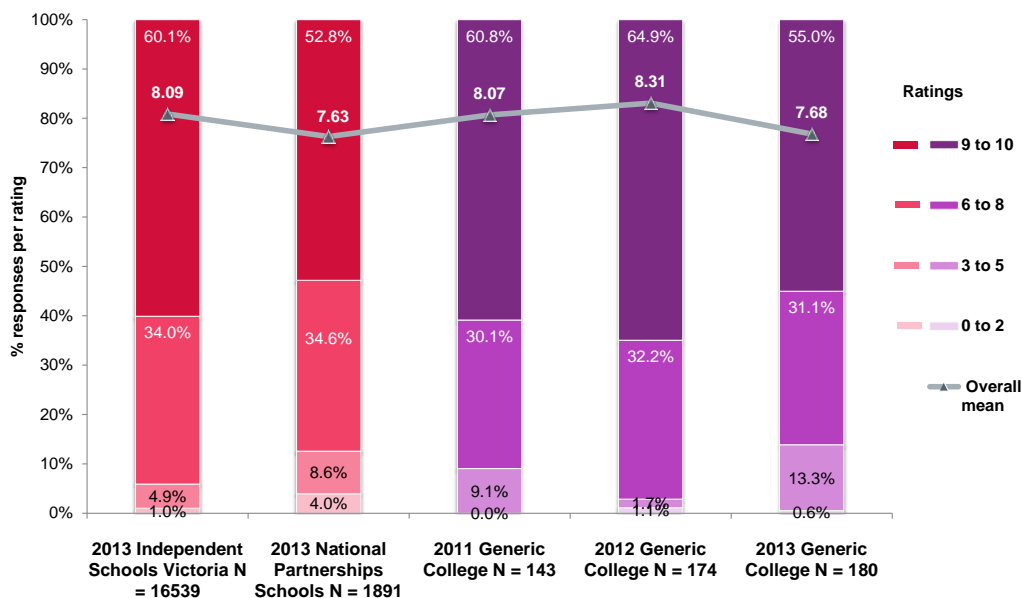
Highview College Demographics

In 2013, data were obtained from 148 respondents who have a child attending Highview College. Some features of the respondents were:

- 12 per cent were fathers
- 86 per cent were mothers
- 2 per cent were parents together or guardians
- 59 per cent were parents of girls
- 41 per cent were parents of boys

Reading Your Charts

Discipline and Safety



The data in each chart in Section 1 show the overall ratings that your school’s parents provided for each domain, and compare results from one year to another where relevant.

For each domain, the percentage of parent responses per rating is shown as a stacked bar chart in purple. (As mentioned previously, the satisfaction rating scale is 0 = satisfaction to 10 =complete satisfaction). The Independent Schools Victoria benchmarks are provided as stacked bar charts in red according to the same ratings. The first column provides the benchmark for all Independent schools that participated in the Parent Survey in 2013 or at least once since 2009 (including National Partnerships Schools). The second column provides the benchmarks for only the National Partnerships schools that have participated in this survey in 2013 or at least once since 2009.

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 current Secondary Independent Schools

Victoria Parent reference means are compared to Highview College’s Secondary Parent means. The top score for each column is highlighted in green and the bottom score is highlighted in red to provide you with some indications where Highview College’s strengths and areas for improvement lie for each domain.

In the hypothetical example chart above, 55 per cent (the dark purple block) of answers for the school this year were in the range of 9 to 10 on the satisfaction scale, with 65 per cent being recorded last year for Discipline and Safety. About 13 per cent of respondents gave answers averaging lower than five on the satisfaction scale this year and this increased from two per cent last year. The overall mean satisfaction rating for the school last year was 8.31, decreasing to 7.69 this year. For the independent sector, 60 per cent of parents gave their schools a satisfaction rating of 9 or 10 for Discipline and Safety. The (hypothetical) Independent School Victoria reference mean this year was 8.09. For National Partnerships Schools, 53% of parents rated the school between 9 and 10, and the National Partnerships reference mean this year was 7.63.

The charts in Sections 2 onwards follow a different format where the means for all the domains are presented in one chart. The charts are explained in these Sections.

Section 1: Results of Parent Satisfaction per Domain

Curriculum Academic Program

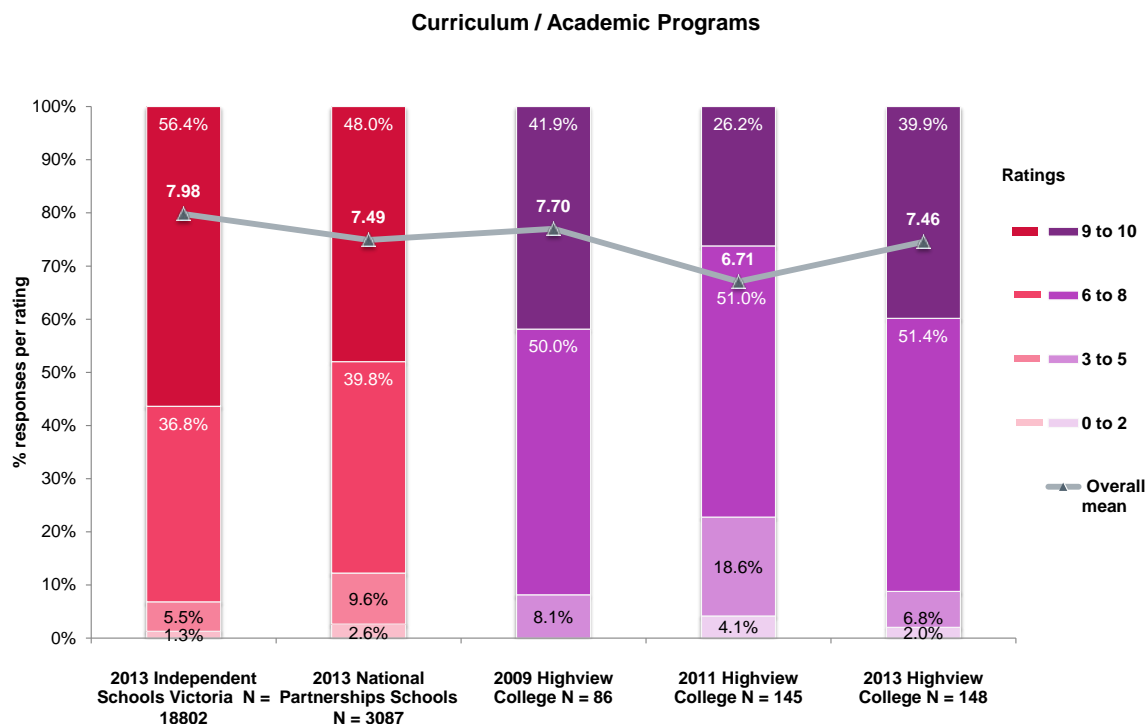


Figure 1: Chart showing overall parent satisfaction for the area of Curriculum / Academic Program, compared to the Independent Schools Victoria and National Partnerships Schools reference groups.

The data are represented by comparing the percentage of parent responses per rating for this domain (with 0 = no agreement, and 10 = complete agreement).

Table 3 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2013 Independent Schools reference group.

Table 3: Averages for Parent Satisfaction Survey Questions for Curriculum/Academic Domain	2011 Highview College Secondary	2013 Highview College Secondary	2013 ISV Mean (Secondary)
The range of learning areas offered at this school is excellent	6.76	7.20	7.99
The learning program offered at this school meets the needs of individual students	6.38	7.27	7.67
The standard of schoolwork expected is appropriate to age and stage of development	6.91	7.91	8.15
The school provides an excellent environment in which to learn	7.21	7.76	8.46
The school provides good support for all students with special needs	6.27	7.30	7.46
The school changes the curriculum to improve student achievement	6.63	7.12	7.65

High parent 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.

Quality of Teaching

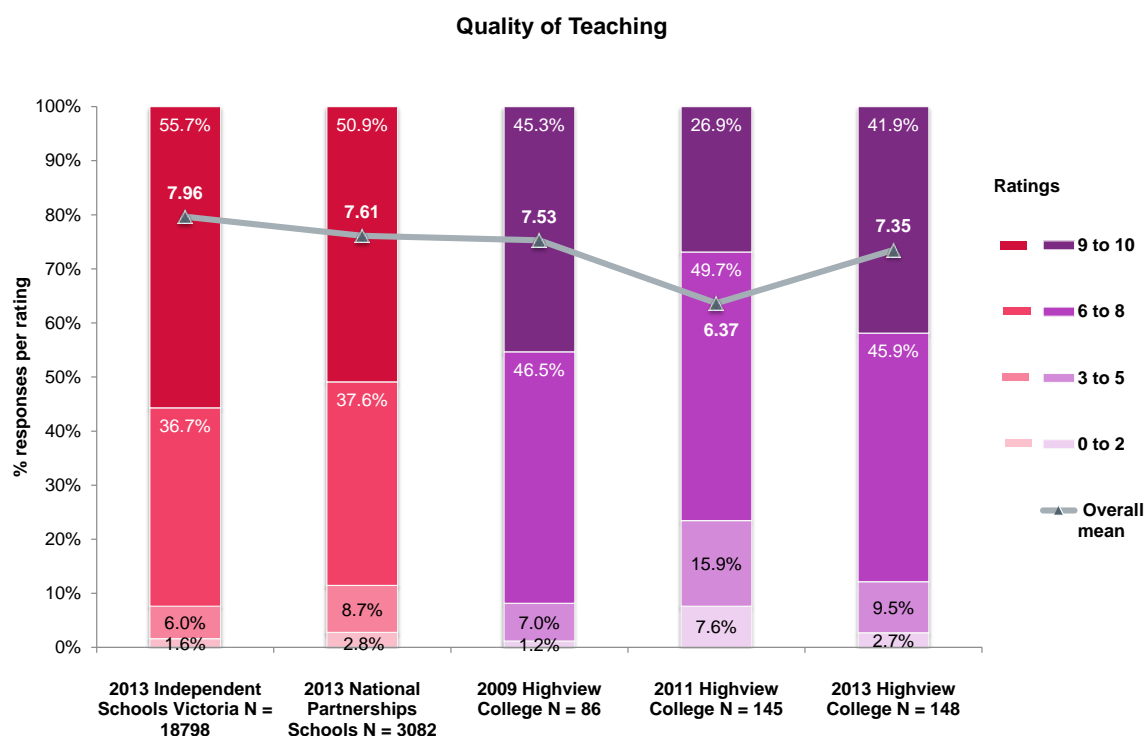


Figure 2: Chart showing overall parent satisfaction with Quality of Teaching, compared to the Independent Schools Victoria and National Partnerships Schools reference groups.

The data are represented by comparing the percentage of parent responses per rating for this domain (with 0 = no agreement, and 10 = complete agreement).

Table 4 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2013 Independent Schools reference group.

Table 4: Averages for Parent Satisfaction Survey Questions for Quality of Teaching Domain	2011 Highview College Secondary	2013 Highview College Secondary	2013 ISV Mean (Secondary)
The quality of teaching at this school is excellent	6.48	7.32	7.82
Teachers understand the differing abilities of students and teach accordingly	5.81	6.96	7.39
Teachers at this school are enthusiastic about their teaching	6.39	7.42	8.01
Teachers at this school are keen to help students of all abilities	6.32	7.45	7.97
Teachers provide excellent help and support for students when it is needed	6.47	7.35	7.82
Teachers stay up-to-date in the things they teach	6.72	7.72	8.07
The school is open to new teaching strategies	6.36	7.12	7.91

High parent 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. Parents also feel it is important for teachers to stay up-to-date in their subjects and that the school is open to new teaching strategies.

Learning Outcomes

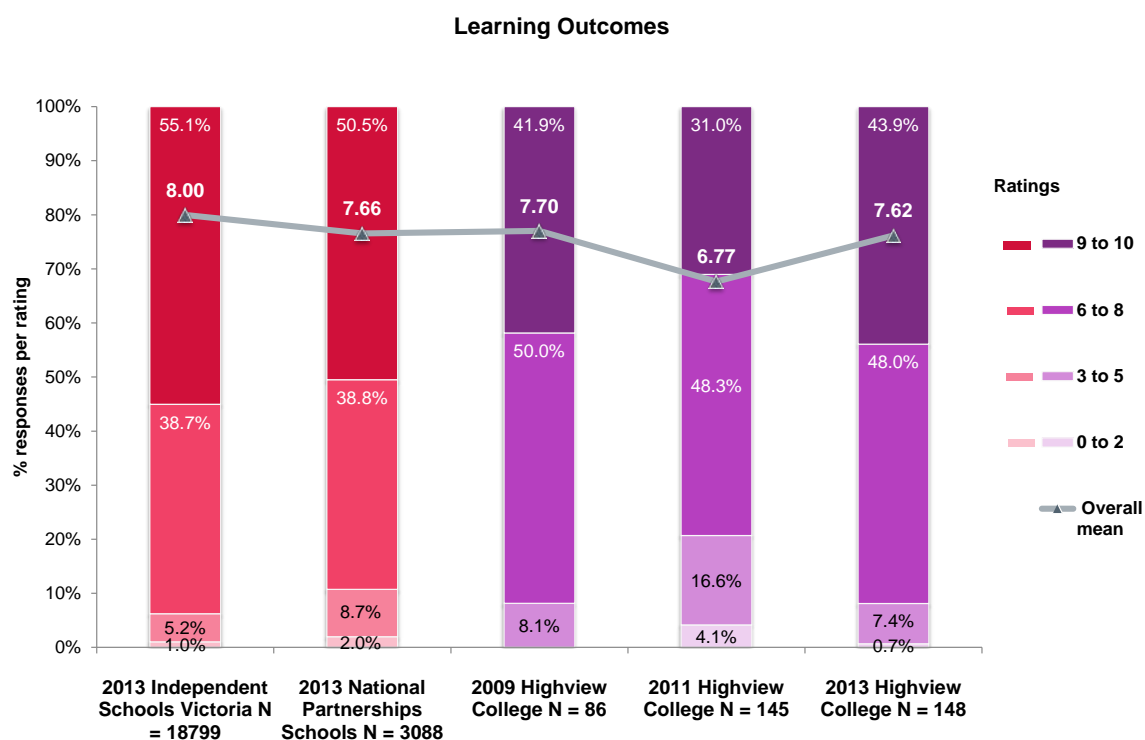


Figure 3: Chart showing overall parent satisfaction for Learning Outcomes, compared to the Independent Schools Victoria and National Partnerships Schools reference groups.

The data are represented by comparing the percentage of parent responses per rating for this domain (with 0 = no agreement, and 10 = complete agreement).

Table 5 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2013 Independent Schools reference group.

Table 5: Averages for Parent Satisfaction Survey Questions for Learning Outcomes Domain	2011 Highview College Secondary	2013 Highview College Secondary	2013 ISV Mean (Secondary)
This school encourages students to be responsible for their own learning	7.47	8.00	8.27
This school does a good job of teaching basic skills such as reading, writing, mathematics and science	6.58	7.88	8.05
Students are motivated to learn at this school	6.53	7.52	8.07
This school does a good job developing the thinking and reasoning skills of students	6.63	7.37	8.04
Students are challenged in their studies at this school	6.74	7.50	8.14
Parents are kept informed of the academic performance of their child relative to others	6.64	7.34	7.18

High parent satisfaction with learning outcomes occurs when parents are kept informed of their children's academic performance. Parental satisfaction is also high when they feel the school does a good job teaching basic skills, motivating learning, encouraging students to be responsible for their learning and developing their thinking and reasoning skills.

Pastoral Care

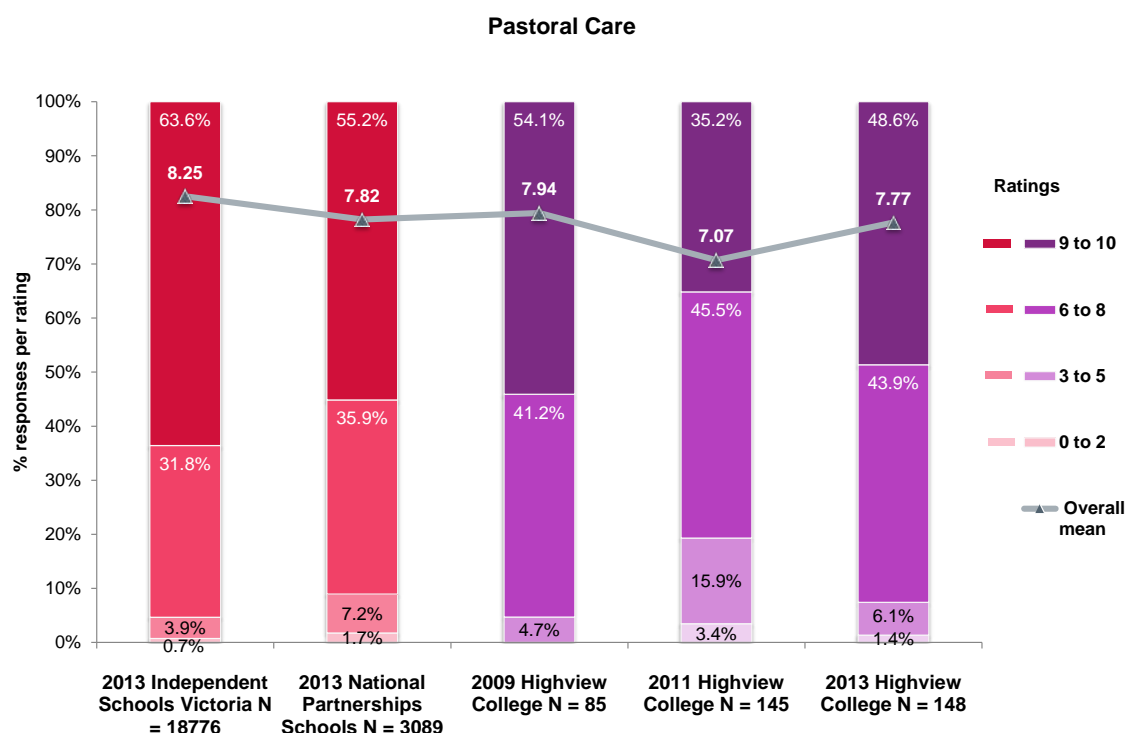


Figure 4: Chart showing overall parent satisfaction with Pastoral Care, compared to the Independent Schools Victoria and National Partnerships Schools reference groups.

The data are represented by comparing the percentage of parent responses per rating for this domain (with 0 = no agreement, and 10 = complete agreement).

Table 6 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2013 Independent Schools reference group.

Table 6: Averages for Parent Satisfaction Survey Questions for Pastoral Care Domain	2011 Highview College Secondary	2013 Highview College Secondary	2013 ISV Mean (Secondary)
Students from different backgrounds and cultures are treated equally at this school	8.12	8.23	8.66
The school is successful in the development of the students' social and personal skills	6.80	7.56	8.04
Students are happy to go to this school	7.18	7.80	8.55
This school teaches children about different cultures	7.22	7.98	8.23
Special interests and talents are developed at this school	6.44	7.27	7.83
The school encourages participation in community activities	7.57	8.11	8.23
Teachers in this school know and care about my child/ren	6.73	7.71	8.15
The range of co-curricular offerings is excellent	6.60	7.37	7.98

High parent satisfaction in pastoral care occurs when children are happy to attend school and when parents feel that their children are cared for and treated equally, their interests and talents are developed, and community participation is encouraged.

Discipline and Safety

Discipline and Safety

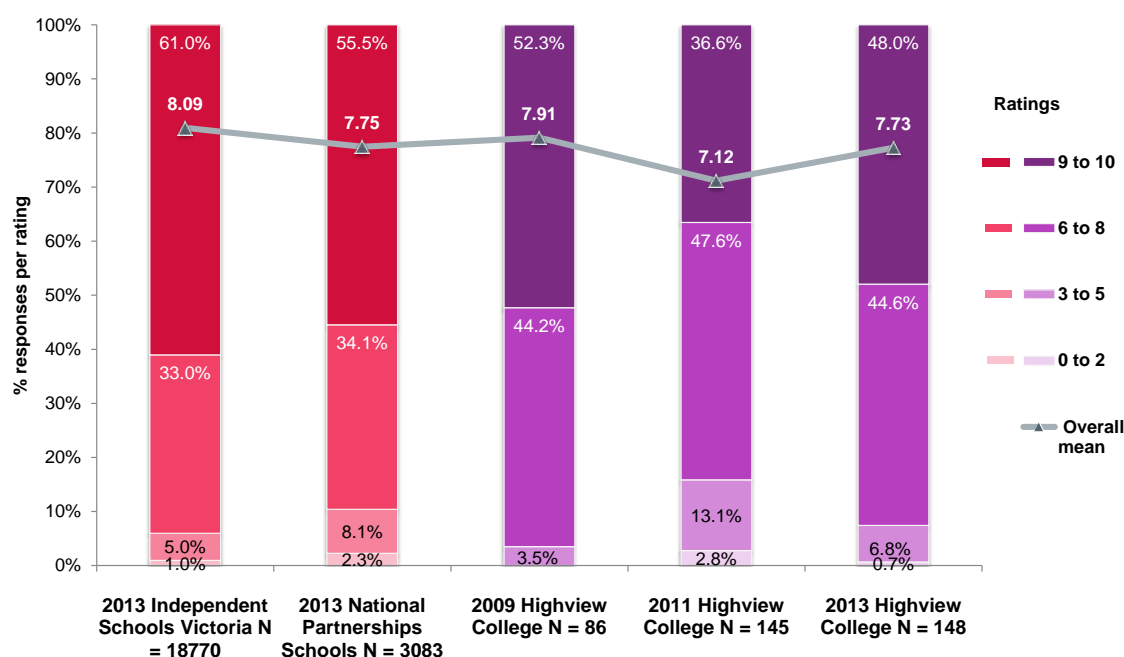


Figure 5: Chart showing overall parent satisfaction with Discipline and Safety, compared to the Independent Schools Victoria and National Partnerships Schools reference groups.

The data are represented by comparing the percentage of parent responses per rating for this domain (with 0 = no agreement, and 10 = complete agreement).

Table 7 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2013 Independent Schools reference group.

Table 7: Averages for Parent Satisfaction Survey Questions for Discipline and Safety Domain	2011 Highview College Secondary	2013 Highview College Secondary	2013 ISV Mean (Secondary)
This school is a safe place in which to learn	8.06	8.39	8.88
The behaviour of students at this school is excellent	6.95	7.47	7.96
Bullying does not pose a problem at this school	6.27	6.60	7.29
Students are treated fairly at this school	6.67	7.55	8.18
The school administrators take prompt action when problems occur	7.12	7.82	7.92
The school emphasises drug awareness and prevention education	6.69	7.85	8.10
The discipline in this school follows established and well-known procedures	7.42	8.01	8.07
Racism does not pose a problem at this school	7.78	8.14	8.38

High parent satisfaction in discipline and safety occurs when there is a perception that the school is a safe place to learn, that students display excellent behaviour and bullying and racism are not a problem. Satisfaction also occurs when students are seen to be treated fairly and action is prompt when problems occur. Drug awareness and prevention education is also emphasised.

Parental Involvement

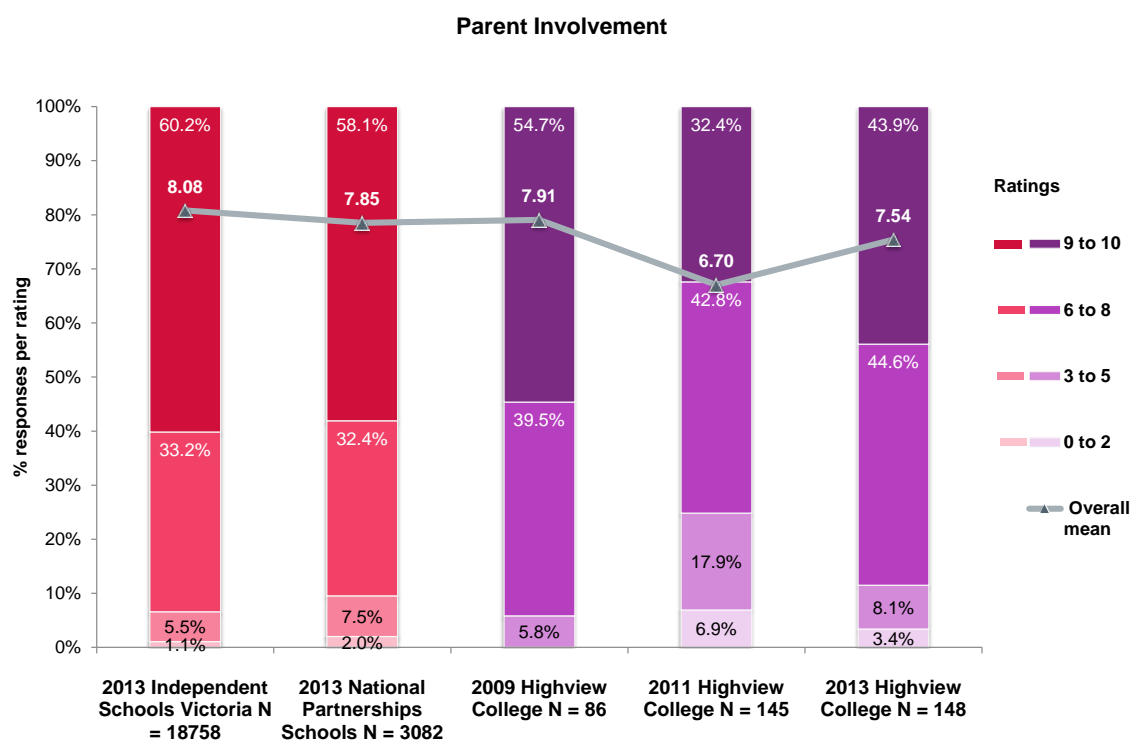


Figure 6: Chart showing overall parent satisfaction with Parental Involvement, compared to the Independent Schools Victoria and National Partnerships Schools reference groups.

The data are represented by comparing the percentage of parent responses per rating for this domain (with 0 = no agreement, and 10 = complete agreement).

Table 8 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2013 Independent Schools reference group.

Table 8: Averages for Parent Satisfaction Survey Questions for the Parental Involvement Domain	2011 Highview College Secondary	2013 Highview College Secondary	2013 ISV Mean (Secondary)
There are excellent opportunities for contact with teachers at this school	6.76	7.62	8.26
Teachers provide useful and relevant information at parent - teacher interviews	6.59	7.63	7.90
School staff are approachable when parents want to talk about their children	6.71	7.67	8.33
Parents are made to feel welcome to visit this school	7.01	7.81	8.39
Parents are kept well informed about the learning programs undertaken by students	6.70	7.42	7.62
The school uses a broad range of communication types to keep parents informed	6.85	7.62	7.86
Parents are encouraged to be involved in a large variety of ways at this school	6.31	6.92	7.65

High parent satisfaction in parent involvement occurs when parents feel welcome to visit the school, are provided with useful information at parent-teacher interviews, are kept informed by a variety of means, and are encouraged to be involved in a variety of ways at the school.

Resources

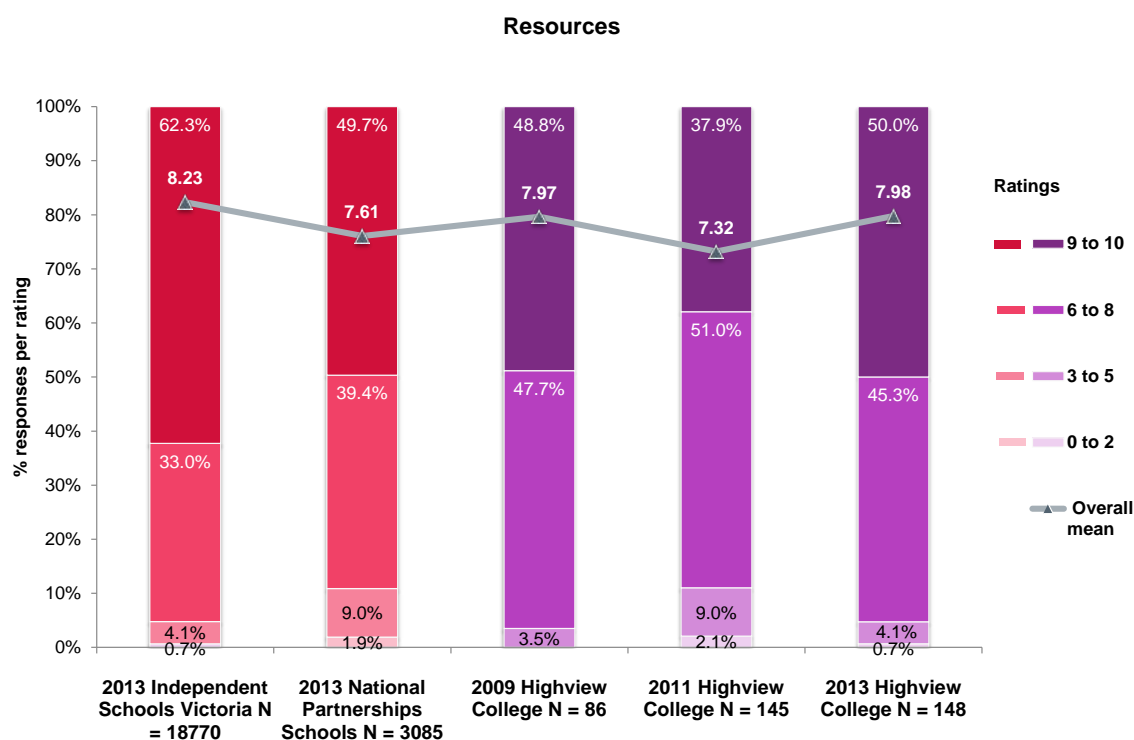


Figure 7: Chart showing overall parent satisfaction with Parental Involvement, compared to the Independent Schools Victoria and National Partnerships Schools reference groups.

The data are represented by comparing the percentage of parent responses per rating for this domain (with 0 = no agreement, and 10 = complete agreement).

Table 9 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2013 Independent Schools reference group.

Table 9: Averages for Parent Satisfaction Survey Questions for Resources Domain	2011 Highview College Secondary	2013 Highview College Secondary	2013 ISV Mean (Secondary)
This school ensures that students learn to make appropriate use of computers	7.40	8.18	8.24
Students have access to high quality materials and resources that help them learn	6.99	7.81	8.17
The school buildings and grounds are attractive and well-maintained	8.03	8.30	8.65
The school library/resource centre has outstanding resources for students	7.01	7.58	7.95
There are excellent opportunities to learn using computer technology at this school	7.16	7.91	8.22

High parent satisfaction with 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 where the school provides opportunities for students to learn with and make appropriate use of computers.

Year Transition

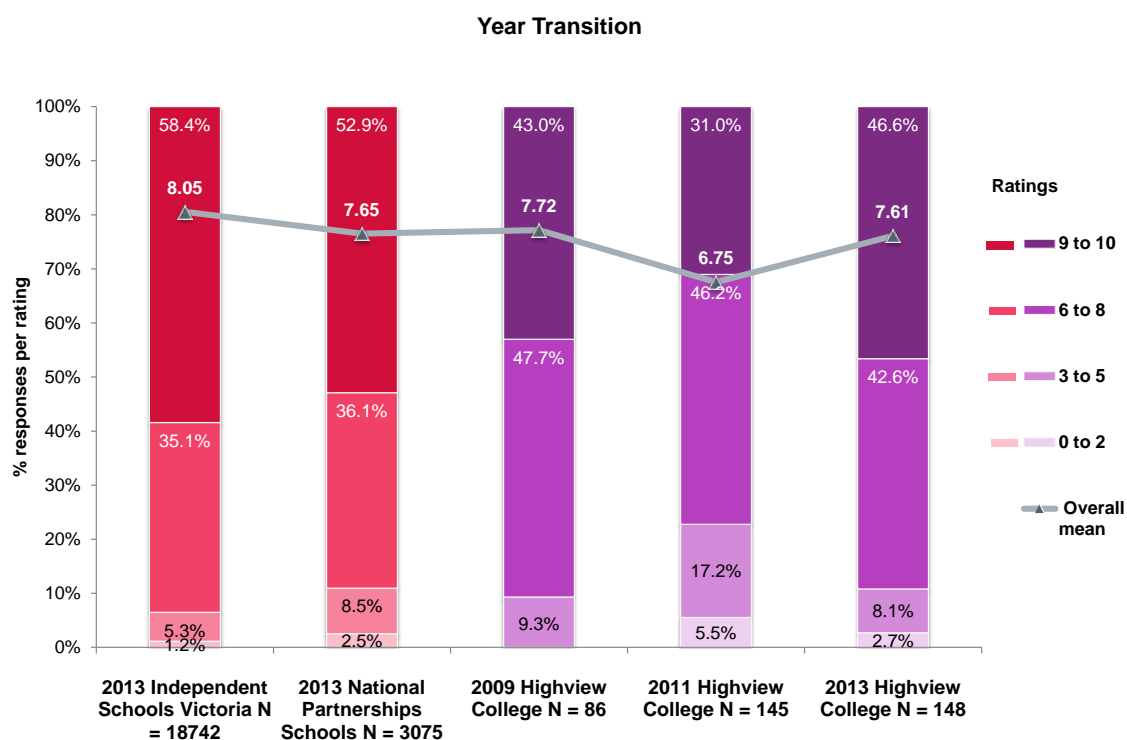


Figure 8: Chart showing overall parent satisfaction with Year Transitions, compared to the Independent Schools Victoria and National Partnerships Schools reference groups.

The data are represented by comparing the percentage of parent responses per rating for this domain (with 0 = no agreement, and 10 = complete agreement).

Table 10 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2013 Independent Schools reference group.

Table 10: Averages for Parent Satisfaction Survey Questions for Year Transition Domain	2011 Highview College Secondary	2013 Highview College Secondary	2013 ISV Mean (Secondary)
Students are well prepared for the next stage in their education	6.87	7.59	8.11
Students receive excellent support at the start of each school year	6.82	7.68	7.95
Before the end of the last school year, students were well prepared for the next year	6.76	7.62	7.99
This school provides parents with good advice about their children's future	6.51	7.36	7.56
Students are supported in their transitions at this school	6.99	7.85	8.04
Students look forward to their next year at this school	6.57	7.46	8.20

High parent satisfaction in the area of transition occurs when there is a perception that students are well prepared for the next school year and are supported at its commencement, and where schools provide parents with good advice about their children's future.

Global Item



Figure 9: Chart showing overall parent satisfaction, compared to the Independent Schools Victoria and National Partnerships Schools reference groups.

The data are represented by comparing the percentage of parent responses per rating for this domain (with 0 = no agreement, and 10 = complete agreement).

Table 11 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2013 Independent Schools reference group.

Table 11: Average for Parent Satisfaction Survey Question for Global Item Rating	2011 Highview College Secondary	2013 Highview College Secondary	2013 ISV Mean (Secondary)
Overall, I am very satisfied with my decision to send my child/ren to this school	7.22	8.14	8.45

The global item is measured by asking parents to think about the school overall, and to rate their satisfaction level. High levels of overall performance occur when parents are very satisfied with their choice of school.

Recommend to Others

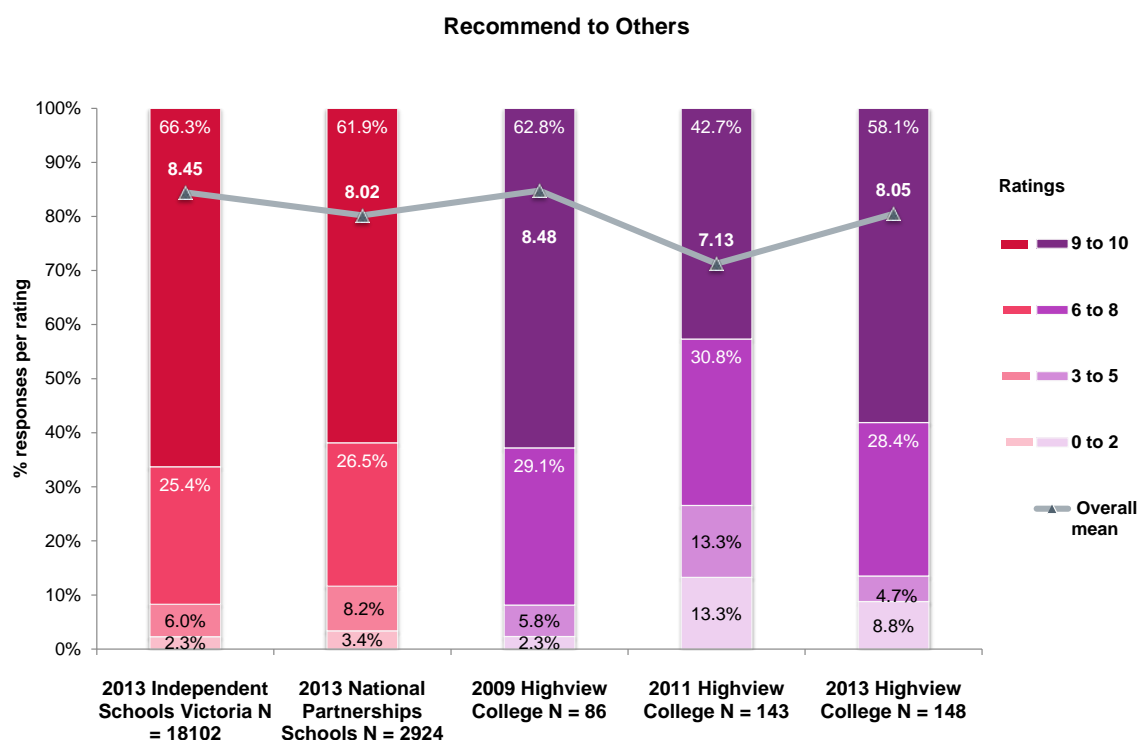


Figure 10: Chart showing parental willingness to recommend the school, compared to the Independent Schools Victoria and National Partnerships Schools reference groups.

The data are represented by comparing the percentage of parent responses per rating for this domain (with 0 = no agreement, and 10 = complete agreement).

Table 12 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2013 Independent Schools reference group.

Table 12: Average for Parent Satisfaction Survey Question Recommend to Others	2011 Highview College Secondary	2013 Highview College Secondary	2013 ISV Mean (Secondary)
I am happy to recommend the school to other parents	7.13	8.03	8.42

'Recommend to Others' is measured by asking parents whether they would recommend the school to other parents. High levels of satisfaction occur when parents report that they are happy to recommend the school to others.

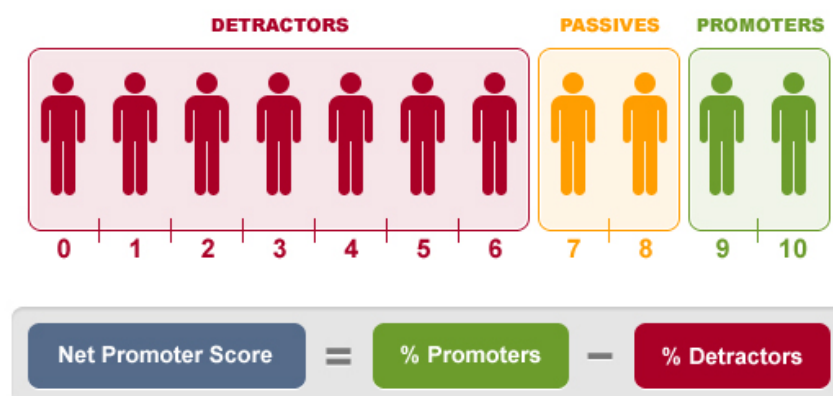
Net Promoter Score

The Net Promoter Score (NPS) has been introduced into this year's report to give schools a different perspective into parent satisfaction.

The Net Promoter Score is a measure that determines the loyalty between a provider and a customer. This is a useful measure based on research by Feichheld (2003)¹ who suggested that a customer's intention to recommend a product or service is more likely to influence their future behaviour than typical questions about customer satisfaction. The Net Promoter Score is based on the answers to the question 'How likely are you to recommend (service, product or experience) to a friend or colleague'. The scoring of the question is completed via a 0 to 10 point scale, with the following breakdown:

- Respondents who give a score between 0 to 6 are classified as 'Detractors' - those customers who are more likely to spread negative views about the organisation and less likely to continue with the service.
- Respondents who give a score of 7 or 8 are classified as 'Fence Sitters or Passives' - those customers who are unlikely to spread information about the organisation whether good or bad.
- Respondents who give a score of 9 or 10 are classified as 'Promoters' - those customers who are more likely to spread positive views about the organisation and be more likely to continue with the service.

Once the results have been tallied, the NPS is then calculated according to the per cent of Promoters minus the per cent of Detractors. This results in a final score of between -100 and 100. The higher the positive score, the greater is the overall the loyalty of the customer. In this survey, parents are regarded as the customers. The following diagram illustrates this concept:²



Parents who are detractors can be harmful to a school as they are likely to criticise it to fellow parents and even others outside the school and prevent parents of prospective students from being attracted to that school. It is thus important to address the specific issues that these detractors have, in order to prevent a school's name being damaged.

When looking at Net Promoter scores and the percentage of promoters/detractors, please take the sample size into account, as low numbers can give a misleading representation. Please also note that for the purposes of consistency to previous years' questionnaire, the Net Promoter question differs slightly from the regular question, by using 'I am happy to recommend', rather than 'I am likely to recommend'.

¹ 1. Feichheld, F (2003). *The one number you need to grow*. Harvard Business Review, December 1, 2003, 46-54.

² What is the Net Promoter Score? Accessed 9 September 2013, <<http://www.peoplepulse.com.au/NPS-score.jpg>>

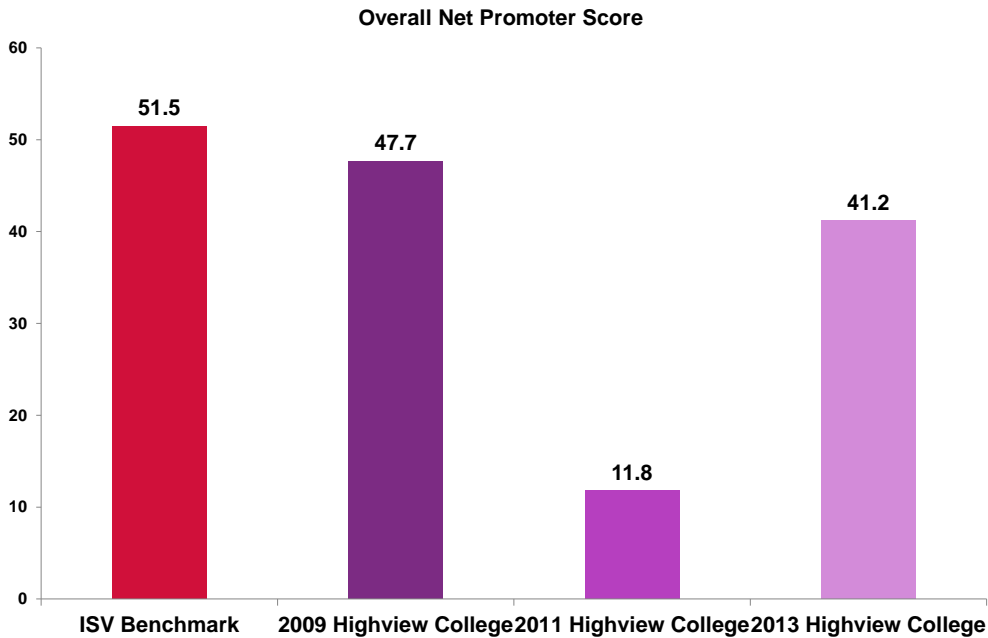


Figure 11 shows the Overall Parent Net Promoter Score for the current and previous years (where available) at Highview College and compares it to the Independent Schools Victoria benchmark score.

Table 13 below shows sample sizes of promoters and detractors at Highview College.

	ISV Benchmark	2009 Highview College	2011 Highview College	2013 Highview College
Number of Detractors (Rating 0 to 6)	2493	13	45	25
Number of Promoters (Rating 9 to 10)	11976	54	62	86
Total parents calculated in the NPS	14469	67	107	111

Percentage of Promoters and Detractors

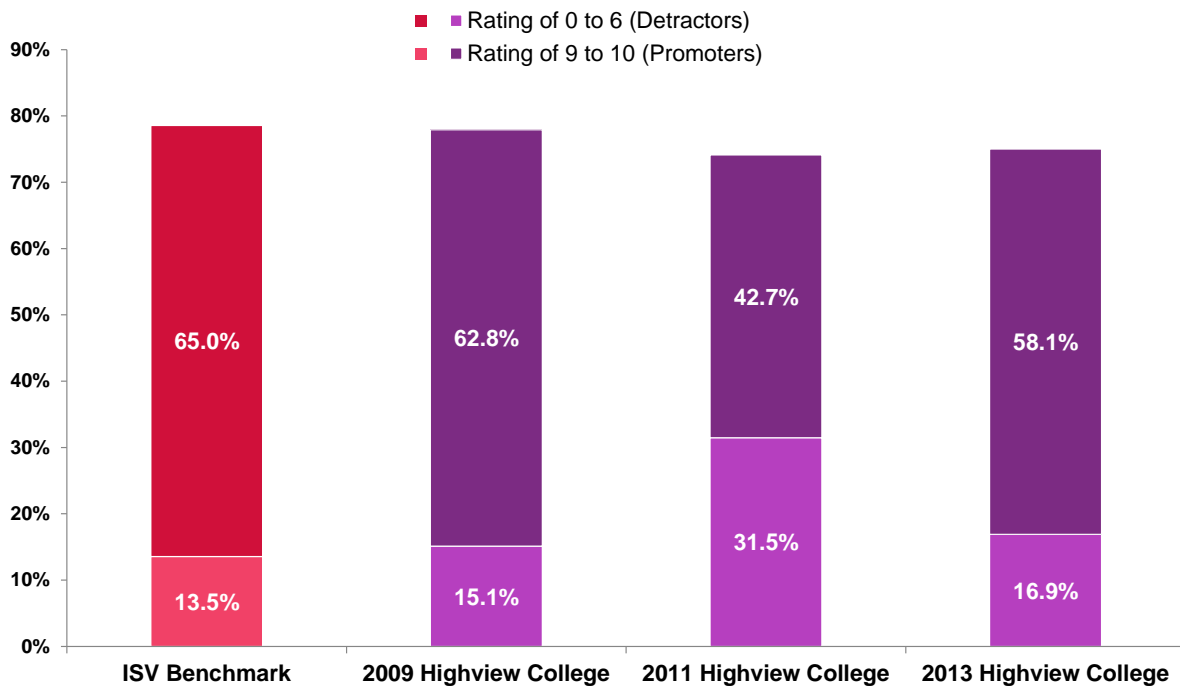


Figure 12 shows the overall percentage of parent promoters and detractors at Highview College and compares current and previous years' data (where available) to the Independent Schools Victoria Benchmark. Please take the sample size into account, as low numbers can give a misleading representation.

Average Rating per Domain for Detractors

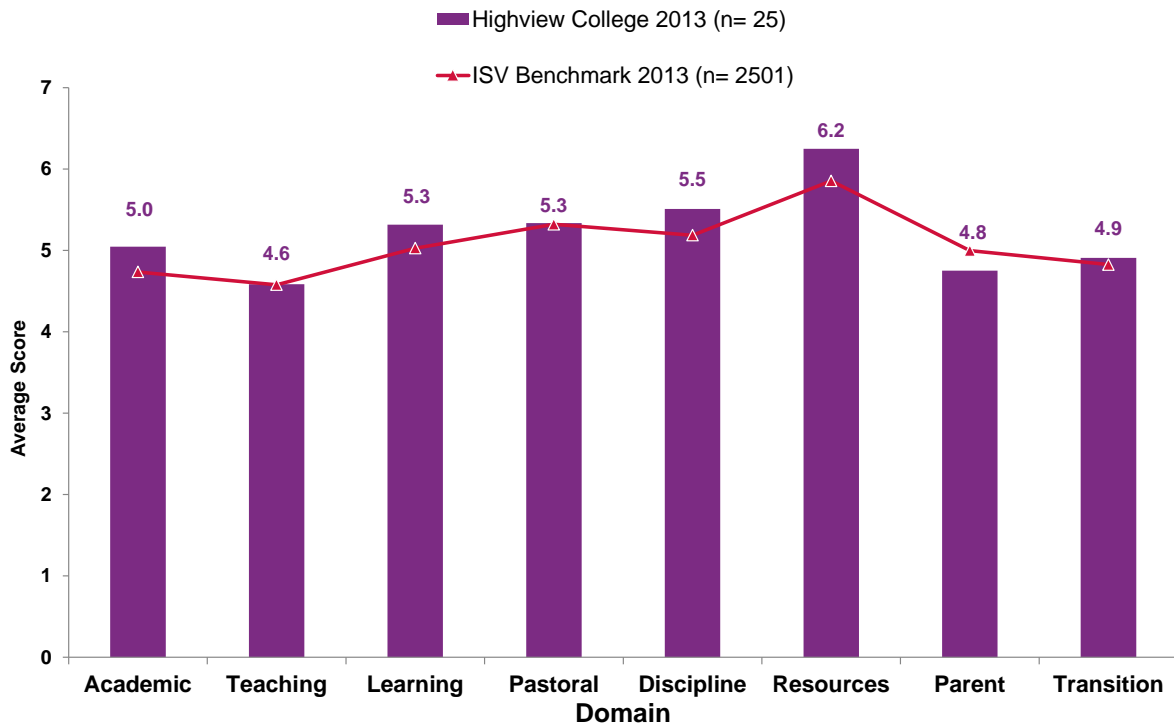


Figure 14a explores the average rating per domain by detractors. Those average scores which are lowest are the issues of most concern and influence for detractors. The school should consider addressing these issues in the short term to increase the NPS in future.

Net Promoter Scores by Year Level for Highview College

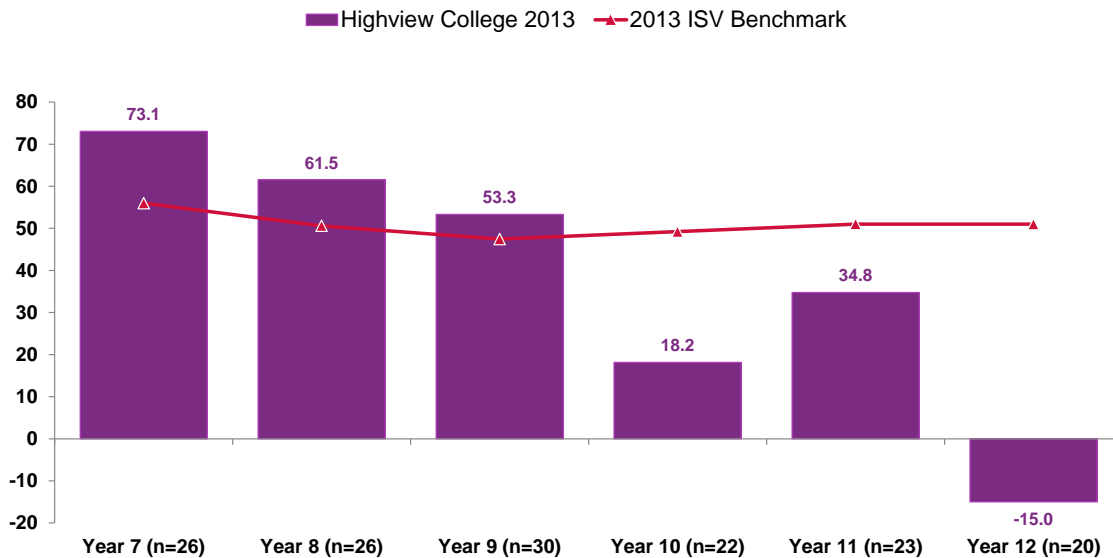


Figure 14b shows the net promoter score per year level for Highview College. Please bear in mind that the sample sizes may have a significant influence on the actual score when interpreting this table.

Section 2: Comparison of Domains

Parents of Secondary Children

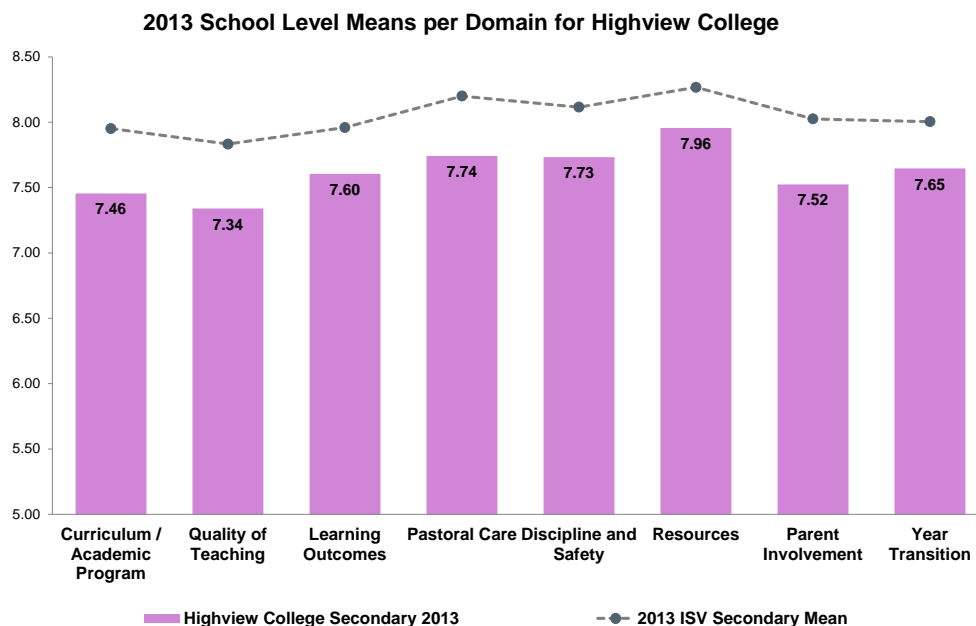


Figure 15: Chart showing the overall parent satisfaction means of each domain for the Secondary School, compared to the relevant Independent Schools Victoria reference groups. Highview College’s scores are represented as bars and the 2013 Independent Schools Victoria’s reference means are represented as lines.

Parents of Boys and Girls

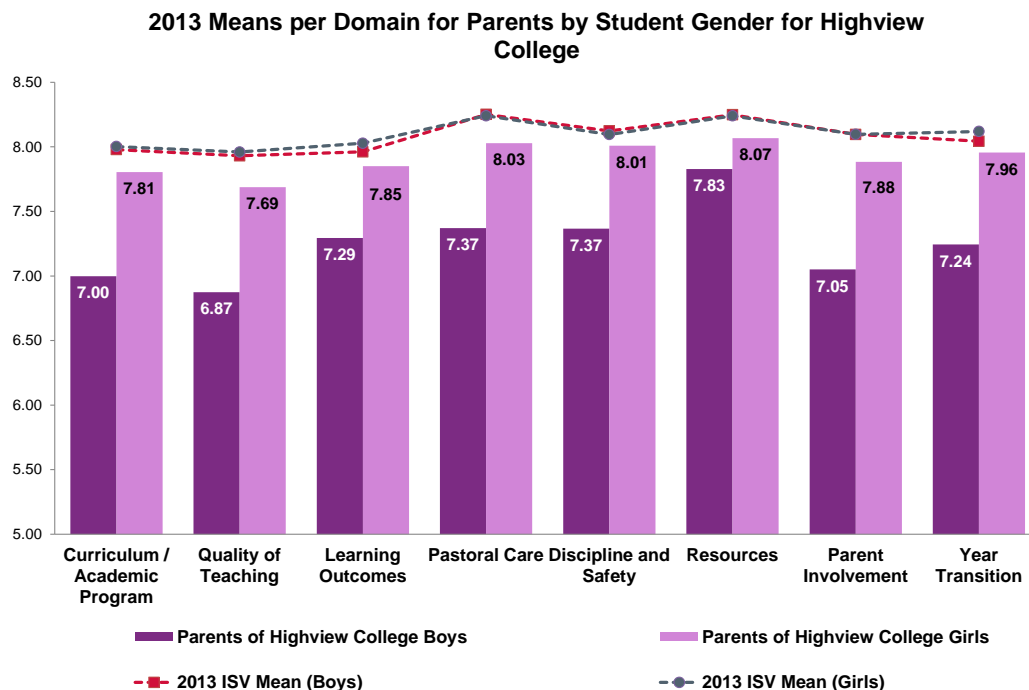


Figure 16: Chart showing the overall parent satisfaction means of each domain for parents of boys and parents of girls, compared to the relevant Independent Schools Victoria reference groups. Highview College’s scores are represented as bars and the 2013 Independent Schools Victoria’s reference means are represented as lines.

Overall Averages per Domain

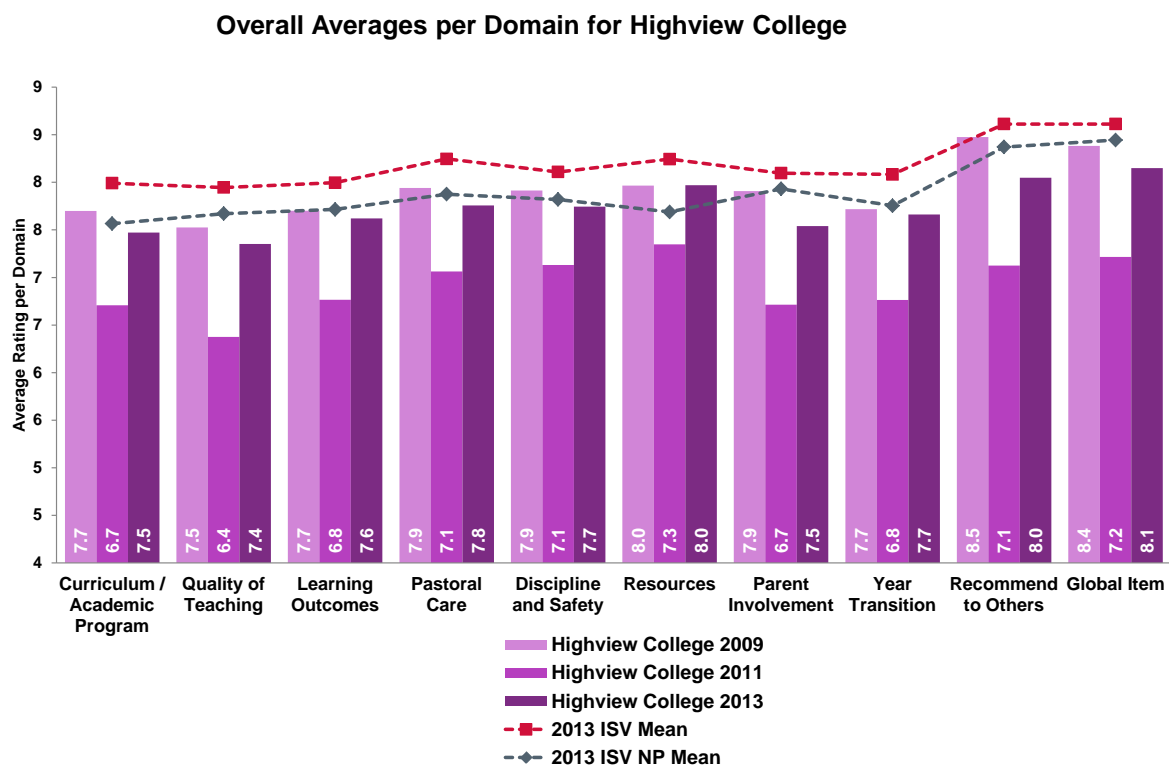


Figure 17: Chart showing the overall parent satisfaction means of each domain from 2009 to 2013 compared to the relevant Independent Schools Victoria and National Partnerships Schools reference groups. Highview College's scores are represented as bars and the 2013 Independent Schools Victoria and National Partnerships' reference means are represented as lines.

Section 3: Averages for Each Question

Highview College's 2013 Averages per Year Level (Secondary)

In the table below, for each year level, the top three averages (your strengths) are highlighted in green and the bottom three (possible areas of improvement) are highlighted in red.

2013 Highview College Averages per year level for Highview College	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
The range of learning areas offered at this school is excellent	7.73	7.60	7.23	7.27	6.96	6.15
The learning program offered at this school meets the needs of individual students	7.81	7.96	7.59	6.91	6.83	6.10
The standard of schoolwork expected is appropriate to age and stage of development	8.46	8.08	8.00	7.91	7.64	7.15
The school provides an excellent environment in which to learn	8.27	8.19	8.10	7.68	7.52	6.40
The school provides good support for all students with special needs	8.00	7.60	8.15	6.95	6.68	6.40
The school changes the curriculum to improve student achievement	7.94	7.91	7.40	6.32	6.78	6.26
The quality of teaching at this school is excellent	7.96	7.88	7.23	6.82	7.26	6.50
Teachers understand the differing abilities of students and teach accordingly	8.00	7.29	7.17	6.59	6.52	5.89
Teachers at this school are enthusiastic about their teaching	8.08	7.77	7.34	7.14	7.39	6.65
Teachers at this school are keen to help students of all abilities	8.32	7.75	7.90	6.91	7.13	6.30
Teachers provide excellent help and support for students when it is needed	8.12	7.50	7.90	6.59	7.00	6.55
Teachers stay up-to-date in the things they teach	8.35	8.30	8.00	7.45	6.94	7.06
The school is open to new teaching strategies	7.69	8.19	7.38	6.61	6.94	6.11
This school encourages students to be responsible for their own learning	8.62	8.46	8.00	7.77	7.65	7.25
This school does a good job of teaching basic skills such as reading, writing, mathematics and science	8.36	8.19	8.23	7.50	7.26	7.45
Students are motivated to learn at this school	8.19	8.00	7.67	7.00	7.43	6.45
This school does a good job developing the thinking and reasoning skills of students	7.73	7.69	7.53	7.27	7.05	6.70
Students are challenged in their studies at this school	8.08	7.85	7.53	7.27	7.32	6.75
Parents are kept informed of the academic performance of their child relative to the performance of others	7.62	7.56	7.40	7.18	7.09	7.05
Students from different backgrounds and cultures are treated equally at this school	8.70	9.05	8.65	7.89	7.80	7.16
The school is successful in the development of the students' social and personal skills	7.88	7.88	7.80	7.41	7.17	6.95
Students are happy to go to this school	8.38	7.96	8.00	7.36	7.78	7.05
This school teaches children about different cultures	8.38	8.19	8.37	7.91	7.57	7.15
Special interests and talents are developed at this school	8.14	7.60	7.41	7.24	6.64	6.45
The school encourages participation in community activities	8.32	8.60	8.40	7.68	7.83	7.60
Teachers in this school know and care about my child/ren	7.92	7.77	7.97	7.41	7.65	7.40
The range of co-curricular offerings is excellent	7.95	7.63	8.13	6.82	6.95	6.63
This school is a safe place in which to learn	8.73	8.72	8.67	8.64	8.14	7.15
The behaviour of students at this school is excellent	7.77	7.46	7.52	7.32	7.48	7.20
Bullying does not pose a problem at this school	7.38	6.24	6.68	6.67	6.57	5.95
Students are treated fairly at this school	8.32	7.85	7.70	7.41	7.39	6.35
The school administrators take prompt action when problems occur	8.53	8.28	8.23	7.32	7.32	7.05
The school emphasises drug awareness and prevention education	7.94	8.32	8.32	7.59	7.36	7.39
The discipline in this school follows established and well-known procedures	8.19	8.57	7.97	7.59	8.13	7.47
Racism does not pose a problem at this school	9.00	7.88	8.14	7.80	8.26	7.63
There are excellent opportunities for contact with teachers at this school	7.92	8.54	7.60	7.45	7.26	6.65
Teachers provide useful and relevant information at parent - teacher interviews	8.13	7.73	7.97	7.14	7.64	6.95
School staff are approachable when parents want to talk about their children	8.48	8.48	7.59	7.41	7.30	6.55
Parents are made to feel welcome to visit this school	8.00	8.36	8.20	7.73	7.57	6.65
Parents are kept well informed about the learning programs undertaken by students	7.88	7.65	7.57	7.09	7.00	7.10
The school uses a broad range of communication types to keep parents informed	8.23	8.08	7.73	6.95	7.52	6.95
Parents are encouraged to be involved in a large variety of ways at this school	7.24	7.40	6.80	6.55	7.17	6.25
This school ensures that students learn to make appropriate use of computers	8.58	8.40	8.47	8.09	7.83	7.45
Students have access to high quality materials and resources that help them learn	8.35	7.96	8.10	7.41	7.57	7.20
The school buildings and grounds are attractive and well-maintained	8.58	8.73	8.37	8.18	8.00	7.75
The school library/resource centre has outstanding resources for students	8.15	7.73	7.89	7.61	7.25	6.68
There are excellent opportunities to learn using computer technology at this school	8.54	7.56	8.48	7.91	7.52	7.11
Students are well prepared for the next stage in their education	7.91	8.13	7.66	7.64	7.39	6.65
Students receive excellent support at the start of each school year	8.65	7.92	7.97	7.23	7.09	6.80
Before the end of the last school year, students were well prepared for the next school year	7.93	8.04	7.57	7.32	7.74	7.15
This school provides parents with good advice about their children's future	7.90	8.09	7.83	7.45	6.61	6.10
Students are supported in their transitions at this school	8.63	8.28	8.00	7.77	7.39	6.80
Students look forward to their next year at this school	8.09	8.21	7.87	7.09	7.14	5.95
Overall, I am very satisfied with my decision to send my child/ren to this school	9.00	8.77	8.53	7.59	7.96	6.40
I am happy to recommend the school to other parents	9.08	8.73	8.57	7.45	7.83	5.85
Number of respondents per year level	26	26	30	22	23	20

Highview College's 2013 Averages for Parents of Boys and Girls

In the table below, for each column, the top three averages (your strengths) are highlighted in green and the bottom three (possible areas of improvement) are highlighted in red.

Averages for all Parent Satisfaction Survey Questions	Parents of Highview College Boys 2013	Parents of Highview College Girls 2013	2013 ISV Mean (Parents of boys)	2013 ISV Mean (Parents of girls)
The range of learning areas offered at this school is excellent	6.93	7.42	8.10	8.01
The learning program offered at this school meets the needs of individual students	6.64	7.74	7.68	7.76
The standard of schoolwork expected is appropriate to age and stage of development	7.62	8.14	8.11	8.20
The school provides an excellent environment in which to learn	7.41	8.03	8.51	8.51
The school provides good support for all students with special needs	6.54	7.86	7.50	7.58
The school changes the curriculum to improve student achievement	6.43	7.65	7.65	7.70
The quality of teaching at this school is excellent	7.00	7.57	7.94	7.95
Teachers understand the differing abilities of students and teach accordingly	6.31	7.41	7.50	7.60
Teachers at this school are enthusiastic about their teaching	7.10	7.68	8.17	8.15
Teachers at this school are keen to help students of all abilities	6.90	7.86	8.07	8.11
Teachers provide excellent help and support for students when it is needed	6.74	7.80	7.88	7.93
Teachers stay up-to-date in the things they teach	7.30	8.07	8.19	8.16
The school is open to new teaching strategies	6.36	7.68	7.94	7.93
This school encourages students to be responsible for their own learning	7.92	8.08	8.26	8.29
This school does a good job of teaching basic skills such as reading, writing, mathematics and science	7.51	8.16	8.09	8.14
Students are motivated to learn at this school	7.18	7.78	8.08	8.24
This school does a good job developing the thinking and reasoning skills of students	7.00	7.66	8.08	8.12
Students are challenged in their studies at this school	7.23	7.72	8.08	8.17
Parents are kept informed of the academic performance of their child relative to the performance of others	6.93	7.65	7.17	7.16
Students from different backgrounds and cultures are treated equally at this school	7.85	8.55	8.78	8.71
The school is successful in the development of the students' social and personal skills	7.20	7.84	8.08	8.08
Students are happy to go to this school	7.38	8.13	8.64	8.61
This school teaches children about different cultures	7.67	8.22	8.33	8.31
Special interests and talents are developed at this school	6.79	7.65	7.81	7.83
The school encourages participation in community activities	7.72	8.41	8.20	8.17
Teachers in this school know and care about my child/ren	7.28	8.05	8.27	8.31
The range of co-curricular offerings is excellent	7.11	7.60	8.02	7.92
This school is a safe place in which to learn	7.97	8.72	8.85	8.89
The behaviour of students at this school is excellent	7.13	7.72	7.96	7.94
Bullying does not pose a problem at this school	6.30	6.81	7.30	7.18
Students are treated fairly at this school	7.05	7.94	8.28	8.25
The school administrators take prompt action when problems occur	7.39	8.16	7.92	7.83
The school emphasises drug awareness and prevention education	7.51	8.12	8.00	7.97
The discipline in this school follows established and well-known procedures	7.68	8.27	8.07	8.02
Racism does not pose a problem at this school	7.93	8.29	8.52	8.46
There are excellent opportunities for contact with teachers at this school	7.11	8.00	8.34	8.34
Teachers provide useful and relevant information at parent - teacher interviews	7.16	7.98	7.98	7.98
School staff are approachable when parents want to talk about their children	7.17	8.04	8.44	8.39
Parents are made to feel welcome to visit this school	7.25	8.22	8.48	8.45
Parents are kept well informed about the learning programs undertaken by students	6.79	7.90	7.61	7.69
The school uses a broad range of communication types to keep parents informed	7.20	7.95	7.89	7.88
Parents are encouraged to be involved in a large variety of ways at this school	6.63	7.16	7.81	7.80
This school ensures that students learn to make appropriate use of computers	8.07	8.28	8.23	8.28
Students have access to high quality materials and resources that help them learn	7.51	8.05	8.19	8.19
The school buildings and grounds are attractive and well-maintained	8.34	8.29	8.60	8.55
The school library/resource centre has outstanding resources for students	7.33	7.79	7.95	7.87
There are excellent opportunities to learn using computer technology at this school	7.80	8.01	8.21	8.15
Students are well prepared for the next stage in their education	7.17	7.91	8.10	8.21
Students receive excellent support at the start of each school year	7.25	8.00	7.98	8.07
Before the end of the last school year, students were well prepared for the next school year	7.36	7.83	7.98	8.06
This school provides parents with good advice about their children's future	7.02	7.63	7.64	7.66
Students are supported in their transitions at this school	7.44	8.16	8.09	8.12
Students look forward to their next year at this school	6.95	7.85	8.30	8.34
Overall, I am very satisfied with my decision to send my child/ren to this school	7.62	8.52	8.48	8.46
I am happy to recommend the school to other parents	7.52	8.41	8.46	8.43
Number of respondents (N)	61	87	9044	9759

Highview College's Overall Parent Averages

The following table provides the overall averages per question, as well as the averages per question from previous surveys, where available. In the table below, for each column, the top five averages (your strengths) are highlighted in green and the bottom five (possible areas of improvement) are highlighted in red.

Averages for all Parent Satisfaction Survey Questions	Highview College Parents 2009	Highview College Parents 2011	Highview College Parents 2013	2013 ISV NP Schools Parents' Averages	2013 ISV Parents' Averages
This school is a safe place in which to learn	8.53	8.08	8.40	8.57	8.87
The school buildings and grounds are attractive and well-maintained	8.35	8.04	8.31	8.14	8.57
Students from different backgrounds and cultures are treated equally at this school	8.51	8.14	8.24	8.50	8.74
This school ensures that students learn to make appropriate use of computers	8.15	7.42	8.19	7.90	8.26
Overall, I am very satisfied with my decision to send my child/ren to this school	8.38	7.23	8.15	8.12	8.47
Racism does not pose a problem at this school	8.16	7.80	8.14	8.25	8.49
The school encourages participation in community activities	8.33	7.58	8.12	7.79	8.18
I am happy to recommend the school to other parents	8.48	7.15	8.05	8.02	8.45
The discipline in this school follows established and well-known procedures	8.19	7.43	8.02	7.62	8.05
This school encourages students to be responsible for their own learning	7.99	7.49	8.01	7.87	8.27
This school teaches children about different cultures	8.09	7.24	7.99	8.07	8.32
The standard of schoolwork expected is appropriate to age and stage of development	7.85	6.93	7.93	7.75	8.15
There are excellent opportunities to learn using computer technology at this school	7.85	7.18	7.92	7.50	8.18
This school does a good job of teaching basic skills such as reading, writing, mathematics and science	7.73	6.61	7.89	7.88	8.12
The school emphasises drug awareness and prevention education	7.79	6.72	7.87	7.37	7.98
Students are supported in their transitions at this school	7.98	7.01	7.87	7.77	8.11
The school administrators take prompt action when problems occur	8.28	7.14	7.83	7.57	7.87
Students have access to high quality materials and resources that help them learn	7.95	7.01	7.82	7.45	8.19
Parents are made to feel welcome to visit this school	8.20	7.03	7.82	8.24	8.46
Students are happy to go to this school	8.87	7.20	7.82	8.14	8.63
The school provides an excellent environment in which to learn	7.98	7.23	7.78	8.00	8.51
Teachers stay up-to-date in the things they teach	7.65	6.75	7.74	7.81	8.18
Teachers in this school know and care about my child/ren	7.86	6.75	7.73	8.07	8.29
Students receive excellent support at the start of each school year	7.97	6.84	7.69	7.63	8.03
School staff are approachable when parents want to talk about their children	8.10	6.74	7.68	8.15	8.41
Teachers provide useful and relevant information at parent - teacher interviews	8.02	6.62	7.64	7.85	7.98
Before the end of the last school year, students were well prepared for the next school year	7.62	6.78	7.64	7.58	8.02
The school uses a broad range of communication types to keep parents informed	7.67	6.87	7.64	7.58	7.88
There are excellent opportunities for contact with teachers at this school	7.98	6.78	7.64	8.12	8.34
Students are well prepared for the next stage in their education	7.84	6.89	7.60	7.70	8.16
The school library/resource centre has outstanding resources for students	7.52	7.04	7.60	6.98	7.91
The school is successful in the development of the students' social and personal skills	7.93	6.83	7.57	7.69	8.08
Students are treated fairly at this school	7.91	6.69	7.57	7.98	8.27
Students are motivated to learn at this school	7.50	6.55	7.53	7.69	8.16
Students are challenged in their studies at this school	7.65	6.77	7.52	7.63	8.13
Students look forward to their next year at this school	7.42	6.60	7.48	7.78	8.32
The behaviour of students at this school is excellent	7.43	6.97	7.48	7.45	7.95
Teachers at this school are keen to help students of all abilities	7.59	6.35	7.46	7.83	8.09
Parents are kept well informed about the learning programs undertaken by students	8.06	6.72	7.44	7.36	7.65
Teachers at this school are enthusiastic about their teaching	7.57	6.42	7.43	7.86	8.16
The range of co-curricular offerings is excellent	7.38	6.63	7.39	7.16	7.97
This school does a good job developing the thinking and reasoning skills of students	7.66	6.66	7.39	7.64	8.10
This school provides parents with good advice about their children's future	7.49	6.54	7.38	7.42	7.65
Teachers provide excellent help and support for students when it is needed	7.56	6.50	7.36	7.59	7.91
Parents are kept informed of the academic performance of their child relative to the performance of others	7.67	6.66	7.36	7.21	7.17
The quality of teaching at this school is excellent	7.38	6.50	7.34	7.56	7.94
The school provides good support for all students with special needs	7.77	6.30	7.32	7.17	7.54
Special interests and talents are developed at this school	7.56	6.47	7.29	7.12	7.82
The learning program offered at this school meets the needs of individual students	7.43	6.40	7.29	7.33	7.73
The range of learning areas offered at this school is excellent	7.36	6.79	7.22	7.33	8.05
The school is open to new teaching strategies	7.73	6.39	7.15	7.35	7.93
The school changes the curriculum to improve student achievement	7.81	6.65	7.14	7.27	7.68
Teachers understand the differing abilities of students and teach accordingly	7.20	5.84	6.97	7.24	7.56
Parents are encouraged to be involved in a large variety of ways at this school	7.31	6.33	6.95	7.65	7.81
Bullying does not pose a problem at this school	7.02	6.30	6.61	7.08	7.24
Number of respondents (N)	86	146	148	3111	18804

Section 4: Additional Analyses

Spiritual Focus

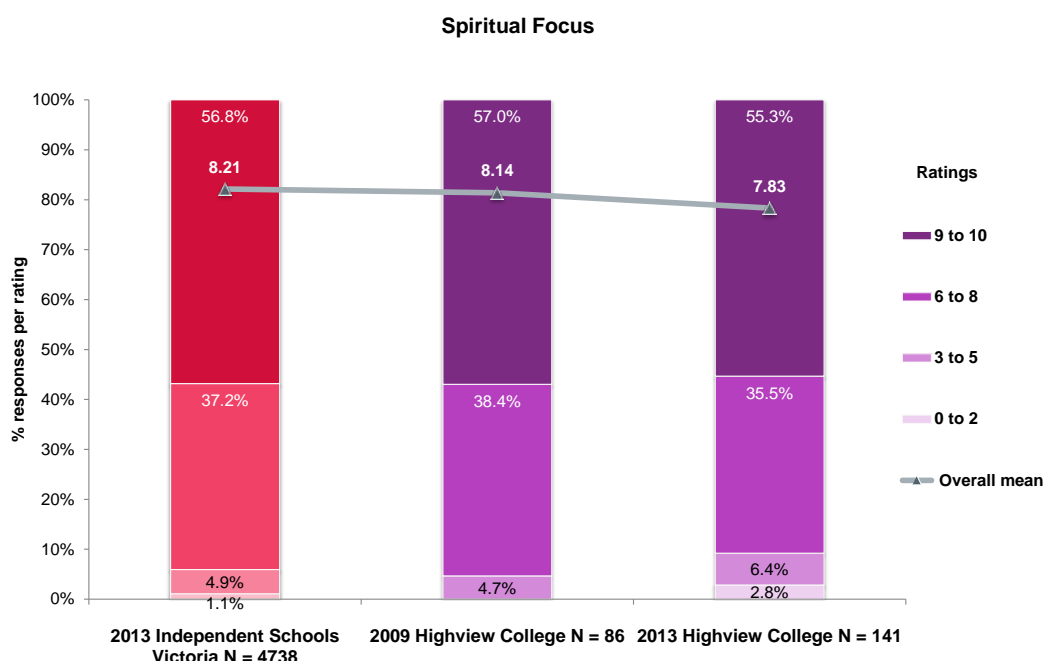


Figure 19: Chart showing parental satisfaction with the school's Spiritual Focus, compared to the Independent Schools Victoria reference group.

The data are represented by comparing the percentage of parent responses per rating for this domain (with 0 = no agreement, and 10 = complete agreement).

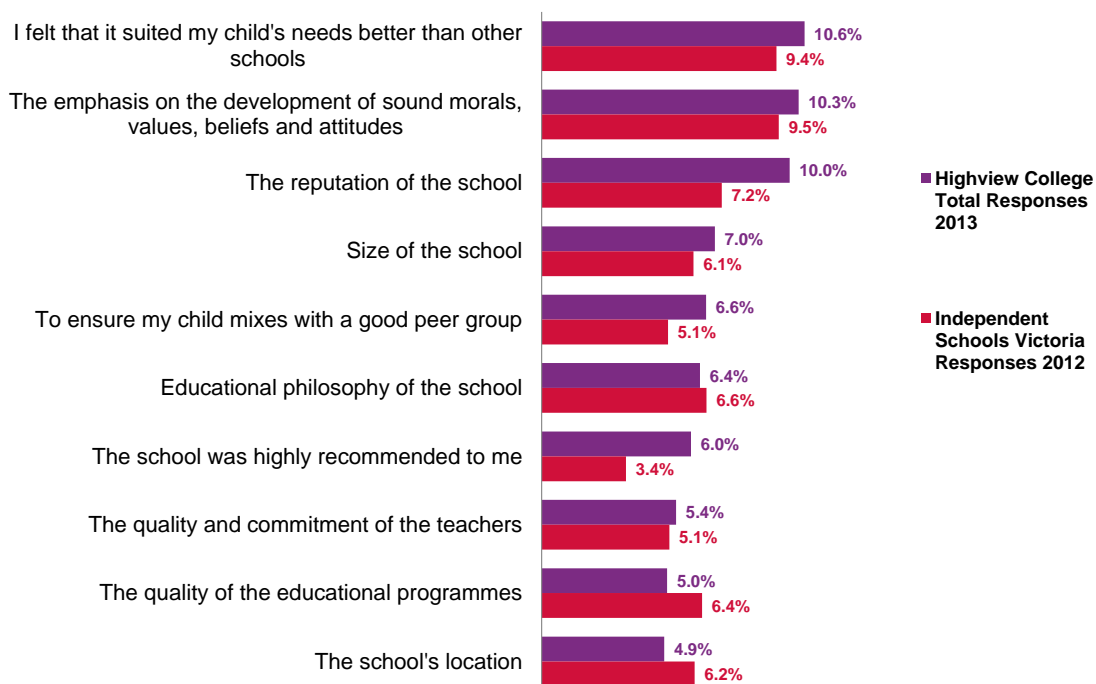
Table 18 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2013 Independent Schools reference group.

Averages for Parent Satisfaction Survey Questions for Spiritual Focus	2013 Highview College Secondary	2013 ISV Mean (Secondary)
Spiritual and religious needs of students are well catered for at this school	7.57	8.05
This school teaches students appropriate spiritual values	7.67	8.11
Students develop a good set of spiritual values at this school	7.71	8.01
The religious program is integrated into the curriculum	7.94	8.11
The school's symbols, rituals and actions are consistent with its religious/spiritual tradition	7.92	8.23
Teachers and staff demonstrate a faith consistent with the school's ethos	7.60	8.00
Students are given opportunities to express their faith	7.77	8.13
Students are able to participate in mission or service projects	8.51	8.33
There is consistency in values expressed in publications and the daily experience of families and students	7.80	8.12
Number of Respondents	142	3023

Reasons for Choosing Highview College

Parents were asked to select their top six reasons (your strengths) for choosing Highview College from a list of 22 options. In the chart below the top ten reasons are compared to the Independent Schools Victoria reasons.

Top Ten Reasons for Choosing This School



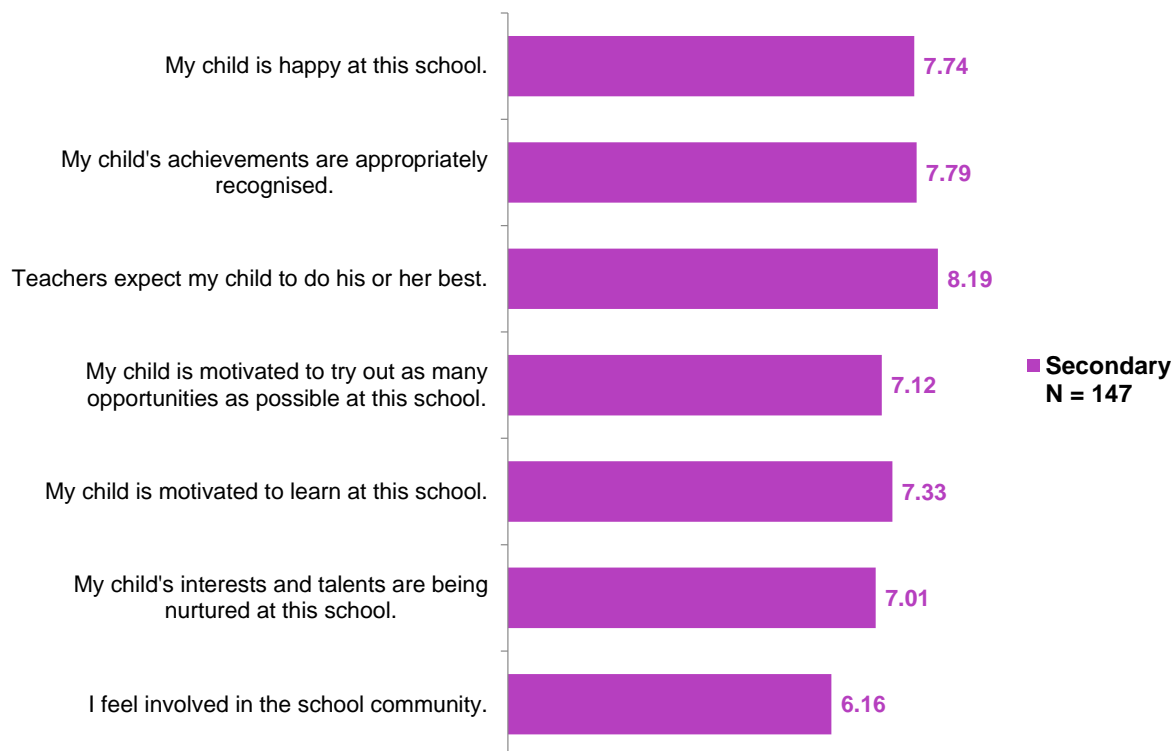
In the table below, the top six reasons are highlighted in green, for parents of primary and secondary children, with the list sorted according to the total responses

Reasons for Choosing Highview College	Highview College Total Responses 2013	Independent Schools Victoria Responses 2013
I felt that it suited my child's needs better than other schools	10.6%	9.4%
The emphasis on the development of sound morals, values, beliefs and attitudes	10.3%	9.5%
The reputation of the school	10.0%	7.2%
Size of the school	7.0%	6.1%
To ensure my child mixes with a good peer group	6.6%	5.1%
Educational philosophy of the school	6.4%	6.6%
The school was highly recommended to me	6.0%	3.4%
The quality and commitment of the teachers	5.4%	5.1%
The quality of the educational programmes	5.0%	6.4%
The school's location	4.9%	6.2%
Academic results	4.9%	6.3%
The atmosphere of the school	4.1%	5.8%
The religious affiliation of the school	3.5%	2.4%
The facilities and resources	3.5%	5.3%
There was not an adequate state school in our area	3.2%	2.0%
Our family has a history of attending the school	3.2%	1.8%
I was impressed by the calibre of present/recent students	2.2%	1.8%
I was impressed by the school leadership	1.7%	3.0%
The gender of the school (Co-ed or single sex)	0.6%	3.7%
I enrolled my child in the primary school to ensure their entry into the secondary school	0.5%	1.9%
It was where we could get our child a place	0.2%	0.7%
It offered the IB programme	0.1%	0.1%
Number of responses	832	35682

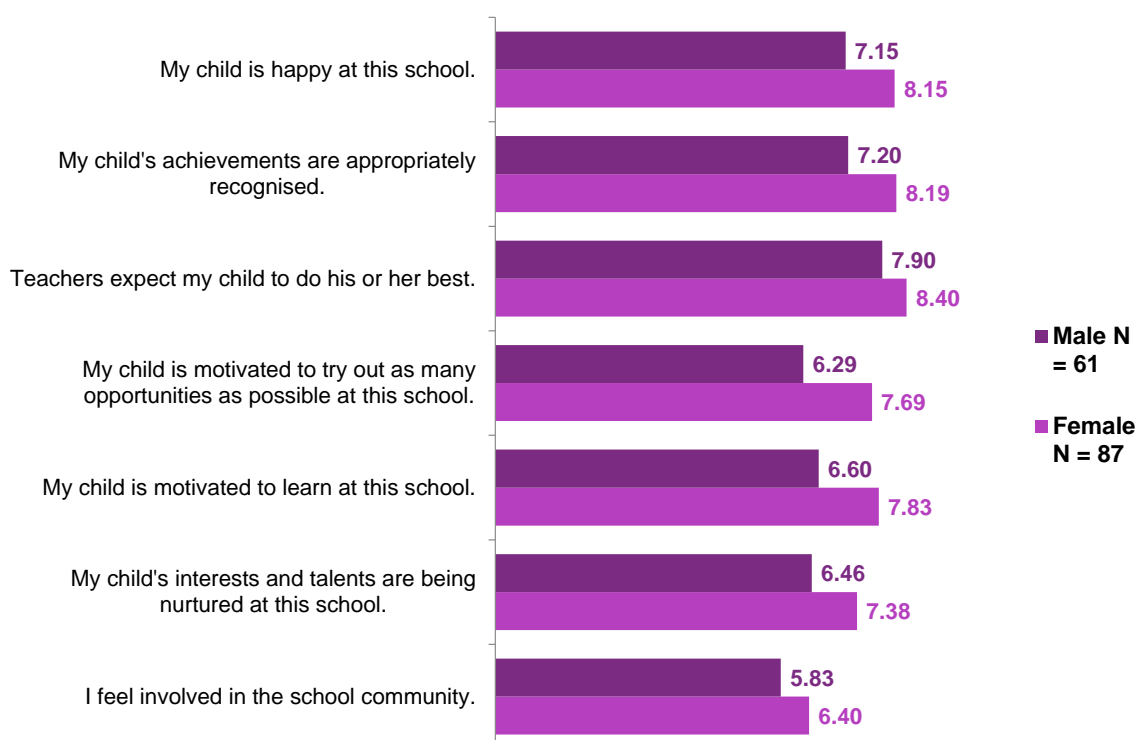
Additional Questions

Based on feedback from parents in previous years, parents were asked seven additional questions in 2012 specifically about their child's happiness, motivation and individual attention provided, on the same scale as the other questions. Parents were also asked more specifically about how involved they felt in the school community.

The chart below shows the averages for each of these questions according to school level.

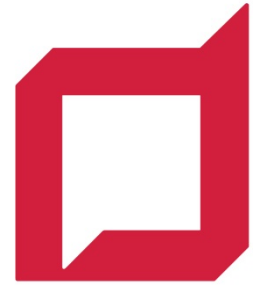


The chart below shows the averages for each of these questions according to gender.



Notes:

Notes:



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