

Student 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.

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# 2013 Student Satisfaction Survey Report

Increasing students' satisfaction can mean more motivated and higher achieving students. By learning students' opinions and listening to their recommendations, schools can identify their strengths and weaknesses to improve the quality of the education they provide.

Satisfaction ratings cover the student learning experience, not just teaching assessments. It is not enough to know the degree to which students are satisfied; schools need to understand what contributes to their enhanced satisfaction.

Since 2008, 105 schools have participated in the Student Surveys. Over 60 000 students have completed the surveys, 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 Student Satisfaction Survey

Empirical research has demonstrated that students who have a positive view of school are better motivated and achieve more according to their ability level than those who are not satisfied with school (Samdal, Nutbeam, Wold, & Kannas, 1998). Students hold valuable insight into the success of their school's operations and it is essential that their opinions be considered in developing, implementing, and sustaining a high quality education for current and future generations of students (Calderon, Dobson, & Wentworth, 2000).

The measurement of student satisfaction can be useful to help schools identify their strengths and to determine areas for improvement. Satisfaction ratings go beyond teaching assessments, to include broader aspects of the student learning experience. To grasp the complexity of that learning experience, it is not enough to know the degree to which students are satisfied; it is important to understand the factors that contribute to student satisfaction.

There is, however, limited research quantifying students' perceptions of their educational experience at school. To address this, Independent Schools Victoria, in collaboration with Associate Professor Richard Bell (Dept. Of Psychology at the University of Melbourne), developed two surveys: the General and the Quality of Teaching Survey.

## Survey Development Aims

The two instruments, namely the General Student Satisfaction Survey and the Student Satisfaction with Quality of Teaching Survey, were designed to gauge satisfaction levels of current students with important aspects of schooling. The surveys aim to obtain the opinions of students, and to gather recommendations for improving the quality of their education. The surveys were also developed to provide schools with the

opportunity to benchmark their results against the Victorian independent sector.

## Guide to the 2013 Student Satisfaction Survey

The 2013 Student Satisfaction Survey uses the same questions as in previous years, except that the questions were combined into one survey in 2013, and were randomised per respondent.

- Sections 1 and 2 look at overall student satisfaction with the school with the quality of teaching. Results for your school from each of the domains are presented in column charts. The columns are overlaid with a red line showing the 2013 Independent Schools Victoria reference means.
- Graphs combine both current and past data (where relevant), enabling schools to build a profile of students' perceptions and chart their progress over the years;
- The data from previous years have been recalculated with weighted averages and may differ slightly from previous reports your school has received.
- Tables of the questions that make up each domain are provided below each chart. Questions are broken down for comparison by gender and across primary, middle and senior levels (where applicable);
- Section 3 provides a quick reference section which looks at overall levels of satisfaction with quality of teaching and with the school generally, and examines the distribution of responses to key questions in a series of bar charts;
- Section 4 provides a snapshot of the means per domain, and the overall distribution of responses for each domain;
- Section 5 provides gender comparison for each domain;
- Section 6 provides a table of the overall 2013 student averages per question per year level;
- Section 7 provides a table with the school's overall averages per question of current and past data where relevant;
- Section 8 contains Year 6 exit students questions about moving to secondary school, and how well prepared they were for this transition.

# Method

## Domains

The General Satisfaction and Quality of Teaching Surveys gather data from a pool of students ranging from Year Levels 5 to 12. The responses to each question are then grouped into domains, nine of which explore general themes related to quality of educational experience and five of which focus on different aspects of the theme of quality of teaching.

The General Satisfaction Survey evaluates the extent to which students believe effective school practices are apparent across the following domains:

- Academic Program
- Learning Outcomes
- Pastoral Care
- Personal Development/Leadership
- Discipline and Safety
- Resources
- School Ethos/Values
- Peer Relationships
- Transition

The Quality of Teaching Survey evaluates the extent to which students believe effective school practices are apparent across the following domains:

- Academic Rigour
- Feedback
- Teacher Knowledge
- Teacher Practice
- Teacher-Student Rapport

Our testing has shown correlations between domains; generally a school that records a shift in results in one domain, will record a similar shift in the others.

## Calculation of Scores by Domain

Average ratings (on a scale of 0-10, with 0 = no agreement to 10 = complete agreement) were calculated for each item in each of the

domains. The tables below display the Independent Schools Victoria mean scores for each domain for the General and the Quality of Teaching Surveys. Reference means are quoted for girls, boys and the sector as a whole.

For the 2013 benchmarks, data from 2013 were combined with annual data from 2009 as an analysis revealed that there was no significant difference between the student sector results from year to year. If a school had participated in the student surveys in two or more years, only that school's latest data were included in the 2013 benchmark. The 2013 benchmarks included 30195 students from 103 different schools.

### Sector Reference Means 2013 - General Student Survey:

Domains	Girls	Boys	Overall
Academic Program	7.2	7.2	7.2
Learning Outcomes	7.6	7.4	7.5
Pastoral Care	7.3	7.3	7.3
Personal Development/Leadership	7.3	7.3	7.3
Discipline and Safety	7.5	7.3	7.4
Resources	7.5	7.4	7.5
School Ethos and Values	7.6	7.4	7.5
Peer Relationships	7.6	7.6	7.6
Transition	7.5	7.5	7.5
Overall	7.7	7.7	7.7
No. of Participants	15567	14620	30187

### Sector Reference Means 2013 - Quality of Teaching Student Survey:

Domains	Girls	Boys	Overall
Academic Rigour	7.5	7.6	7.5
Feedback	7.1	7.2	7.2
Teacher Knowledge	7.2	7.2	7.2
Teacher Practice	7.3	7.3	7.3
Teacher Student Rapport	7.2	7.2	7.2
Overall Satisfaction	7.3	7.3	7.3
No of Participants	15255	14691	29946

# Demographics

## Participant Characteristics

In 2013, a total of 18673 responses were received from 61 schools. Some features of the 2013 students were:

- The number of students per school varied and average satisfaction was not related to the size of school;
- 51% of the students were girls and 49% were boys;
- 22% of respondents were in Primary School (years 5 and 6), 49% of respondents were in Middle School (years 7, 8 & 9) and 29% of respondents were in Senior School (years 10, 11 & 12);
- Primary School students gave higher ratings in all domains than Middle and Senior School students;
- Girls gave higher ratings by domain throughout the survey;

## Total Responses for Highview College

Number of Student Respondents for Highview College

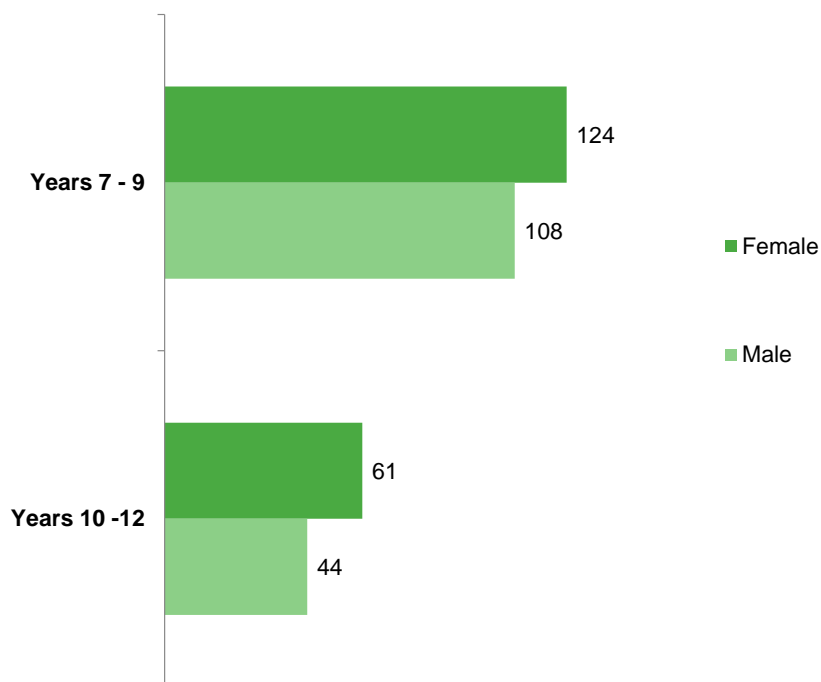


Figure 1: Chart showing aggregate responses from Highview College students in 2013 to the Student Satisfaction and Quality of Teaching Surveys.

Total responses are compared by school level and by gender.

An overall total of 356 responses were received from students at Highview College.

Please note that results (including the demographics) are reported on the basis of what students have selected in the survey. Therefore, Independent Schools Victoria does not take any responsibility for inaccuracies with regard to the demographic details (i.e. year level/ gender of student).

# Section 1: General Student Satisfaction Survey

## Academic Program

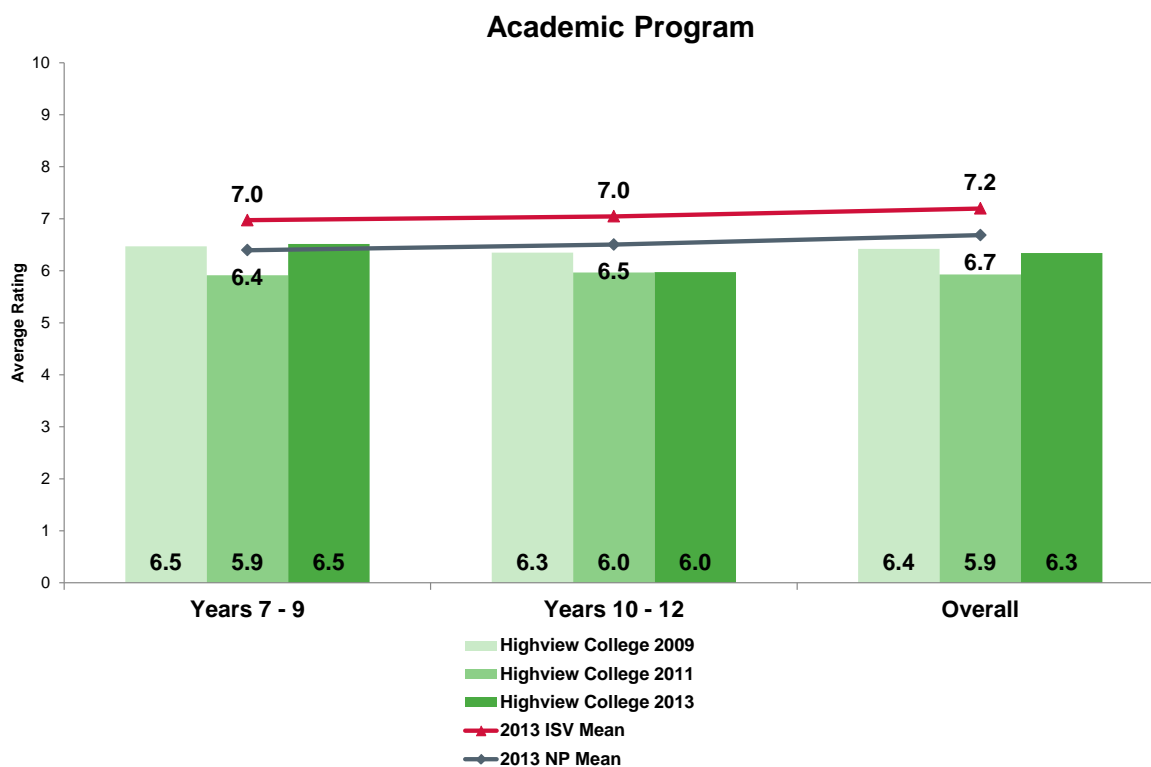


Figure 2: Chart showing overall student satisfaction with Academic Program, compared to the Independent Schools Victoria reference group and the National Partnerships (NP) group. The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 3 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 3: Averages for Academic Program - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
My school provides a learning environment which stimulates me to learn.	6.35	5.95	6.43	5.63	<b>6.17</b>
In class, I am given opportunities to explore different ways of learning things.	<b>6.16</b>	5.89	6.34	<b>5.38</b>	<b>6.03</b>
The standard of schoolwork expected of me is appropriate for my age.	<b>7.11</b>	<b>6.32</b>	<b>6.86</b>	<b>6.53</b>	<b>6.75</b>
I am challenged in my learning at this school.	6.75	6.32	6.63	6.39	<b>6.56</b>
The amount of homework set is appropriate for my year level.	6.57	<b>5.75</b>	<b>6.31</b>	5.95	<b>6.20</b>

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.



## Learning Outcomes

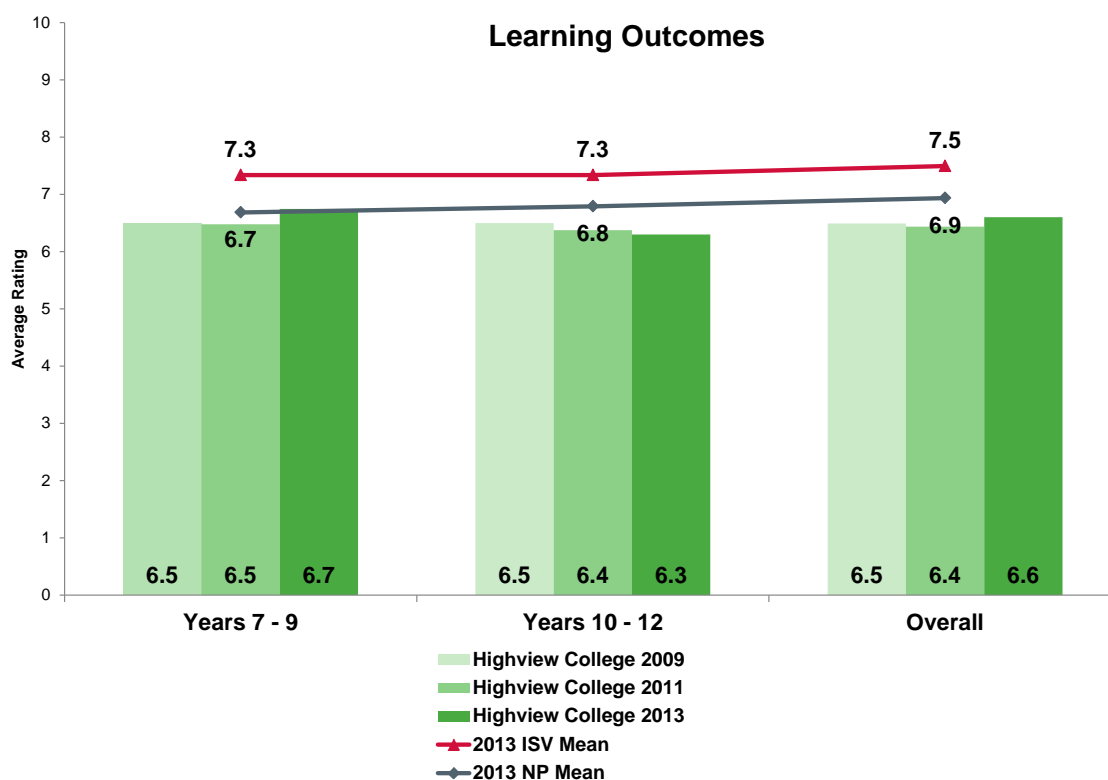


Figure 3: Chart showing overall student satisfaction with Learning Outcomes, compared to the Independent Schools Victoria reference group.

The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 4 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 4: Averages for Learning Outcomes - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
I feel confident in basic skills such as reading, writing, maths and science.	7.44	7.11	7.42	7.02	7.29
In class, students help each other to learn.	6.38	5.79	6.03	6.29	6.11
My school encourages me to be responsible for my own learning.	7.19	6.87	7.23	6.65	7.05
Students are motivated to learn at this school.	6.28	5.60	6.20	5.47	5.97
I am encouraged to develop my thinking and reasoning skills.	6.83	6.32	6.85	6.06	6.59

High student satisfaction with learning outcomes occurs when students feel their school is doing a good job of teaching basic skills, motivating learning, encouraging students to be responsible for their learning and developing their thinking and reasoning skills.

## Pastoral Care

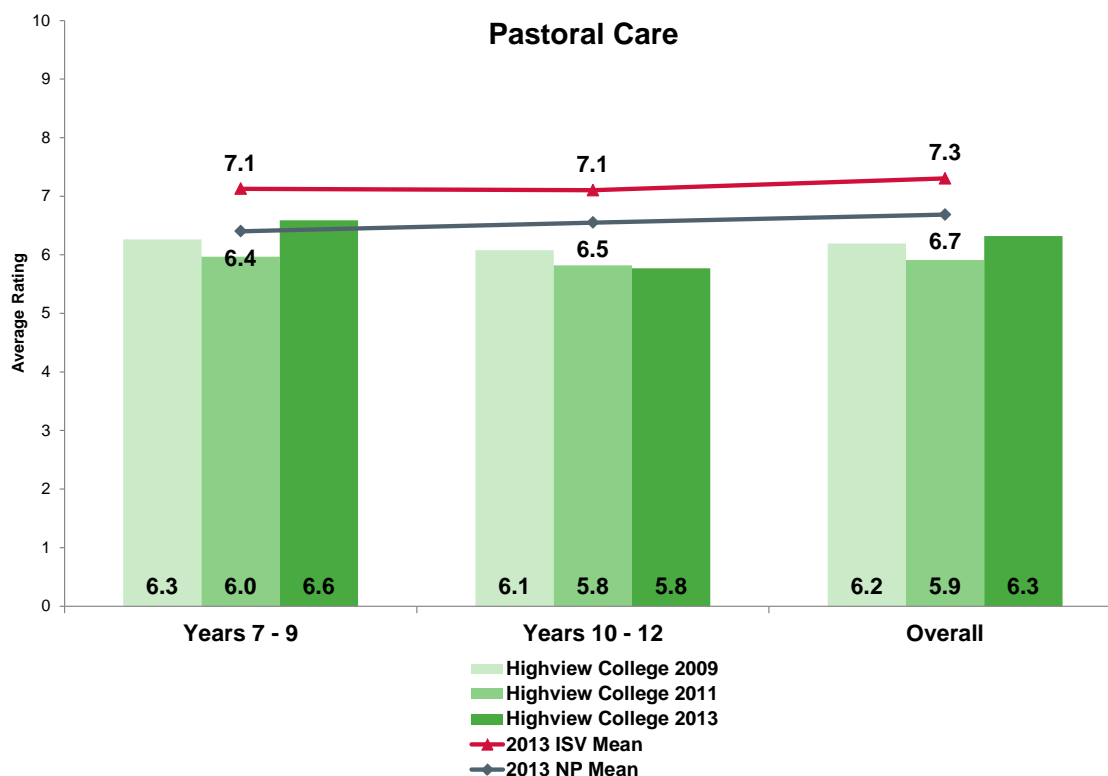


Figure 4: Chart showing overall student satisfaction with Pastoral Care, compared to the Independent Schools Victoria reference group.

The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 5 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 5: Averages for Pastoral Care - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
Students respect each other at this school.	5.95	5.81	6.14	5.37	5.89
My teachers know and accept me.	6.84	6.38	6.88	6.10	6.63
My school ensures that I receive care and support outside the classroom.	6.48	5.86	6.48	5.65	6.20
I feel like I am a part of this school.	6.75	6.34	6.87	5.96	6.57

High student satisfaction in pastoral care occurs when children feel their school provides a caring, supportive, respectful and inclusive environment both inside and outside the classroom.

## Personal Development/Leadership

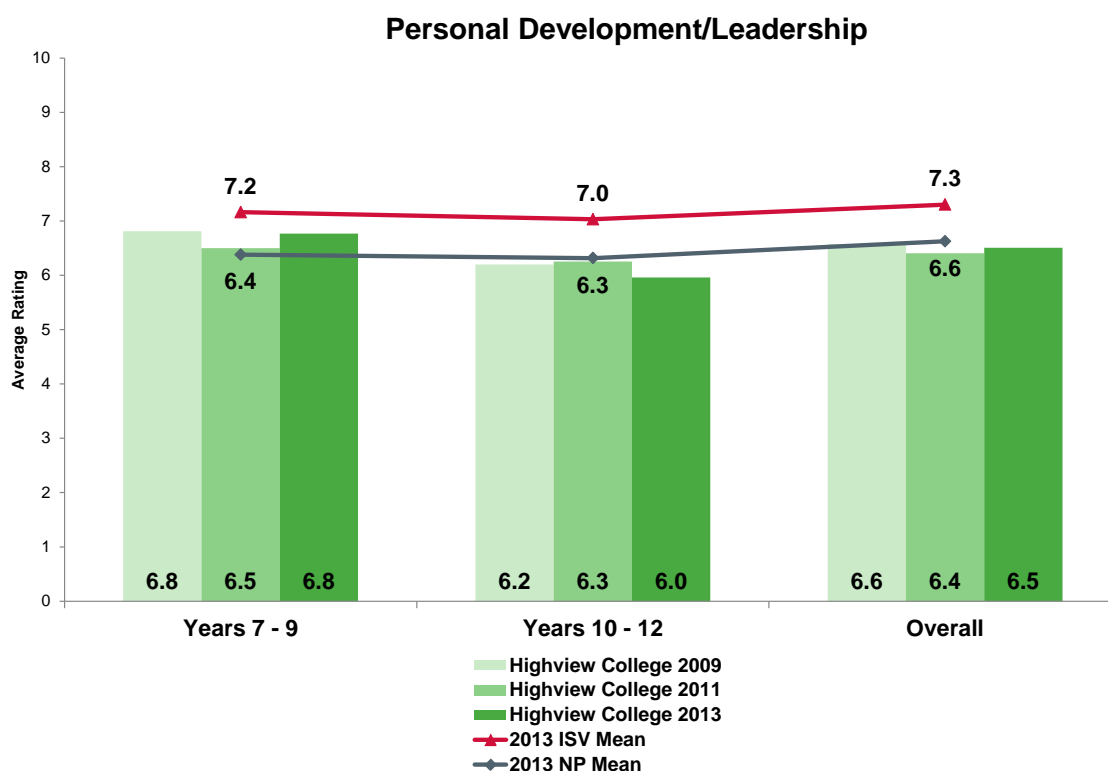


Figure 5: Chart showing overall student satisfaction with Personal Development and Leadership, compared to the Independent Schools Victoria reference group.

The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 6 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 6: Averages for Personal Development/Leadership - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
I am encouraged to try my best at my school.	7.70	6.86	7.55	6.82	7.31
My school provides me with opportunities to develop my leadership skills.	7.14	6.42	7.03	6.38	6.82
My school gives me the opportunity to develop my interests and talents.	6.28	5.85	6.44	5.32	6.08
My school encourages participation in community activities.	6.88	6.29	6.76	6.32	6.61
I feel that people see and value my efforts.	6.09	5.51	6.06	5.31	5.82
At my school, I learn about different cultures.	6.76	6.00	6.78	5.61	6.41

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.

## Discipline and Safety



Figure 6: Chart showing overall student satisfaction with Discipline and Safety, compared to the Independent Schools Victoria reference group.

The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 7 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 7: Averages for Discipline and Safety - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
I understand my schools' expectations for student behaviour.	7.96	7.10	7.68	7.33	7.57
Bullying does not pose a problem at this school.	5.23	5.41	5.35	5.23	5.31
I am treated fairly at this school.	6.81	6.24	6.82	5.96	6.55
Adults at this school act on students' concerns.	6.34	5.99	6.64	5.22	6.18
Racism does not pose a problem at this school.	7.40	6.86	7.26	6.93	7.15
There are fair consequences for breaking the rules.	6.56	5.87	6.68	5.33	6.25
My school is a safe place in which to learn.	7.44	6.50	7.17	6.66	7.01

High student 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 that bullying and racism are not a problem. Students are treated fairly and action is prompt when problems occur.

## Resources

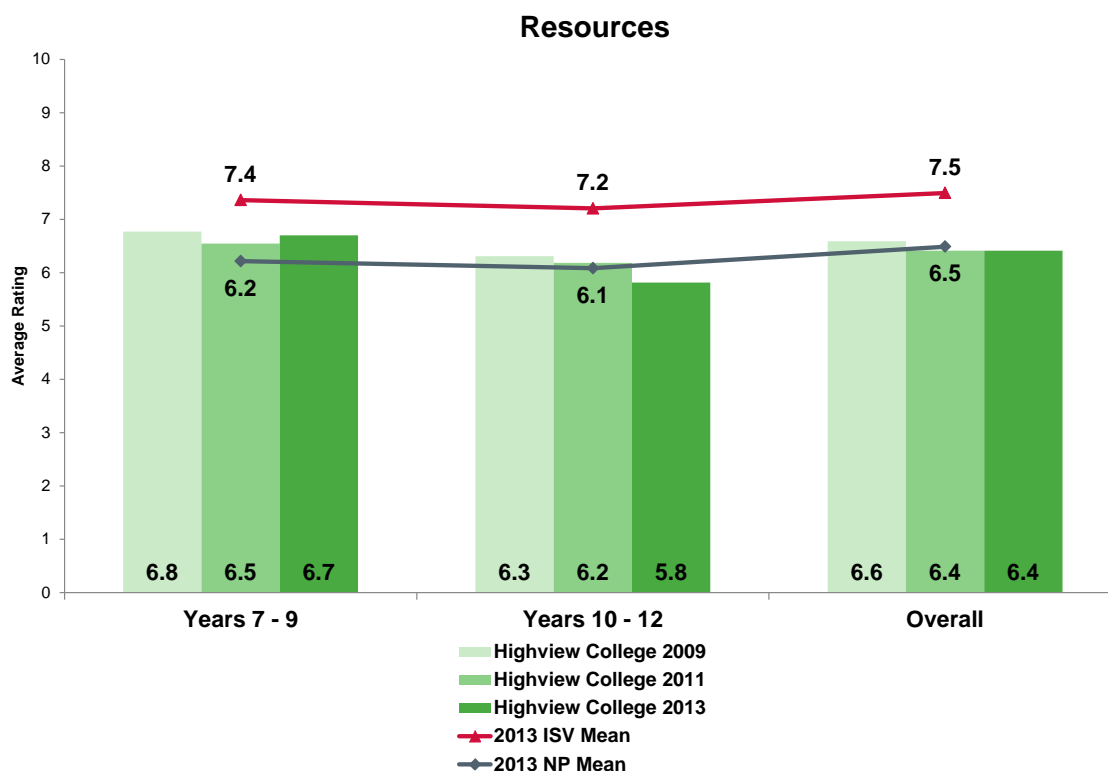


Figure 7: Chart showing overall student satisfaction with Resources, compared to the Independent Schools Victoria reference group.

The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 8 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 8: Averages for Resources - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
My school provides excellent learning resources.	6.84	6.41	6.99	5.92	6.64
The school buildings and grounds are attractive and well-maintained.	6.14	5.81	6.21	5.54	5.99
I have access to high quality technology and resources that help me learn.	6.51	6.25	6.68	5.78	6.39
This school provides plenty of opportunities to participate in co-curricular activities.	6.77	6.46	6.93	6.03	6.62

High student 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.

## School Ethos and Values

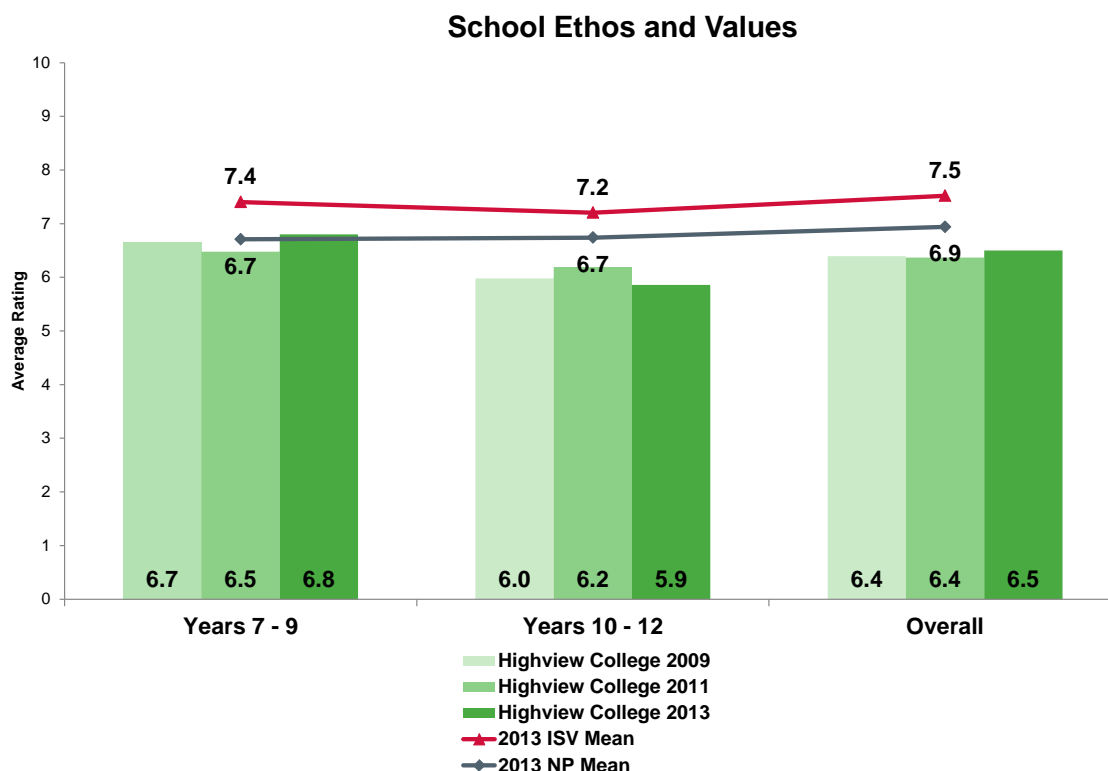


Figure 8: Chart showing overall student satisfaction with School Ethos and Values, compared to the Independent Schools Victoria reference group.

The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 9 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 9: Averages for School Ethos and Values - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
Students from different backgrounds and cultures are treated fairly.	7.76	7.19	7.74	6.98	7.50
I am taught to respect individual differences.	7.32	6.55	7.12	6.66	6.97
My school gives me the opportunity to explore my spiritual development.	6.16	5.57	6.31	5.03	5.89
At my school, there is a real sense of pride.	6.17	5.48	6.15	5.18	5.86
I am proud to a part of this school.	6.58	5.94	6.68	5.44	6.29

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.

## Peer Relationships

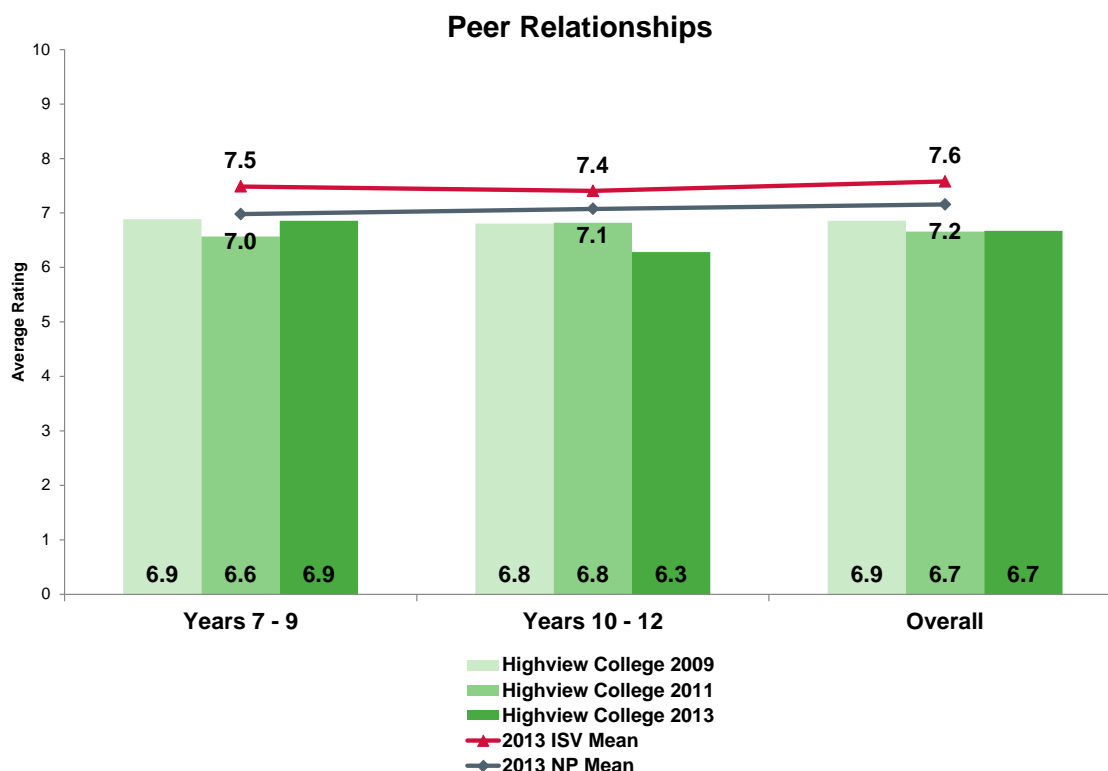


Figure 9: Chart showing overall student satisfaction with Peer Relationships, compared to the Independent Schools Victoria reference group.

The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 10 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 10: Averages for Peer Relationships - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
I feel close to my classmates at this school.	7.00	7.06	7.21	6.65	7.03
Students are encouraged to help each other.	6.46	5.92	6.46	5.69	6.21
Other students include me in their activities.	7.01	6.83	7.04	6.70	6.93
I feel like people at my school know me.	6.49	6.38	6.61	6.07	6.44
Other students treat me well.	6.81	6.68	6.97	6.30	6.75

High student satisfaction occurs when students believe that they have close relationships with other students, that they are included in activities and that they are treated well.

## Transition

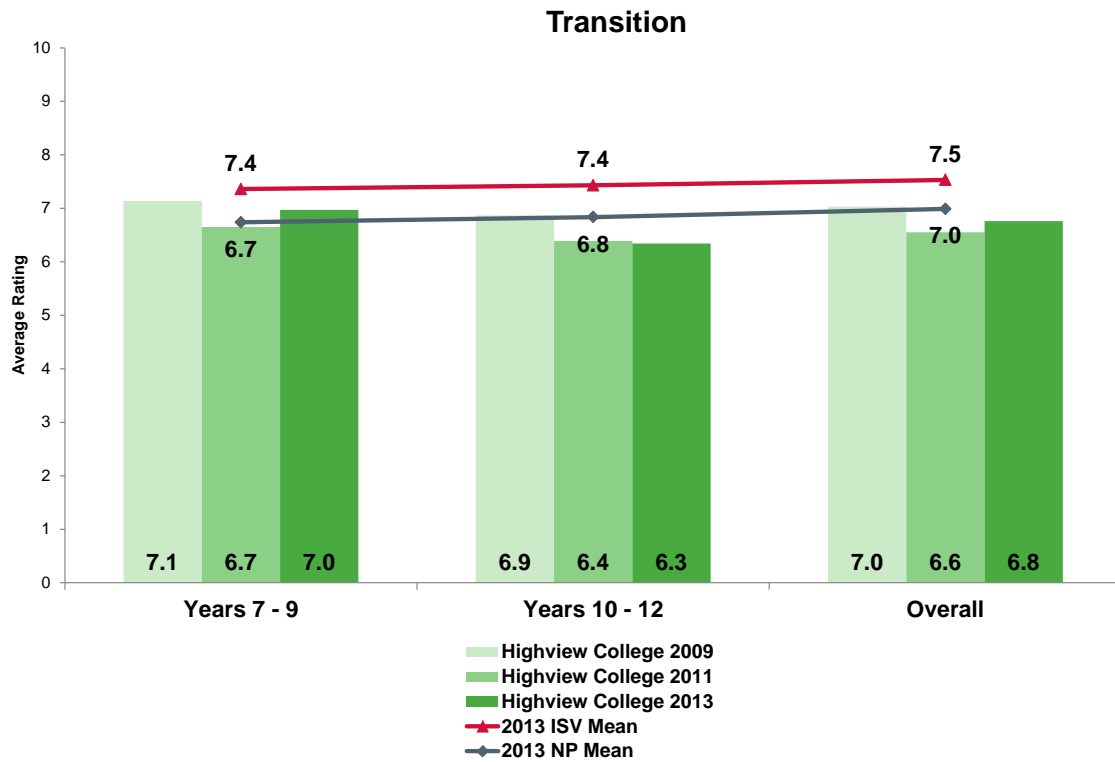


Figure 10: Chart showing overall student satisfaction with Transition, compared to the Independent Schools Victoria reference group.

The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 11 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 11: Averages for Transition - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
I think I will be well prepared in the transition from year to year.	7.20	6.88	7.24	6.67	<b>7.05</b>
My school provides me with good information and advice about future career options.	6.77	6.46	6.82	6.27	<b>6.63</b>
I have been well supported and prepared as I have moved from year level to year level.	6.85	6.31	6.86	6.09	<b>6.60</b>

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.



# Section 2: Quality of Teaching Survey

## Academic Rigour

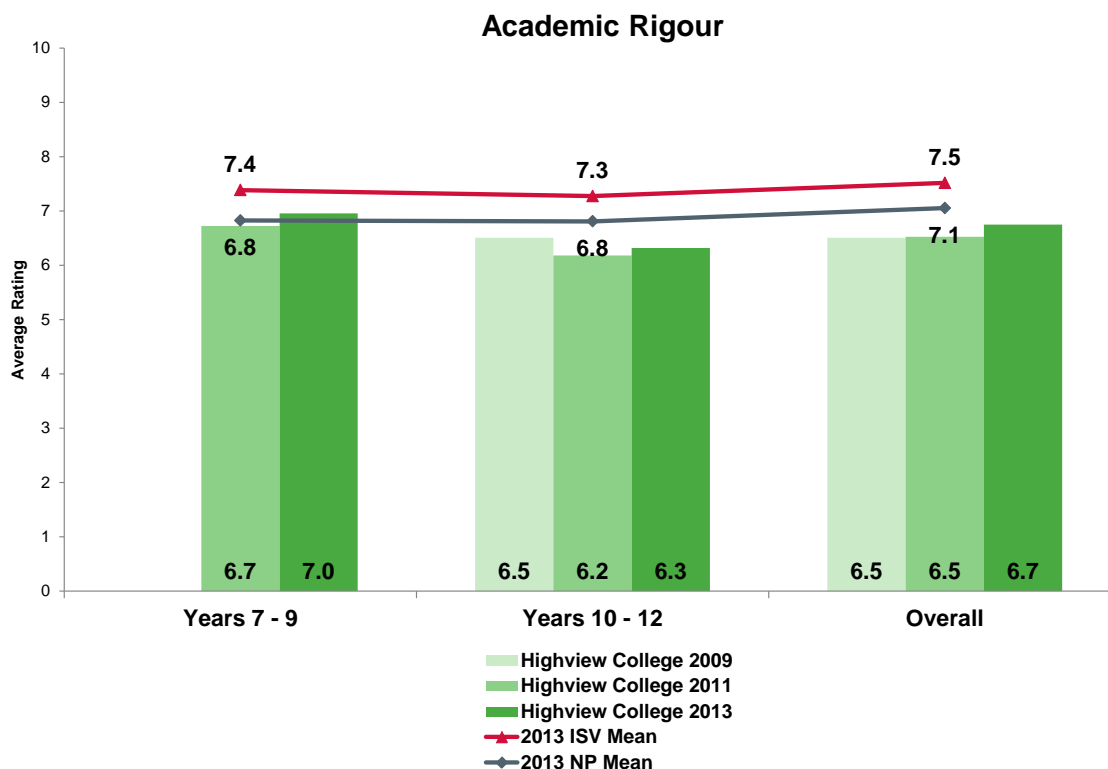


Figure 11: Chart showing overall student satisfaction with Academic Rigour, compared to the Independent Schools Victoria reference group.

The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 12 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 12: Academic Rigour - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
My teachers provide me with challenges that I can achieve.	6.91	6.28	6.78	6.29	6.62
I feel confident when new topics are introduced.	6.59	6.43	6.76	6.03	6.52
I understand what I have been taught.	6.84	6.85	7.06	6.39	6.84
I am encouraged to think deeply about the important ideas I'm being taught.	6.68	6.35	6.78	6.00	6.53
I can work out the more important ideas in what is presented to me in class.	6.83	6.52	6.91	6.24	6.69
My teachers expect high standards of learning from me.	7.50	7.06	7.46	6.97	7.30

High student satisfaction occurs when there is a perception that teachers provide students with challenging activities, regularly introduce new topics, and help them to think more deeply about topics.

## Feedback

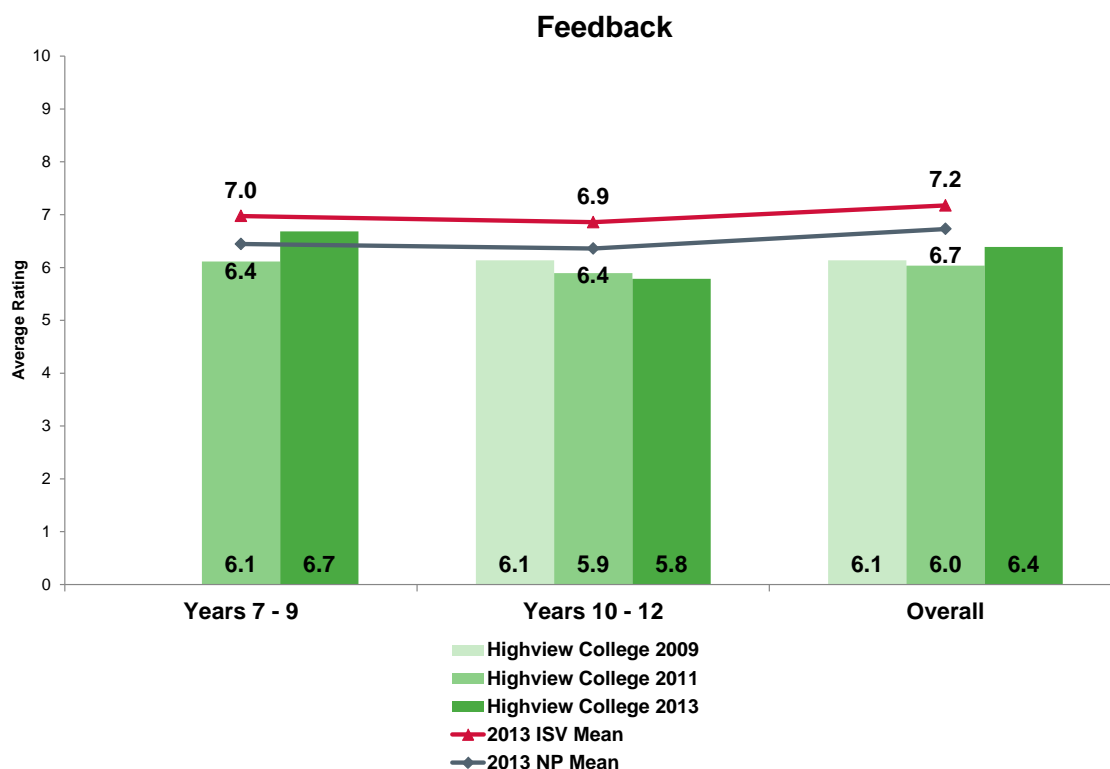


Figure 12: Chart showing overall student satisfaction with Feedback, compared to the Independent Schools Victoria reference group.

The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 13 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 13: Feedback - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
My teachers help me to understand the mistakes I make.	6.80	6.51	7.03	5.91	<b>6.67</b>
My teachers provide me with useful feedback about my schoolwork.	6.59	6.11	6.58	5.92	<b>6.37</b>
My teachers make time to help me when I am having trouble with my learning.	6.70	6.49	6.79	6.23	<b>6.60</b>
My teachers give timely feedback about my learning.	6.28	5.93	6.37	5.62	<b>6.12</b>
My teachers show me how to do things when I am having difficulties.	6.84	6.67	7.06	6.13	<b>6.76</b>
My teachers regularly correct my work.	6.54	6.19	6.76	5.59	<b>6.38</b>
My work is returned to me promptly.	5.89	5.75	6.19	5.10	<b>5.83</b>

High student satisfaction occurs when there is a perception that teachers provide useful and timely feedback, show students how to do things in times of difficulty, and help them to understand mistakes they make.

## Teacher Knowledge

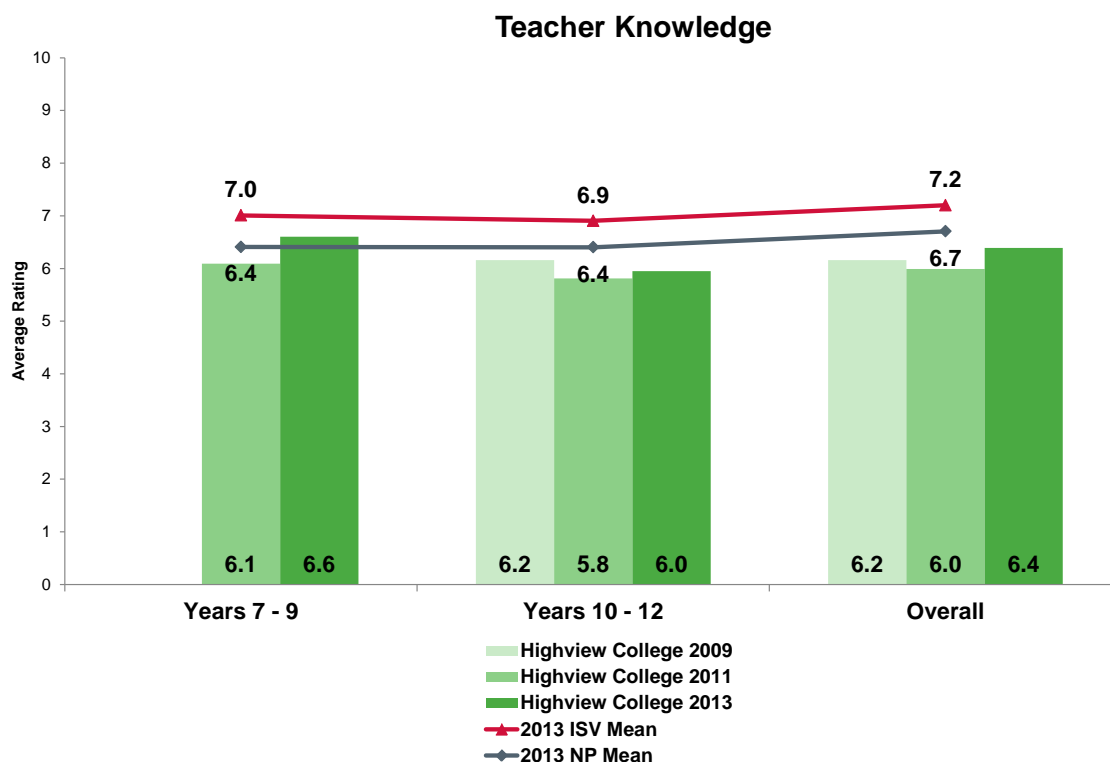


Figure 13: Chart showing overall student satisfaction with Teacher Knowledge, compared to the Independent Schools Victoria reference group.

The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 14 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 14: Teacher Knowledge - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
My teachers are knowledgeable about the subjects they teach.	7.60	7.09	7.64	6.82	7.37
My teachers teach in a variety of ways.	6.36	6.06	6.53	5.58	6.22
My teachers' lessons build on one another to develop better understanding.	6.81	6.39	6.78	6.29	6.62
My teachers relate what we are learning to real life experiences.	6.32	5.72	6.18	5.77	6.05
My teachers make the work we do in class interesting.	5.86	5.50	5.89	5.30	5.70

High student satisfaction occurs when there is a perception that teachers are knowledgeable, make class work interesting, and use a variety of methods to enable students' understanding.

## Teacher Practice

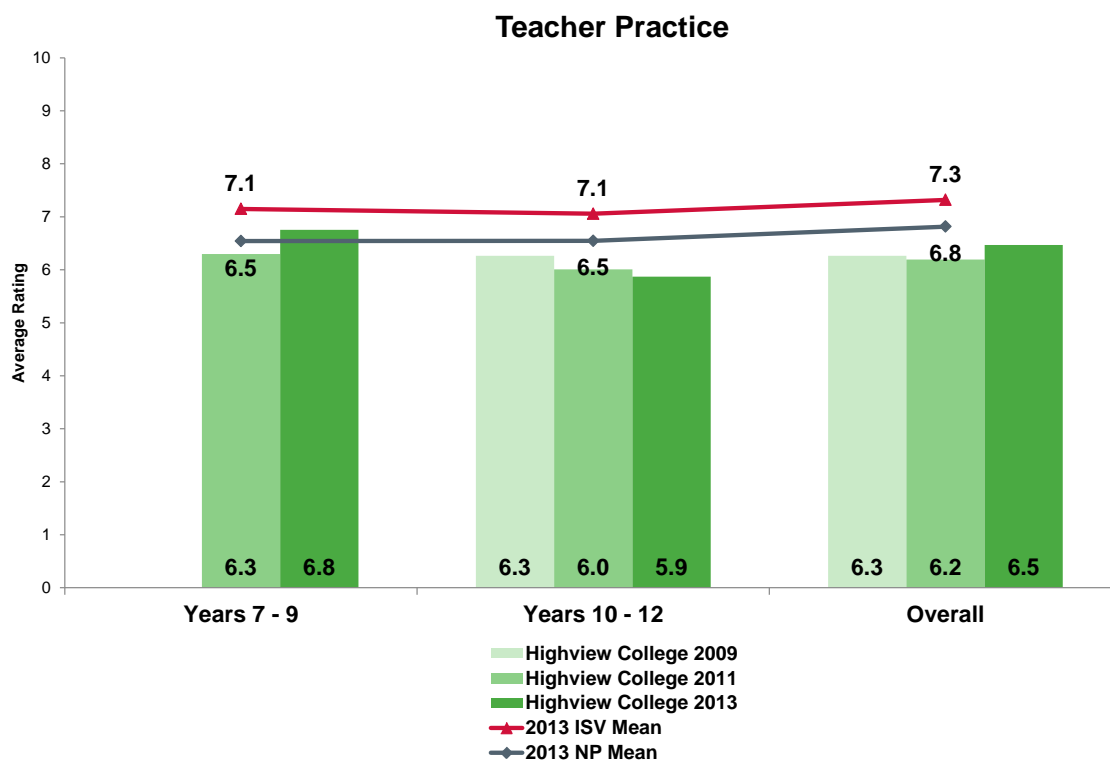


Figure 14: Chart showing overall student satisfaction with Teacher Practice, compared to the Independent Schools Victoria reference group.

The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 15 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 15: Teacher Practice - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
My teachers explain things clearly.	6.47	6.16	6.51	5.95	<b>6.33</b>
My teachers get upset with my class only when we deserve it.	6.24	5.67	6.28	5.38	<b>5.98</b>
My teachers make me work hard.	7.08	6.82	7.29	6.29	<b>6.97</b>
My teachers keep control of the class in a firm but pleasant way.	5.94	5.57	6.01	5.27	<b>5.77</b>
My teachers at this school are keen to help students of all abilities.	6.85	6.39	6.98	5.95	<b>6.65</b>
My teachers at this school are enthusiastic about their teaching.	6.75	6.48	6.89	6.09	<b>6.63</b>
My teachers listen to my opinions.	6.55	6.08	6.68	5.62	<b>6.34</b>
My lessons are well organised.	6.80	6.14	6.80	5.89	<b>6.50</b>
My teachers encourage me to improve the standard of my learning.	7.17	6.88	7.35	6.39	<b>7.04</b>

High student satisfaction occurs when there is a perception that teachers explain things clearly, listen to students, keep control of the class, and are enthusiastic and well-organised.

## Teacher / Student Rapport

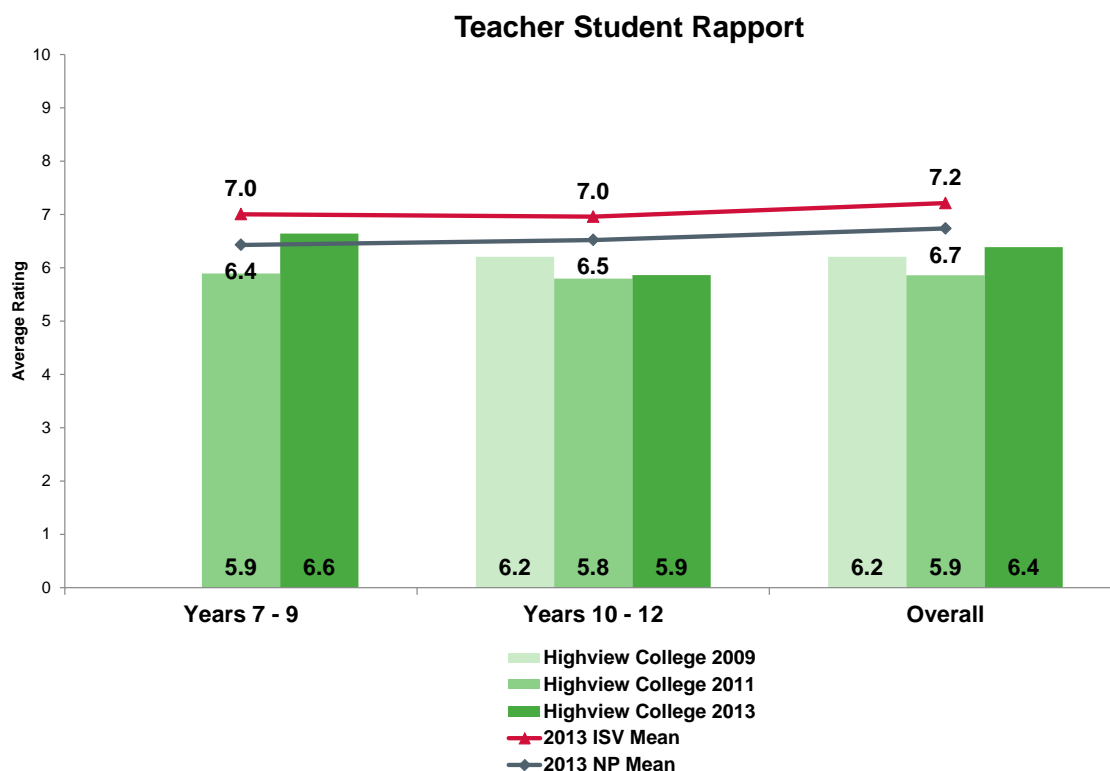


Figure 15: Chart showing overall student satisfaction with Teacher/Student Rapport, compared to the Independent Schools Victoria reference group.

The scale ranges from 0 = no agreement to 10 = complete agreement.

Table 16 below shows the questions for this domain and the corresponding means for students at Highview College in 2013, split by year level and by gender.

Table 16: Teacher-Student Rapport - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
My teachers accept me for who I am.	6.85	6.40	7.04	5.85	<b>6.65</b>
My teachers do not hold grudges against students in my class.	5.83	4.97	5.64	5.01	<b>5.43</b>
My teachers praise my efforts.	6.63	6.35	6.84	5.82	<b>6.51</b>
My teachers treat me fairly.	6.89	6.37	6.93	6.10	<b>6.66</b>
My teachers care about my feelings.	6.38	5.65	6.39	5.34	<b>6.05</b>
My teachers provide excellent help and support for students when needed.	6.75	6.37	6.71	6.30	<b>6.58</b>
My teachers care if I am not doing as well as I should.	7.34	6.75	7.33	6.52	<b>7.07</b>
My teachers take a personal interest in each student.	5.90	5.38	6.00	4.94	<b>5.66</b>
I am comfortable with talking with my teachers.	6.74	6.33	6.65	6.35	<b>6.55</b>
I feel like my teachers know me really well.	5.87	5.55	5.94	5.28	<b>5.72</b>
I have respect for my teachers.	7.88	6.82	7.60	6.97	<b>7.40</b>

High student satisfaction occurs when there is a perception that teachers praise students' efforts, take a personal interest in students, provide help and support when needed, and treat students fairly.

# Section 3: Overall Student Satisfaction

## General Student Satisfaction Survey

### Response Distribution

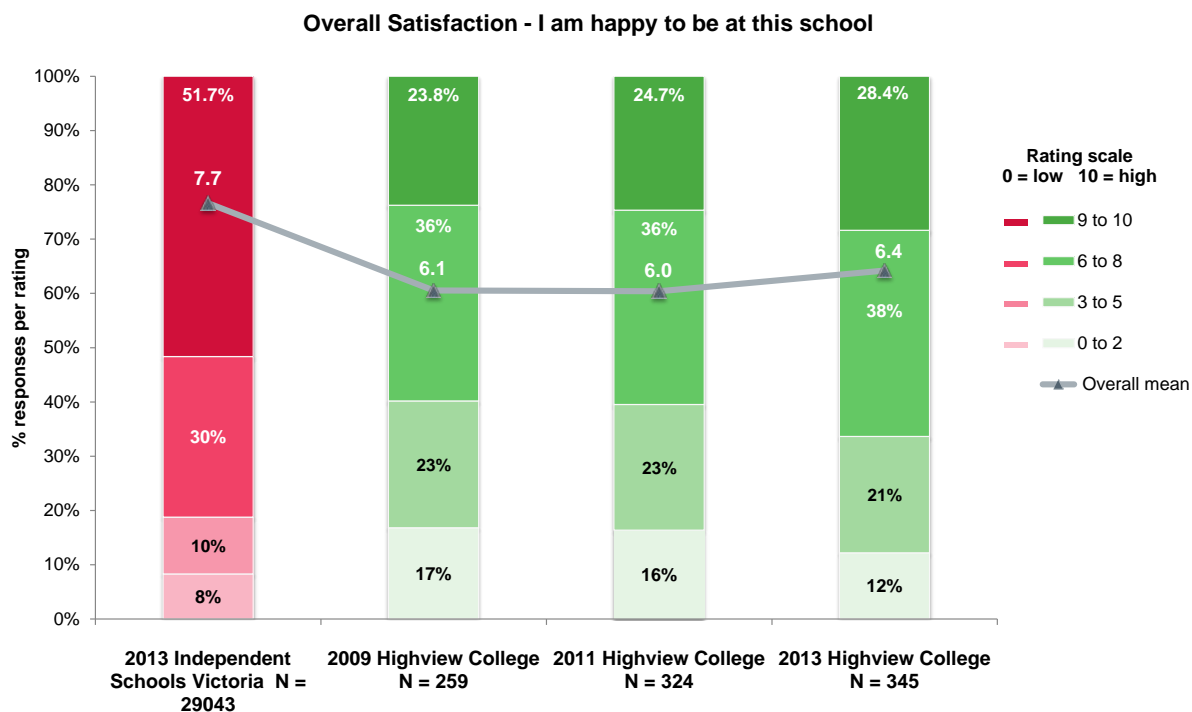


Figure 16: Chart comparing the overall distribution of responses to the question: “I am happy to be this school” with the Independent Schools Victoria reference group. This chart divides the percentage of responses for each domain into four rating groups (0-2, 3-5, 6-8 and 8-10).

Table 17 below shows the means for students at Highview College in 2013, split by year level and by gender for this question.

Overall Question Means - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
I am happy to be at this school.	6.5	6.3	6.6	6.0	<b>6.4</b>

## General Student Satisfaction per Domain

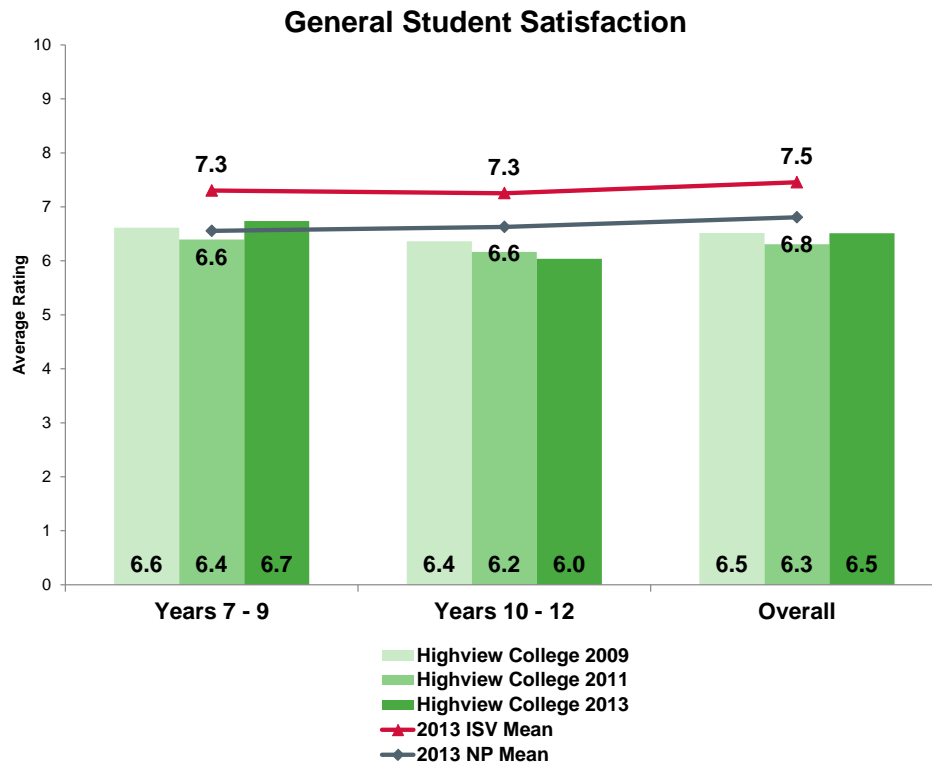


Figure 17: Chart showing average General Student Satisfaction with Highview College, compared to the Independent Schools Victoria reference group. The scores for each of the domains of the General Student Satisfaction Survey are averaged together with the mean response to the question: "I am happy to be at this school".

# Quality of Teaching Survey

## Response Distribution

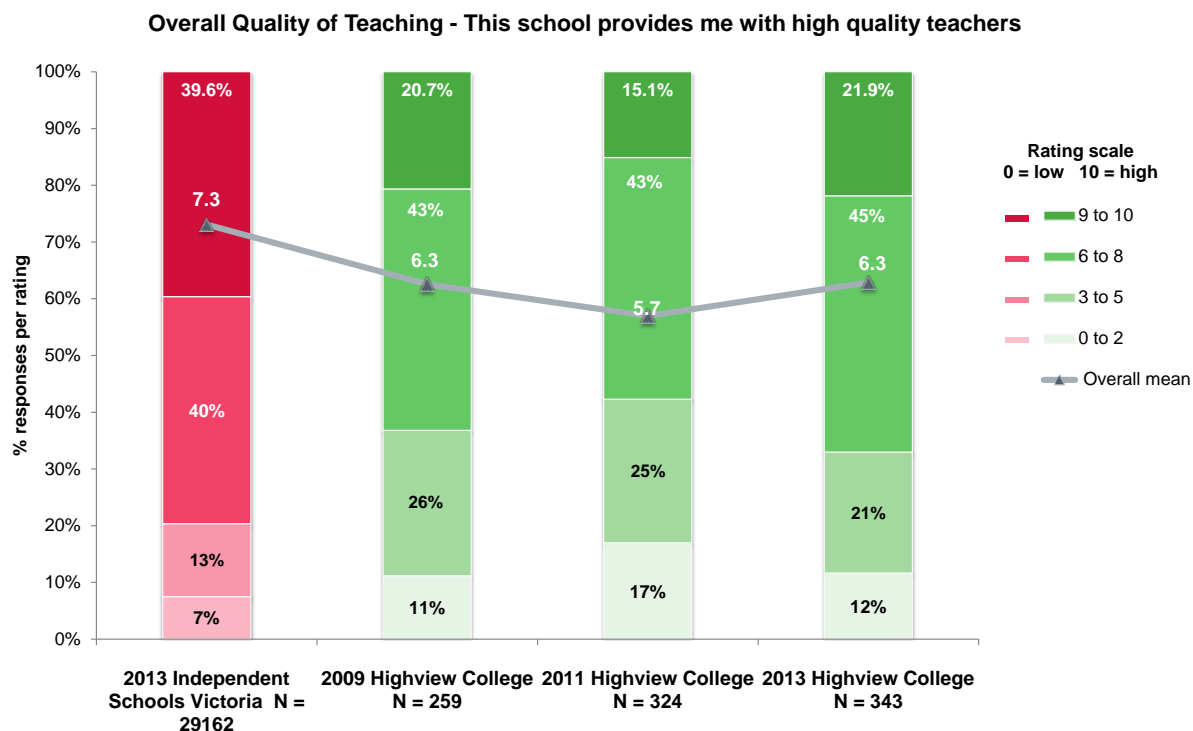


Figure 18: Chart comparing the overall distribution of responses to question: “This school provides me with high quality teachers” with the Independent Schools Victoria reference group. This chart divides the percentage of responses into four rating groups (0-2, 3-5, 6-8 and 8-10).

Table 18 below shows the means for students at Highview College in 2013, split by year level and by gender for this question.

Quality of Teaching Question Means - Highview College	Girls	Boys	Years 7 - 9	Years 10 - 12	Overall
The school provides me with high quality teachers.	6.5	6.0	6.6	5.7	<b>6.3</b>



## Overall Satisfaction with Quality of Teaching

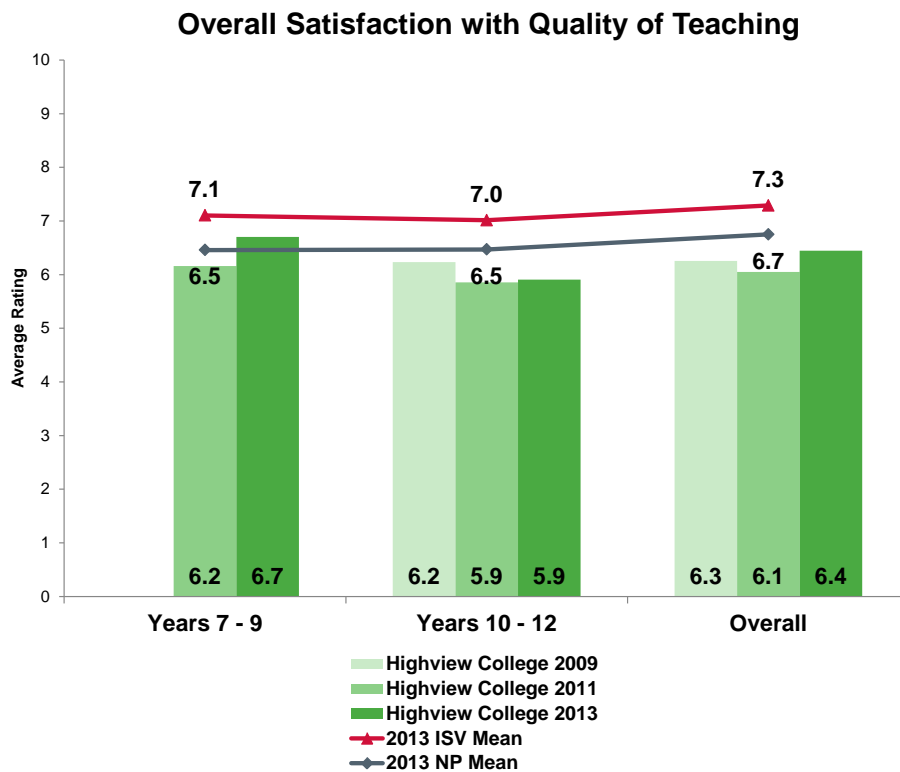


Figure 19: Chart showing average student satisfaction with Quality of Teaching, compared to the Independent Schools Victoria reference group. The scores for each of the domains of the Quality of Teaching Survey are averaged together with the mean response to the question: “This school provides me with high quality teachers”.

# Section 4: Overall Results per Domain

## General Student Satisfaction Survey

### Response Distribution per Domain

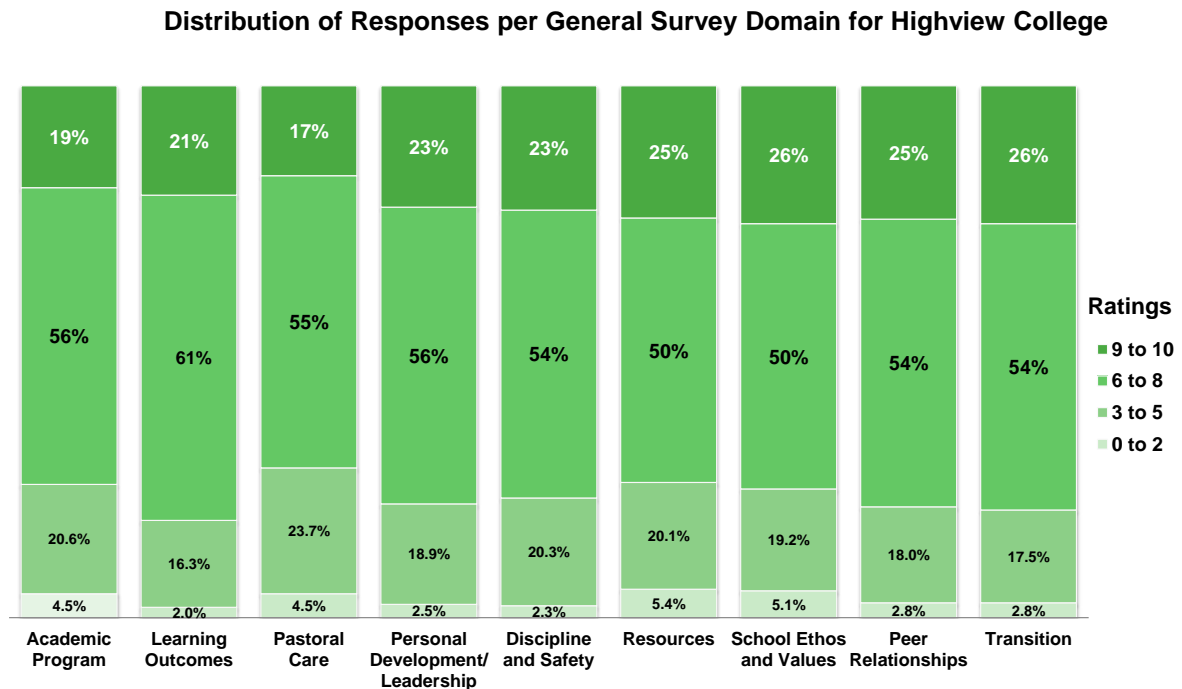


Figure 20: Chart comparing the distribution of responses for each domain in the General Student Satisfaction Survey at Highview College. This chart divides the percentage of responses into four rating groups (0-2, 3-5, 6-8 and 8-10).

## General Student Satisfaction per Domain

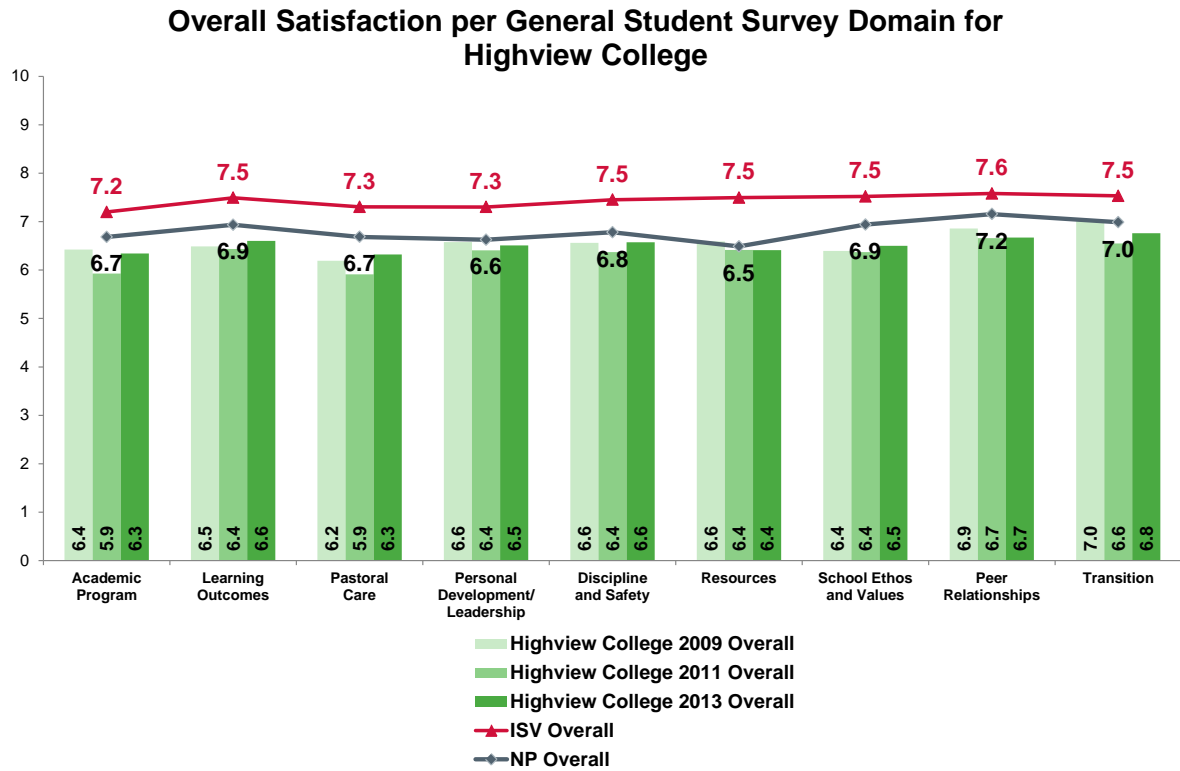


Figure 21: Chart summarizing General Student Satisfaction at Highview College, compared to the Independent Schools Victoria reference group. This chart provides a summary of Highview College's results per domain, including relevant data from previous years.

# Quality of Teaching Survey

## Response Distribution per Domain

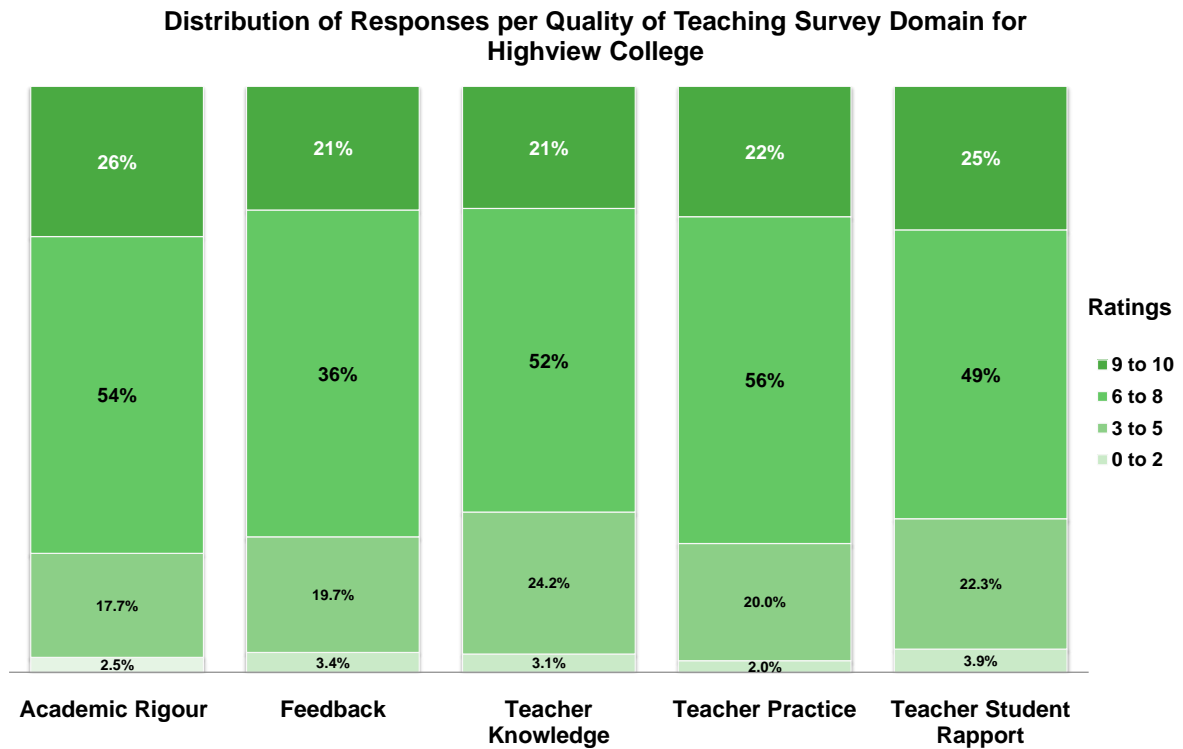


Figure 22: Chart comparing the distribution of responses for each domain in the Quality of Teaching Survey at Highview College. This chart divides the percentage of responses into four rating groups (0-2, 3-5, 6-8 and 8-10).

## Satisfaction with Quality of Teaching per Domain

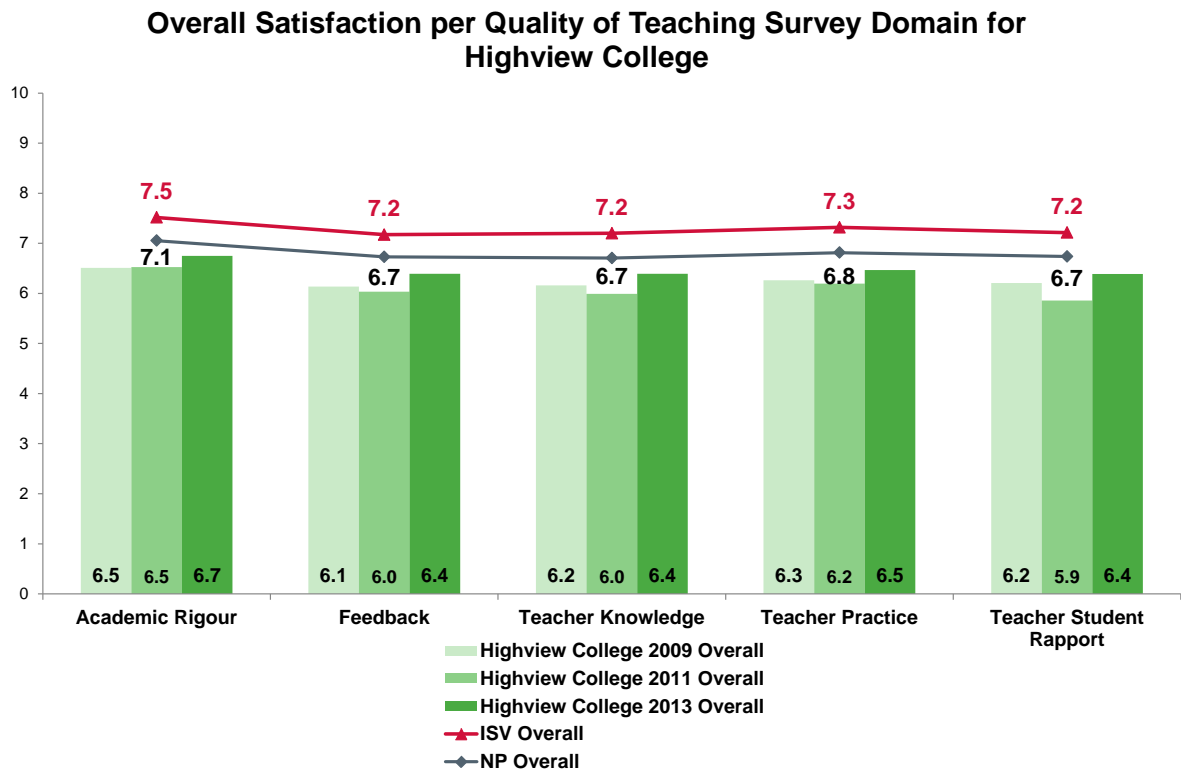


Figure 23: Chart summarizing student satisfaction with Quality of Teaching at Highview College, compared to the Independent Schools Victoria reference group. This chart provides a summary of Highview College's results per domain, including relevant data from previous years.

# Section 5: Gender Comparisons

## Boys' and Girls' Averages per General Student Survey Domain

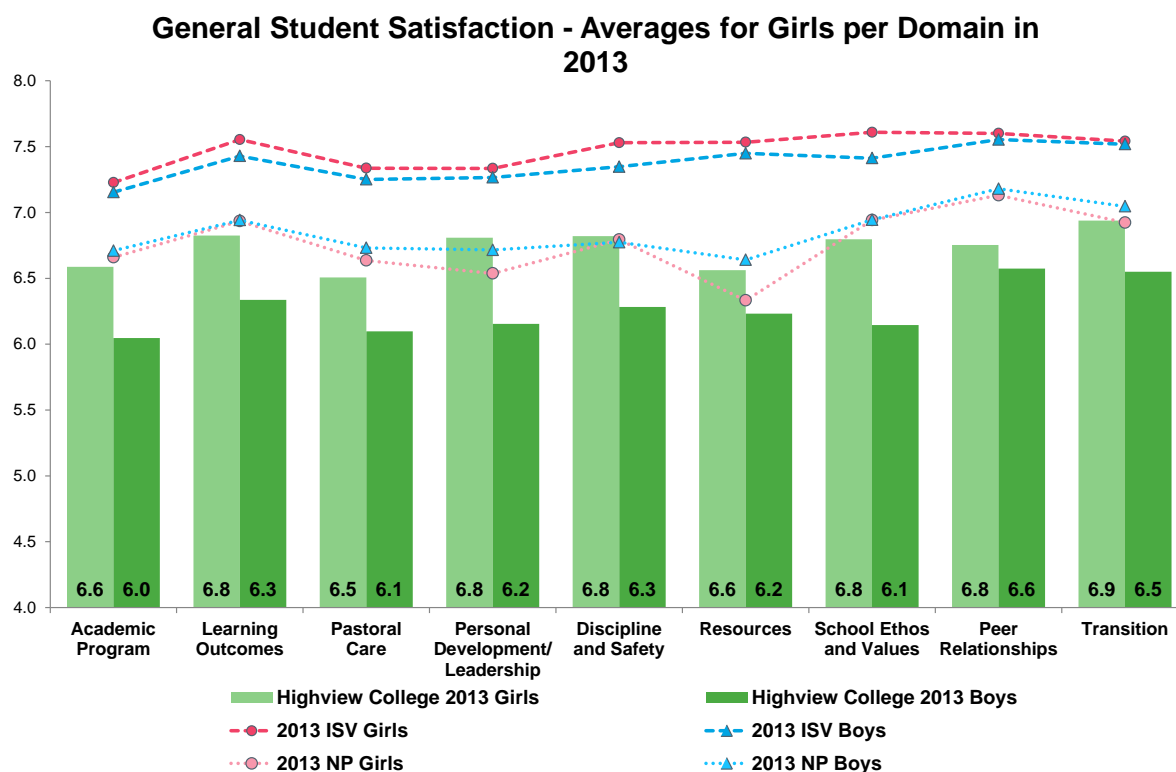


Figure 24: Chart comparing the domains of the General Student Satisfaction Survey at Highview College by gender with the Independent Schools Victoria reference group. This chart shows averages across all domains for girls and boys compared to the sector reference means for girls and boys.

## Boys' and Girls' Averages per Quality of Teaching Survey Domain

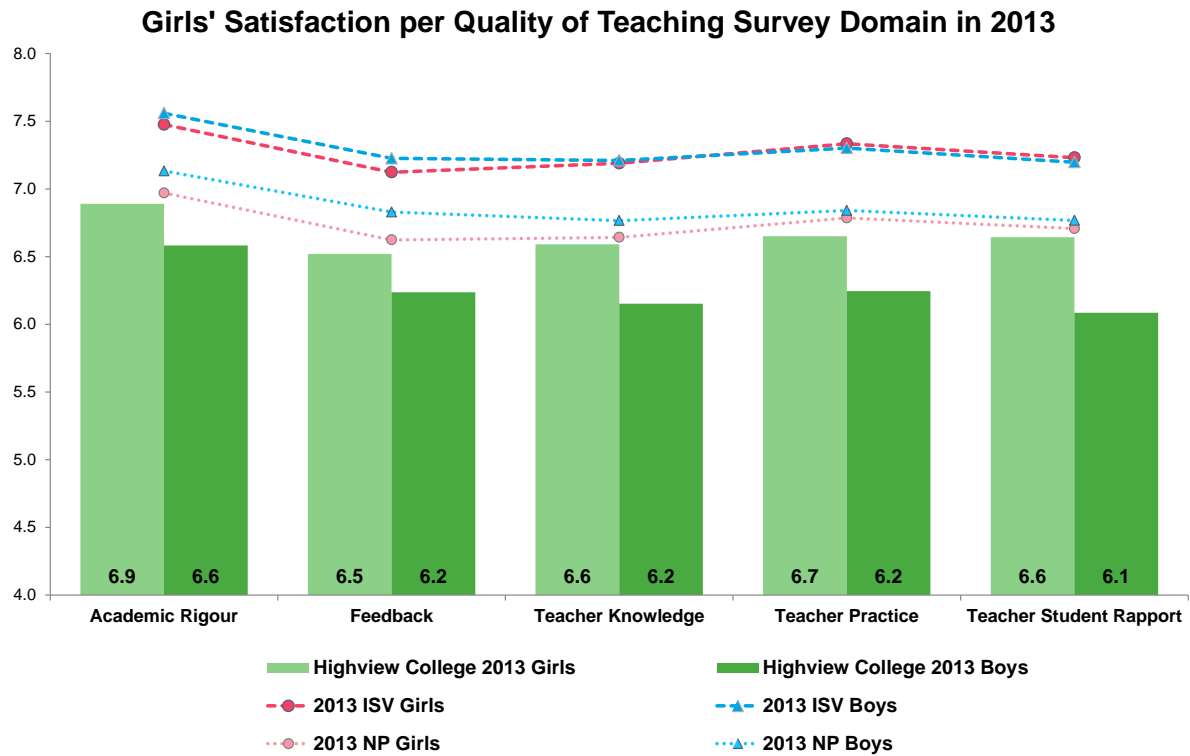


Figure 25: Chart comparing the domains of the Quality of Teaching Survey at Highview College by gender with the Independent Schools Victoria reference group. This chart shows averages across all domains for girls and boys compared to the sector reference means for girls and boys.

## Overall Satisfaction by Gender

### General Student Satisfaction by Gender

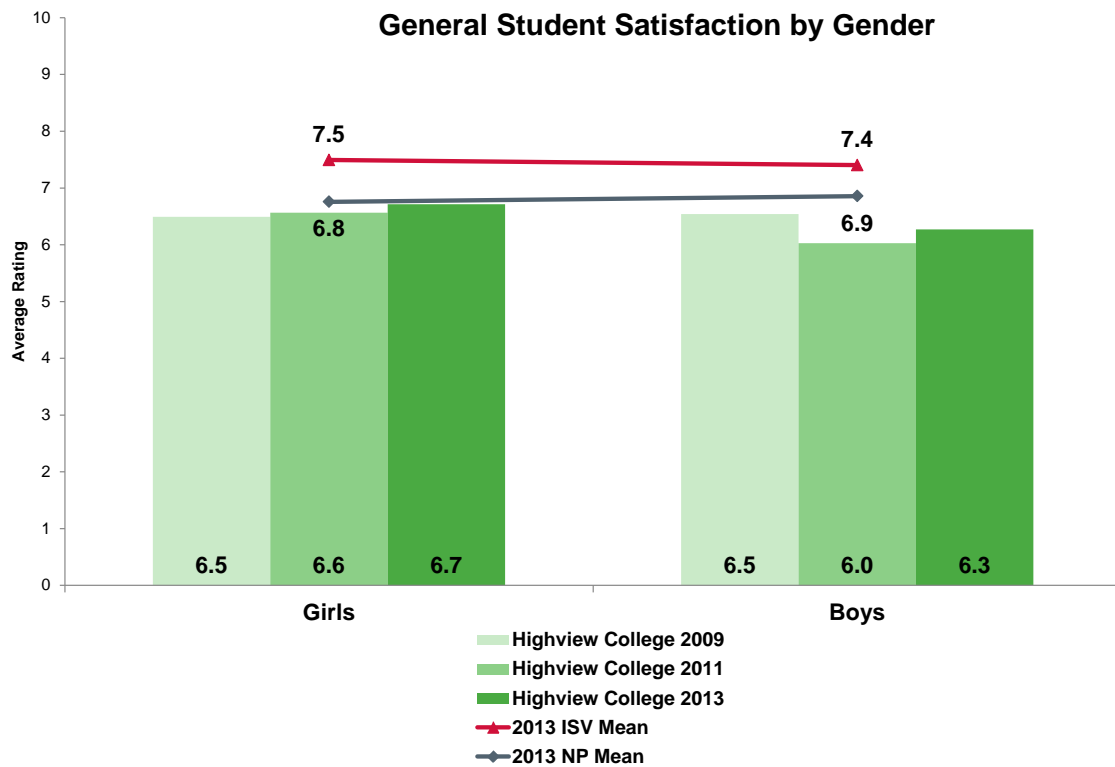


Figure 26: Chart showing average General Student Satisfaction with Highview College for girls and boys compared to the Independent Schools Victoria reference group. The scores for each of the domains of the General Student Satisfaction Survey are averaged with the mean response to the question: "I am happy to be at this school".



## Overall Satisfaction with Quality of Teaching by Gender

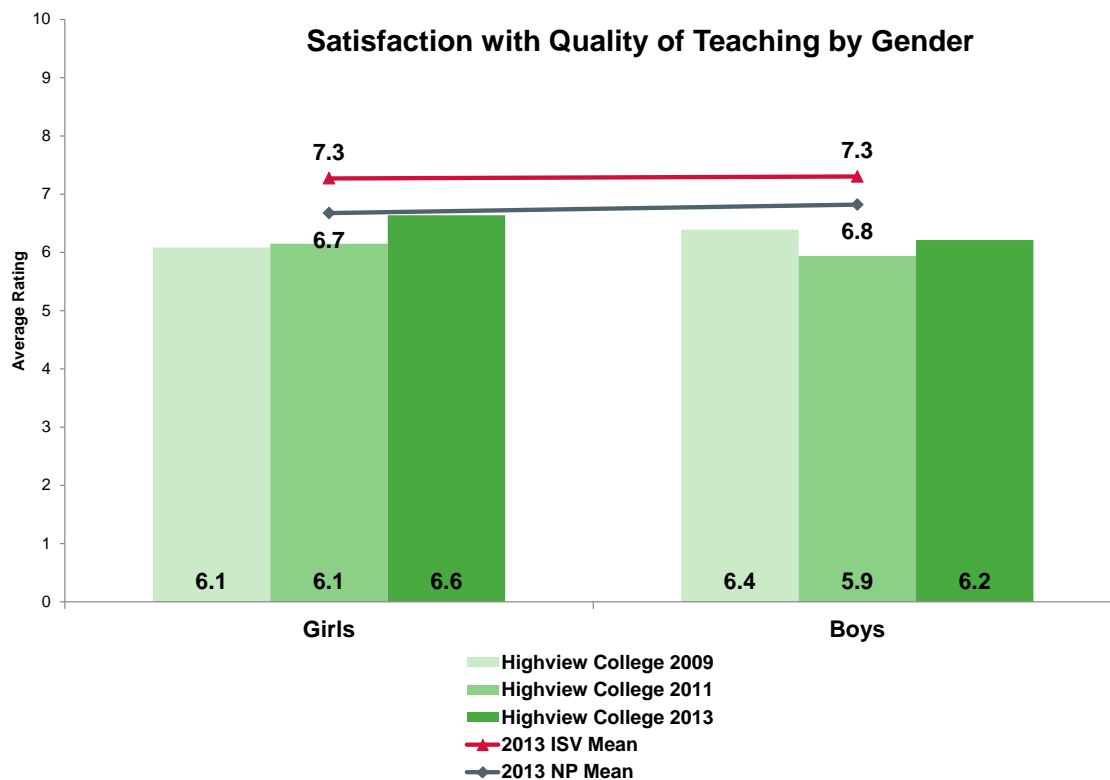


Figure 27: Chart showing average student satisfaction with Quality of Teaching, compared to the Independent Schools Victoria reference group. The scores for each of the domains of the Quality of Teaching Survey are averaged with the mean response to the question: “This school provides me with high quality teachers”.

# Section 6: Year Level Comparisons

## General Student Survey Questions per Year Level

Table 19 below, for each year level, shows the top three averages (your strengths) in green and the bottom three averages (possible areas for improvement) in red.

Year level averages per question (General Student Survey) for Highview College	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
My school provides a learning environment which stimulates me to learn.	7.21	7.01	5.04	5.63	5.63
In class, I am given opportunities to explore different ways of learning things.	7.24	6.89	4.85	5.45	5.30
The standard of schoolwork expected of me is appropriate for my age.	7.42	7.54	5.58	6.53	6.53
I am challenged in my learning at this school.	6.79	7.24	5.87	6.61	6.16
The amount of homework set is appropriate for my year level.	7.20	7.12	4.55	6.00	5.91
I feel confident in basic skills such as reading, writing, mathematics and science.	7.43	7.89	6.95	7.03	7.00
In class, students help each other to learn.	6.36	6.76	4.99	6.36	6.21
My school encourages me to be responsible for my own learning.	7.55	7.78	6.37	6.86	6.42
Students are motivated to learn at this school.	6.92	6.82	4.80	5.65	5.28
I am encouraged to develop my thinking and reasoning skills.	7.40	7.45	5.64	6.11	6.02
Students respect each other at this school.	6.32	6.81	5.29	5.32	5.43
My teachers know and accept me.	7.58	7.42	5.57	5.70	6.51
My school ensures that I receive care and support outside the classroom.	7.08	7.45	4.89	5.81	5.46
I feel like I am a part of this school.	7.50	7.59	5.45	6.10	5.81
I am encouraged to try my best at my school.	7.95	8.01	6.66	6.93	6.71
My school provides me with opportunities to develop my leadership skills.	7.35	7.55	6.18	6.68	6.04
My school gives me the opportunity to develop my interests and talents.	7.00	7.11	5.21	5.62	4.98
My school encourages participation in community activities.	7.30	7.26	5.69	6.83	5.79
I feel that people see and value my efforts.	6.76	6.62	4.71	5.20	5.43
At my school, I learn about different cultures.	7.99	6.78	5.42	6.54	4.60
I understand my school's expectations for student behaviour.	8.19	8.22	6.61	7.49	7.16
Bullying does not pose a problem at this school.	5.80	5.82	4.42	5.24	5.22
I am treated fairly at this school.	7.51	7.61	5.34	5.98	5.95
Adults at this school act on students' concerns.	7.07	7.42	5.41	5.45	4.96
Racism does not pose a problem at this school.	7.51	7.58	6.65	6.95	6.90
There are fair consequences for breaking the rules.	7.41	7.15	5.38	5.84	4.77
My school is a safe place in which to learn.	7.53	7.85	6.08	7.04	6.26
My school provides excellent learning resources.	7.48	7.63	5.83	6.28	5.53
The school buildings and grounds are attractive and well-maintained.	6.60	7.24	4.81	5.64	5.43
I have access to high quality technology and resources that help me learn.	7.47	7.00	5.51	6.57	4.93
This school provides plenty of opportunities for all students to participate in co-curricular activities.	7.35	7.85	5.59	6.56	5.45
Students from different backgrounds and cultures are treated fairly.	8.30	8.08	6.71	7.11	6.84
I am taught to respect individual differences.	7.71	7.80	5.77	6.53	6.80
At my school, there is a real sense of pride.	7.06	7.18	4.67	4.84	5.21
My school gives me the opportunity to explore my spiritual development.	7.05	6.89	4.47	5.86	4.47
I am proud to be a part of this school.	7.56	7.30	5.07	5.59	5.27
I feel close to my classmates at this school.	7.37	7.62	6.65	7.14	6.11
Students are encouraged to help each other.	7.31	7.08	4.96	5.60	5.79
Other students include me in their activities.	7.45	7.72	5.94	6.90	6.49
I feel like people at my school know me.	7.22	7.18	5.36	6.13	6.02
Other students treat me well.	7.33	7.59	6.01	6.31	6.29
I think I will be well prepared in the transition from year to year.	7.79	7.58	6.29	7.04	6.29
My school provides me with good information and advice about future career options.	6.96	7.25	6.28	7.20	5.25
I have been well supported and prepared as I have moved from year level to year level.	7.25	7.64	5.74	6.45	5.70
am happy to be at this school.	7.59	7.01	5.20	6.03	5.92
The school provides me with high quality teachers.	7.36	7.14	5.17	5.80	5.51
I feel enthusiastic and excited about my school.	6.45	6.19	4.26	4.98	4.73
Teachers are up-to-date in how they teach.	7.51	7.61	5.79	6.54	5.82
Teachers provide help and support when I need it.	7.24	7.66	6.18	6.66	6.41
Teachers understand my ability and teach me accordingly.	7.27	7.38	5.59	5.90	5.62
<b>Number of respondents (Total: 356)</b>	<b>86</b>	<b>74</b>	<b>79</b>	<b>61</b>	<b>56</b>

## Quality of Teaching Survey Questions per Year Level

Table 20 below, for each year level, shows the top three averages (your strengths) in green and the bottom three averages (possible areas for improvement) in red.

Year level averages per question (Quality of Teaching Survey) for Highview College	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
My teachers provide me with challenges that I can achieve.	7.12	7.23	5.97	6.48	6.07
I feel confident when new topics are introduced.	7.22	7.24	5.76	6.17	5.87
I understand what I have been taught.	7.70	7.50	5.91	6.63	6.13
I am encouraged to think deeply about the important ideas I'm being taught.	7.57	7.26	5.47	5.93	6.07
I can work out the more important ideas in what is presented to me in class.	7.29	7.68	5.72	6.46	6.00
My teachers expect high standards of learning from me.	8.00	8.00	6.32	7.29	6.64
My teachers help me to understand the mistakes I make.	7.47	7.65	5.95	5.98	5.84
My teachers provide me with useful feedback about my schoolwork.	7.15	7.03	5.54	6.05	5.79
My teachers make time to help me when I am having trouble with my learning.	7.14	7.58	5.64	6.37	6.08
My teachers give timely feedback about my learning.	6.89	7.23	5.00	5.95	5.27
My teachers show me how to do things when I am having difficulties.	7.49	7.74	5.92	6.21	6.04
My teachers regularly correct my work.	7.28	7.65	5.33	5.75	5.43
My work is returned to me promptly.	7.12	6.61	4.75	5.14	5.05
My teachers are knowledgeable about the subjects they teach.	7.95	8.14	6.77	6.73	6.91
My teachers teach in a variety of ways.	7.17	6.96	5.41	5.52	5.64
My teachers' lessons build on one another to develop better understanding.	7.45	7.36	5.51	6.39	6.18
My teachers relate what we are learning to real life experiences.	7.15	6.51	4.85	5.54	6.00
My teachers make the work we do in class interesting.	6.83	6.62	4.12	5.39	5.21
My teachers explain things clearly.	7.17	6.74	5.56	6.05	5.84
My teachers get upset with my class only when we deserve it.	7.16	7.09	4.53	5.41	5.33
My teachers make me work hard.	7.59	7.51	6.73	6.65	5.89
My teachers keep control of the class in a firm but pleasant way.	6.55	6.59	4.87	4.95	5.61
My teachers at this school are keen to help students of all abilities.	7.52	7.67	5.73	6.32	5.54
My teachers at this school are enthusiastic about their teaching.	7.51	7.33	5.80	6.00	6.19
My teachers listen to my opinions.	7.44	7.29	5.24	5.60	5.64
My lessons are well organised.	7.21	7.30	5.83	6.03	5.73
My teachers encourage me to improve the standard of my learning.	7.68	7.95	6.40	6.63	6.13
My teachers accept me for who I am.	7.96	7.37	5.69	5.78	5.92
My teachers do not hold grudges against students in my class.	6.38	6.39	4.17	5.24	4.78
My teachers praise my efforts.	7.51	7.33	5.60	5.91	5.72
My teachers treat me fairly.	7.61	7.50	5.62	6.10	6.09
My teachers care about my feelings.	7.02	6.84	5.23	5.27	5.40
My teachers provide excellent help and support for students when needed.	7.22	7.27	5.60	6.35	6.25
My teachers care if I am not doing as well as I should.	7.72	8.00	6.24	6.46	6.59
My teachers take a personal interest in each student.	6.75	6.27	4.89	4.91	4.98
I am comfortable with talking with my teachers.	7.20	7.08	5.62	6.11	6.60
I feel like my teachers know me really well.	6.76	6.22	4.75	5.27	5.30
I have respect for my teachers.	8.18	8.11	6.46	6.84	7.11
<b>Number of respondents (Total: 356)</b>	<b>86</b>	<b>74</b>	<b>79</b>	<b>61</b>	<b>56</b>

# Section 7: Overall Averages per Question

## General Student Satisfaction Survey Questions

Table 21 below shows the full list of questions asked in the General Student Satisfaction Survey, and provides past data where relevant. The list has been sorted in descending order of the 2013 satisfaction scores for each question and compared with the Independent Schools Victoria reference means. The top three are highlighted in green, and the bottom three in red.

Overall Averages per Question (General Student Survey) for Highview College	2009	2011	2013	2013 ISV Mean
My school provides a learning environment which stimulates me to learn.	6.52	5.94	6.17	7.26
In class, I am given opportunities to explore different ways of learning things.	6.16	5.54	6.03	6.95
The standard of schoolwork expected of me is appropriate for my age.	6.87	6.30	6.75	7.48
I am challenged in my learning at this school.	6.17	6.45	6.56	7.38
The amount of homework set is appropriate for my year level.	6.39	5.42	6.20	6.89
I feel confident in basic skills such as reading, writing, mathematics and science.	7.18	6.94	7.29	7.92
In class, students help each other to learn.	5.90	6.20	6.11	7.11
My school encourages me to be responsible for my own learning.	6.81	6.67	7.05	7.74
Students are motivated to learn at this school.	6.17	5.95	5.97	7.21
I am encouraged to develop my thinking and reasoning skills.	6.40	6.43	6.59	7.48
Students respect each other at this school.	5.74	5.77	5.89	6.96
My teachers know and accept me.	6.78	5.99	6.63	7.57
My school ensures that I receive care and support outside the classroom.	5.81	5.71	6.20	6.97
I feel like I am a part of this school.	6.44	6.18	6.57	7.68
I am encouraged to try my best at my school.	7.32	7.15	7.31	8.17
My school provides me with opportunities to develop my leadership skills.	6.96	6.89	6.82	7.43
My school gives me the opportunity to develop my interests and talents.	6.19	5.89	6.08	7.08
My school encourages participation in community activities.	6.91	6.72	6.61	7.32
I feel that people see and value my efforts.	5.94	5.81	5.82	6.90
At my school, I learn about different cultures.	6.16	5.98	6.41	6.92
I understand my school's expectations for student behaviour.	7.64	7.33	7.57	8.20
Bullying does not pose a problem at this school.	5.29	5.13	5.31	6.51
I am treated fairly at this school.	6.76	6.33	6.55	7.51
Adults at this school act on students' concerns.	6.19	6.06	6.18	7.14
Racism does not pose a problem at this school.	6.33	7.11	7.15	7.57
There are fair consequences for breaking the rules.	6.60	5.79	6.25	7.13
My school is a safe place in which to learn.	7.12	6.84	7.01	8.04
My school provides excellent learning resources.	6.60	6.52	6.64	7.54
The school buildings and grounds are attractive and well-maintained.	6.77	6.39	5.99	7.37
I have access to high quality technology and resources that help me learn.	6.95	6.43	6.39	7.49
This school provides plenty of opportunities for all students to participate in co-curricular activities.	6.04	6.32	6.62	7.56
Students from different backgrounds and cultures are treated fairly.	7.21	7.59	7.50	7.97
I am taught to respect individual differences.	6.86	6.83	6.97	7.87
At my school, there is a real sense of pride.	6.03	5.80	5.89	7.29
My school gives me the opportunity to explore my spiritual development.	5.75	5.78	5.86	6.82
I am proud to be a part of this school.	6.13	5.84	6.29	7.61
I feel close to my classmates at this school.	7.01	7.17	7.03	7.78
Students are encouraged to help each other.	6.43	5.94	6.21	7.22
Other students include me in their activities.	7.05	6.88	6.93	7.76
I feel like people at my school know me.	6.91	6.46	6.44	7.50
Other students treat me well.	6.87	6.84	6.75	7.63
I think I will be well prepared in the transition from year to year.	7.21	6.74	7.05	7.80
My school provides me with good information and advice about future career options.	6.85	6.53	6.63	7.14
I have been well supported and prepared as I have moved from year level to year level.	7.03	6.38	6.60	7.65
I am happy to be at this school.	6.05	6.04	6.42	7.66
The school provides me with high quality teachers.	6.26	5.70	6.29	7.30
I feel enthusiastic and excited about my school.	5.10	4.73	5.40	6.70
Teachers are up-to-date in how they teach.	6.67	6.09	6.74	7.54
Teachers provide help and support when I need it.	6.96	6.46	6.87	7.63
Teachers understand my ability and teach me accordingly.	6.30	5.85	6.43	7.23
<b>Number of respondents</b>	<b>276</b>	<b>334</b>	<b>356</b>	<b>30183</b>

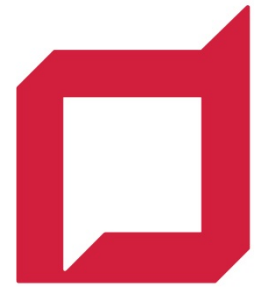
## Quality of Teaching Survey Questions

Table 22 below shows the full list of questions asked in the Quality of Teaching Survey, and provides past data where relevant. The list has been sorted in descending order of the 2013 satisfaction scores for each question and compared with the Independent Schools Victoria reference means. The top three are highlighted in green, and the bottom three in red.

Overall Averages per Question (Quality of Teaching Survey) for Highview College	2009	2011	2013	2013 ISV Mean
My teachers provide me with challenges that I can achieve.	6.49	6.61	6.62	7.49
I feel confident when new topics are introduced.	6.22	6.33	6.52	7.24
I understand what I have been taught.	6.62	6.61	6.84	7.51
I am encouraged to think deeply about the important ideas I'm being taught.	6.28	5.94	6.53	7.35
I can work out the more important ideas in what is presented to me in class.	6.37	6.22	6.69	7.39
My teachers expect high standards of learning from me.	7.07	7.46	7.30	8.13
My teachers help me to understand the mistakes I make.	6.28	6.54	6.67	7.47
My teachers provide me with useful feedback about my schoolwork.	6.48	6.04	6.37	7.16
My teachers make time to help me when I am having trouble with my learning.	6.48	6.24	6.60	7.31
My teachers give timely feedback about my learning.	5.65	5.47	6.12	6.88
My teachers show me how to do things when I am having difficulties.	6.47	6.29	6.76	7.52
My teachers regularly correct my work.	6.13	6.22	6.38	7.14
My work is returned to me promptly.	5.48	5.43	5.83	6.74
My teachers are knowledgeable about the subjects they teach.	7.00	7.29	7.37	7.98
My teachers teach in a variety of ways.	6.38	6.19	6.22	7.15
My teachers' lessons build on one another to develop better understanding.	6.13	6.10	6.62	7.32
My teachers relate what we are learning to real life experiences.	5.71	5.59	6.05	6.91
My teachers make the work we do in class interesting.	5.58	4.80	5.70	6.64
My teachers explain things clearly.	6.29	6.07	6.33	7.19
My teachers get upset with my class only when we deserve it.	6.35	5.64	5.98	6.93
My teachers make me work hard.	6.57	6.94	6.97	7.67
My teachers keep control of the class in a firm but pleasant way.	6.05	5.37	5.77	6.87
My teachers at this school are keen to help students of all abilities.	6.01	6.50	6.65	7.49
My teachers at this school are enthusiastic about their teaching.	5.95	6.12	6.63	7.40
My teachers listen to my opinions.	6.04	5.61	6.34	7.13
My lessons are well organised.	6.45	6.82	6.50	7.47
My teachers encourage me to improve the standard of my learning.	6.65	6.68	7.04	7.72
My teachers accept me for who I am.	6.46	6.63	6.65	7.66
My teachers do not hold grudges against students in my class.	4.95	4.62	5.43	6.36
My teachers praise my efforts.	6.00	5.99	6.51	7.21
My teachers treat me fairly.	6.38	5.98	6.66	7.36
My teachers care about my feelings.	6.33	5.55	6.05	6.91
My teachers provide excellent help and support for students when needed.	6.15	6.08	6.58	7.30
My teachers care if I am not doing as well as I should.	6.77	6.95	7.07	7.75
My teachers take a personal interest in each student.	5.78	5.24	5.66	6.77
I am comfortable with talking with my teachers.	6.63	5.77	6.55	7.27
I feel like my teachers know me really well.	5.81	4.78	5.72	6.68
I have respect for my teachers.	7.04	6.88	7.40	8.09
<b>Number of respondents</b>	<b>88</b>	<b>357</b>	<b>356</b>	<b>29946</b>

## Notes:





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