



2020 Student Satisfaction Survey

Highview College



SCHOOL SURVEYS

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Introduction

Research indicates a strong positive correlation between students' satisfaction and a school's operations. Students' perceptions of school climate are important in understanding ways to improve school morale, reputation, productivity, and overall atmosphere.


A positive school environment empowers members of the school community to contribute to the ongoing improvement of the school and eliminating negative behaviours. The Student Satisfaction Survey is designed to provide schools with data useful for fostering a positive learning and working environment that promotes academic success among all students. Initial assessment provides a baseline, and ongoing assessment helps to determine whether programs are effective at improving the school climate, and whether they continue to be relevant for schools over time.

Performance of students is frequently reviewed; however, this only offers a snapshot and can often overlook the range of experiences, values and qualities that make up a school.

Aims of Student Survey

The survey aims to provide your school with the ability to:

- Demonstrate areas in your school where there are high levels of satisfaction, and identify areas in need of improvement
- Report on school satisfaction for marketing and other purposes
- Conduct like comparisons of your school to similar schools (e.g., denomination, school size, vicinity, sector)
- Conduct year comparisons – compare one year to the next to identify changes and improvements
- Make comparisons across stakeholders (e.g., parents, staff, students, school executives).



“... Happy students reflect a positive educational environment, which leads to academic excellence.”

Survey Development

These surveys have been designed to assess areas of your school, identify your school's strengths, and make recommendations to facilitate improvement. We understand that providing the best education possible to your students will be your primary objective. In a climate where the pursuit of academic excellence and teaching is often assessed based on student performance, schools often neglect to assess the degree to which they offer student programs that foster rich and enlivening environments.

The Student Satisfaction Survey has been developed by a team of professionals at National School Surveys. The process included conducting parent focus groups, discussions with teachers, staff, principals, and Board Members, distribution of written questions to parents and staff, text analysis of responses to open-ended questions, and identification of common themes. A pilot survey was then conducted, and following this, statistical analyses were performed to ensure reliability and the validity of questions, and to develop a set of factors.

Our work over the years with schools has highlighted the varying views and perceptions amongst student, parent, staff, and school executive groups about what the school's priorities should be. Our surveying processes assist your school to take a new approach in assessing and understanding these areas so that you may tailor programs and services that are comprehensive, preventative, contemporary, student-centred, and results based.

Methodology

Students were provided with access to the Student Satisfaction Survey. Once students completed the survey, the data were sent directly to National School Surveys for collation and analysis. Data were collated by researchers via a statistical package for social sciences (SPSS). Following this, the data are converted to a more meaningful form represented by tables and charts, and analysed by educational psychologists. The tables and charts are then inserted into a report for schools to easily understand and interpret.

Statistical Analyses

The numerical data from the completed surveys were entered into SPSS. A preliminary inspection was conducted for pattern-marking as an indicator of non-genuine responses. Data were examined for normality, univariate and multivariate outliers, and multicollinearity. There were outliers for every scale and subscale; however, outliers were kept in the data file for analysis. Descriptive statistics of subscales and total scores were obtained. Following this, correlation coefficients between selected variables were calculated and analysed. Mean scores were then converted to percentages and calculated according to each item. Furthermore, these mean scores were analysed according to demographic variables.

2020 Benchmark Data

Your school has been compared with the overall National School Surveys data, which consists of a representative sample of 10,000 students within Australia who have completed the Student Satisfaction Survey. This sample has been selected based on demographical variables to ensure that it is representative of the general population of students in schools within Australia. The information regarding the general population of students in schools within Australia has been obtained from the Australian Council of Educational Research (ACER) and the Australian Bureau of Statistics (ABS). Charts in this report present the mean levels of satisfaction (as percentages). Please note: the mean levels of satisfaction have been calculated by converting students' responses on the scale of 0-5 (strongly disagree to strongly agree) to percentage mean scores.

Advantages of Benchmarking

Benchmarking is a way of defining improvement goals and measuring progress against those goals in concrete terms. The benchmarking process is useful in a variety of ways:

- defining clear stages of implementation with goals, guideposts, and the performance indicators that correspond to the priorities of that stage and current capacities of participants to effect change
- establishing clear roles and responsibilities for all school and community
- partners in a collaborative process that holds them collectively accountable for student outcomes
- creating an environment which protects and nurtures innovation by holding off premature judgment, even as it maintains improving student outcomes as the ultimate measure of success
- broadening the range of measures used to judge student outcomes.

Highview College's Summary Data

In this report, your school is compared to the overall National School Surveys benchmark data, consisting of 10,000 respondents, which is a representative sample of students in schools across Australia. In addition, your school has been compared with a representative sample of 5,000 students from selected "like" schools across Australia.

The table below presents the distribution of respondents across year levels.

Year level	Number of respondents	% of respondents
7	55	22%
8	45	18%
9	34	14%
10	50	20%
11	29	12%
12	36	14%
Total	249	100%

Executive Summary

Students at Highview College showed an overall mean satisfaction level of 73%. This was 7% higher than 2019, 8% higher the National Benchmark and 4% higher than the Independent Schools Benchmark. Percentage figures below indicate mean levels of satisfaction.

The highest rated items in the general questions were for:

- My classes are a good size (82%)
- I feel safe at school (80%)

The lowest rated items in the general questions were for:

- This school's values align with the Christian ethos (64%)
- Students show respect for each other (65%)

The highest rated items in the remote learning area were for:

- I am aware of the Highview College values (78%)
- The school has provided me with adequate resources to be able to effectively learn from home (77%)

The lowest rated items in the remote learning area were for:

- I feel that I have been able to talk to my teachers about anything that is troubling me (62%)
- Whilst remote learning, teachers have maintained regular contact with me regarding my progress (68%)

The largest positive differences between Highview College and Independent Schools were for:

- My school is kept clean and tidy (+15%)
- My classes are a good size (+11%)

The largest negative differences between Highview College and Independent Schools were for:

- This school's values align with the Christian ethos' (changed from 'My school has strong Christian values' in benchmark) (-6%)
- I am encouraged to take part in community activities' (-4%)

Students in Year 7 displayed the highest levels of satisfaction (9% higher than the average) and students in Year 9 displayed the lowest levels of satisfaction (9% lower than the average).

Open-ended comments related to the following themes: more support to be offered for the mental health of students; limitations with subjects, particularly in VCE; lack of respect among students and teachers; and the need for facility improvements, particularly with the boys' toilets.

Suggestions for improvement include:

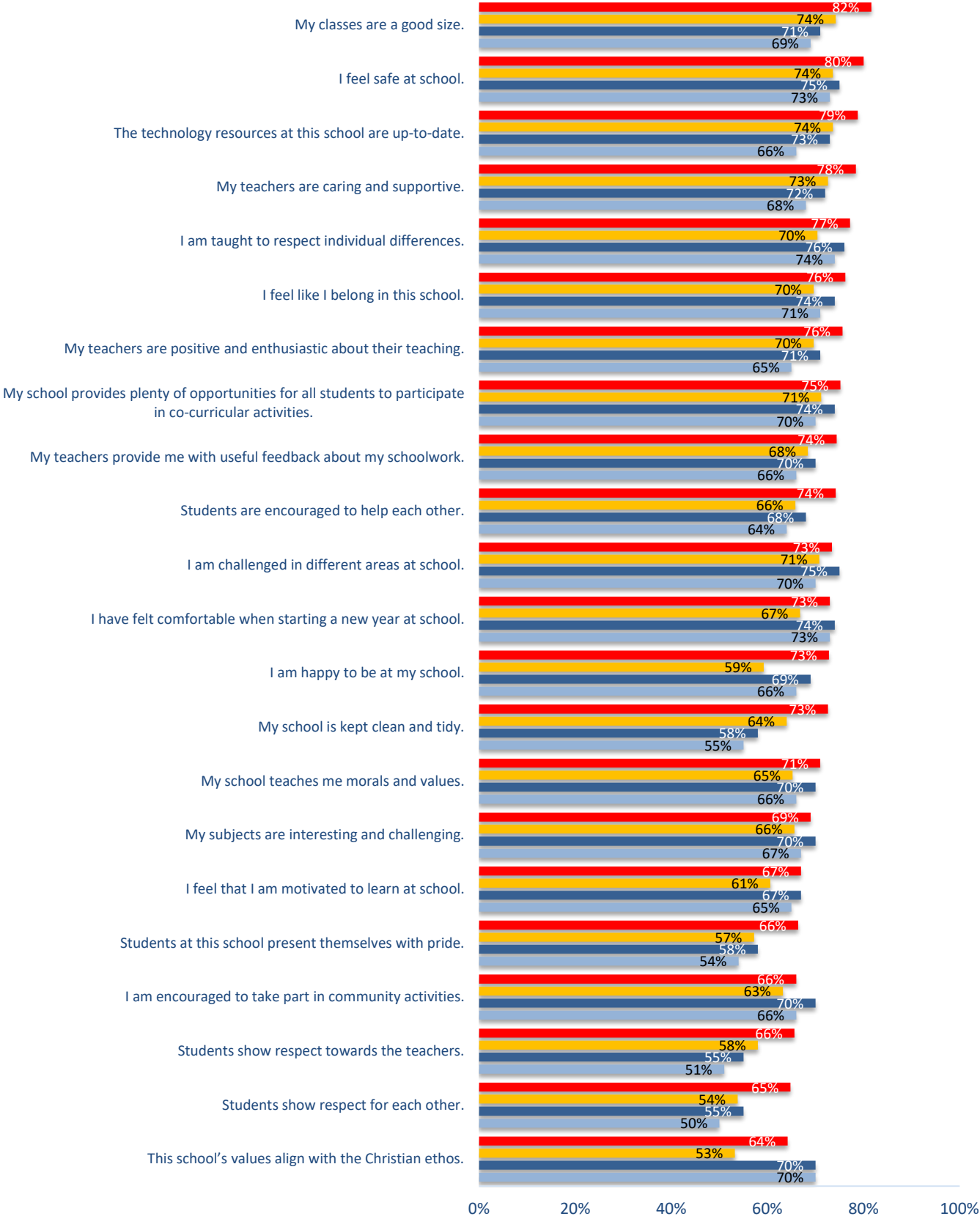
- Clearly communicate support in place for the mental health of students
- Ways to improve morale and increase social interaction
- Continuing to create an environment of respect
- Review/repair boys' toilets

Highview College's 2020 Results (N=249) compared with 2019 Results (N=299) and Benchmarks

Results below are presented according to the general student questions (compared with 2019 and benchmarks). In addition, Highview College chose to include some remote learning questions, which are also presented. The tables following each chart show the number of respondents who answered each of the rating options, as well as the overall mean score. Please note: Highview College chose to change the item 'This school has strong Christian values' to 'This school's values align with the Christian ethos'; therefore please compare results for this question with caution.

Student General Questions

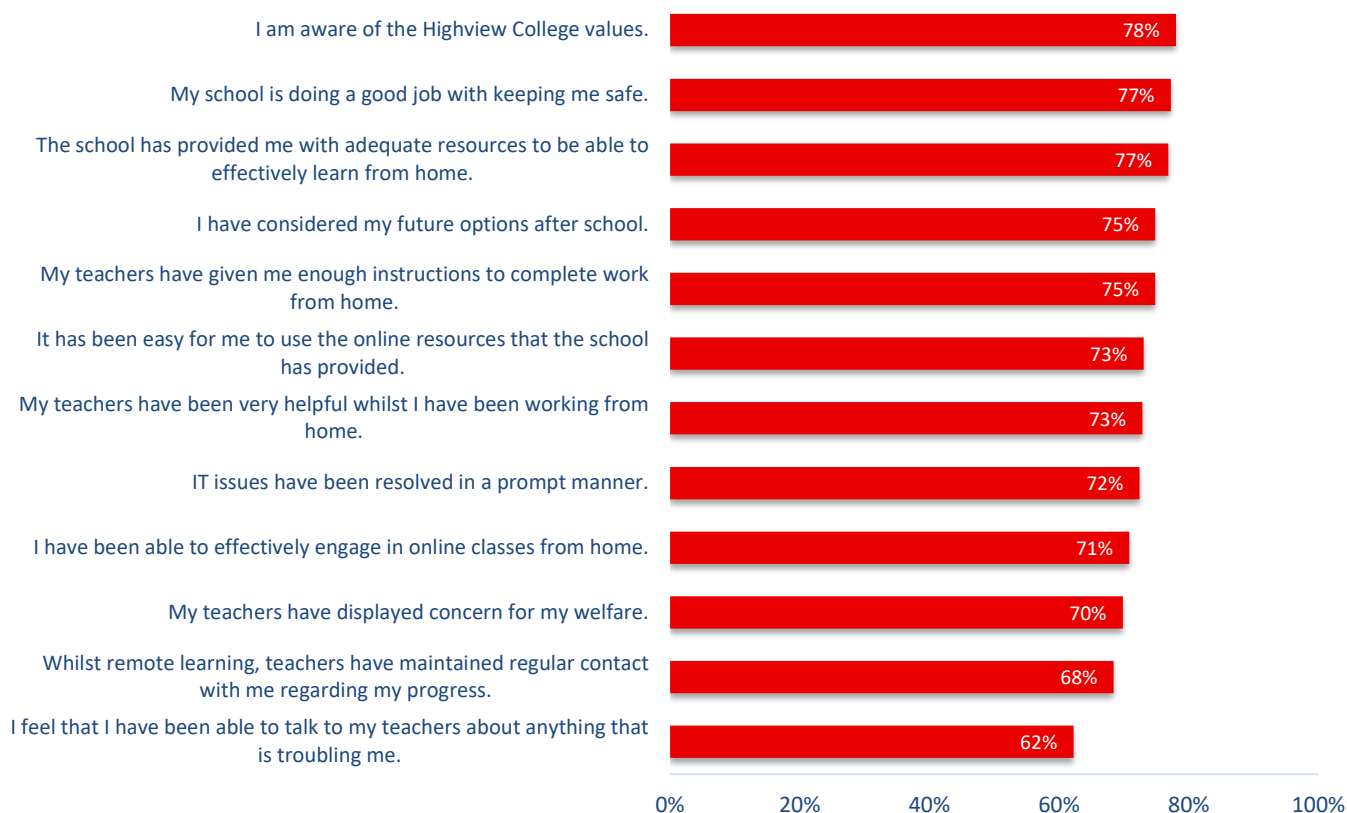
■ 2020 Highview College Mean ■ 2019 Highview College Mean
■ Independent Schools Benchmark ■ National Benchmark



Highview College's Distribution of Results

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree	Total number of respondents	Highview mean level of agreement
My classes are a good size.	3	3	8	27	98	81	220	82%
I feel safe at school.	5	4	11	22	101	77	220	80%
The technology resources at this school are up-to-date.	3	8	9	36	85	76	217	79%
My teachers are caring and supportive.	5	3	14	34	92	73	221	78%
I am taught to respect individual differences.	5	5	11	42	84	69	216	77%
I feel like I belong in this school.	5	8	11	33	109	57	223	76%
My teachers are positive and enthusiastic about their teaching.	4	7	8	53	97	56	225	76%
My school provides plenty of opportunities for all students to participate in co-curricular activities.	5	6	15	42	90	58	216	75%
My teachers provide me with useful feedback about my schoolwork.	6	11	10	42	101	55	225	74%
Students are encouraged to help each other.	2	7	20	46	92	51	218	74%
I am challenged in different areas at school.	2	11	13	57	91	50	224	73%
I have felt comfortable when starting a new year at school.	6	7	21	47	89	55	225	73%
I am happy to be at my school.	11	9	18	33	85	61	217	73%
My school is kept clean and tidy.	5	8	14	53	94	45	219	73%
My school teaches me morals and values.	6	6	22	54	83	43	214	71%
My subjects are interesting and challenging.	7	11	20	61	84	39	222	69%
I feel that I am motivated to learn at school.	8	15	22	55	96	29	225	67%
Students at this school present themselves with pride.	6	10	25	63	89	21	214	66%
I am encouraged to take part in community activities.	6	13	31	56	85	28	219	66%
Students show respect towards the teachers.	4	10	39	65	70	31	219	66%
Students show respect for each other.	11	12	26	59	86	25	219	65%
This school's values align with the Christian ethos.	10	7	19	62	51	24	173	64%

Remote Learning Questions



	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree	Total number of respondents	Highview mean level of agreement
I am aware of the Highview College values.	4	6	9	38	79	70	206	78%
My school is doing a good job with keeping me safe.	4	3	16	32	95	60	210	77%
The school has provided me with adequate resources to be able to effectively learn from home.	4	5	9	43	86	59	206	77%
My teachers have given me enough instructions to complete work from home.	5	4	19	37	91	53	209	75%
I have considered my future options after school.	8	10	15	34	60	74	201	75%
It has been easy for me to use the online resources that the school has provided.	5	4	23	49	72	54	207	73%
My teachers have been very helpful whilst I have been working from home.	6	8	16	38	95	44	207	73%
IT issues have been resolved in a prompt manner.	5	8	19	37	83	44	196	72%
I have been able to effectively engage in online classes from home.	8	12	17	35	88	44	204	71%
My teachers have displayed concern for my welfare.	6	9	16	51	86	32	200	70%
Whilst remote learning, teachers have maintained regular contact with me regarding my progress.	8	9	22	54	79	36	208	68%
I feel that I have been able to talk to my teachers about anything that is troubling me.	15	20	23	57	54	38	207	62%

Strengths and Areas for Improvement

Your school's results have been analysed for each question and compared to the Independent Schools and National Benchmarks. The percentage difference between your school's 2020 and 2019 results were sorted and presented below.

	National Benchmark	Independent Schools Benchmark	2019 Highview College Mean	2020 Highview College Mean	% Difference between Highview 2019 and 2020
I am happy to be at my school.	66%	69%	59%	73%	+14%
Students show respect for each other.	50%	55%	54%	65%	+11%
This school's values align with the Christian ethos.	70%	70%	53%	64%	+11%
Students at this school present themselves with pride.	54%	58%	57%	66%	+9%
My school is kept clean and tidy.	55%	58%	64%	73%	+9%
Students are encouraged to help each other.	64%	68%	66%	74%	+8%
Students show respect towards the teachers.	51%	55%	58%	66%	+8%
My classes are a good size.	69%	71%	74%	82%	+7%
I am taught to respect individual differences.	74%	76%	70%	77%	+7%
I feel like I belong in this school.	71%	74%	70%	76%	+7%
I feel that I am motivated to learn at school.	65%	67%	61%	67%	+6%
I feel safe at school.	73%	75%	74%	80%	+6%
I have felt comfortable when starting a new year at school.	73%	74%	67%	73%	+6%
My teachers provide me with useful feedback about my schoolwork.	66%	70%	68%	74%	+6%
My teachers are positive and enthusiastic about their teaching.	65%	71%	70%	76%	+6%
My teachers are caring and supportive.	68%	72%	73%	78%	+6%
My school teaches me morals and values.	66%	70%	65%	71%	+6%
The technology resources at this school are up-to-date.	66%	73%	74%	79%	+5%
My school provides plenty of opportunities for all students to participate in co-curricular activities.	70%	74%	71%	75%	+4%
My subjects are interesting and challenging.	67%	70%	66%	69%	+3%
I am encouraged to take part in community activities.	66%	70%	63%	66%	+3%
I am challenged in different areas at school.	70%	75%	71%	73%	+3%
OVERALL	65%	69%	66%	73%	+7%

Differences between Year Levels

The percentage difference between year levels was calculated for each of the items and presented in the tables below. Green percentage scores indicate that the cohort scored 10% or higher than the overall mean and red percentage scores indicate that the cohort scored 10% or lower than the overall mean.

	Year 7 (n=55)	Year 8 (n=45)	Year 9 (n=34)	Year 10 (n=50)	Year 11 (n=29)	Year 12 (n=36)	Overall (N=249)
My classes are a good size.	90%	75%	77%	78%	82%	86%	82%
I feel safe at school.	86%	79%	68%	77%	78%	87%	80%
The technology resources at this school are up-to-date.	89%	83%	58%	76%	84%	77%	79%
My teachers are caring and supportive.	84%	73%	70%	76%	86%	81%	78%
I am aware of the Highview College values.	87%	81%	77%	67%	80%	77%	78%
I am taught to respect individual differences.	85%	80%	75%	68%	73%	80%	77%
My school is doing a good job with keeping me safe.	88%	77%	72%	68%	74%	81%	77%
The school has provided me with adequate resources to be able to effectively learn from home.	86%	75%	65%	72%	82%	79%	77%
I feel like I belong in this school.	86%	76%	63%	72%	78%	80%	76%
My teachers are positive and enthusiastic about their teaching.	82%	72%	66%	72%	80%	79%	76%
My school provides plenty of opportunities for all students to participate in co-curricular activities.	90%	70%	74%	68%	75%	71%	75%
I have considered my future options after school.	70%	70%	63%	79%	80%	88%	75%
My teachers have given me enough instructions to complete work from home.	80%	73%	70%	69%	78%	78%	75%
My teachers provide me with useful feedback about my schoolwork.	81%	72%	69%	70%	77%	75%	74%
Students are encouraged to help each other.	86%	74%	67%	67%	74%	74%	74%
I am challenged in different areas at school.	81%	72%	74%	70%	74%	67%	73%
I have felt comfortable when starting a new year at school.	79%	70%	59%	73%	73%	79%	73%
It has been easy for me to use the online resources that the school has provided.	80%	69%	65%	67%	78%	77%	73%
I am happy to be at my school.	83%	69%	57%	70%	73%	78%	73%
My teachers have been very helpful whilst I have been working from home.	82%	68%	67%	69%	74%	75%	73%
My school is kept clean and tidy.	75%	71%	70%	69%	73%	78%	73%
IT issues have been resolved in a prompt manner.	84%	71%	59%	70%	75%	66%	72%
My school teaches me morals and values.	82%	70%	66%	62%	67%	74%	71%
I have been able to effectively engage in online classes from home.	81%	69%	68%	66%	70%	68%	71%
My teachers have displayed concern for my welfare.	79%	74%	63%	68%	66%	63%	70%
My subjects are interesting and challenging.	71%	64%	59%	70%	77%	73%	69%
Whilst remote learning, teachers have maintained regular contact with me regarding my progress.	78%	65%	61%	65%	73%	66%	68%
I feel that I am motivated to learn at school.	77%	64%	57%	65%	66%	68%	67%
Students at this school present themselves with pride.	79%	63%	59%	62%	62%	67%	66%
I am encouraged to take part in community activities.	82%	60%	59%	62%	67%	59%	66%
Students show respect towards the teachers.	77%	58%	59%	63%	59%	72%	66%
Students show respect for each other.	78%	64%	47%	60%	62%	71%	65%
This school's values align with the Christian ethos.	84%	66%	54%	52%	63%	65%	64%
I feel that I have been able to talk to my teachers about anything that is troubling me.	72%	59%	51%	59%	61%	66%	62%
Overall Year Level	82%	70%	64%	68%	73%	74%	73%

Insights and Recommendations

Overall, the 2020 survey recorded significantly higher results regarding students being happy at Highview College (73% mean vs 59% in 2019). Students at Highview College showed an overall mean satisfaction level of 73% (up 7% from the 2019 survey). This is 8% higher than the National Benchmark and 4% higher than the Independent Schools Benchmark. These results should be commended considering the current environment within the community and the challenges that have arisen this year.

The highest rated items were for:

- 'My classes are a good size';
- 'I feel safe at school';
- 'The technology resources at this school are up-to-date';
- 'I am aware of the Highview College values'; and
- 'My teachers are caring and supportive'.

The lowest rated items were for:

- 'This school's values align with the Christian ethos' (changed from 'My school has strong Christian values' in 2019);
- 'Students show respect for each other'; and
- 'Students show respect towards the teachers'.

The former two areas showed marked improvement and have increased to a level above the Independent Schools benchmark.

Students in Year 7 displayed the highest levels of satisfaction (9% higher than the average) and students in Year 9 displayed the lowest levels of satisfaction (9% lower than the average). Both Year 11 and Year 12 students displayed levels of satisfaction very similar to the overall average of the school. Compared with all other year levels, Year 7 students felt that there were considerably higher levels of respect and pride within the school.

Areas of strength

Relative to the Independent Schools benchmark*, Highview College was higher for 16 of the 22 items. The greatest differences were for the following items: 'My school is kept clean and tidy'; 'My classes are a good size'; 'Students show respect towards the teachers'; and 'Students show respect for each other'.

**This data does not include the addition of school specific questions related to remote learning.*

Areas for improvement

Relative to the Independent Schools benchmark*, Highview College was lower for 5 of the 22 items and was the same percentage as one item. The greatest differences were for the following items: 'This school's values align with the Christian ethos' (changed from 'My school has strong Christian values' in benchmark); 'I am encouraged to take part in community activities'; 'I am challenged in different areas at school'; and 'I have felt comfortable when starting a new year at school'. It is important to note that while these areas fall below the Independent Schools benchmark, they have showed marked improvement from the previous year's survey; particularly with the question based on the Christian ethos, which increased by 11% over the course of the year. However, caution must be used when comparing this question, since it Highview College chose to change this slightly in 2020.

**This data does not include the addition of school specific questions related to remote learning.*

Results of the 2020 survey indicate that students feel that Highview College provides the best environment for their learning. Compared with its 2019 results, Highview College was higher for *all* items. However, the qualitative data reveals that there are still improvements to be made; a large proportion of students feel that there needs to be more attention paid to mental health. In addition, there were comments about the school's issues that need to be addressed, particularly with hot water and the cleanliness of the boys' toilets, and this was an issue also raised in 2019.

Analyses of the open-ended responses indicated that students feel that the majority of the teaching staff are helpful, caring and supportive; however, some students have commented about inconsistencies with teachers' behaviours and the perceived inability to talk about troubling issues with these teachers. Some responses expressed a concern for the lack of respect shown between students, and between some students and their teachers, which supports the quantitative data.

There is a feeling that more can be done by teachers to instill a sense of respect and to help curb negative behaviors. Teachers must continue to be diligent in the role they play, both individually and collectively, to help maintain an environment that fosters the development of self-confidence in a safe, positive, and nurturing community within the context of the school's values related to the Christian ethos.

This survey produced several comments related to the VCE curriculum. Several students conveyed a frustration in their inability to continue studies related to their desired field of work. This seems to be a major area of contention in both the parent and student responses and will need to be addressed by the school. As with the parent survey, it is suggested that the school clearly explains the constraints on the range of offerings. It may be worthwhile to remind students and parents of Highview College's Mission to place an educational emphasis on academics, and maintaining high standards.

Remote Learning

This portion of the report is dedicated to the added questions pertaining to the topic of remote learning. Similar to the general (benchmarked) questions of the survey, this area reported an overall mean satisfaction level of 72%.

The highest rated items in the remote learning area were for:

- 'I am aware of the Highview College values';
- 'My school is doing a good job with keeping me safe'; and
- 'The school has provided me with adequate resources to be able to effectively learn from home'.

The lowest rated items in the remote learning area were for:

- 'I feel that I have been able to talk to my teachers about anything that is troubling me';
- 'Whilst remote learning, teachers have maintained regular contact with me regarding my progress'; and
- 'My teachers have displayed concern for my welfare'.

Analyses of the open-ended responses revealed that there are mixed reviews on the issue of remote learning with an emphasis in the need for more one-on-one time, and a stronger emphasis on student well-being checks.

Several *positive comments* were made for remote learning and the added safety that it has provided by having students protected from the possibility of transmission:

“As much as I have enjoyed being back at school and in face to face classes covid-19 has been a big risk.”

(Year 10)

“I feel unsafe being at school, exposed to many people with no social distancing. Wiping down tables is a good idea, however, does not get completed regularly. I would feel safer and a lot less stressed about getting corona virus and how that would impact my marks and VCE results if I was doing online learning. I understand that this is a difficult decision for the school to make. My thoughts are with you.”

(Year 11)

The *negative comments* with regard to remote learning seemed to be based on the notion of not being provided with the best education, the inability to focus, a lack of causal interactions with teachers, and social interactions with their peers:

“As a year seven, I don't think I need a private study class. I personally did not like online learning... the online learning time really brought down my positivity and happiness. I was getting better grades but didn't like working from home. I missed my friends which was quite difficult to not see anyone for three whole months. I had to spend my birthday in quarantine, my sports were cut lacking social interaction. When I heard we were finally going back to school I was overjoyed I could finally see my friends, now that we might be going back into the online program I'm not happy at all. I don't want to spend 3 more months locked up in my house seeing people through a screen. I need social interaction.”

(Year 7)

“I feel that if we have the opportunity to stay at school, we should because it is a little hard for us at home looking at a screen all day and we aren't as motivated to do our work when at home. Since being back at school we are starting to enjoy it more and are wanting to come and learn.” (Year 10)

Many of the students understand that the decision to continue school at the remote learning level was made with their safety in mind. There are several issues specific to remote learning that will be addressed in the recommendation part of this report.

Based on the insights gained from the foregoing analyses, Highview College should consider:

Communicate the support in regards to the mental health of students

It is notably difficult during this time of remote learning for each student to be frequently engaged in one-on-one focused discussions with their teachers. Mentors may need to spend some sessions in small group conversation, checking in on mental health wellbeing. Remote learning can create some challenges for students who have unstable home environments. This can significantly affect students' ability to learn as well as their mental health. It may also be worthwhile for Highview College to conduct mental health checks with students and ensure that they are aware of the services that are available within the school and their community.

Ways to improve morale and increase social interaction

Students reported signs of sadness and discomfort with not being able to interact with their peers on a day-to-day basis. It is recommended that activities such as Book Club continue and that co-curricular clubs or themed gatherings are available for students to participate in that are not scholastically related, in order to help relieve the harsh feeling of isolation.

Addressing the issue of limited subject choices

For every subject which is introduced, we need to cease offering a subject. Class sizes are at a minimum, at an average of 12 students. However, we should continue to canvas student interest in new courses and communicate the aims of the College in sustaining an academic focus.

Creating an environment of respect

As one of the lowest rated areas in the survey, this is an area that needs great attention. It is interesting to point out that one of the highest rated areas in the remote learning survey was 'I am aware of the Highview College values'; students therefore may be aware, but not willing to follow these values. It is necessary to ensure all staff understand their responsibility to uphold these values and to be diligent in the role that they play. They need to ensure that rules are followed consistently and that there are appropriate consequences for students who do not uphold the values of the school. Year 7 students provided the highest ratings for items relating to respect for students and staff. It is therefore important to ensure that these levels are maintained in subsequent years.

Review/repair boys' toilets

There were a few comments made about the cleanliness of the toilets and the availability of hot water. Due to the current climate, it is absolutely essential for the school to impose strict hygiene protocols, so students can come back to a clean and safe environment.

Remote Learning tools

A few of the comments suggested that the provided use of a 'dongle' was very beneficial. We now need to clearly explain why this is not the responsibility of the College to maintain. We also need to make it clear that families experiencing hardship have access to financial assistance.

A final note:

The results indicate some very positive changes among students' perceptions over the last year. It is important that Highview College maintains these high levels of satisfaction and continually looks for ways to improve, based on what students are requesting. It is important to provide feedback to students and regularly ask them what improvements can be made.

For further information and assistance regarding the implementation of these recommendations, please contact National School Surveys on 03 9067 8855.

Individual Student Comments

Year level	Comments
7	As a year seven, I don't think I need a private study class. I personally did not like online learning and would hate to go back. yes, I understand the current coronavirus situation but the online learning time really brought down my positivity and happiness. I was getting better grades but didn't like working from home. I missed my friends which was quite difficult to not see anyone for three whole months. I had to spend my birthday in quarantine, my sports were cut lacking social interaction. when I heard we were finally going back to school I was overjoyed I could finally see my friends, now that we might be going back into the online program I'm not happy at all. I don't want to spend 3 more months locked up in my house seeing people through a screen. I need social interaction.
7	Could you make the boys toilets a bit better?
7	I don't get why I have a teacher that is meant to teach us humanity sings every Friday to us
7	I really enjoy the school but early this year i got bullied but it's all good now
7	I really like my school, teachers are great, and very welcoming.
7	Make the classes more exciting rather than just talk all day. Listen to the students. If a majority of them say that the class is boring, then maybe do something to improve it to actually make us interested in what we are learning about.
7	When are we going back to online learning?
8	English and maths are boring.
8	Highview (like most schools) is more worried about whether we wear the right coloured socks than our mental health and bullying. Highview puts on the face of having no problems with bullying and alike and yes you are better than a lot of schools but its still a problem that you dont do a lot to counter yours truly (none of your business this is 'anonymous' (no i do not believe this is actually anonymous but go off))
8	I really enjoy being at school keep up the good work teachers :D
8	i wish we were aloud to have our hair out, and to have more than one piercing.
8	Learning support after school, to help us catch up or revise school works after school.
9	i learn and my grades are much better at school than online learning
9	I really don't like the school
9	i want to do VCAL
9	my school blocks every interesting thing online so me and other tech guy and girl don't really have motives to do our best at school because of this diversity between the techys having things block and the sportys get everything they want we had a games club once out of the week but the sportys can do what ever this is heavily so what unethical of the school that is meant to bridge the gap in these effects against us its not right.
9	nah fam
9	Please do not go back to online learning.... It was horrible:(
9	please go back to online learning

9	Teachers just really need to learn how to back up and let students do their own thing. I feel some teachers forget that students are people with feelings and their own life too, we are teenagers, and while being a teenager can be emotionally challenging as it is a time for growth it is important that they are given time to focus on themselves and get their life together. This stage of life is overwhelming, challenging, and it is all about experiencing new things while developing as a person. Please respect that, at least give us some time to work things out on our own because that is all we need right now.
9	this whole place needs serious restructuring istg
9	Would love if the asbestos is removed
9	Yeah nah
10	as much as i have enjoyed being back at school and in face to face classes covid-19 has been a big risk
10	Currently, I feel unsafer at school due to COVID-19 and believe we should revert to online schooling again.
10	I dislike the new timetable idea as I am in year 10 and it's annoying that I am now missing out on two electives and now how no introduction into the subject for VCE. The old timetable worked completely fine for me and I didn't have any issues with all the classes. I think it made sense to change the timetable for year 7, 8 and 9 but not for year 10's who are going into VCE next year and need some of those electives that have been cut. All other year 10's I have talked to agree with this and feel they don't really require that day off.
10	I feel that if we have the opportunity to stay at school, we should because it is a little hard for us at home looking at a screen all day and we aren't as motivated to do our work when at home. Since being back at school we are starting to enjoy it more and are wanting to come and learn.
10	I HATE THIS SCHOOL
10	I'm not happy with how Highview has removed electives. I also believe that there should be more trade subjects so more people don't leave the school.
10	why can't we do vcal :(
10	why is it that i no longer feel like i can go into my VCE years with knowledge of the course i am doing because we no longer have the appropriate courses available to us in both year 10 and VCE for our future carers and instead of opening up more courses for the students you are remodeling a garden ????
10	Would really appreciate the internet dongles being provided to the students year long, especially as they enter VCE.
11	compared to other schools this is a fantastic place to be and I am very happy being a student here
11	Doesn't bother me if we do remote learn again, anything to keep everyone safe
11	I feel unsafe being at school, exposed to many people with no social distancing. Wiping down tables is a good idea, however does not get completed regularly. I would feel safer and a lot less stressed about getting corona virus and how that would impact my marks and VCE results if i was doing online learning. I understand that this is a difficult decision for the school to make. My thoughts are with you.

11	<p>If we go back to remote learning dongles NEED to be provided. Asking parents to pay for them and a certain amount of data is unreasonable considering the price you ask and the smaller fees some parents are paying (including with healthcare cards), you are asking them to pay MORE than their fees cost just for a dongle (to support and encourage learning!). I would stand by any student that doesn't attend google meet/hangout if they didn't have strong enough wifi and were previously using a dongle. Your students also have parents working from home, siblings and possible remote home locations, their wifi and data sources are not strong enough to support the programs you expect us to use. Asking us to wear masks at school just won't work, I am no one important but I believe it won't work. There are a handful of 12 y/o in year 7 and they would be exempt from having to wear a mask due to their age. As well as any teacher/student with a respiratory condition (eg. asthma) who all wouldn't have to wear a mask and would be looked at with disapproval by their surrounding peers and teachers. This would create unneeded friction between friends and teachers that could be avoided. By telling everyone that masks need to be worn at school you are implying that they will become a part of the 'dress code', so everyone should have to wear the same kind of masks to avoid the discrimination (which a uniform achieves) and 'stares in the hallway' for looking different. If this doesn't happen this then leads to more friction if your mask isn't branded or 'in trend'. Not to mention the fear of being more easily infected by a person who has a 'simple disposable mask' with plenty of spaces for germs to escape, creating isolation of certain students within the school. And you can't expect students to obtain masks when all of Maryborough sold out within 1 hour of the new mask restrictions for Sunday night being introduced. Not everyone has them and it isn't easy to get them quickly in this pandemic, this would mean the school would be in charge of supplying masks (honestly good luck trying to find that many nowadays). So think of the money you would save if the school was closed and masks didn't have to be supplied, maybe that savings could be spent on dongles for students in remote areas, without wifi, or with bad wifi. By introducing masks into the school, whether it be in the uniform or not, more rules are being made and honestly, the more rules the less likely the students are to follow them and the harder it is for teachers to enforce them. Me being 'on the ground' I can see the rules now aren't being implemented properly, more rules will equal more disobedience. Every year has 'those kids' who are rebellious just for fun, imagine the fun they'd have spitting on masks and wasting them or touching other kids masks all day? I say, shut the school down before we have a week of hell to deal with, and honestly let the parents deal with the bratty kids who 'don't want to wear a mask' too. Yes I shall continue... there are teachers who can barely be heard in a classroom setting as it is, asking them to teach a class and talk through a mask is unfair on their behalf. Yet having them remove it would be even worse and against Dan Andrews words. If the school chooses to not make a certain mask type part of the school uniform then anyone would wear whatever, including cloth masks, efficient, but needed to be washed daily, all I can hear is peers complaining that "their mask hasn't been washed! Look it's dirty, they didn't clean it". Is that how the students want to feel, at war with each other constantly over obsessing with how they might get infected by each other? I don't. DELTA is pointless, teaches us nothing and should be used more efficiently by VCE students and teachers for study. Or even converted back to class time (where our classes go longer and we don't have a DELTA session)</p>
11	<p>Most teachers were incredibly supportive whilst we transitioned to online learning. I am extremely grateful for all of my teachers and all of their continuous support. My only concern of online learning was assessments, however over time they became easier to complete. I would feel a lot less concerned if as many assessments were completed on site as possible.</p>
11	<p>No Comment</p>
11	<p>Something needs to be done in regards to homophobia, racism, sexism, etc. There are not enough subjects to cater to everyone's interests and future goals. There are nowhere near enough extra curricular activities as well.</p>
11	<p>we should not be at school! if the whole of Victoria has to wear masks especially. we should just stay home where were safe and don't have to wear a mask to "possibly" stop the possible spread..</p>
12	<p>Only one teacher asked how i was regarding my mental health</p>

12	Although the majority of my teachers are helpful and overall great role models, there are some which break this trend. I understand that this is something that comes with maturity and cannot be perfect in the junior year levels, however, I feel as though there is a school-wide lack of respect between students and a lack of respect from some students toward teachers.
12	Can we please have hot water in all of the bathrooms because it is very unhygienic to be washing hands with cold water (and often without soap because the dispensers are empty).
12	Generally, I don't feel supported by teachers however a couple are very supportive.
12	I feel like there's a lack of care and support to mental health. I don't think we even have a school counsellor
12	matt judd for principle 2020
12	Most of the problems with Highview are between students (the way they treat each other, talk to each other etc.) While this alleviates blame from the school somewhat, it is not something entirely out of it's control. Teachers often hold double standards as well as grudges and rigid opinions on students which worsens the problem further.
12	Need more awareness and focus on mental health and offering help for students
12	there is a great variance between staff, some questions were hard to answer through the way we had to, more a whole school approach rather than person to person.
12	There should be a broader range of subjects as electives entering into VCE to choose from. I understand that it is difficult to have a WIDE range of subjects, but having more subjects that are relatable to our community and future pathways. For example, agriculture studies and the building subjects would be a more appreciated subject by many. Students leave the school to pursue studies like these elsewhere or purely because we do not offer any interesting and relevant subjects that entice students.