

Parent Satisfaction Survey
Highview College



**Independent
Schools** Victoria

2011



Role of Independent Schools Victoria

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

As a peak body, we:

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

As a membership organisation, we:

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

40 Rosslyn Street West Melbourne VIC 3003 PO Box 119 North Melbourne VIC 3051
T 03 9825 7200 F 03 9826 6066 W independentschools.vic.edu.au
ABN 44 711 075 857
A0009210 H

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Introduction

Background to the Parent Satisfaction Survey

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

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

Survey Development Aims

This instrument was designed to gauge parents' satisfaction levels with important aspects of schooling. The survey's purpose is to gain valuable feedback from parents, and to understand their perceptions regarding the quality of their child's educational experience with their school. The aim is to gather recommendations for improving the quality of

their child's education. The survey was developed by Independent Schools Victoria, in association with the University of Melbourne, in 2007, to provide schools with the opportunity to benchmark their results against the Victorian independent sector. In 2009, the satisfaction scale was changed from a ten-point to an 11 point scale (0 – 11 instead of 1 – 10) to allow for a mid-point. Therefore, any results before 2009 have not been compared in this analysis.

Participant Characteristics

The current report compares 2011 survey responses for Highview College with the current Independent Schools Victoria reference means, which are recalculated at the end of each year. In 2011, data were obtained from 10047 parents from 44 schools.

For the 2011 benchmarks, data from 2011 were combined with the 2009 and 2010 data as an analysis revealed that there was no significant difference between the parent results from year to year. If a school had participated in the parent survey in two or more years, only that school's latest data were included in the 2011 benchmark. Therefore, the 2011 benchmarks included 16059 parents from 85 schools. The parents had the following features:

- The number of students per school varied and average satisfaction was not related to the size of school;
- 74% of respondents were mothers, 25% were fathers and 1% were Guardians
- 50% of respondents were parents of males and 50% were parents of females.
- 64% of parents had children in secondary school.
- There was no marked difference in parental satisfaction of primary and secondary students
- There was no marked difference in overall satisfaction for parents of boys or girls.

Method

Calculation of Scores by Domain

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

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

Table 1. Mean Scores for Core Survey

Subscale	N	Mean
Curriculum / Academic Program	16054	7.92
Quality of Teaching	16050	7.83
Learning Outcomes	16053	7.91
Pastoral Care	16057	8.15
Discipline and Safety	16057	8.01
Parent Involvement	16056	7.96
Resources	16054	8.15
Year Transition	16051	7.98
Global Item Rating	16059	8.43
Recommend to Others	16059	8.39

Table 2. Mean Scores for Additional Modules

Subscale	N	Mean
Boarding House	185	8.11
Religious / Spiritual	5488	8.06
Early Learning Centre	431	8.96
After School Care	417	8.13

Domains

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

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

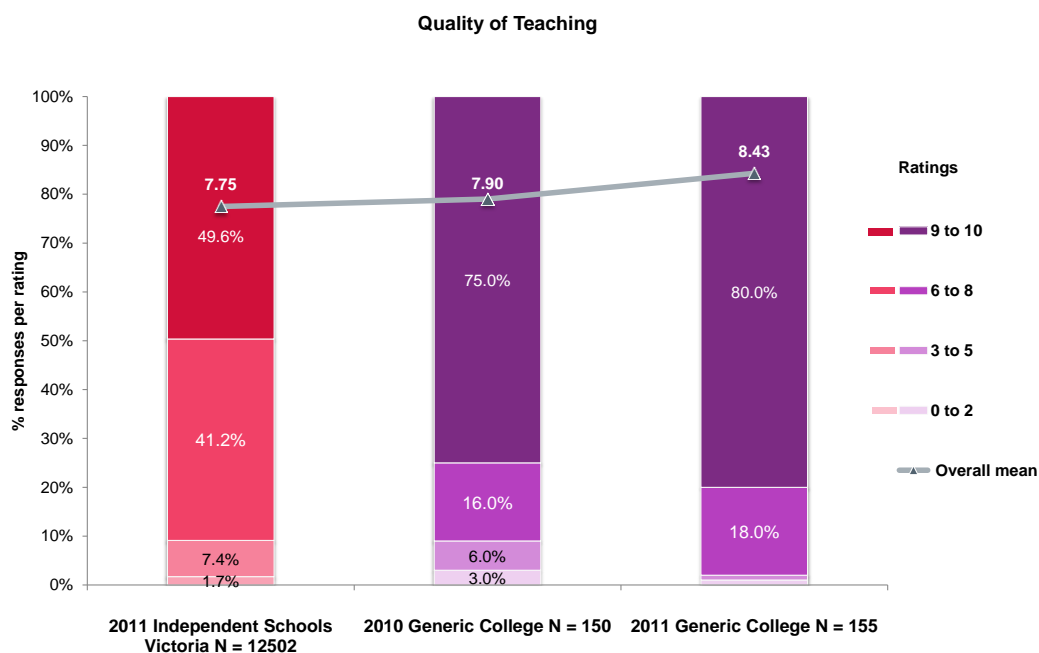
In addition, the survey asks parents to rate their overall experience, and whether they would recommend the school to others.

Highview College Demographics

In 2011, data were obtained from 145 respondents who have a child attending Highview College. Some features of the respondents were:

- 86% were mothers
- 11% were fathers
- 3% were parents together or guardians
- 49% were parents of boys
- 51% were parents of girls

Reading Your Charts



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

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

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

The tables below each chart show the questions in each domain. For each question, the 2011 Secondary Independent Schools Victoria Parent reference means are compared to Highview College's Secondary Parent means. The top score for each column is highlighted in green and the bottom score is highlighted in red to provide you with some indications where Highview College's strengths and areas for improvement lie for each domain.

In the example chart above, 75 per cent (the dark purple block) of answers for the school were in the range of 9-10 on the satisfaction scale in 2010 and this increased to 80% in 2011 for quality of teaching. About 9 per cent of respondents gave answers averaging lower than 5 on the satisfaction scale in 2010 and this decreased to 2% in 2011. The overall mean satisfaction rating for the school in 2010 was 7.9 and this increased to 8.43 in 2011. For the independent sector, almost 50% of parents gave their schools a satisfaction rating of 9 or 10 for quality of teaching. The (hypothetical) Independent School Victoria reference mean in 2011 was 7.75.

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

Section 1: Results of Parent Satisfaction per Domain

Curriculum Academic Program

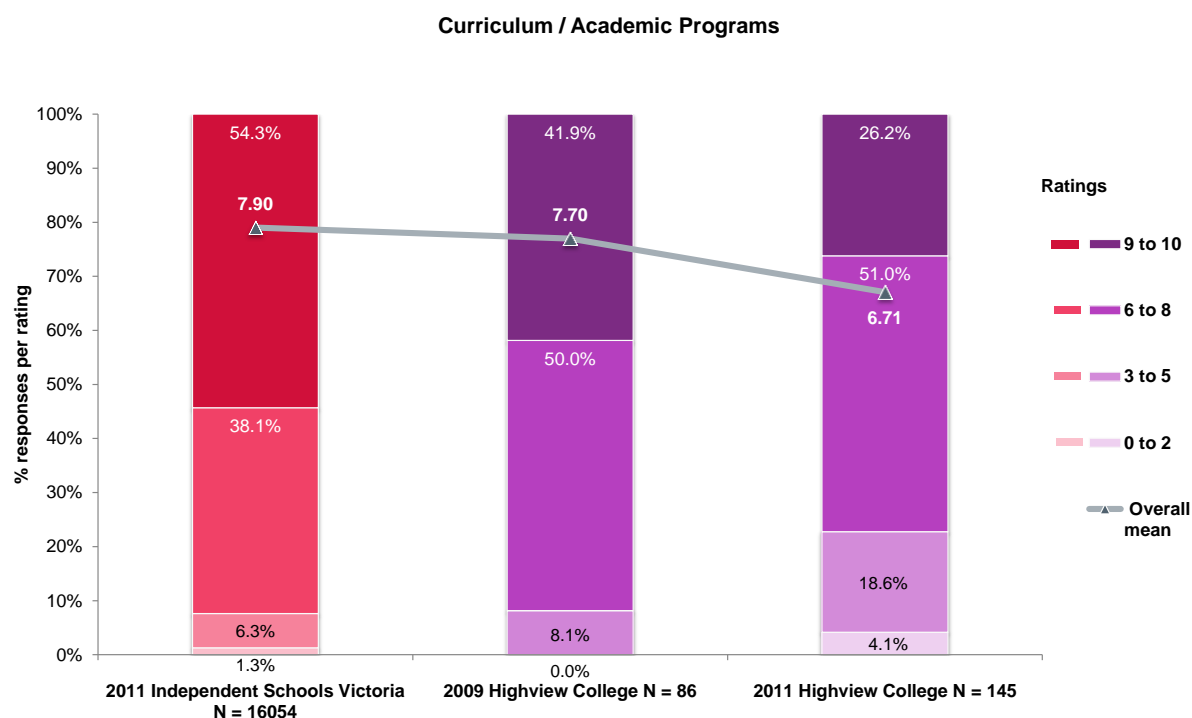


Figure 1: Chart showing overall parent satisfaction for the area of Curriculum / Academic Program, compared to the Independent Schools Victoria reference group.

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

Table 3 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2011 Independent Schools reference group.

Table 3: Averages for Parent Satisfaction Survey Questions for Curriculum/Academic Domain			
	2009 Highview College Secondary	2011 Highview College Secondary	2011 ISV Mean (Secondary)
The range of learning areas offered at this school is excellent	7.36	6.76	7.93
The learning program offered at this school meets the needs of individual students	7.43	6.38	7.54
The standard of schoolwork expected is appropriate to age and stage of development	7.85	6.91	8.06
The school provides an excellent environment in which to learn	7.98	7.21	8.35
The school provides good support for all students with special needs	7.77	6.27	7.33
The school changes the curriculum to improve student achievement	7.81	6.63	7.53

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

Quality of Teaching

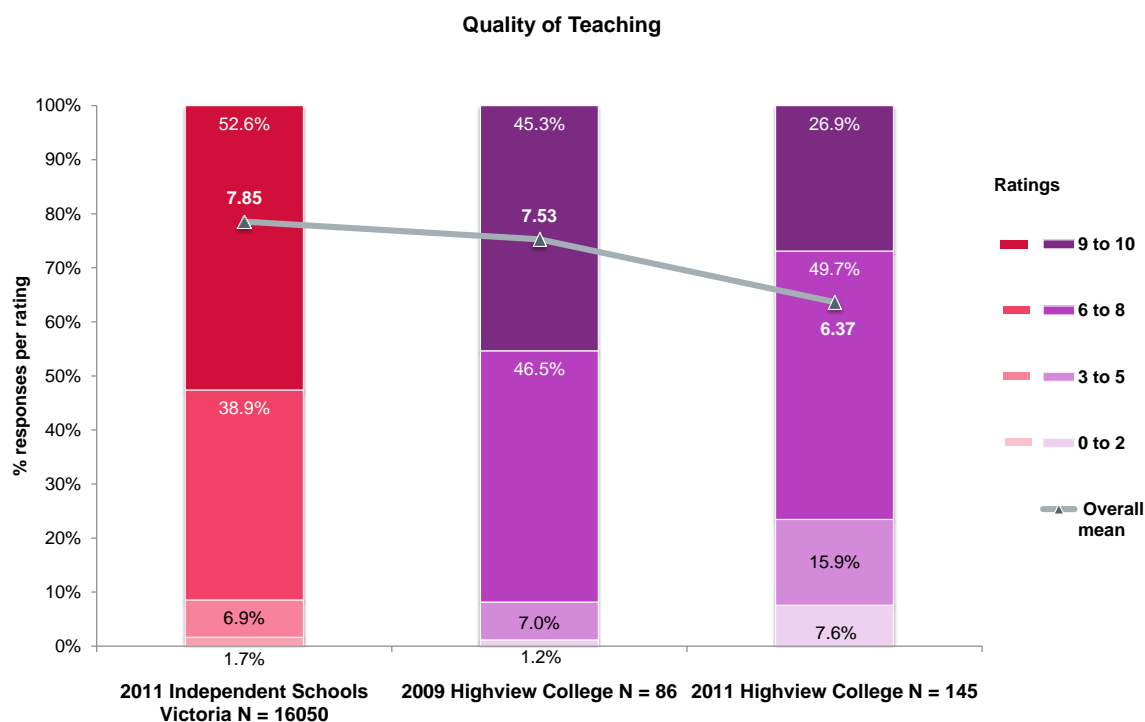


Figure 2: Chart showing overall parent satisfaction with Quality of Teaching, compared to the Independent Schools Victoria reference group.

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

Table 4 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2011 Independent Schools reference group.

Table 4: Averages for Parent Satisfaction Survey Questions for Quality of Teaching Domain	2009 Highview College Secondary	2011 Highview College Secondary	2011 ISV Mean (Secondary)
The quality of teaching at this school is excellent	7.38	6.48	7.67
Teachers understand the differing abilities of students and teach accordingly	7.20	5.81	7.23
Teachers at this school are enthusiastic about their teaching	7.57	6.39	7.87
Teachers at this school are keen to help students of all abilities	7.59	6.32	7.83
Teachers provide excellent help and support for students when it is needed	7.56	6.47	7.69
Teachers stay up-to-date in the things they teach	7.65	6.72	7.92
The school is open to new teaching strategies	7.73	6.36	7.73

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

Learning Outcomes

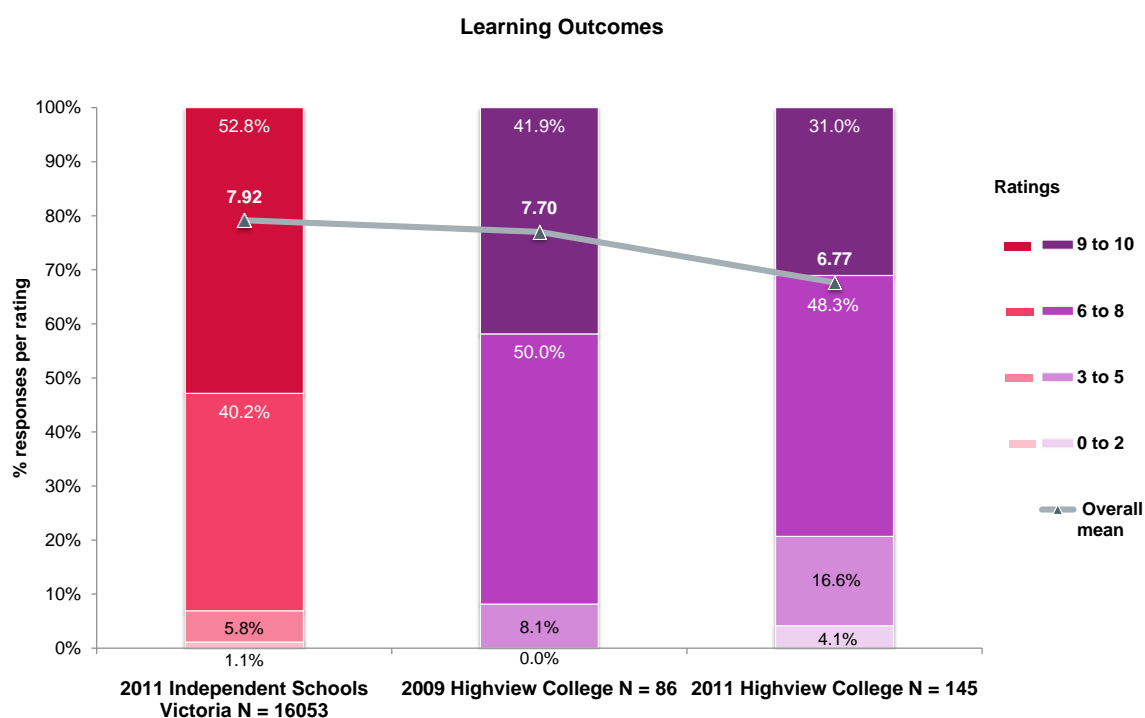


Figure 3: Chart showing overall parent satisfaction for Learning Outcomes, compared to the Independent Schools Victoria reference group.

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

Table 5 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2011 Independent Schools reference group.

Table 5: Averages for Parent Satisfaction Survey Questions for Learning Outcomes Domain	2009 Highview College Secondary	2011 Highview College Secondary	2011 ISV Mean (Secondary)
This school encourages students to be responsible for their own learning	7.99	7.47	8.13
This school does a good job of teaching basic skills such as reading, writing, mathematics and science	7.73	6.58	7.97
Students are motivated to learn at this school	7.50	6.53	7.95
This school does a good job developing the thinking and reasoning skills of students	7.66	6.63	7.93
Students are challenged in their studies at this school	7.65	6.74	8.04
Parents are kept informed of the academic performance of their child relative to others	7.67	6.64	7.10

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

Pastoral Care

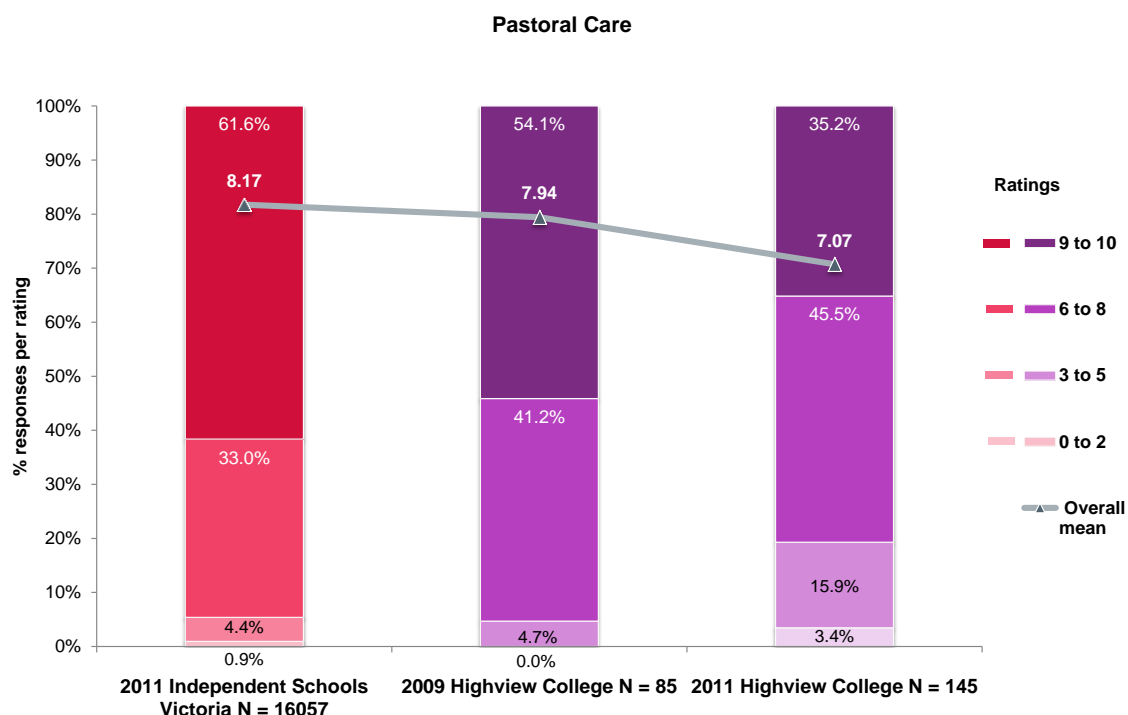


Figure 4: Chart showing overall parent satisfaction with Pastoral Care, compared to the Independent Schools Victoria reference group.

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

Table 6 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2011 Independent Schools reference group.

Table 6: Averages for Parent Satisfaction Survey Questions for Pastoral Care Domain	2009 Highview College Secondary	2011 Highview College Secondary	2011 ISV Mean (Secondary)
Students from different backgrounds and cultures are treated equally at this school	8.51	8.12	8.55
The school is successful in the development of the students' social and personal skills	7.93	6.80	7.91
Students are happy to go to this school	7.87	7.18	8.45
This school teaches children about different cultures	8.09	7.22	8.10
Special interests and talents are developed at this school	7.56	6.44	7.74
The school encourages participation in community activities	8.33	7.57	8.15
Teachers in this school know and care about my child/ren	7.86	6.73	8.02
The range of co-curricular offerings is excellent	7.38	6.60	7.89

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

Discipline and Safety

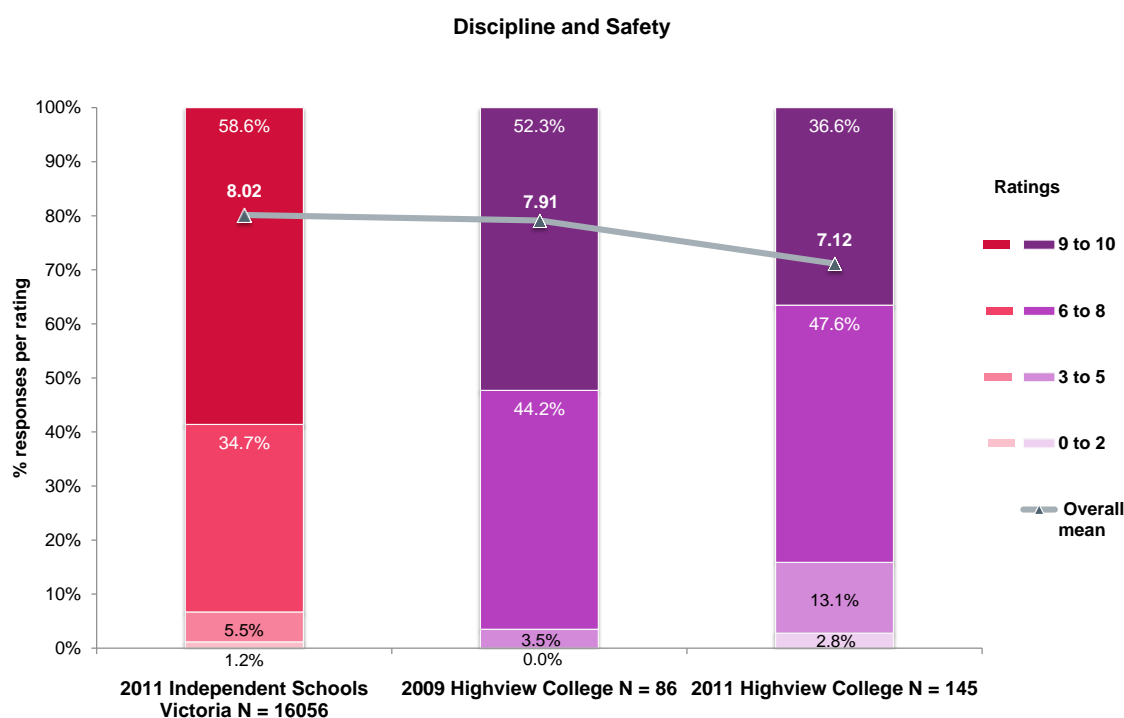


Figure 5: Chart showing overall parent satisfaction with Discipline and Safety, compared to the Independent Schools Victoria reference group.

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

Table 7 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2011 Independent Schools reference group.

Table 7: Averages for Parent Satisfaction Survey Questions for Discipline and Safety Domain	2009 Highview College Secondary	2011 Highview College Secondary	2011 ISV Mean (Secondary)
This school is a safe place in which to learn	8.53	8.06	8.79
The behaviour of students at this school is excellent	7.43	6.95	7.81
Bullying does not pose a problem at this school	7.02	6.27	7.13
Students are treated fairly at this school	7.91	6.67	8.02
The school administrators take prompt action when problems occur	8.28	7.12	7.80
The school emphasises drug awareness and prevention education	7.79	6.69	8.09
The discipline in this school follows established and well-known procedures	8.19	7.42	7.97
Racism does not pose a problem at this school	8.16	7.78	8.28

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

Parental Involvement

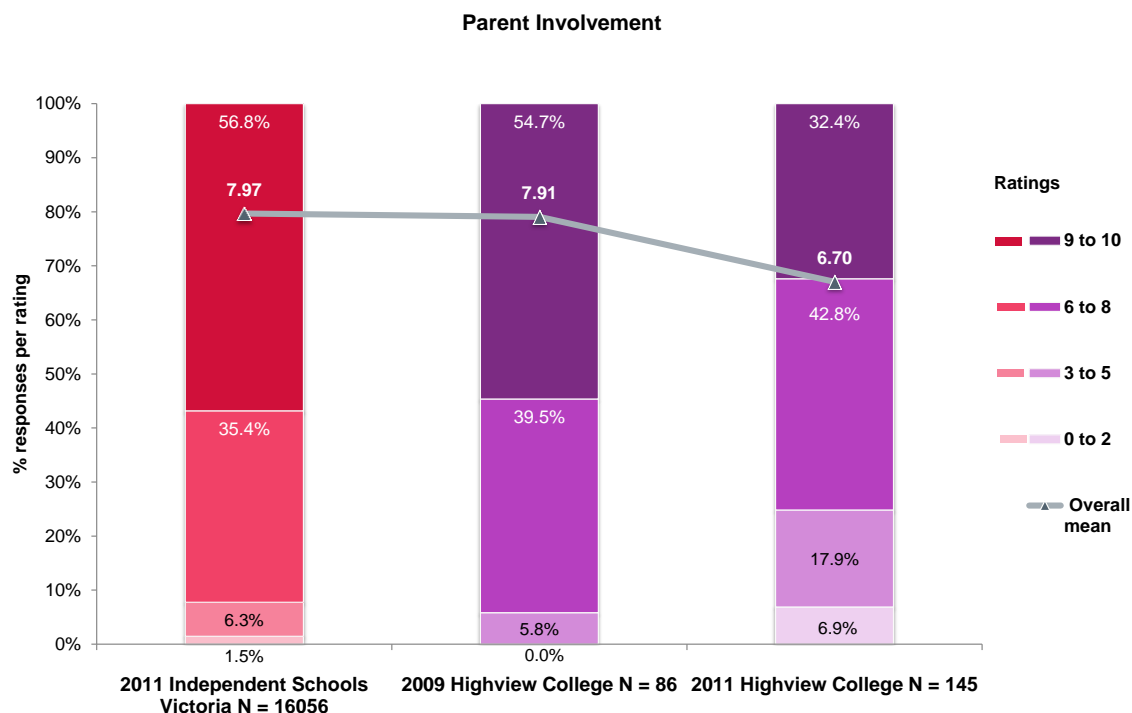


Figure 6: Chart showing overall parent satisfaction with Parental Involvement, compared to the Independent Schools Victoria reference group.

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

Table 8 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2011 Independent Schools reference group.

Table 8: Averages for Parent Satisfaction Survey Questions for the Parental Involvement Domain	2009 Highview College Secondary	2011 Highview College Secondary	2011 ISV Mean (Secondary)
There are excellent opportunities for contact with teachers at this school	7.98	6.76	8.12
Teachers provide useful and relevant information at parent - teacher interviews	8.02	6.59	7.78
School staff are approachable when parents want to talk about their children	8.10	6.71	8.21
Parents are made to feel welcome to visit this school	8.20	7.01	8.26
Parents are kept well informed about the learning programs undertaken by students	8.06	6.70	7.45
The school uses a broad range of communication types to keep parents informed	7.67	6.85	7.69
Parents are encouraged to be involved in a large variety of ways at this school	7.31	6.31	7.50

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

Resources

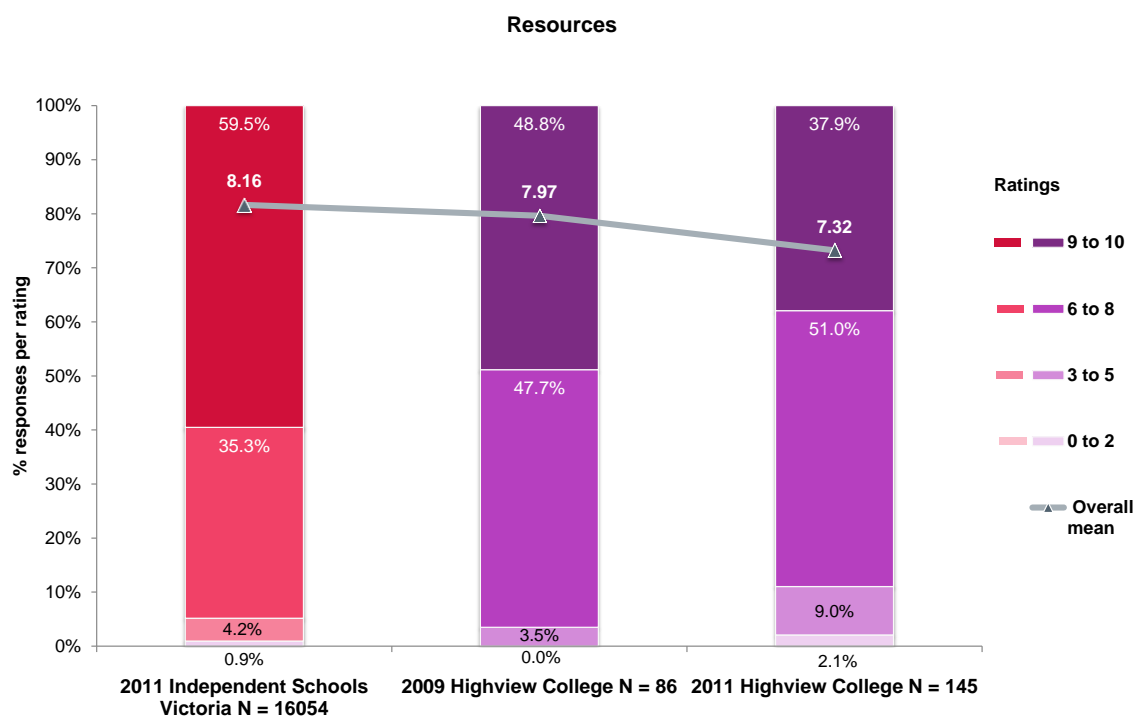


Figure 7: Chart showing overall parent satisfaction with Parental Involvement, compared to the Independent Schools Victoria reference group.

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

Table 9 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2011 Independent Schools reference group.

Table 9: Averages for Parent Satisfaction Survey Questions for Resources Domain	2009 Highview College Secondary	2011 Highview College Secondary	2011 ISV Mean (Secondary)
This school ensures that students learn to make appropriate use of computers	8.15	7.40	8.15
Students have access to high quality materials and resources that help them learn	7.95	6.99	8.08
The school buildings and grounds are attractive and well-maintained	8.35	8.03	8.51
The school library/resource centre has outstanding resources for students	7.52	7.01	7.82
There are excellent opportunities to learn using computer technology at this school	7.85	7.16	8.11

High parent satisfaction with resources occurs when there is a perception that school buildings and grounds are attractive and well maintained, where students have access to high quality materials and resources, and where the school provides opportunities for students to learn with and make appropriate use of computers.

Year Transition

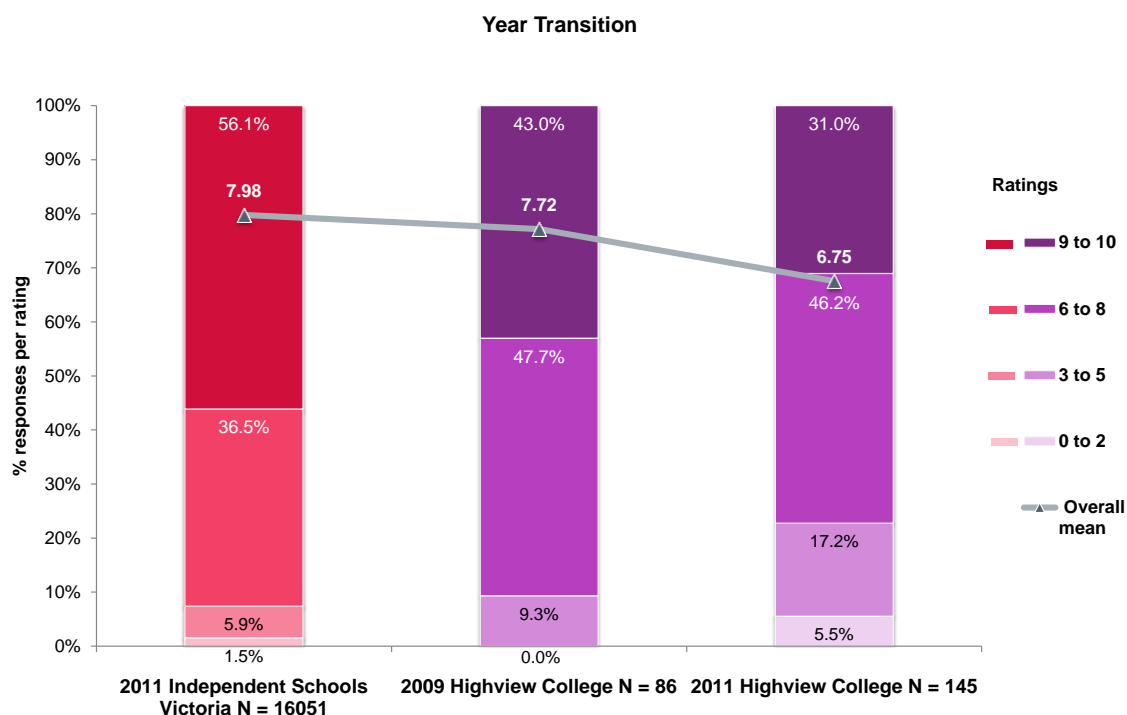


Figure 8: Chart showing overall parent satisfaction with Year Transitions, compared to the Independent Schools Victoria reference group.

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

Table 10 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2011 Independent Schools reference group.

Table 10: Averages for Parent Satisfaction Survey Questions for Year Transition Domain	2009 Highview College Secondary	2011 Highview College Secondary	2011 ISV Mean (Secondary)
Students are well prepared for the next stage in their education	7.84	6.87	8.05
Students receive excellent support at the start of each school year	7.97	6.82	7.85
Before the end of the last school year, students were well prepared for the next year	7.62	6.76	7.92
This school provides parents with good advice about their children's future	7.49	6.51	7.41
Students are supported in their transitions at this school	7.98	6.99	7.94
Students look forward to their next year at this school	7.42	6.57	8.08

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

Global Item

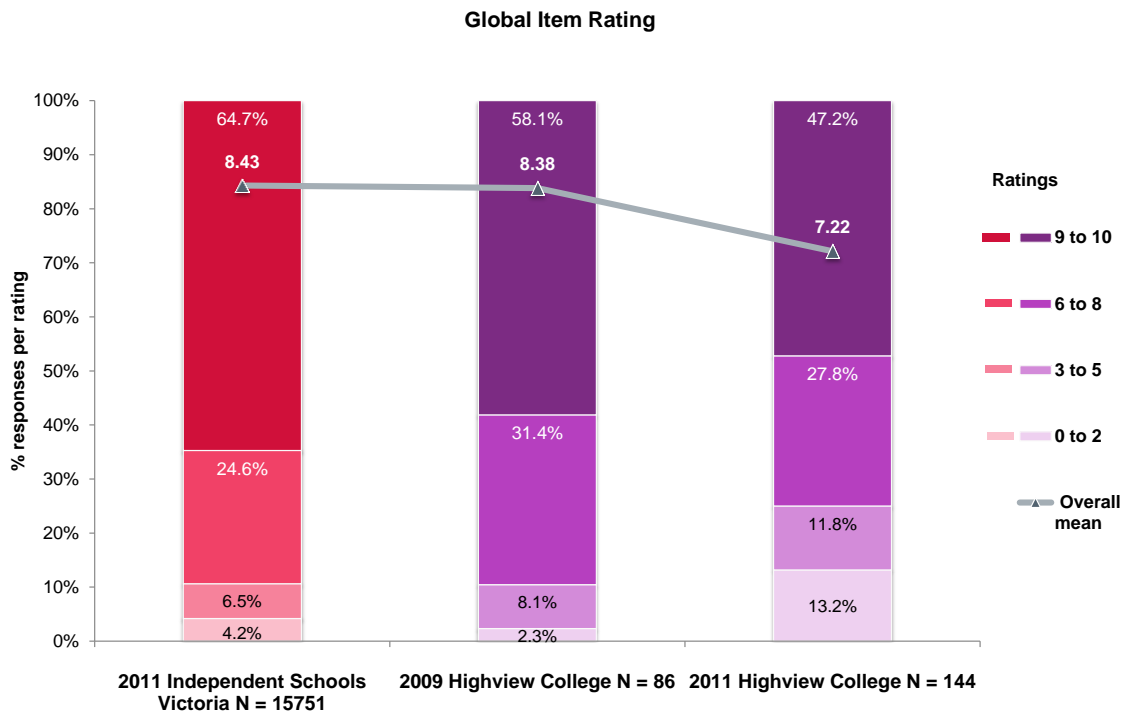


Figure 9: Chart showing overall parent satisfaction, compared to the Independent Schools Victoria reference group.

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

Table 11 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2011 Independent Schools reference group.

Table 11: Average for Parent Satisfaction Survey Question for Global Item Rating	2009 Highview College Secondary	2011 Highview College Secondary	2011 ISV Mean (Secondary)
Overall, I am very satisfied with my decision to send my child/ren to this school	8.38	7.22	8.36

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

Recommend to Others

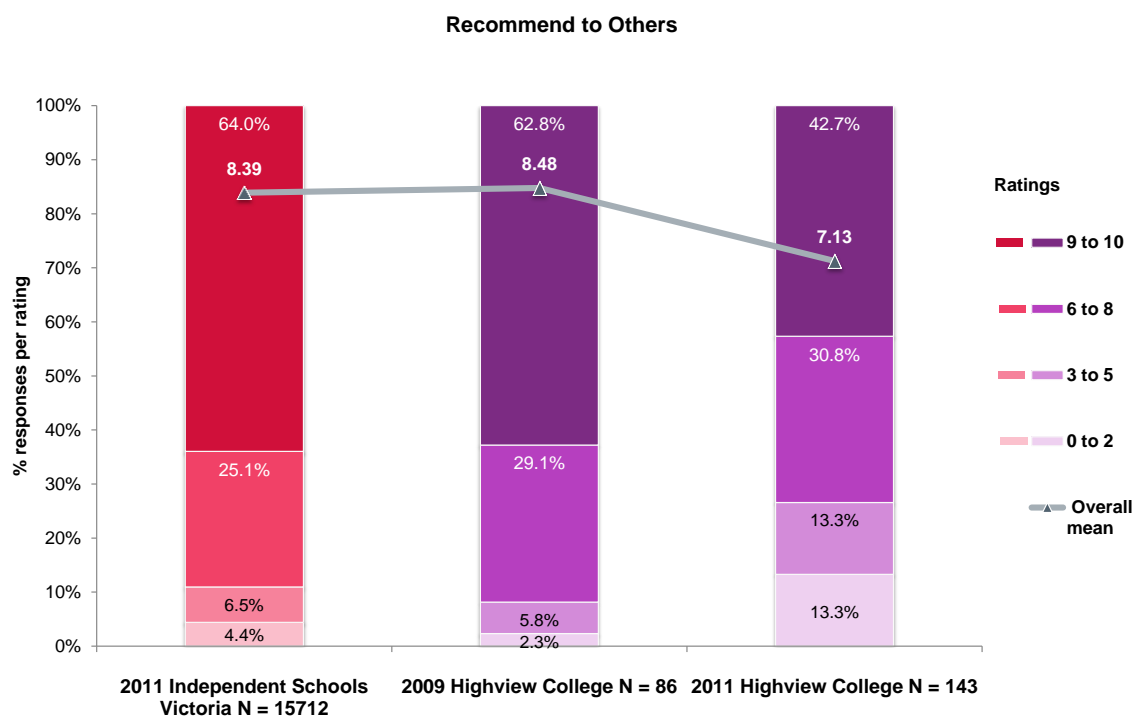


Figure 10: Chart showing parental willingness to recommend the school, compared to the Independent Schools Victoria reference group.

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

Table 12 below shows the questions for this domain, the relevant Secondary means for Highview College as well as the 2011 Independent Schools reference group.

Table 12: Average for Parent Satisfaction Survey Question Recommend to Others	2009 Highview College Secondary	2011 Highview College Secondary	2011 ISV Mean (Secondary)
I am happy to recommend the school to other parents	8.48	7.13	8.31

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

Section 2: Comparison of Domains

Parents of Secondary Children

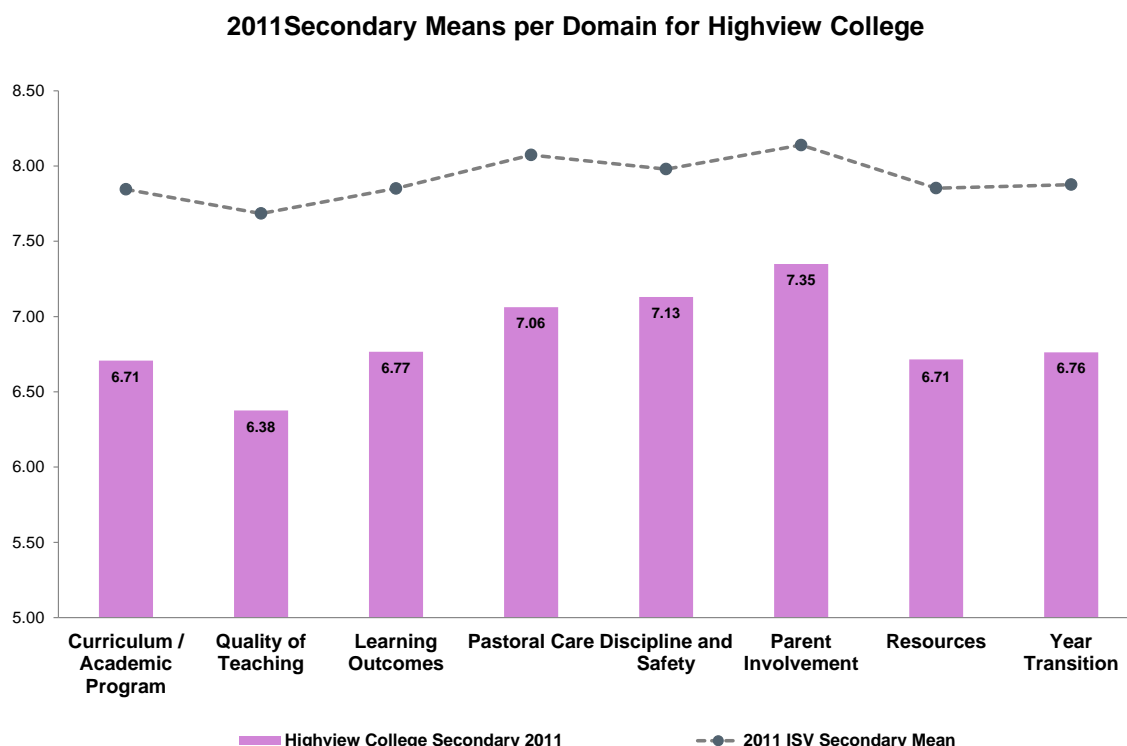


Figure 11: Chart showing the overall parent satisfaction means of each domain for the Primary and Secondary School, compared to the relevant Independent Schools Victoria reference groups. Highview College's scores are represented as bars and the 2011 Independent Schools Victoria's reference means are represented as lines.

Table 13 below shows Highview College's means for each domain in 2009 and 2011 and the Independent Schools Victoria's reference means for 2011. The top score in each column is highlighted in green and bottom score for each column is highlighted in red.

Table 13: School Area Domain Averages	Highview College Secondary 2009	Highview College Secondary 2011	2011 ISV Overall Secondary Mean
Curriculum / Academic Program	7.70	6.71	7.85
Quality of Teaching	7.53	6.38	7.68
Learning Outcomes	7.70	6.77	7.85
Pastoral Care	7.94	7.06	8.07
Discipline and Safety	7.91	7.13	7.98
Parent Involvement	7.91	7.35	8.14
Resources	7.97	6.71	7.85
Year Transition	7.72	6.76	7.88
<i>Global Item</i>	8.38	7.13	8.31
<i>Recommend to Others</i>	8.48	7.22	8.36

Parents of Boys and Girls

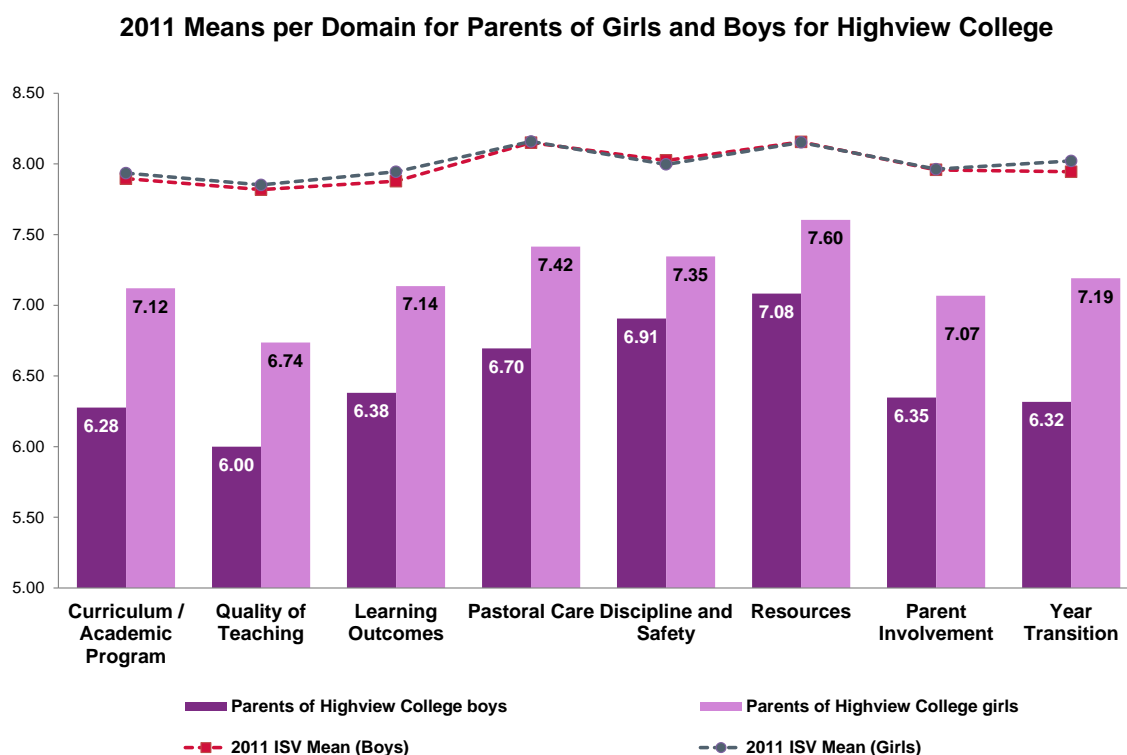


Figure 12: Chart showing the overall parent satisfaction means of each domain for parents of boys and parents of girls, compared to the relevant Independent Schools Victoria reference groups. Highview College's scores are represented as bars and the 2011 Independent Schools Victoria's reference means are represented as lines.

Table 14 below shows the average scores for parents of girls compared to parents of boys at Highview College in 2009 and 2011. The top score in each column is highlighted in green and bottom score for each column is highlighted in red.

Table 14: Domain Averages for Parents	Highview College Boys 2009	Highview College Girls 2009	Highview College Boys 2011	Highview College Girls 2011
Curriculum / Academic Program	7.85	7.60	6.28	7.12
Quality of Teaching	7.75	7.38	6.00	6.74
Learning Outcomes	7.95	7.53	6.38	7.14
Pastoral Care	8.11	7.82	6.70	7.42
Discipline and Safety	8.19	7.73	6.91	7.35
Resources	8.06	7.80	7.08	7.60
Parent Involvement	8.11	7.86	6.35	7.07
Year Transition	7.89	7.60	6.32	7.19
<i>Recommend to Others</i>	8.74	8.14	6.49	7.75
<i>Global Item</i>	8.89	8.20	6.51	7.90

Overall Averages per Domain

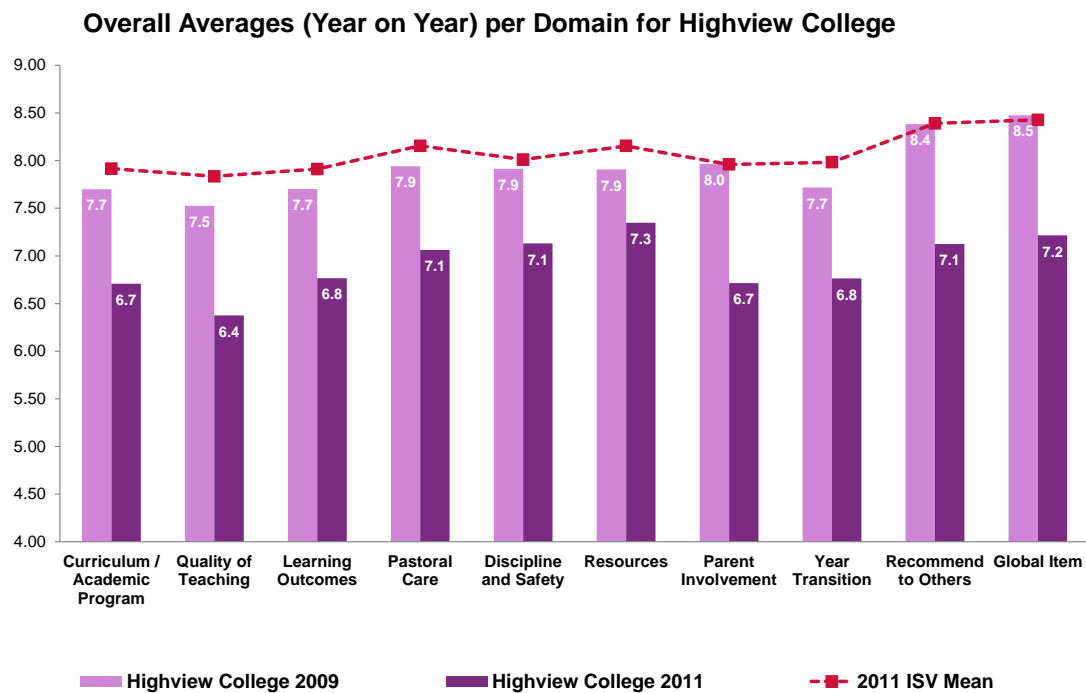


Figure 13: Chart showing the overall parent satisfaction means of each domain in 2009 and 2011 compared to the relevant Independent Schools Victoria reference groups. Highview College's scores are represented as bars and the 2011 Independent Schools Victoria's reference means are represented as lines. (Only the 2011 Independent Schools Victoria's reference mean is shown).