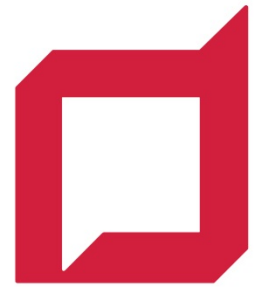


Year 12 Exit Survey
Highview College



**Independent
Schools** Victoria

2013



The Role of Independent Schools Victoria

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

To realise our vision, we:

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

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

2013 Year 12 Exit Student Survey Report

The quality of a student's secondary schooling and the satisfaction achieved from their positive experience in the final years will influence their participation and performance in further education and in the workforce, reflecting positively on their school.

Since 2008, 74 schools have participated in the Year 12 Exit Survey. The opinions of almost 11,000 students and their recommendations for improving the quality of their education provide 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

Introduction

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

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

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

Based on schools' feedback, we have made a few changes to the Year 12 Exit Survey. We now provide more detail and have made changes to the way in which the results are reported. We re-analysed past and present data, and as a consequence, there may be some minor discrepancies and rounding errors with the results because of the way in which the software handles blank responses.

This report provides your school results benchmarked against participating Independent Schools Victoria Member Schools in 2013. The tables and graphs making up the report can be used to identify areas for celebration and improvement, and also provide a comparison against the larger reference group of independent schools.

Background to the Year 12 Exit Survey

Empirical studies have demonstrated that a supportive academic environment in Year 12 is positively related to students' transition to life beyond secondary school (e.g., Khoo & Ainley, 2007; Pargetter et al., 1999; Tutton & Wigg,

1990). Evidence from the literature indicates that the transition experience is significantly influenced by students' perceptions of the quality of secondary schooling. Khoo and Ainley (2007) found that student engagement and positive attitudes towards their school in the final years were strongly associated with participation and performance in further education and in the workforce.

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

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

Project Aims

This instrument was designed to gauge satisfaction levels of Year 12 students with important aspects of schooling. The survey was designed to obtain the opinions of Year 12 students, and to gather recommendations for improving the quality of students' education to ensure a smooth transition to life beyond school.

Domains

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

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

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

Respondents are asked several questions in each domain on an 11-point satisfaction scale from 0 to 10 where 0 = complete disagreement and 10 = complete agreement with the statement. The means are reported according to the original 11 - point satisfaction scale.

In the following section, bar charts display respondents' levels of satisfaction across each of the eight domains (figures 1 to 8). The global rating item and the school contact rating are then presented in separate bar charts (figures 9 and 10). Each chart displays the Independent Schools Victoria reference mean and your school's mean. Since 2010, we have included a table under each chart, which provides the questions asked in each domain, and the overall averages for each question for male and female respondents, where applicable.

In 2011, we added schools' previous results to enable easier comparison of results for year to year. The data from previous years have been recalculated in this report, and therefore, there may be slight discrepancies between the results you received previously and what is reported here because of changes in data rounding methods. Please note that the Independent Schools Victoria reference means vary for each of the domains.

In 2012, we enabled schools with more than one campus to conduct cross-campus comparisons of the data, if sample sizes permit.

In 2013 we separated out and provided the results of all National Partnerships schools that have participated in this survey.

Highview College Survey Participants

- A total of 49 students completed the Year 12 Exit Student survey.
- Of these 49 responses, 32.7 per cent stated that they would go to university in the year after Year 12, and 12.2 per cent said that they would be studying at an institution other than a university (see *Appendix*).

- In the year after Year 12, 20.4 per cent said they would get a full-time job, 16.3 per cent said they would get a part time job and 10.2 per cent said they would travel (see *Appendix*).
- 9 students (in a separate question) indicated that they intended to defer studies at any time after Year 12 (see *Appendix*).

2013 Participating Schools Demographics

The current report compares the 2013 survey responses for Highview College with the current Independent Schools Victoria reference group (benchmark), which are recalculated at the end of each year.

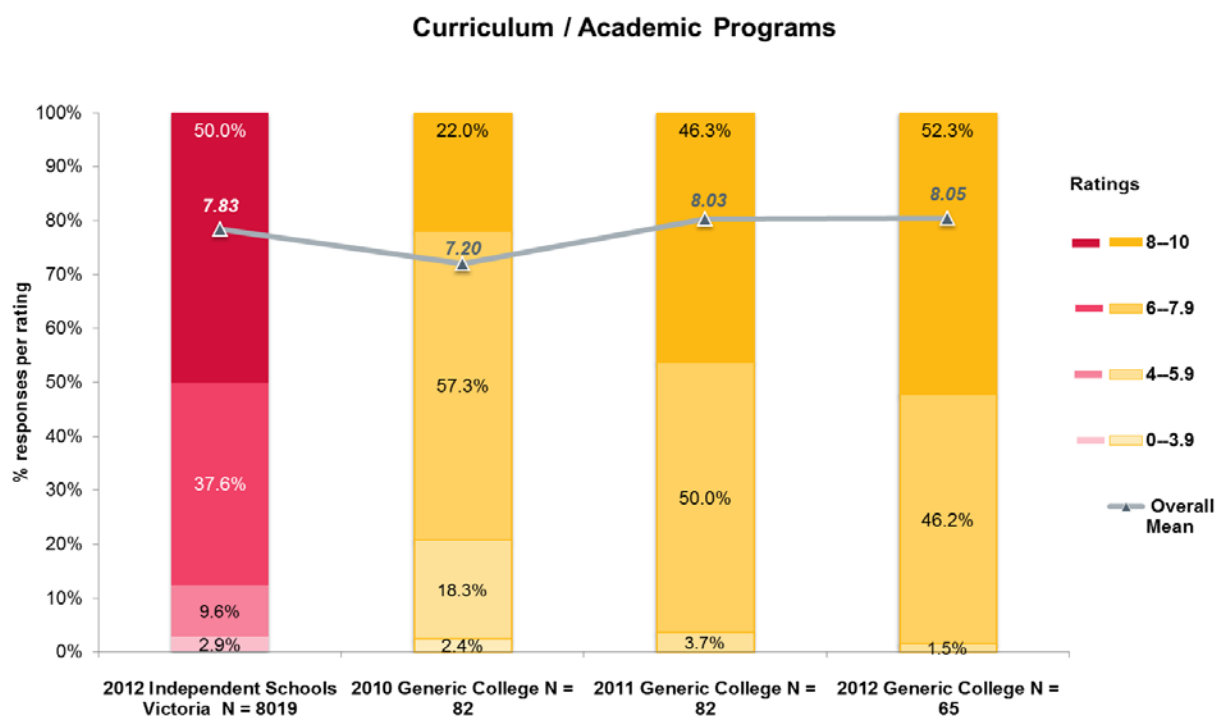
For the 2013 benchmarks, data from every Year 12 Exit Survey from 2009 to 2013 were consolidated because each Year 12 respondent group is a different cohort and it can be assumed that each response is unique. In addition, one-way Analysis of Variance and Tukey post-hoc tests revealed no statistically significant differences per domain between the overall Year 12 student results from year to year. (However, an analysis of gender and school difference is likely to yield different results).

In 2013, data were obtained from more than 2700 Year 12 students (who completed their studies in 2013) from 45 schools. The consolidated 2013 benchmark now includes 11,625 Year 12 students from 74 schools.

There were over 500 students from 23 National Partnerships schools in 2013, and the consolidated National Partnerships benchmark includes 1268 students from 29 schools. Some features of the benchmark data were:

- The number of students per school varied and average satisfaction was not related to the size of school.
- In the 2013 cohort, 73 per cent of students plan to attend university, 4 per cent of students plan to attend an institution other than a university, 7 per cent of students plan to work full-time, 5 per cent of students plan to work part-time, 7 per cent of students plan to travel, and 4 per cent of students plan to do something other than the above.
- 28 per cent of students had chosen to defer their tertiary studies. These benchmarks were almost identical in 2012.

Reading Your Charts



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

For each domain, the percentage of Year 12 students' responses per rating are shown as a stacked bar chart in yellow. (As mentioned previously, the satisfaction rating scale is 0 = satisfaction to 10 = complete satisfaction). The Independent Schools Victoria benchmarks, as well as the National Partnerships schools' benchmarks, are 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.

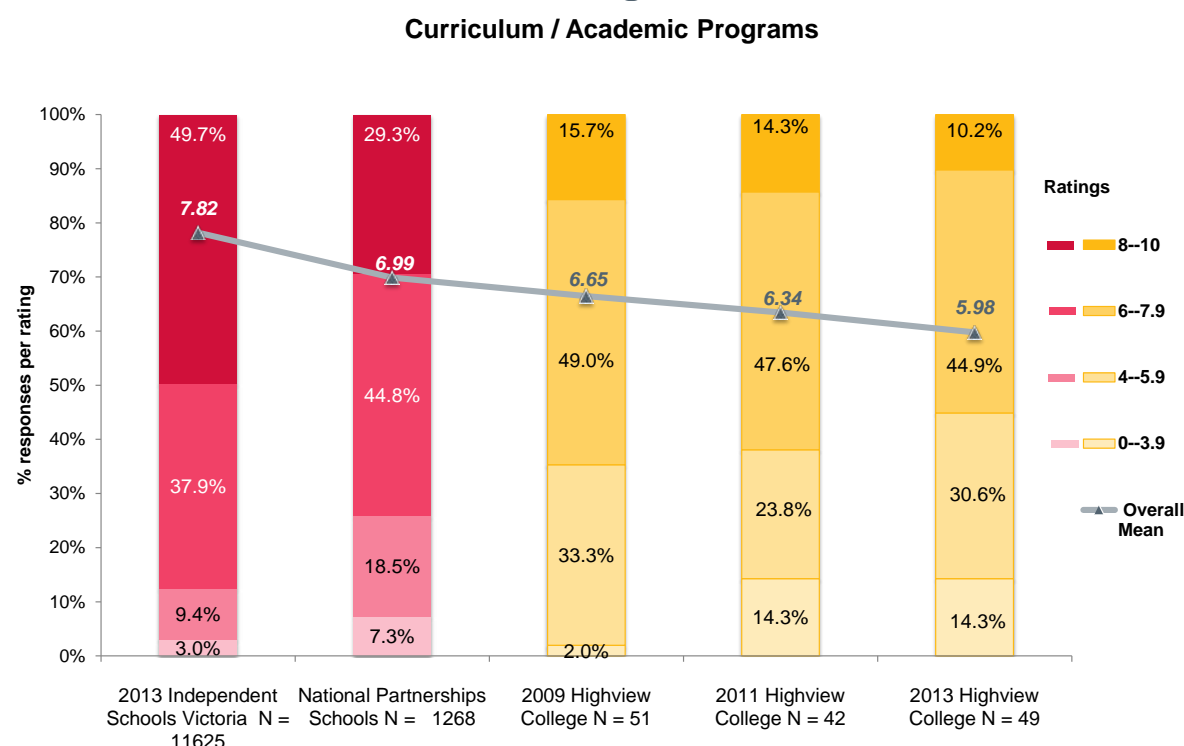
The tables below each chart show the questions in each domain. For each question, the Independent Schools Victoria Year

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

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

Section 1: Results for Highview College

Chart 1: Curriculum/Academic Program



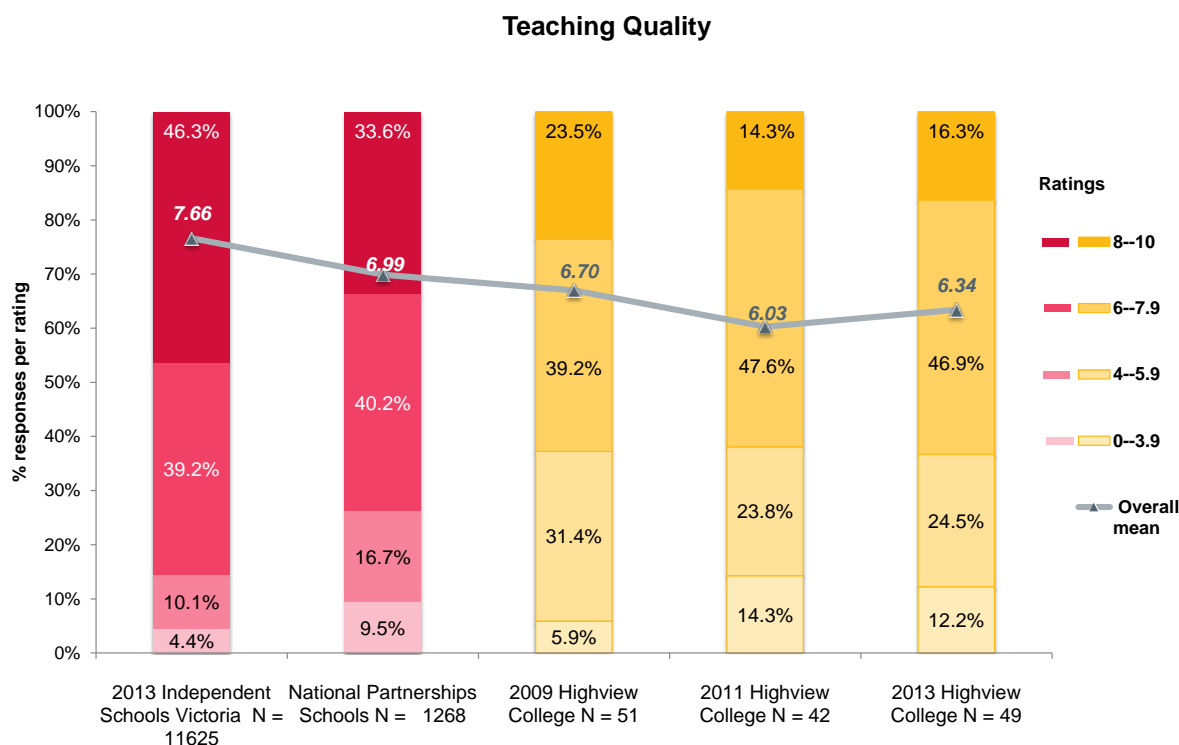
High student satisfaction in a school academic program occurs when there is a perception that the school provides a supportive environment with a range of learning areas and a curriculum designed to improve student achievement at all levels and for all abilities.

Chart 1 presents the results for Highview College for Year 12 exit student satisfaction with the school academic program compared to all participating schools in the Independent Sector, as well as all Independent National Partnerships schools in Victoria.

Table 1 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the National Partnerships (NP) Schools' and Independent Schools Victoria's (ISV) 2013 reference means for each question.

Table 1: Averages per Question for Academic Program Domain	2013 Highview College Boys' Means (N = 22)	2013 Highview College Girls' Means (N = 27)	2013 Highview College Overall Means (N = 49)	2013 ISV Boys' Means (N = 5743)	2013 ISV Girls' Means (N = 4770)	2013 ISV Overall Means (N = 11625)	2013 ISV NP Boys' Means (N = 505)	2013 ISV NP Girls' Means (N = 642)	2013 ISV NP Overall Means (N = 1268)
The learning programs offered at this school have met my needs and interests	4.62	5.78	5.27	7.75	7.63	7.68	7.75	7.63	7.68
In relation to my expectations, my academic results have been good	5.76	6.07	5.94	7.59	7.85	7.69	7.59	7.85	7.69
The standard of schoolwork expected of me has been appropriate	6.18	6.85	6.55	7.74	7.87	7.78	7.74	7.87	7.78
I have enjoyed an excellent environment in which to learn	5.36	5.22	5.29	7.62	7.77	7.68	7.62	7.77	7.68
I have been encouraged to attain the best academic results possible	6.91	6.69	6.79	8.22	8.40	8.29	8.22	8.40	8.29

Chart 2: Teaching Quality



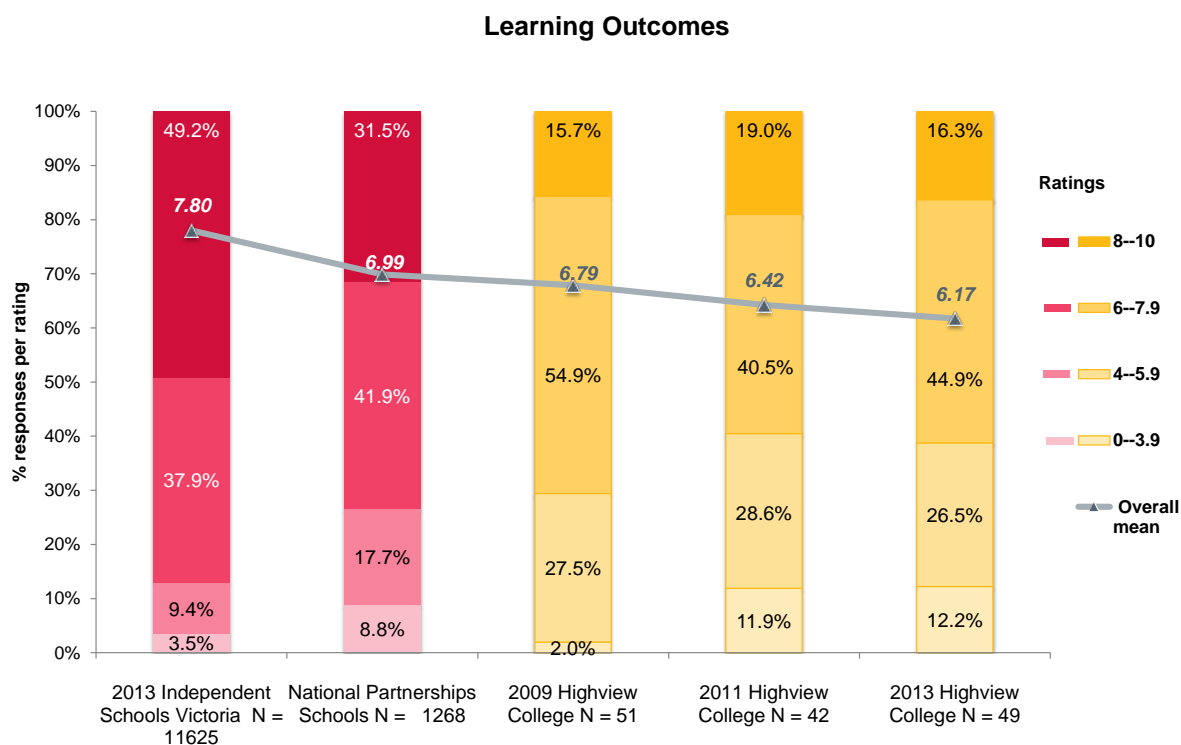
High student satisfaction in teaching quality occurs when there is a perception that teachers are enthusiastic about teaching, provide help and support to all students, and understand and allow for different abilities. Teachers stay up-to-date in their subjects and the school is open to new teaching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

Chart 2 presents the results for Highview College for Year 12 exit student satisfaction with quality of teaching compared to all participating schools in the Independent Sector, as well as all Independent National Partnerships schools in Victoria.

Table 2 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the National Partnerships (NP) Schools' and Independent Schools Victoria's (ISV) 2013 reference means for each question.

Table 2: Averages per Question for Teaching Quality Domain	2013 Highview College Boys' Means N = 22	2013 Highview College Girls' Means N = 27	2013 Highview College Overall Means N = 49	2013 ISV Boys' Means N = 5743	2013 ISV Girls' Means N = 4770	2013 ISV Overall Means N = 11625	2013 ISV NP Boys' Means N = 505	2013 ISV NP Girls' Means N = 642	2013 ISV NP Overall Means N = 1268
The school has provided me with high quality teachers	6.14	6.22	6.18	7.63	7.46	7.53	7.63	7.46	7.53
Teachers have understood my ability and have taught me accordingly	5.73	6.15	5.96	7.41	7.42	7.39	7.41	7.42	7.39
I have found the teachers generally to be enthusiastic about their teaching	5.91	6.56	6.27	7.69	7.61	7.63	7.69	7.61	7.63
Teachers have provided help and support when I need it	6.41	6.93	6.69	7.93	7.95	7.92	7.93	7.95	7.92
Teachers have been up-to-date in the things they teach	6.57	6.54	6.55	7.89	7.88	7.86	7.89	7.88	7.86

Chart 3: Learning Outcomes



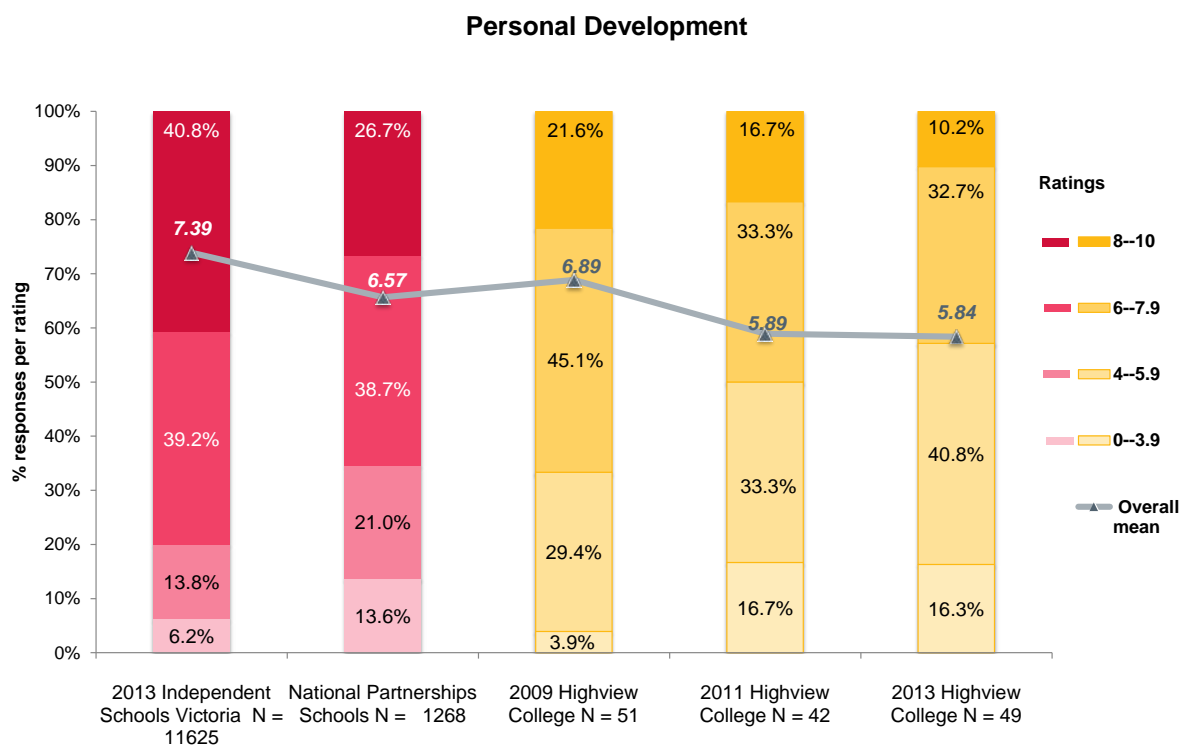
Satisfaction is high in this domain when students are kept informed of their academic performance. There is a perception that the school does a good job teaching basic skills, motivates learning, encourages students to be responsible for their learning and develops their thinking and reasoning skills.

Chart 3 presents the results for Highview College for Year 12 exit student satisfaction with student outcomes compared to all participating schools in the Independent Sector, as well as all Independent National Partnerships schools in Victoria.

Table 3 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the National Partnerships (NP) Schools' and Independent Schools Victoria's (ISV) 2013 reference means for each question.

Table 3: Averages per Question for Learning Outcomes Domain	2013 Highview College Boys' Means N = 22	2013 Highview College Girls' Means N = 27	2013 Highview College Overall Means N = 49	2013 ISV Boys' Means N = 5743	2013 ISV Girls' Means N = 4770	2013 ISV Overall Means N = 11625	2013 ISV NP Boys' Means N = 505	2013 ISV NP Girls' Means N = 642	2013 ISV NP Overall Means N = 1268
I have been encouraged to be responsible for my own learning	6.82	6.70	6.76	8.00	8.11	8.04	8.00	8.11	8.04
I have been motivated to learn at this school	5.14	5.23	5.19	7.32	7.59	7.43	7.32	7.59	7.43
This school has done a good job developing my thinking and reasoning skills	5.68	5.81	5.75	7.70	7.69	7.67	7.70	7.69	7.67
I have been challenged in my studies at this school	7.00	6.81	6.90	8.04	8.19	8.09	8.04	8.19	8.09

Chart 4: Personal Development/Leadership



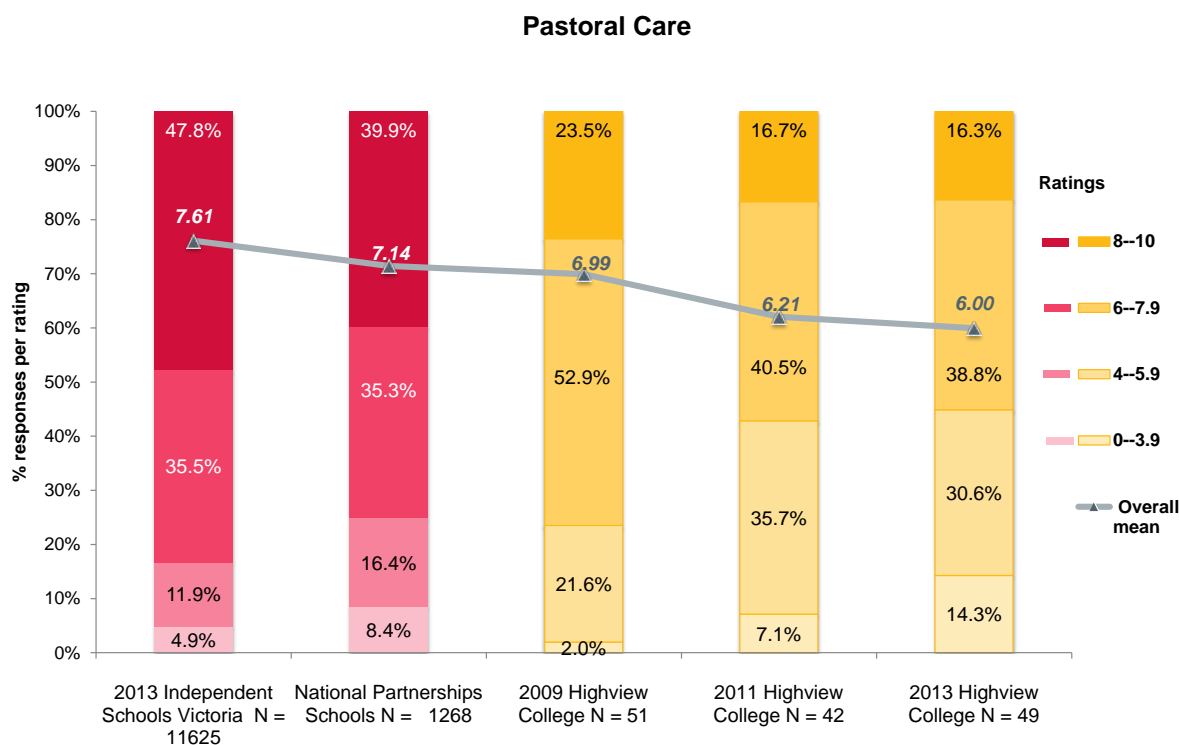
High student satisfaction occurs when there is a perception that the school provides an opportunity for students to develop their inter-personal and leadership skills, and the school encourages participation in community activities and acknowledges achievement.

Chart 4 presents the results for Highview College for Year 12 exit student satisfaction with personal development and leadership compared to all participating schools in the Independent Sector, as well as all Independent National Partnerships schools in Victoria.

Table 4 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the National Partnerships (NP) Schools' and Independent Schools Victoria's (ISV) 2013 reference means for each question.

Table 4: Averages per Question for Personal Development/Leadership Domain	2013 Highview College Boys' Means N = 22	2013 Highview College Girls' Means N = 27	2013 Highview College Overall Means N = 49	2013 ISV Boys' Means N = 5743	2013 ISV Girls' Means N = 4770	2013 ISV Overall Means N = 11625	2013 ISV NP Boys' Means N = 505	2013 ISV NP Girls' Means N = 642	2013 ISV NP Overall Means N = 1268
The school has helped in the development of my social and personal skills	6.23	6.00	6.10	7.54	7.71	7.60	7.54	7.71	7.60
My special interests and talents have been developed at this school	4.27	5.08	4.71	7.00	7.02	6.99	7.00	7.02	6.99
I have been encouraged to participate in community activities	5.71	6.00	5.87	7.39	7.27	7.31	7.39	7.27	7.31
The school has provided me with opportunities to develop my leadership skills	6.45	6.96	6.73	7.63	7.63	7.60	7.63	7.63	7.60
The school has acknowledged my achievements	6.00	5.81	5.90	7.32	7.39	7.34	7.32	7.39	7.34
The school has encouraged me to exercise self-discipline rather than depend on imposed discipline	6.09	5.57	5.84	7.49	7.64	7.54	7.49	7.64	7.54

Chart 5: Pastoral Care



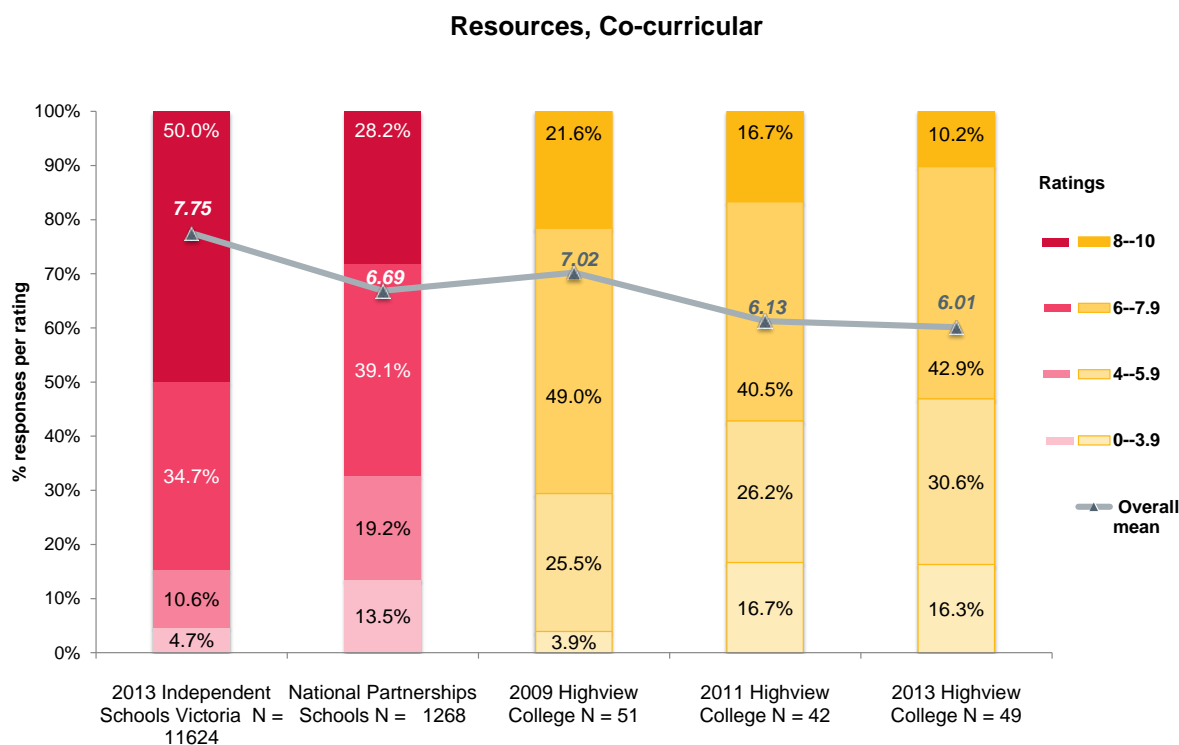
High student satisfaction occurs when students are happy to attend the school, and when they have the perception that they are cared for and treated equally, their interests and talents are developed, and community participation is encouraged.

Chart 5 presents the results for Highview College for Year 12 exit student satisfaction with pastoral care compared to all participating schools in the Independent Sector, as well as all Independent National Partnerships schools in Victoria.

Table 5 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the National Partnerships (NP) Schools' and Independent Schools Victoria's (ISV) 2013 reference means for each question.

Table 5: Averages per Question for Pastoral Care Domain	2013 Highview College Boys' Means	2013 Highview College Girls' Means	2013 Highview College Overall Means	2013 ISV Boys' Means	2013 ISV Girls' Means	2013 ISV Overall Means	2013 ISV NP Boys' Means	2013 ISV NP Girls' Means	2013 ISV NP Overall Means
	N = 22	N = 27	N = 49	N = 5743	N = 4770	N = 11625	N = 505	N = 642	N = 1268
I find the school to be a safe place in which to learn	6.91	6.81	6.86	8.56	8.77	8.65	8.56	8.77	8.65
The school has ensured that I have received care and support outside the classroom	5.32	5.63	5.49	7.26	7.34	7.28	7.26	7.34	7.28
I have been treated fairly at this school	6.18	6.37	6.29	7.68	7.90	7.78	7.68	7.90	7.78
I have been accepted for who I am	6.90	6.48	6.67	7.90	8.09	7.97	7.90	8.09	7.97
The school has helped me to foster positive relationships with staff	6.32	5.76	6.02	7.91	7.93	7.91	7.91	7.93	7.91
I have not experienced any bullying and racism at this school	5.00	5.46	5.25	6.27	6.70	6.49	6.27	6.70	6.49
The school has focused on me as a whole person and not just my intellect	5.68	5.12	5.38	7.25	7.20	7.21	7.25	7.20	7.21

Chart 6: Resources/Co-curricular Activities



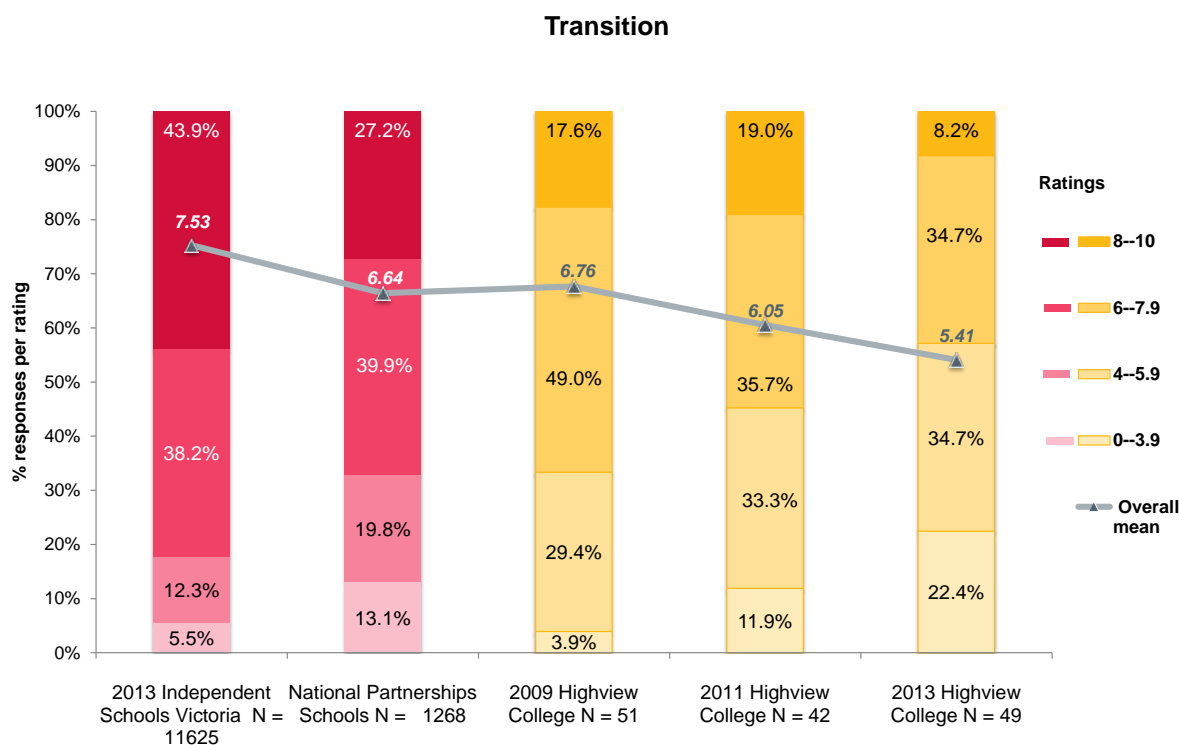
High student satisfaction in school resources occurs when there is a perception that school buildings and grounds are attractive and well maintained, where students have access to high quality materials and resources, and the school provides ample opportunities for students to participate in a wide variety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

Chart 6 presents the results for Highview College for Year 12 exit student satisfaction with school resources and co-curricular activities compared to all participating schools in the Independent Sector, as well as all Independent National Partnerships schools in Victoria.

Table 6 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the National Partnerships (NP) Schools' and Independent Schools Victoria's (ISV) 2013 reference means for each question.

Table 6: Averages per Question for Resources/Co-curricular Activities Domain	2013 Highview College Boys' Means N = 22	2013 Highview College Girls' Means N = 27	2013 Highview College Overall Means N = 49	2013 ISV Boys' Means N = 5743	2013 ISV Girls' Means N = 4770	2013 ISV Overall Means N = 11625	2013 ISV NP Boys' Means N = 505	2013 ISV NP Girls' Means N = 642	2013 ISV NP Overall Means N = 1268
I have been able to make appropriate use of computers	6.27	5.81	6.02	7.38	7.73	7.53	7.38	7.73	7.53
I have had access to quality materials and resources in my learning	6.14	6.44	6.31	8.04	8.09	8.04	8.04	8.09	8.04
I have enjoyed participating in the co-curricular activities	5.48	6.00	5.77	7.69	7.76	7.70	7.69	7.76	7.70
The school has provided ample opportunities for all students to participate in co-curricular activities	5.43	5.92	5.70	7.81	7.74	7.75	7.81	7.74	7.75

Chart 7: Transition



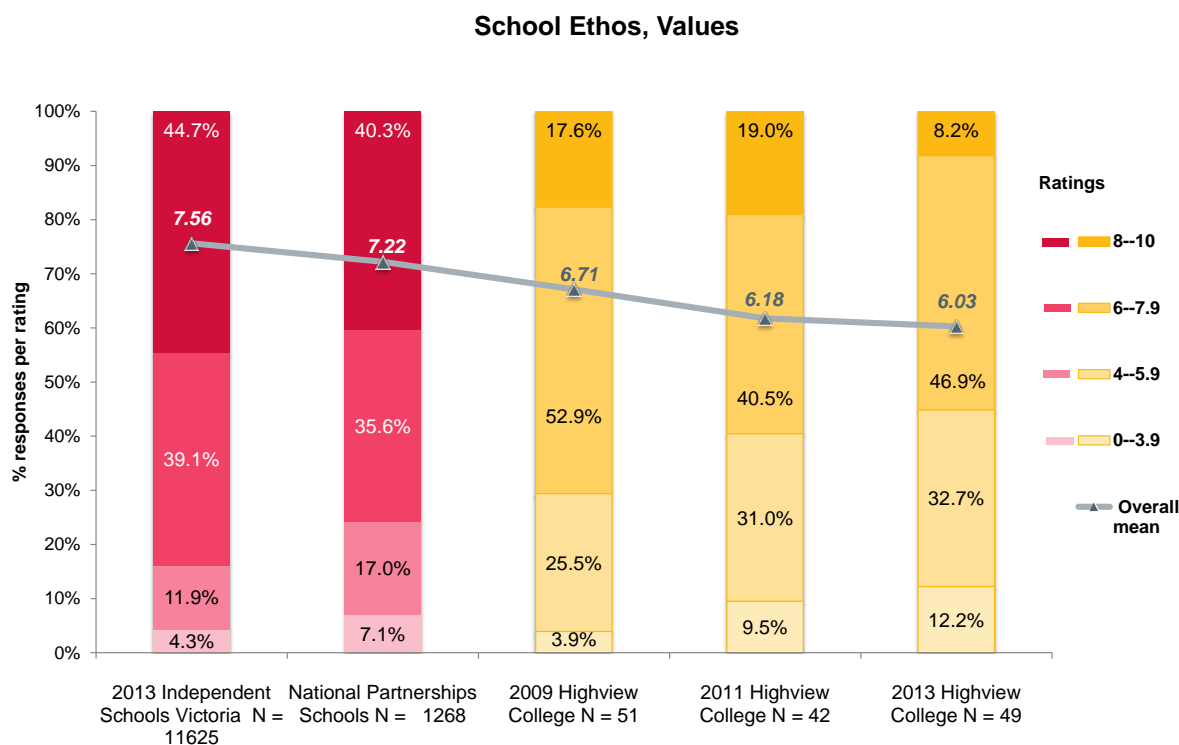
High student satisfaction occurs when there is a perception that students are well prepared for the next school year and supported at its commencement, and where the school provides students with good advice about their future.

Chart 7 presents the results for Highview College for Year 12 exit student satisfaction with transition compared to all participating schools in the Independent Sector, as well as all Independent National Partnerships schools in Victoria.

Table 7 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the National Partnerships (NP) Schools' and Independent Schools Victoria's (ISV) 2013 reference means for each question.

Table 7: Averages per Question for Transitions Domain	2013 Highview College Boys' Means N = 22	2013 Highview College Girls' Means N = 27	2013 Highview College Overall Means N = 49	2013 ISV Boys' Means N = 5743	2013 ISV Girls' Means N = 4770	2013 ISV Overall Means N = 11625	2013 ISV NP Boys' Means N = 505	2013 ISV NP Girls' Means N = 642	2013 ISV NP Overall Means N = 1268
I think I have been well prepared for the future	5.50	5.19	5.33	7.86	7.78	7.79	7.86	7.78	7.79
The school has equipped me with skills and knowledge needed for the future	5.82	5.26	5.51	7.63	7.60	7.59	7.63	7.60	7.59
The school has provided me with good info and advice about future career options	6.14	5.56	5.82	7.72	7.57	7.62	7.72	7.57	7.62
The school has helped me to develop good study habits	4.82	4.85	4.84	7.03	7.37	7.17	7.03	7.37	7.17
The school has prepared me well for taking an active role in society	5.91	5.26	5.55	7.51	7.49	7.48	7.51	7.49	7.48

Chart 8: School Ethos/Values



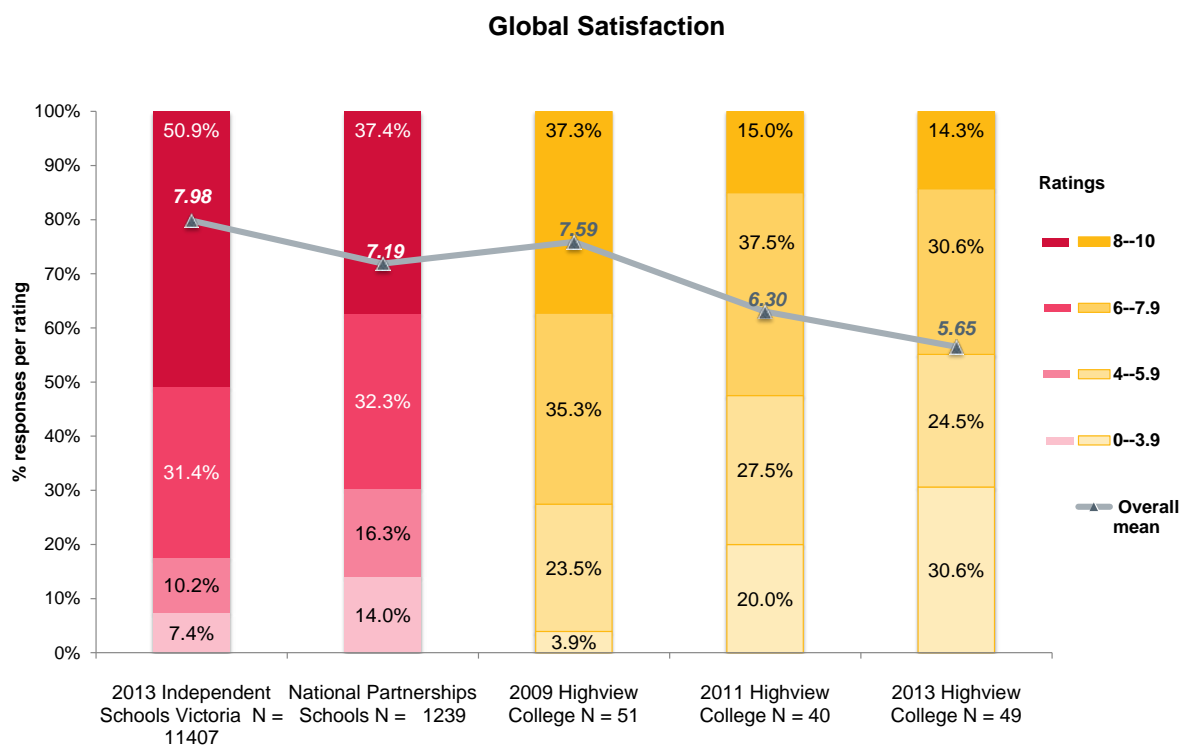
High student satisfaction occurs when students are encouraged to respect individual differences, treat students from different backgrounds and cultures equally, and students have the opportunity to develop their own set of values.

Chart 8 presents the results for Highview College for Year 12 exit student satisfaction with the school's ethos and values compared to all participating schools in the Independent Sector, as well as all Independent National Partnerships schools in Victoria.

Table 8 below shows the averages for each question in this domain according to the gender of the respondents for Highview College as well as the National Partnerships (NP) Schools' and Independent Schools Victoria's (ISV) 2013 reference means for each question.

Table 8: Averages per Question for School Ethos Domain	2013 Highview College Boys' Means	2013 Highview College Girls' Means	2013 Highview College Overall Means	2013 ISV Boys' Means	2013 ISV Girls' Means	2013 ISV Overall Means	2013 ISV NP Boys' Means	2013 ISV NP Girls' Means	2013 ISV NP Overall Means
	N = 22	N = 27	N = 49	N = 5743	N = 4770	N = 11625	N = 505	N = 642	N = 1268
Students from different backgrounds and cultures are treated equally	7.57	7.38	7.47	7.69	8.22	7.94	7.69	8.22	7.94
I have been encouraged to develop an appropriate set of life values	6.41	5.50	5.92	7.69	7.86	7.75	7.69	7.86	7.75
The school has encouraged an atmosphere of mutual support and concern	5.45	5.16	5.30	7.43	7.52	7.46	7.43	7.52	7.46
The school has encouraged students to respect individual differences	6.19	6.15	6.17	7.58	7.71	7.62	7.58	7.71	7.62
The school has provided good opportunity for me to learn a range of values	6.23	5.96	6.09	7.68	7.75	7.70	7.68	7.75	7.70
The school has helped me to develop a commitment to improving others' social circumstances	5.52	5.36	5.43	7.04	7.24	7.13	7.04	7.24	7.13
I have had positive relationships with other students	7.18	7.15	7.17	8.19	8.26	8.22	8.19	8.26	8.22
The school has given me the opportunity to explore my spiritual development	5.52	4.13	4.78	6.65	6.67	6.65	6.65	6.67	6.65

Chart 9: Overall Rating



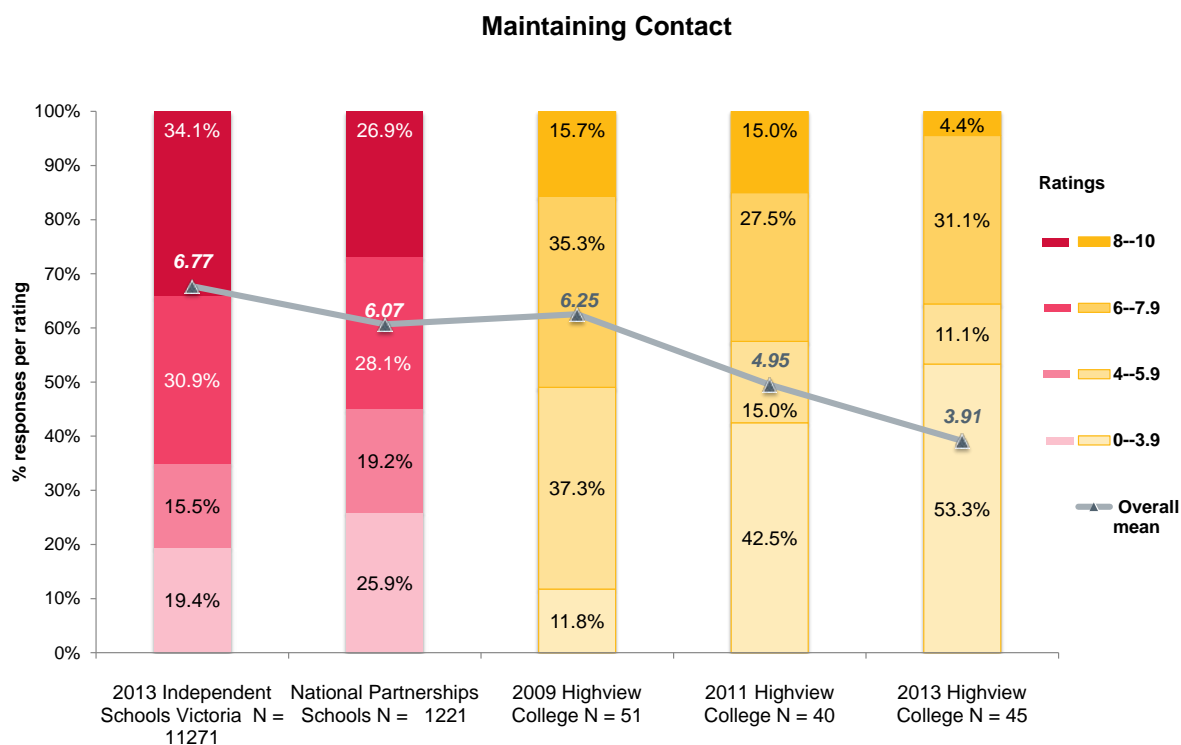
High scores in the overall rating occur when students are very satisfied with the secondary school that they attended.

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

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

Table 9: Averages per Question for Overall Satisfaction	2013 Highview College Boys' Means	2013 Highview College Girls' Means	2013 Highview College Overall Means	2013 ISV Boys' Means	2013 ISV Girls' Means	2013 ISV Overall Means	2013 ISV NP Boys' Means	2013 ISV NP Girls' Means	2013 ISV NP Overall Means
Overall, I have been satisfied with my experience at this school	6.18	5.22	5.65	7.97	8.01	7.98	7.97	8.01	7.98

Chart 10: Maintaining Contact



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

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

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

Table 10: Averages per Question for Maintaining Contact	2013 Highview College Boys' Means	2013 Highview College Girls' Means	2013 Highview College Overall Means	2013 ISV Boys' Means	2013 ISV Girls' Means	2013 ISV Overall Means	2013 ISV NP Boys' Means	2013 ISV NP Girls' Means	2013 ISV NP Overall Means
Maintaining contact with the school is important to me	4.36	3.48	3.91	6.77	6.77	6.77	6.77	6.77	6.77

Section 2: Summary Results

Charts 11a and 11b: Means Comparison per Domain by Gender

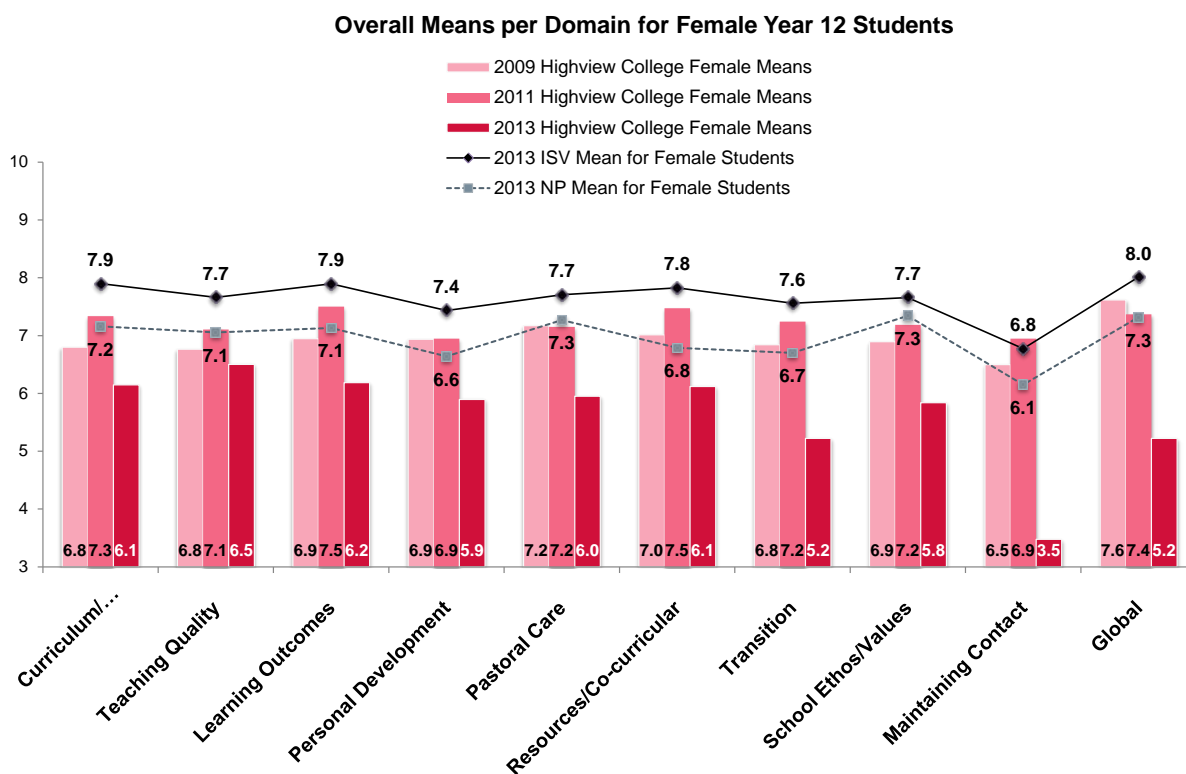
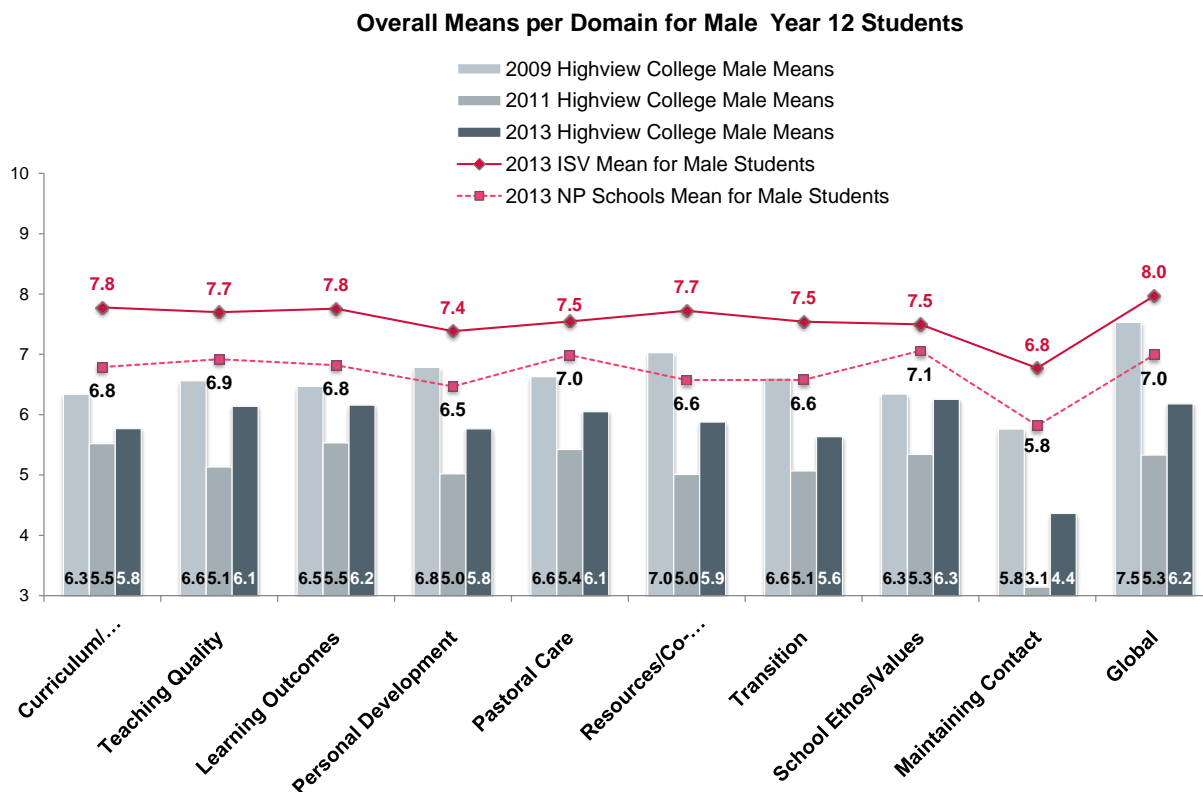


Chart 12: Comparison of Male and Female Means per Domain

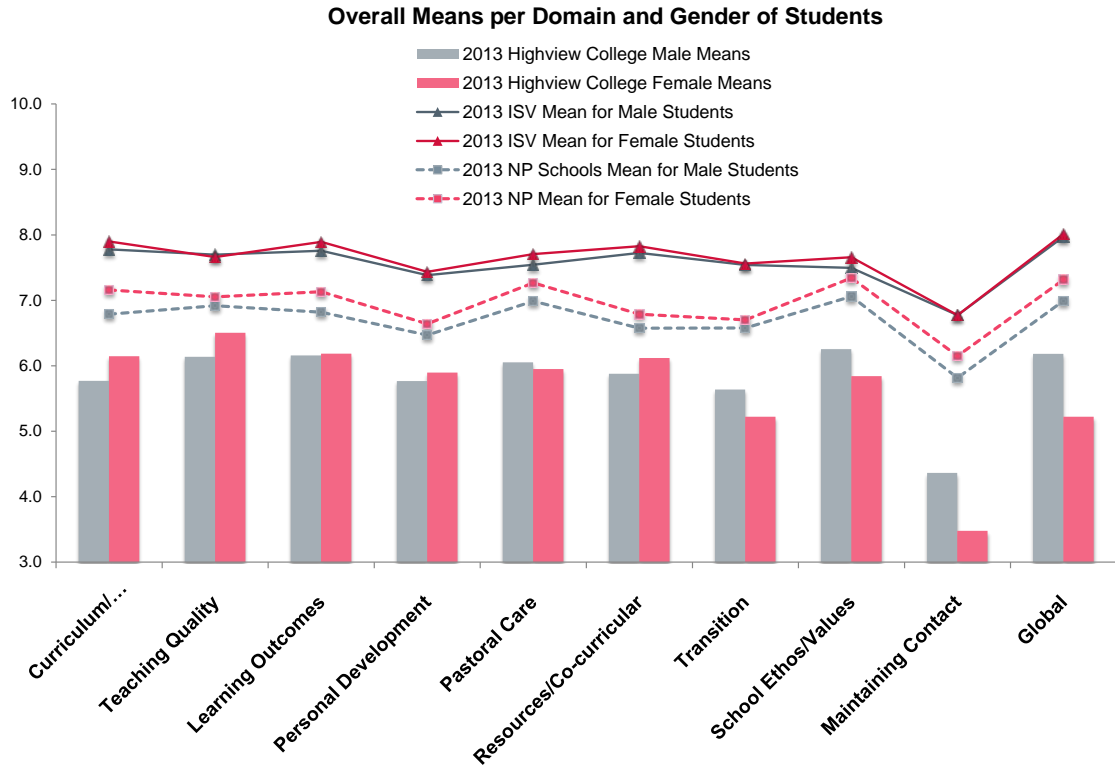
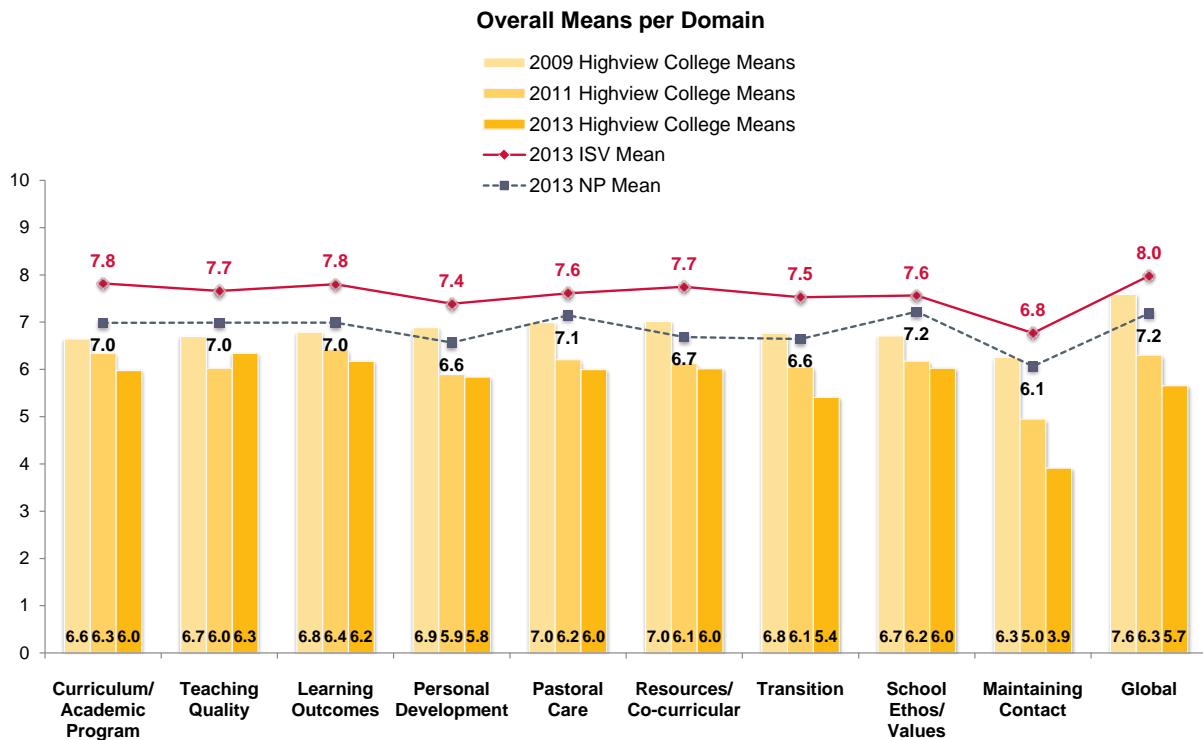


Chart 13: Overall Means per Domain



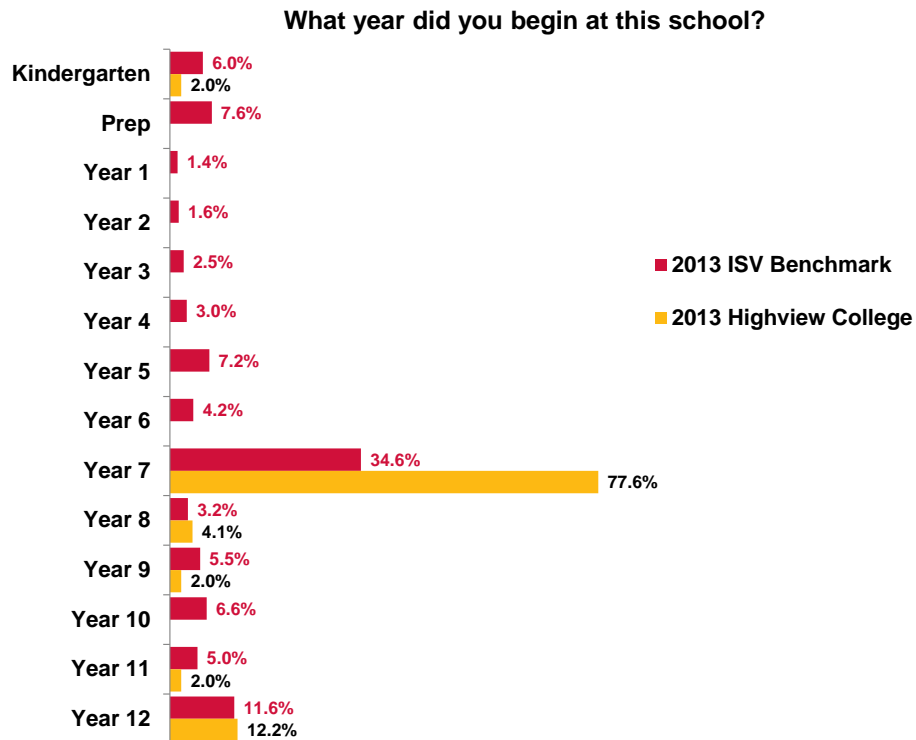
Averages per question for Highview College

Highview College sorted averages per question	2009 averages	2011 averages	2013 averages
All questions averages for year 12 students (asked on a scale of 0 - 10). Data has been sorted according to 2013 averages. Top 5 averages presented in Green and bottom averages presented in red. Scale: 0 = no agreement, 10 = complete agreement	(N=51)	(N=42)	(N=49)
37. Students from different backgrounds and cultures are treated equally	6.61	6.50	7.47
43. I have had positive relationships with other students	6.92	7.02	7.17
14. I have been challenged in my studies at this school	6.45	6.22	6.90
21. I find the school to be a safe place in which to learn	7.90	7.60	6.86
5. I have been encouraged to attain the best academic results possible	6.80	6.51	6.79
11. I have been encouraged to be responsible for my own learning	7.39	6.83	6.76
18. The school has provided me with opportunities to develop my leadership skills	7.04	6.71	6.73
9. Teachers have provided help and support when I need it	6.98	6.37	6.69
24. I have been accepted for who I am	7.14	6.67	6.67
10. Teachers have been up-to-date in the things they teach	6.82	6.03	6.55
3. The standard of schoolwork expected of me has been appropriate	6.94	6.49	6.55
29. I have had access to quality materials and resources in my learning	6.86	6.81	6.31
23. I have been treated fairly at this school	6.75	6.69	6.29
8. I have found the teachers generally to be enthusiastic about their teaching	6.27	6.22	6.27
6. The school has provided me with high quality teachers	6.78	5.71	6.18
40. The school has encouraged students to respect individual differences	7.16	6.10	6.17
15. The school has helped in the development of my social and personal skills	7.22	6.38	6.10
41. The school has provided good opportunity for me to learn a range of values	6.84	6.44	6.09
25. The school has helped me to foster positive relationships with staff	7.04	6.68	6.02
28. I have been able to make appropriate use of computers	6.94	6.83	6.02
7. Teachers have understood my ability and have taught me accordingly	6.63	6.07	5.96
2. In relation to my expectations, my academic results have been good	6.37	6.60	5.94
38. I have been encouraged to develop an appropriate set of life values	6.55	6.33	5.92
19. The school has acknowledged my achievements	6.82	5.83	5.90
17. I have been encouraged to participate in community activities	6.96	5.62	5.87
20. The school has encouraged me to exercise self-discipline rather than depend on imposed discipline	7.20	5.68	5.84
34. The school has provided me with good info and advice about future career options	6.35	6.54	5.82
30. I have enjoyed participating in the co-curricular activities	6.59	5.95	5.77
13. This school has done a good job developing my thinking and reasoning skills	6.84	6.24	5.75
31. The school has provided ample opportunities for all students to participate in co-curricular activities	7.59	4.88	5.70
45. Overall, I have been satisfied with my experience at this school	7.59	6.30	5.65
36. The school has prepared me well for taking an active role in society	7.59	6.03	5.55
33. The school has equipped me with skills and knowledge needed for the future	6.61	6.34	5.51
22. The school has ensured that I have received care and support outside the classroom	6.84	6.13	5.49
42. The school has helped me to develop a commitment to improving others' social circumstances	6.59	5.49	5.43
27. The school has focused on me as a whole person and not just my intellect	6.25	4.88	5.38
32. I think I have been well prepared for the future	6.69	6.31	5.33
39. The school has encouraged an atmosphere of mutual support and concern	6.76	6.07	5.30
4. I have enjoyed an excellent environment in which to learn	6.73	6.45	5.29
1. The learning programs offered at this school have met my needs and interests	6.39	5.67	5.27
26. I have not experienced any bullying and racism at this school	7.02	4.68	5.25
12. I have been motivated to learn at this school	6.47	6.40	5.19
35. The school has helped me to develop good study habits	6.69	5.32	4.84
44. The school has given me the opportunity to explore my spiritual development	6.25	5.66	4.78
16. My special interests and talents have been developed at this school	6.08	5.41	4.71
46. Maintaining contact with the school is important to me	6.25	4.95	3.91

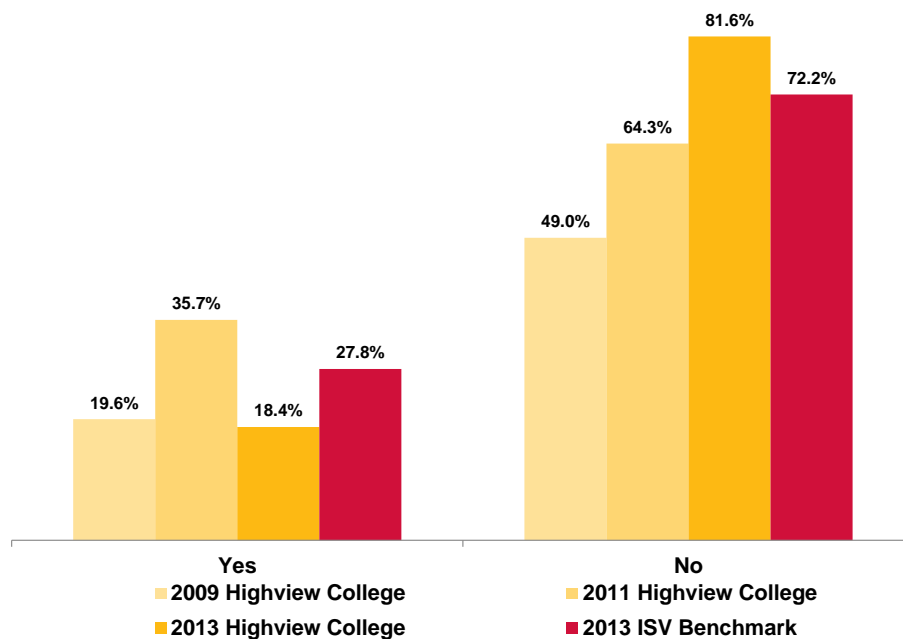
Appendix

Demographic Charts

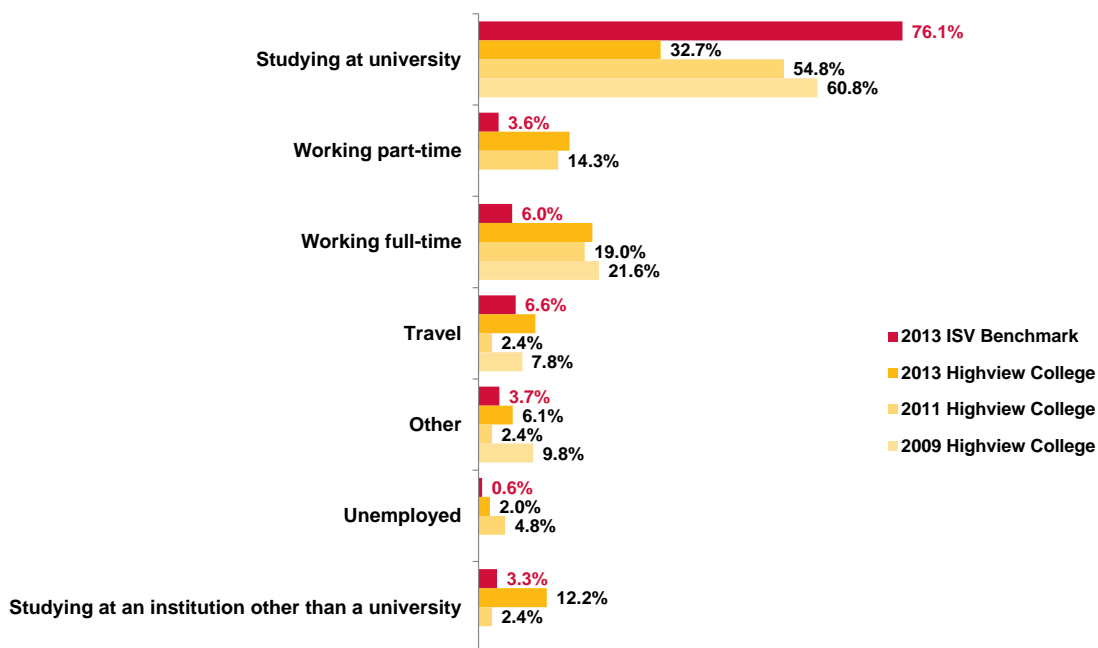
Below are summary charts of the demographics for Highview College and 2013 Independent Schools Victoria's benchmark.



Do you plan to defer your studies at anytime after Year 12?



What do you think will be your major activity during the year after Year 12?

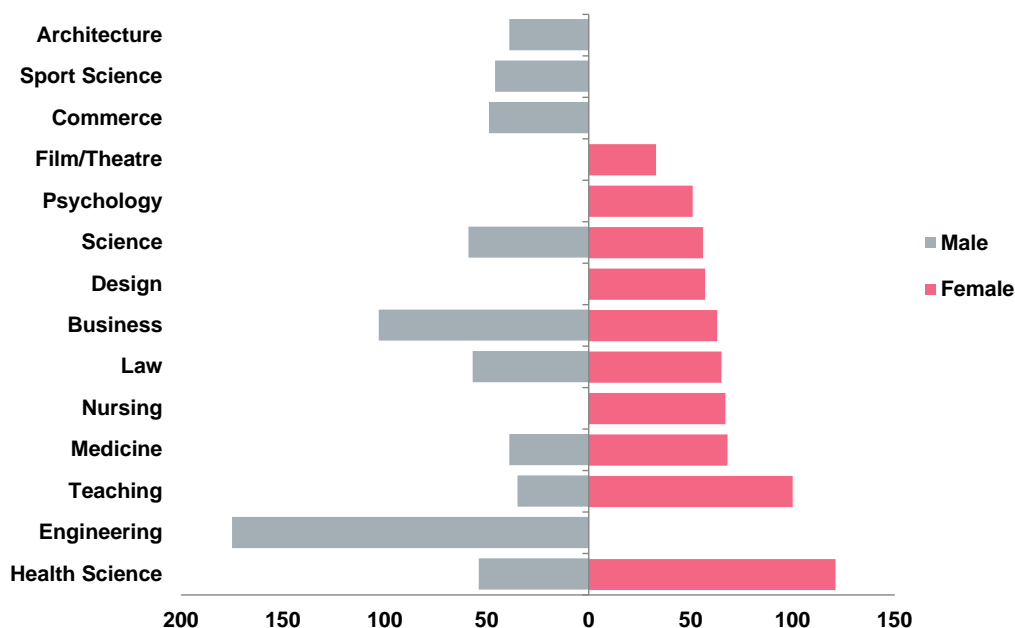


Top Ten Career Choices of Year 12 Exit Students	Highview College
Nursing	5
Teaching	3
Design	3
Zoology	2
Human Rights	2
Business	2
Police	2
Australian Defence Force	2
Engineering	2
Early Childhood Studies	2

Analysis: Career Types for All Schools

In the Year 12 Exit Survey, students were asked about “What type of career are you interested in following when you have finished school?” Below is an analysis of the top ten preferred career choices for male and female Year 12 Exit students in the benchmark group. Engineering was the top preferred career choice for males and teaching was the main choice for females. A summary table has been provided below the chart indicating the frequency of responses according to the top ten preferred career types and gender

Top Ten Career Choices for Male and Female Students*

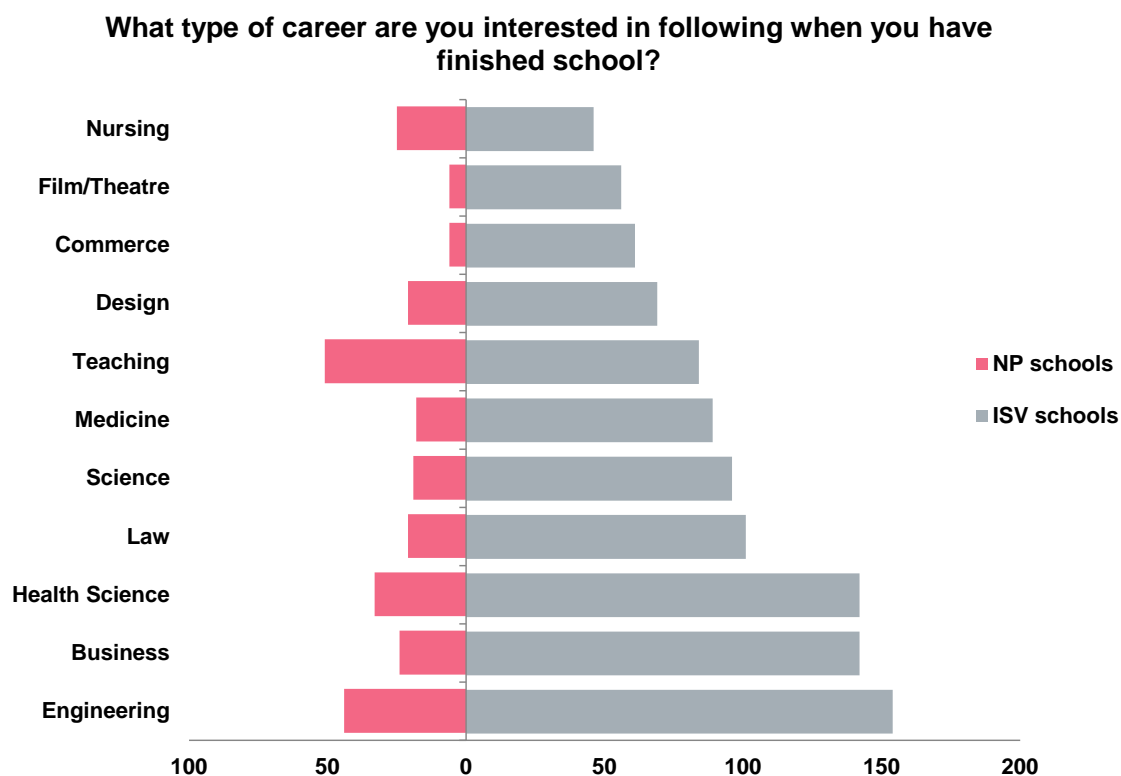


Ranking	Career Choices	Female	Career Choices	Male
1	Health Science	121	Engineering	175
2	Teaching	100	Business	103
3	Medicine	68	Science	59
4	Nursing	67	Law	57
5	Law	65	Health Science	54
6	Business	63	Commerce	49
7	Design	57	Sport Science	46
8	Science	56	Medicine	39
9	Psychology	51	Architecture	39
10	Film/Theatre	33	Teaching	35

*Please note, only the top ten choices for Males and top ten choices for Females are shown here. For example, just because Engineering was not in the top ten choices for females, it does not mean that no females chose Engineering as their career choice.

Analysis: Career Types for National Partnership Schools and Non-National Partnership Schools

In the Year 12 Exit Survey, students were asked about “What type of career are you interested in following when you have finished school?” Below is an analysis of the top ten preferred career choices for national partnership and non-national partnership schools. Engineering was the preferred career choice for non-national partnership schools and nursing was the main choice for national partnership schools. A summary table has been provided below the chart indicating the frequency of responses of the top ten preferred career types and ISV School (non-national partnership schools) and national partnership schools



Career Choices	ISV schools	NP schools	Overall
Engineering	154	44	198
Business	142	24	166
Health Science	142	33	175
Law	101	21	122
Science	96	19	115
Medicine	89	18	107
Teaching	84	51	135
Design	69	21	90
Commerce	61	6	67
Film/Theatre	56	6	62

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Notes:

