



ANNUAL REPORT

2018

CONTENTS

01	COLLEGE PROFILE
02	PRINCIPAL'S REPORT
03	STUDENT STATISTICS
04	IMPROVEMENT PLAN
05	NAPLAN
06	NAPLAN: YEAR THREE
07	NAPLAN: YEAR FIVE
08	NAPLAN: YEAR SEVEN
09	NAPLAN: YEAR NINE
10	SCHOOL COMPARISON REPORT
11	VALUE ADDED
12	SENIOR SCHOOL OUTCOMES
13	SCHOOL SATISFACTION SURVEYS
14	STAFF CLIMATE
15	2018 AUDITED INCOME AND EXPENDITURE STATEMENT

MISSION

The mission of Mt Hira College is to inspire and encourage 'Life Long Learning' in each student by catering for their social, emotional, academic and spiritual needs within a positive, safe, caring, challenging and supportive learning environment. We are committed to raising upstanding and responsible citizens of tomorrow who will uphold universal values in a globally and technologically advancing society.

VISION and Values

Mt Hira College's vision is to strive for excellence, in both academic and spiritual development, with continuous progress to develop confident students, proud of their Muslim identity, who are committed, compassionate and hard-working citizens and are ready to contribute positively and productively to Australian society.

**Excellence
Respect
Honesty
Responsibility
Fairness**

PEDAGOGICAL VISION

Mt Hira College promotes holistic education through positive relationships and provides engaging learning opportunities by empowering individuals to succeed.

Located in the heart of Keysborough, Mt Hira College is a co-educational Foundation to Year Twelve Islamic College. The College was first established in the year 2000 and has now evolved to facilitate more than 600 students on their educational journey.

The College community comprises of students from a vast array of cultural backgrounds. Islam remains the dominant faith across the community and forms the basis of religious studies at Mt Hira College. The College also timetables noon prayer time as part of observing the Islamic faith. College uniform reflects a modest outlook but does not strictly observe traditional Islamic attire. Mt Hira College is proudly home to students and staff from a variety of backgrounds and beliefs and continues to be a hub for diversity.

The current College profile presents more than 19+ languages other than English as being spoken at home. This translates to % of students who are bi-lingual. The variation of ethnicity, language and background gives rise to a wonderfully diverse culture at Mt Hira College and brings with it a rich influence on preparing students for Australia's multi-cultural society.

The College offers expansive grounds which includes a full-size sports field, basketball and tennis courts, an adventure playground, futsal courts and running track. These modern outdoor facilities are complemented by state-of-the-art classrooms, an extensive library overlooking College grounds, three computer laboratories, two dedicated art rooms, four science laboratories, two chemical laboratories, a lecture theatre and a large gymnasium/multi-purpose hall with a fully-equipped production stage.

Mt Hira College offers many co-curricular programs including Inter-school Sports, Individualised Learning Programs, Debating, Camps, Excursions, Incursions, International Tours, Athletics Carnival, Swimming, Building Bridges and Student Leadership opportunities. As the community grows, so do the opportunities to develop as global citizens.

The 2018 academic year began with a new Principal, a new Vice-Principal and a fresh Leadership Team at Mt Hira College. The movement of many staff at the conclusion of 2017 meant that a bigger challenge faced a newly formed leadership together with an exciting opportunity to revise and implement new programs, procedures and processes. The aim of 2018 was to keep and build on good practices that have been in place since the establishment of the College in 2000 and revitalise elements that were no longer fitting to our growing College.

The focus on improving academic results and safeguarding support mechanisms in place for students with additional needs was a priority for the new Management Team. Making certain that there were processes of accountability and ensuring policies and procedures were in place to enable best practice in education was another area of improvement.

The students at Mt Hira College showed signs of progression in their overall performance in 2018. They demonstrated improved results in several areas. Our student numbers however, showed signs of stagnation for the first time, remaining at around 570 pupils.

NAPLAN results had shown improvements and remains a key focal area. We are particularly focussed on continuing to work with students to understand the language of the NAPLAN and how this may impact their experience and be tailored to help improve results even further.

Thirty students successfully completed their VCE in 2018 at Mt Hira College. Our highest VCE ATAR was 92.3 (5.2 points higher than 2017). Twenty-seven students applied for VTAC tertiary courses. Twenty-five students (or 93%) received Round One offers and most pleasingly, all 100% of students received offers for university or TAFE courses. Three students did not apply for a tertiary course and have pursued alternative pathways.

A number of special programs and activities were organised to encourage the engagement of students in their learning and provide them with a range of learning and development opportunities. Students went on a number of exciting and culturally stimulating visits to Science Works, the Immigration Museum, Islamic Museum, Mosques, Victorian Art Gallery and Imax. There were also a number of incursions and special guest speakers tailored around important topics such as cyber-bullying. Students in Years Five, Seven, Eleven and Twelve attended camps and the Year Three students had an overnight stay at Science Works.

A number of special programs and competitions were run in the school year including having a record number of students participating in the Australian Mathematics Competition, the Premier's Reading Challenge, Tournament of Minds and the Building Bridges Program.

Alongside growing academically, it is imperative for students to ensure they remain fit and healthy. To assist with this, our students were involved in a number of physical education events. Swimming was offered to all primary classes and Interschool Sports ran for both Primary and Secondary students. The whole school got to experience an Athletics Carnival as well as Cross Country.

The College continued to be involved in the inter-faith Building Bridges Programs. This program provides our Year Ten students with a broader picture of multi-cultural Australia and helps to break down barriers between different faiths and cultures. Students from a range of schools including Catholic, Anglican and Jewish schools visit each other's schools to learn about their religions and engage in a number of discussion topics. It has been very pleasing to see the positive interactions between the students and the breaking down of stereotypes often depicted in the media. In line with expanding networks, the College also hosted Indonesian visitors from Monash University.

Community care was evident all throughout 2018 with the College raising funds towards Jeans for Genes Day, The Good Friday Appeal and also donations to the Halal Food Bank, Community Care Network, Asylum Seeker Resource Centre and the Country Fire Authority (CFA) amongst many others.

Standout celebrations in 2018 included the annual International Children's Day Festival, Eid celebrations, Harmony Day, Turkish Republic Day, the Book Week Character Parade and the Junior School Concert. The college also celebrated many spiritual occasions with a first time early dismissal time trial (2:30pm) during the holy month of Ramadan to create ease for students, staff and parents who were fasting. The college also established a new annual event which was very popular amongst the whole school community – the Pilgrimage (Hajj) Simulation. Parents were invited to follow the Hajj pilgrimage in a very well-executed simulated journey.

Early in the year we held a junior school 'Meet and Greet' enabling families and teachers to establish new relationships. Information sessions were held for our Junior School, Middle School and Senior School parents and students. A number of parents attended our Parent Helpers sessions. These sessions are tailored to members of our community who wish to assist in classrooms, on excursions and in many other ways. All parent volunteers must have a valid Working with Children's Check.

Mt Hira College is continuing to grow and develop in student numbers, facilities and programs. The 2019 year is anticipated to be even more exciting as the opening of the new VCE Centre is projected to introduce many new opportunities for our senior cohort. Based on the trajectory and pre-enrolments, it is also anticipated that our student numbers will grow at a much larger proportion. We aim to establish a stable, harmonious, safe school for the whole school community where the education and welfare of each student is the priority.



STUDENT ATTENDANCE

During 2018 student attendance has marginally improved overall in the Primary School and remained static in the Secondary School. Within this, there have been several large fluctuations (both positive and negative) in specific year levels. We still continue to have a substantial number of families who take extended overseas holidays to visit family members. These extended overseas holidays have a major impact on our average attendance rates. Many of our families are first or second generation migrants to Australia and therefore they have the majority of their extended family living overseas. The overall average noted is for all students and includes the overseas absences. This clearly demonstrates that the students who take extended overseas holidays are skewing our data. It is also something that we are continuing to address with the school community.

The average number of days absent for the whole school has remained fairly stagnant at 17.7 days in 2018, compared to 17.4 days in 2017.

The average for the Primary School was marginally better than the Secondary School. The following data shows the average number of days absent for each year level and the overall primary and secondary sections of the school. These averages include the students who had extended absences for overseas travel.

Year	Average Absence 2018	Average Absence 2017	Average Absence 2016
Foundation	25	24.0	16.0
Year 1	17.5	17.1	11.0
Year 2	16.5	22.1	13.5
Year 3	15.4	16.9	14.0
Year 4	15.8	19.9	11.0
Year 5	14.3	20.3	10.5
Year 6	18.8	15.4	10.0

The Primary School average was 17.6 days absent in 2018 as compared to 18.6 days absent in 2017.

Year	Average Absence 2018	Average Absence 2017	Average Absence 2016
Year 7	14.2	12.9	9.9
Year 8	10.8	14.7	15.6
Year 9	21.6	16.3	11.6
Year 10	22.4	16.7	15
Year 11	20.2	14.2	18.6
Year 12	17.6	15.8	15

The Secondary School average was 17.8 days absent in 2018 as compared to 17.4 days absent in 2017.



STAFF ATTENDANCE

Staff attendance was satisfactory during 2018 and fairly stable from the previous year. The average number of days teachers were absent from school was 6.1 for the year. Several staff had five days or less absence during the year, which is a wonderful effort. A few number of staff had planned leave during the year and these have not been included in the absence rate as they were taken as leave without pay.



STAFF RETENTION

At the end of 2018 there were a number of staff changes. Three teachers took maternity leave. We had eight teachers in total leave our school, taking up new challenges in other schools, two teachers left due to relocation. We respect their decision and wish the best in their new appointments.



TEACHER QUALIFICATIONS

All teachers at Mt Hira College are registered with the Victorian Institute of Teaching. Most teachers have full registration, with seven at the beginning of 2018 being provisionally registered. Two Language and three RE teachers have Permission to Teach registration. No teachers are or will be employed unless they are registered with the Victorian Institute of Teaching and have completed a full Criminal Records Check.



TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

As part of whole school planning, school based professional learning was provided drawing on the experience and expertise from within the school and from external experts. There was a focused approach with either groups of teachers or the whole staff participating in Professional Development as research shows that one off sessions for one teacher does little to bring about change in practice.

All graduate teachers attended professional development programs aimed at their specific needs. All VCE staff attended conferences and information sessions related to their teaching area.

All staff attended Curriculum Days, which focused on improving student learning outcomes and school improvements – e.g. improving English and Mathematics, classroom management, respectful relationships and so on.

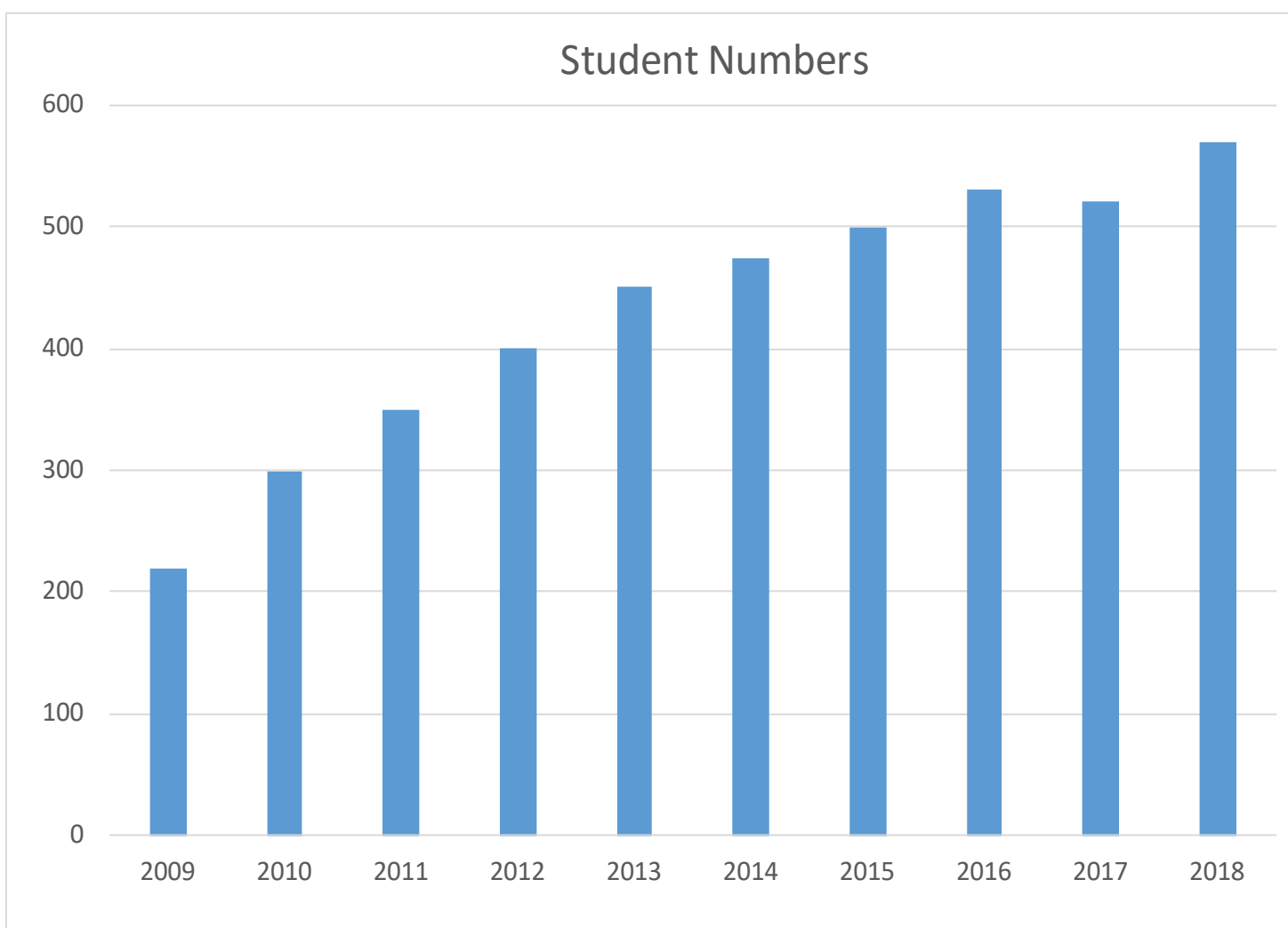
The Head of Junior School continued to work with teachers to improve their planning and teaching. She suggested planning tools; team taught with teachers and advised them on the best ways to improve student-learning outcomes.

The College spent over \$21,470 on professional development for the 2018 school year and teachers spent on average more than thirty hours attending professional development. This amount is expected to rise in 2019 as we work on new structuring and evaluation of our teaching practices.



STUDENT ENROLMENT

Enrolments have increased during the last few years and there has been an increase of over 120% from 2009 to 2018. The graph below demonstrates this increased enrolment from 2009 to 2018. These enrolment numbers are taken from the February Census each year, and each year we enrolled more students during the year. Interest for 2019 continued to be high during 2018.



04 IMPROVEMENT PLAN

Throughout 2018, the College conducted a review of all its policies and procedures. The key priority area from 2017 which was the creation of a structured and sustainable framework began to truly take effect in 2018 and helped form the backbone of many new processes and initiatives. Improvements in the College administrative processes including new forms, more efficient escalation pathways and record keeping, both in and out of the classroom were seen. A highlight of 2018 was the facilitation of Senior Students into the newly constructed Senior School Building. State of the art facilities allowed teachers and students to work in spacious, well-furnished classrooms and have access to expansive learning areas including science laboratories, self-study areas and a student lounge for the Year Twelve students.



Aside from upgraded Facilities, Other key Improvement areas included:

- NAPLAN results
- VCE Results
- Educational Support
- Addressing students with additional needs
- Extra-Curricular Numeracy and Literacy programs

05 NAPLAN



NAPLAN - STUDENT ACHIEVEMENT AND NATIONAL BENCHMARKS

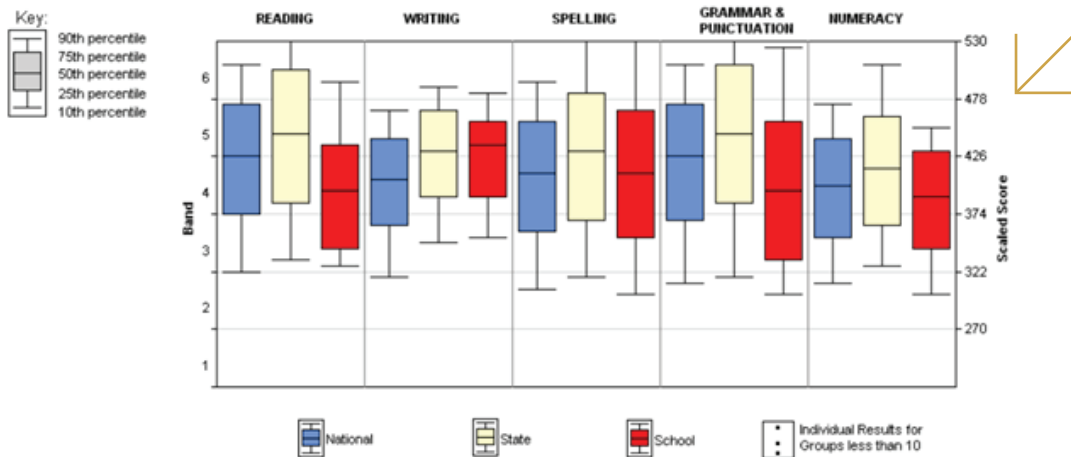
The results of the 2018 NAPLAN testing have mostly improved on last year. We observed gains in multiple areas with a slight drop in our Year Three Literacy results and Year Five Numeracy results. A closer analysis of NAPLAN data showed significant increase across the school compared to 2018 and also the five year trends. Interventions are in place to improve further in all areas in 2019.

06 NAPLAN: YEAR THREE

Reading – 98% of all Year Three students were at or above the National Minimum Standard.
 Writing – 100% of all Year Three students were above the National Minimum Standard.
 Spelling – 95% of our students achieved at or above the National Minimum Standard in Spelling.
 Grammar and Punctuation – 97% of all students achieved at or above the National Minimum Standard in Grammar and Punctuation.
 Numeracy – 97% of students achieved at or above the National Minimum Standard in Numeracy.

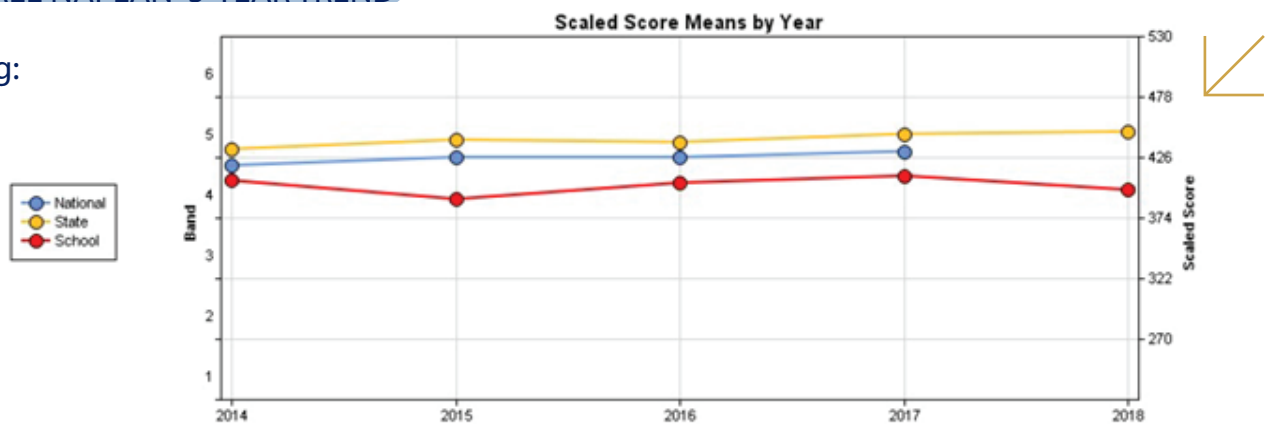
YEAR THREE NAPLAN RESULTS

School Summary Report Year 3 - Gender: All, LBOTE: All, ATSI: All

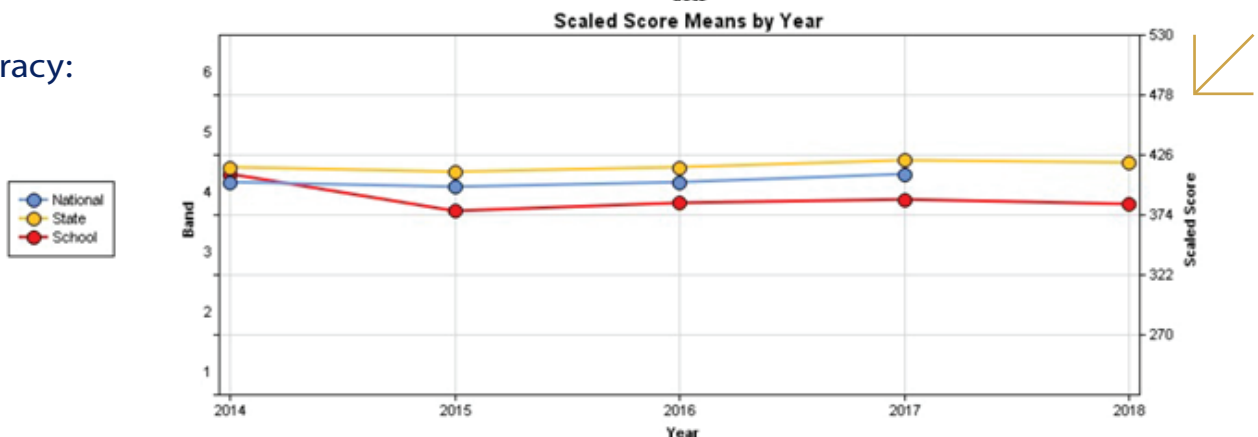


YEAR THREE NAPLAN 5-YEAR TREND

Reading:



Numeracy:

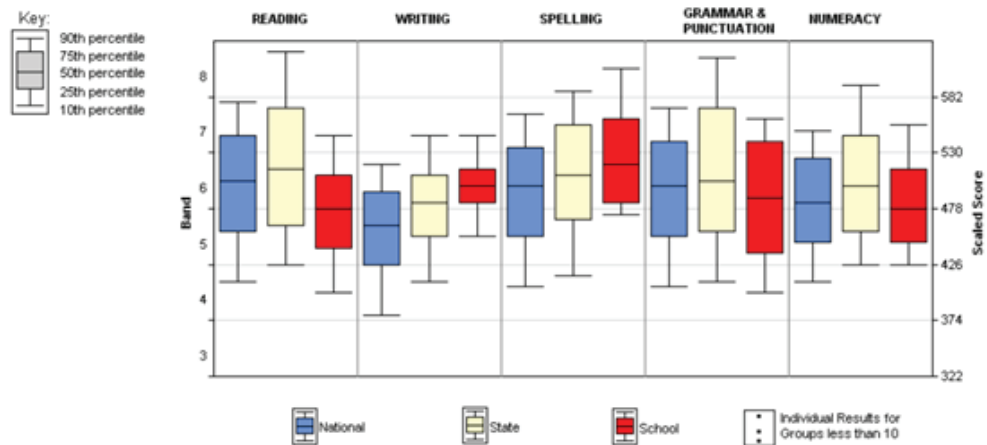


07 NAPLAN: YEAR FIVE

Reading – 98% of all Year Five students achieved at or above the National Minimum Standard.
 Writing – 100% of students achieved at or above the National Minimum Standard.
 Spelling – 100% of students achieved at or above the National Minimum Standard.
 Grammar and Punctuation – 100% of students achieved at or above the National Minimum Standard.
 Numeracy – 98% of all Grade 5 students achieved at or above the National Minimum Standard.

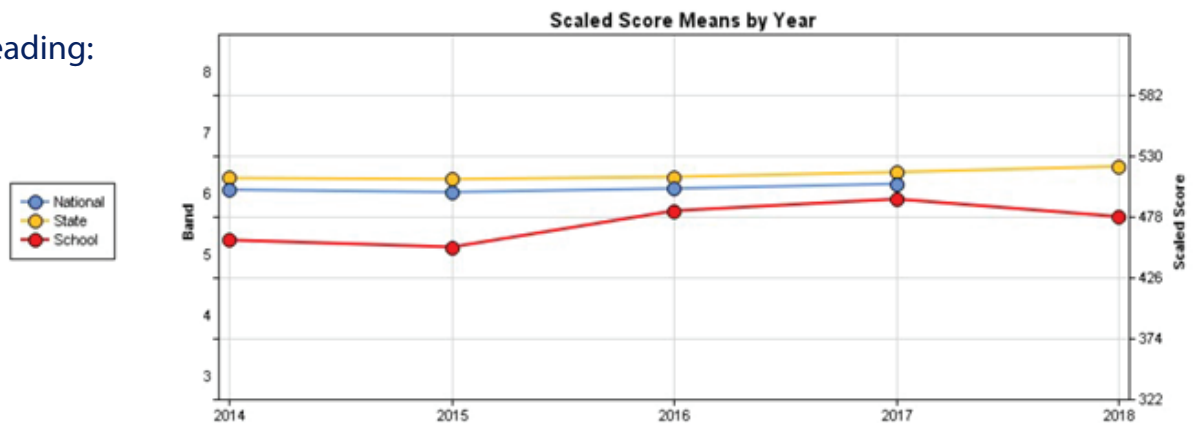
YEAR FIVE NAPLAN RESULTS

School Summary Report Year 5 - Gender: All, LBOTE: All, ATSI: All

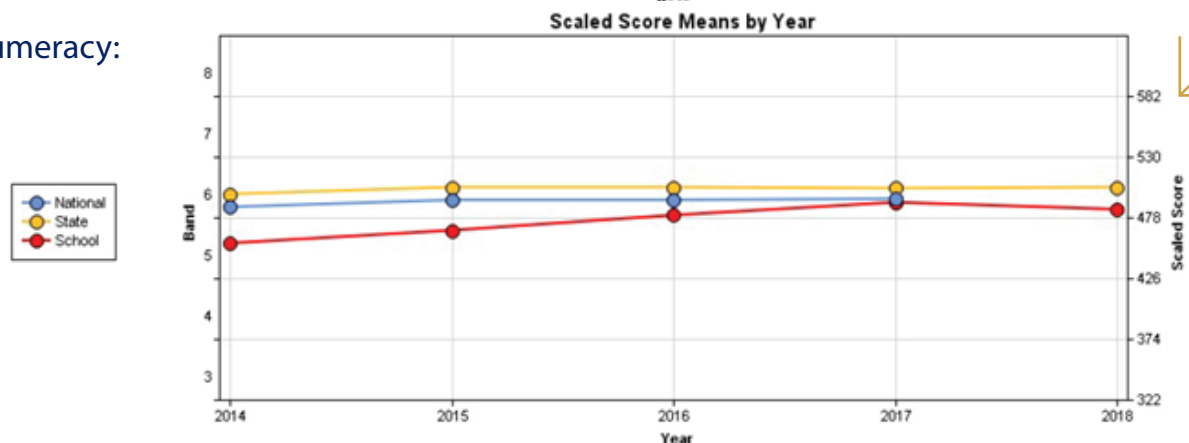


YEAR FIVE NAPLAN 5 - YEAR TREND

Reading:



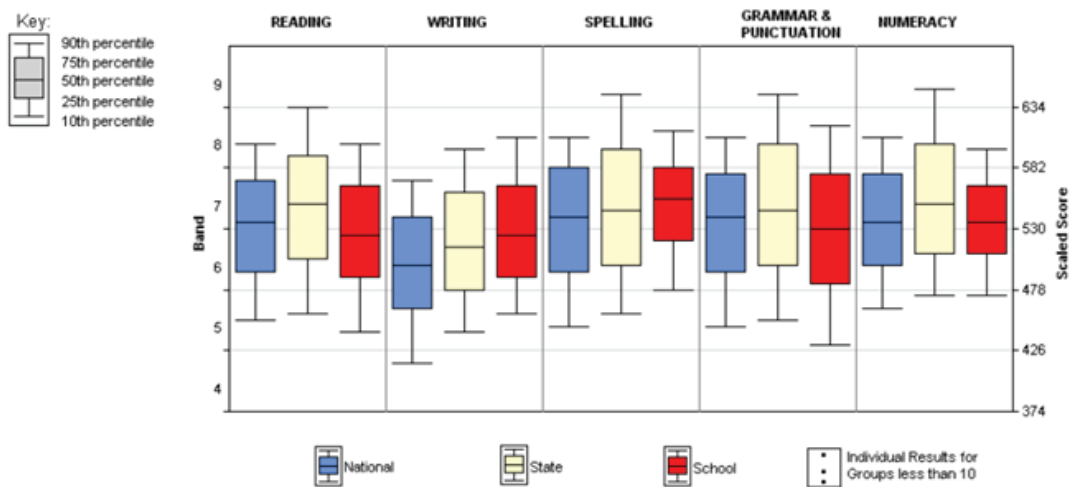
Numeracy:



08 NAPLAN: YEAR SEVEN

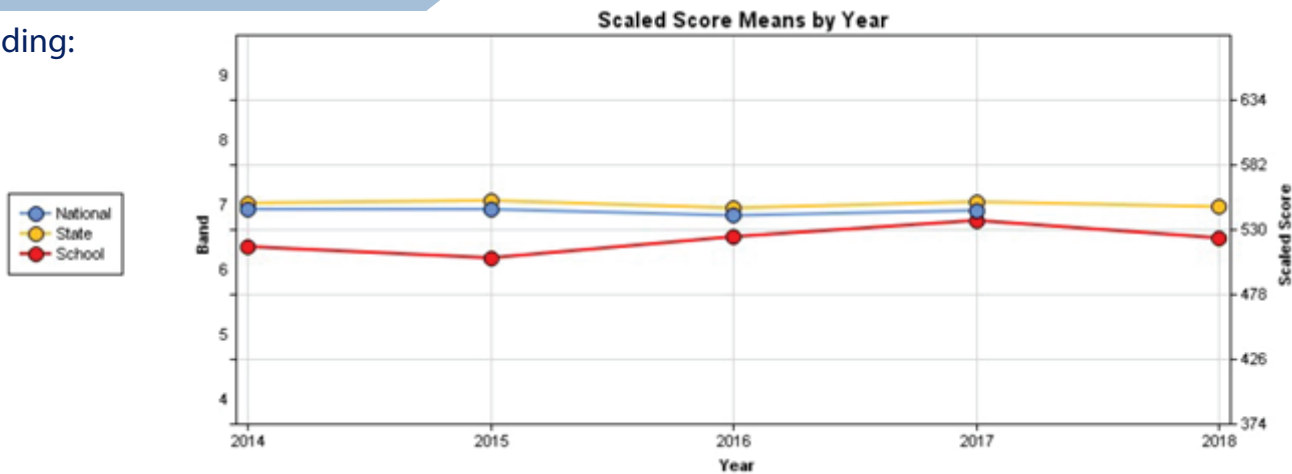
Reading – 92% of all Year 7 students achieved at or above the National Minimum Standard in reading.
 Writing – 96% of all Year 7 students achieved at or above the National Minimum Standard.
 Spelling – 96% of all Year 7 students achieved at or above the National Minimum Standard.
 Grammar and Punctuation – 92% of all students achieved at or above the National Minimum Standard.
 Numeracy – 98% of all students in Year 7 were at or above the National Minimum Standard.

YEAR SEVEN NAPLAN RESULTS School Summary Report Year 7 - Gender: All, LBOTE: All, ATSI: All

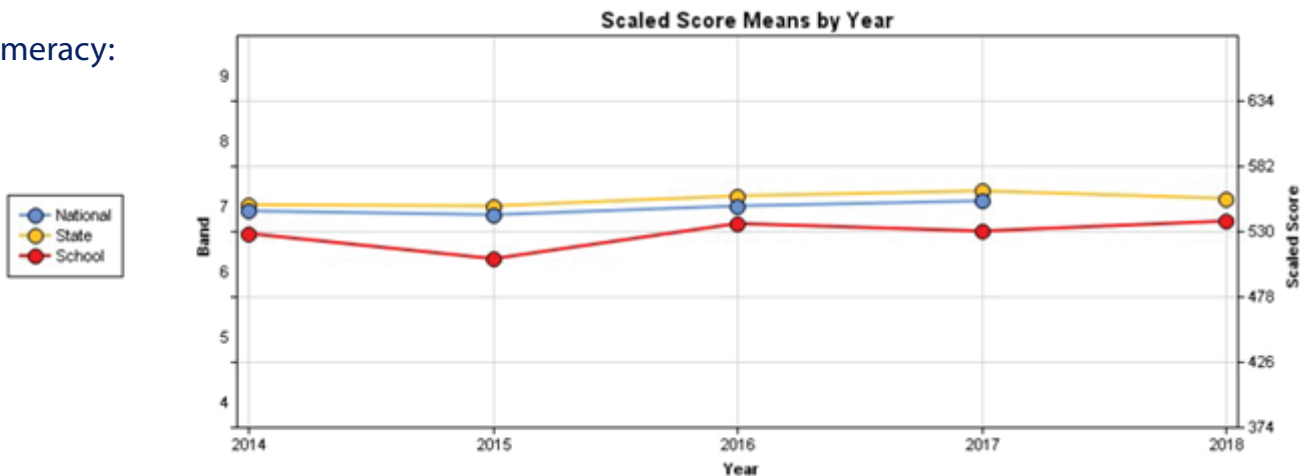


YEAR SEVEN NAPLAN 5 - YEAR TREND

Reading:



Numeracy:

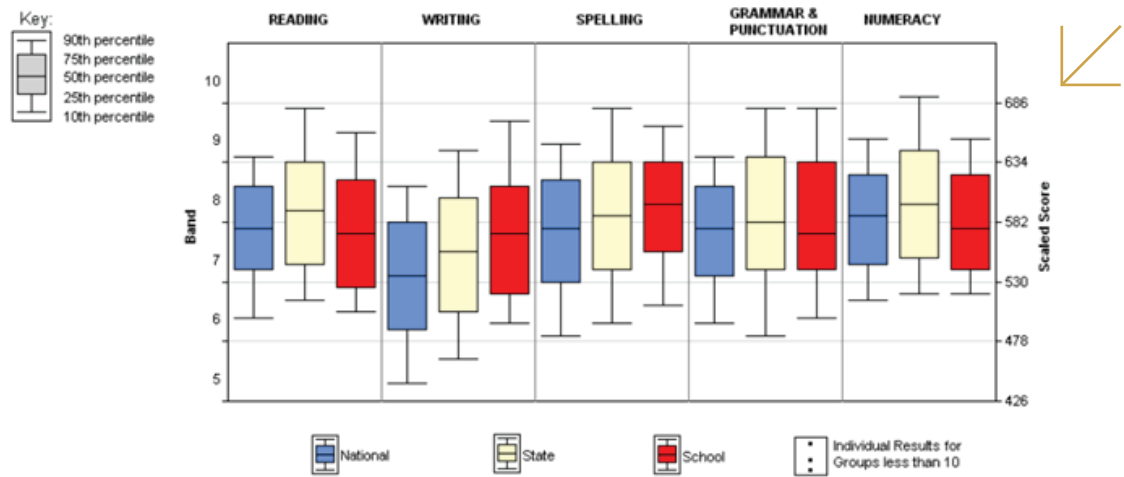


09 NAPLAN: YEAR NINE

Reading – 100% of all Year 9 students achieved at or above the National Minimum Standard.
Writing – 93% of all Year 9 students achieved at or above the National Minimum Standard.
Spelling – 97% of our students performed at or above the National Minimum Standard.
Grammar and Punctuation – 95% of students achieved at or above the National Minimum Standard.
Numeracy – 100% of students achieved at or above the National Minimum Standard. in Numeracy.

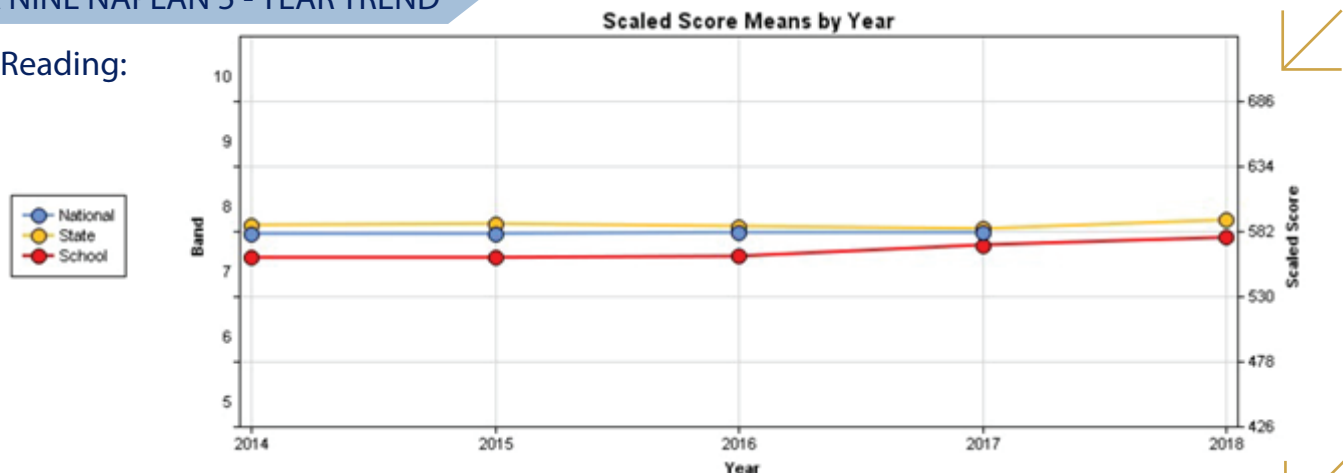
YEAR NINE NAPLAN RESULTS

School Summary Report
Year 9 - Gender: All, LBOTE: All, ATSI: All

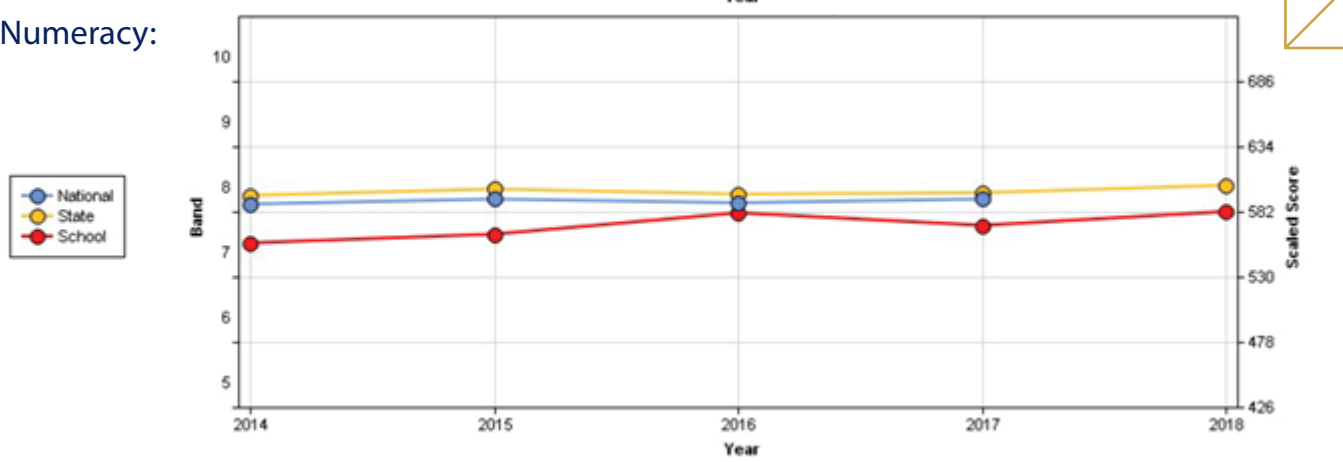


YEAR NINE NAPLAN 5 - YEAR TREND

Reading:



Numeracy:



Overall, when comparing 2017 to 2018, the percentage of students achieving at or above the National Minimum Standard has increased. These improvements highlight that our journey towards sustaining and further improving student performance is on solid ground. More work and a greater emphasis will be placed on our Year Three Literacy and Year Five Numeracy capabilities.

10 SCHOOL COMPARISON REPORT

The School Comparison Report tracks students over a two-year period and demonstrates trends in achievement levels across reading, writing, spelling, grammar and punctuation. For students that follow the National Achievement gains or better. This is encouraging as we see our student improve their achievement levels due to our programs and interventions that aim to improve numeracy and literacy.

Mt Hira College

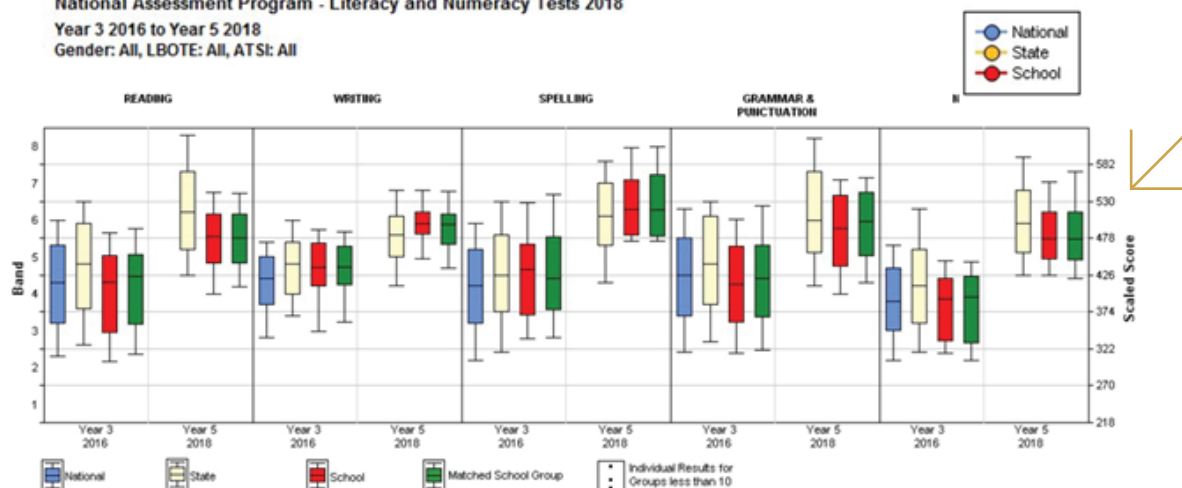
School Comparison Report

National Assessment Program - Literacy and Numeracy Tests 2018

Year 3 2016 to Year 5 2018

Gender: All, LBOTE: All, ATSI: All

Year 3 to 5



Mt Hira College

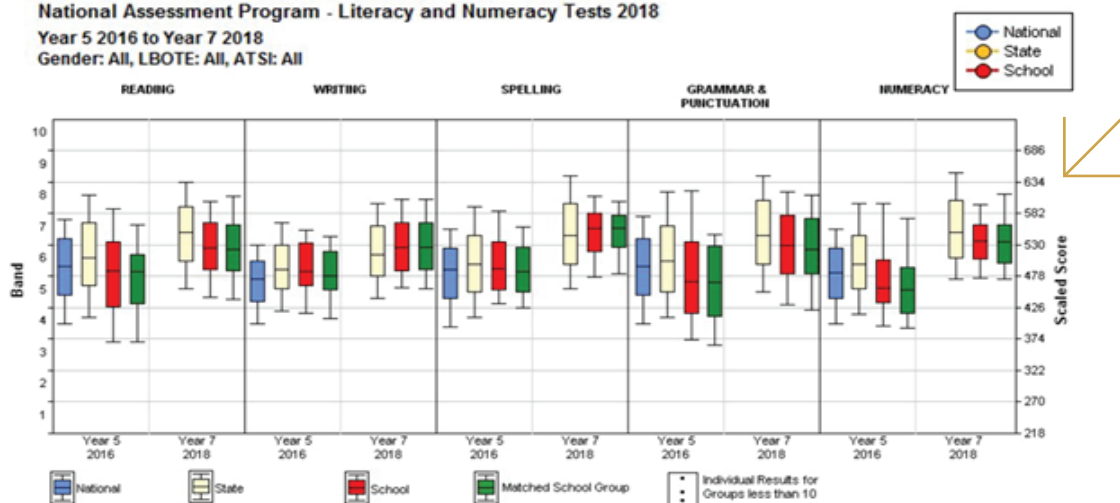
School Comparison Report

National Assessment Program - Literacy and Numeracy Tests 2018

Year 5 2016 to Year 7 2018

Gender: All, LBOTE: All, ATSI: All

Year 5 to 7



Mt Hira College

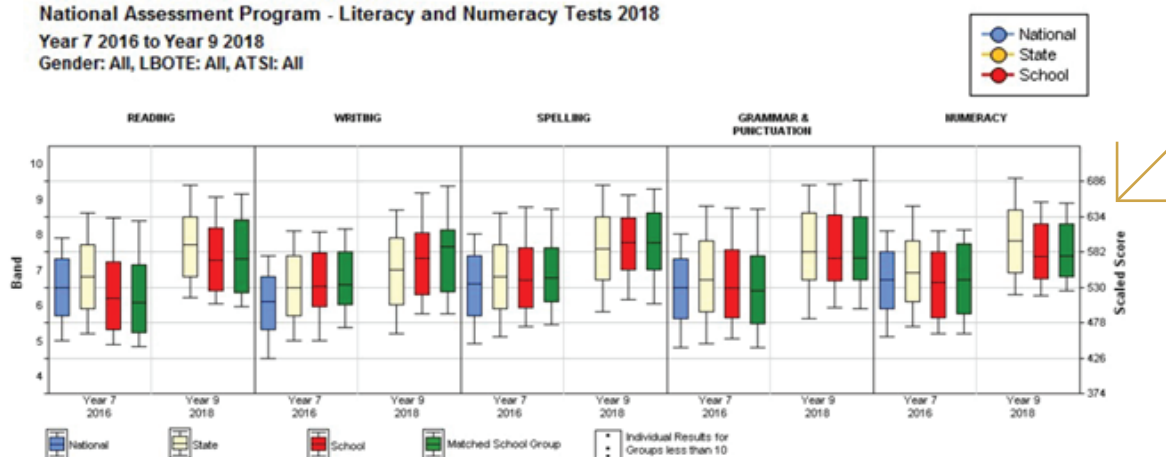
School Comparison Report

National Assessment Program - Literacy and Numeracy Tests 2018

Year 7 2016 to Year 9 2018

Gender: All, LBOTE: All, ATSI: All

Year 7 to 9



College Actions?

		National Minimum Standard			Achievement Trends	
		Above	At	Below	2014-2018	2017-2018
Year 3	Reading	90%	8%	3%	flat	down
	Writing	100%			flat	down
	Spelling	87%	8%	5%	down	down
	Gram. & Pun	79%	18%	3%	down	down
	Numeracy	79%	18%	3%	down	flat
Year 5	Reading	84%	14%	2%	up	down
	Writing	93%	7%		up	up
	Spelling	100%			up	up
	Gram. & Pun	87%	17%		up	down
	Numeracy	89%	9%	2%	up	down
Year 7	Reading	82%	10%	8%	up	down
	Writing	80%	16%	4%	down	flat
	Spelling	90%	6%	4%	down	down
	Gram. & Pun	76%	16%	8%	down	up
	Numeracy	90%	8%	2%	up	up
Year 9	Reading	70%	30%		up	up
	Writing	61%	32%	8%	up	up
	Spelling	84%	13%	3%	up	up
	Gram. & Pun	79%	16%	5%	up	up
	Numeracy	84%	16%		up	up

School-wide programs

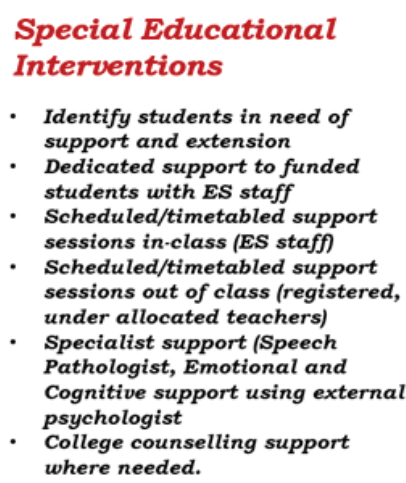
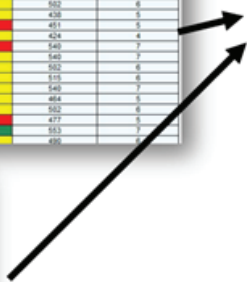
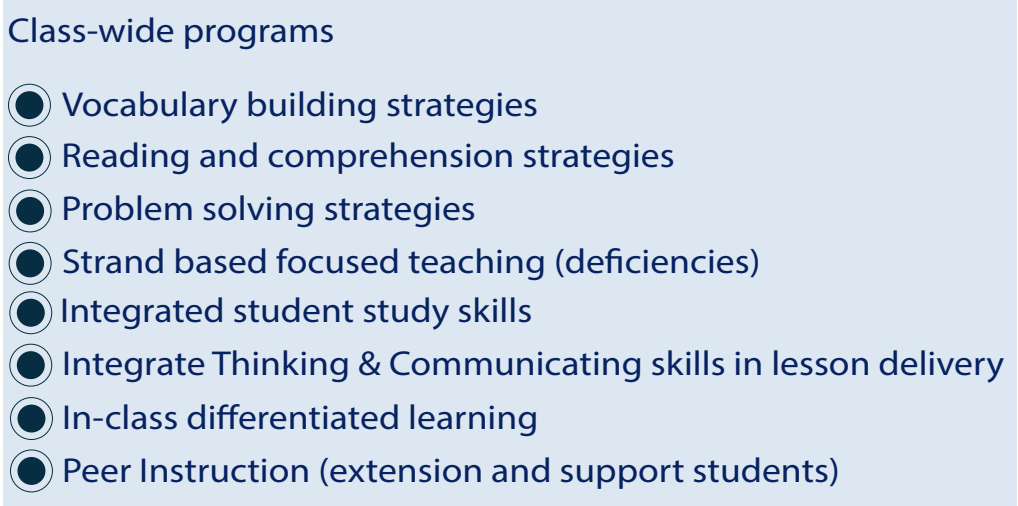
- Numeracy programs (Mathletics)
- Literacy programs (Reading Eggs)
- Literacy for learning initiative
- Bridges Reading Comprehension program
- THRASS Program
- VCOP
- Review of School Numeracy and Literacy Scope and Sequence (Australian Curriculum)
- Establish Mathematics and English support and extension elective subject classes.
- Out of school hours homework support sessions.

Year-3 to 5		READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY	
Year:		2016	2018	2016	2018	2016	2018	2016	2018	2016	2018
Mt.Hira Mean:		404	478	430	495	428	530	412	487	384	485
Matched School Mean:		411	477	431	491	431	531	418	496	385	488
Difference:		-1.7%	0.2%	-0.2%	0.8%	-0.7%	-0.2%	-1.5%	-1.8%	-0.3%	-0.6%

School-wide programs

- Numeracy programs (Mathletics)
- Literacy programs (Reading Eggs)
- Literacy for learning initiative
- Bridges Reading Comprehension program
- THRASS Program
- VCOP
- Review of School Numeracy and Literacy Scope and Sequence (Australian Curriculum)
- Establish Mathematics and English support and extension elective subject classes.
- Out of school hours homework support sessions.

Response	Percentage
Yes	75%
No	25%



- Identify students in need of support and extension
- Dedicated support to funded students with ES staff
- Scheduled/timetabled support sessions in-class (ES staff)
- Scheduled/timetabled support sessions out of class (registered, under allocated teachers)
- Integrated student study skills
- Integrate Thinking & Communicating skills in lesson delivery



VCE RESULTS

Thirty students successfully completed their VCE in 2018. Our highest ATAR rank was 92.3 with 18% of students receiving ATARs in the 80s and 30% with ATARs above 70. Nearly all students (96%) received a VTAC round one offer.

With only having a very small cohort it meant that options were limited but also that students were able to have more individual attention. The school will continue to put in place new strategies to ensure the continued development of student performances.

In the future students will be encouraged to complete the following activities to maximise their potential.

- Students further develop their ability to utilise study periods effectively.
- The development of efficient and productive revision techniques.
- Greater engagement in after-school classes and focus on performance in trial examinations.
- Enhance students willingness to seek their teachers assistance for support and advice in regards to their particular VCE subject.
- Develop greater student motivation through the use of motivational speakers and improved goal setting and strategies.
- Greater prioritisation of attention to specific career choices and setting achievable goals.
- Compulsory attendance at the VCE retreat at the beginning of Year Eleven.
- VCE Head Start Program will also be compulsory for students. The College is implementing a two-week block of preparation for relevant VCE subjects at the conclusion of Year Ten and Eleven. This will take place in November and December after examinations are concluded.



The following is a list of the tertiary courses that our 2018 graduates were offered by VTAC:

Course	Institution
Early Childhood Education and Care (Diploma)	Swinburne University of Technology Wantirna
Nursing	La Trobe University Melbourne
Construction Management (Honours)	Victoria University Footscray Park
Surveying (Diploma)	RMIT University City
Arts	Monash University Clayton
Social Science	Federation University Australia Flexible delivery
Law	Deakin University Melbourne Burwood Campus
Science	Monash University Clayton
Criminology/Psychological Science	Deakin University Melbourne Burwood Campus
Business Management and Human Resource	Federation University Australia Berwick
Nursing	Federation University Australia Berwick
Business/International Business	Monash University City
Criminal Justice and Psychological Studies	Victoria University Footscray Park
Sports and Exercise Science	La Trobe University Melbourne
Psychology (Honours)	Monash University Clayton
Construction Management (Honours)	Victoria University Footscray Park
Secondary Education (Honours)/Science	Monash University Clayton
Nutrition Science	Australian Catholic University Melbourne
Science	Swinburne University of Technology Hawthorn
Tourism and Hospitality	La Trobe University Melbourne
Biomedical Science	Monash University Clayton
Education Studies	Federation University Australia Berwick
Nursing - Degree	Swinburne University of Technology Hawthorn
Sports and Exercise Science	La Trobe University Melbourne
Graphic Design - Diploma	Swinburne University of Technology Hawthorn
Nursing	Deakin University Melbourne Burwood Campus
Building and Construction	RMIT University City
Legal Practice (Advanced Diploma)	RMIT University City

13 SCHOOL SATISFACTION SURVEYS

SCHOOL SATISFACTION

In 2018 we undertook staff, parent and student surveys to determine where our College sits within the National benchmarks. By outsourcing the surveys, we also felt that all parties would be able to provide their honest feedback accurately and fairly.



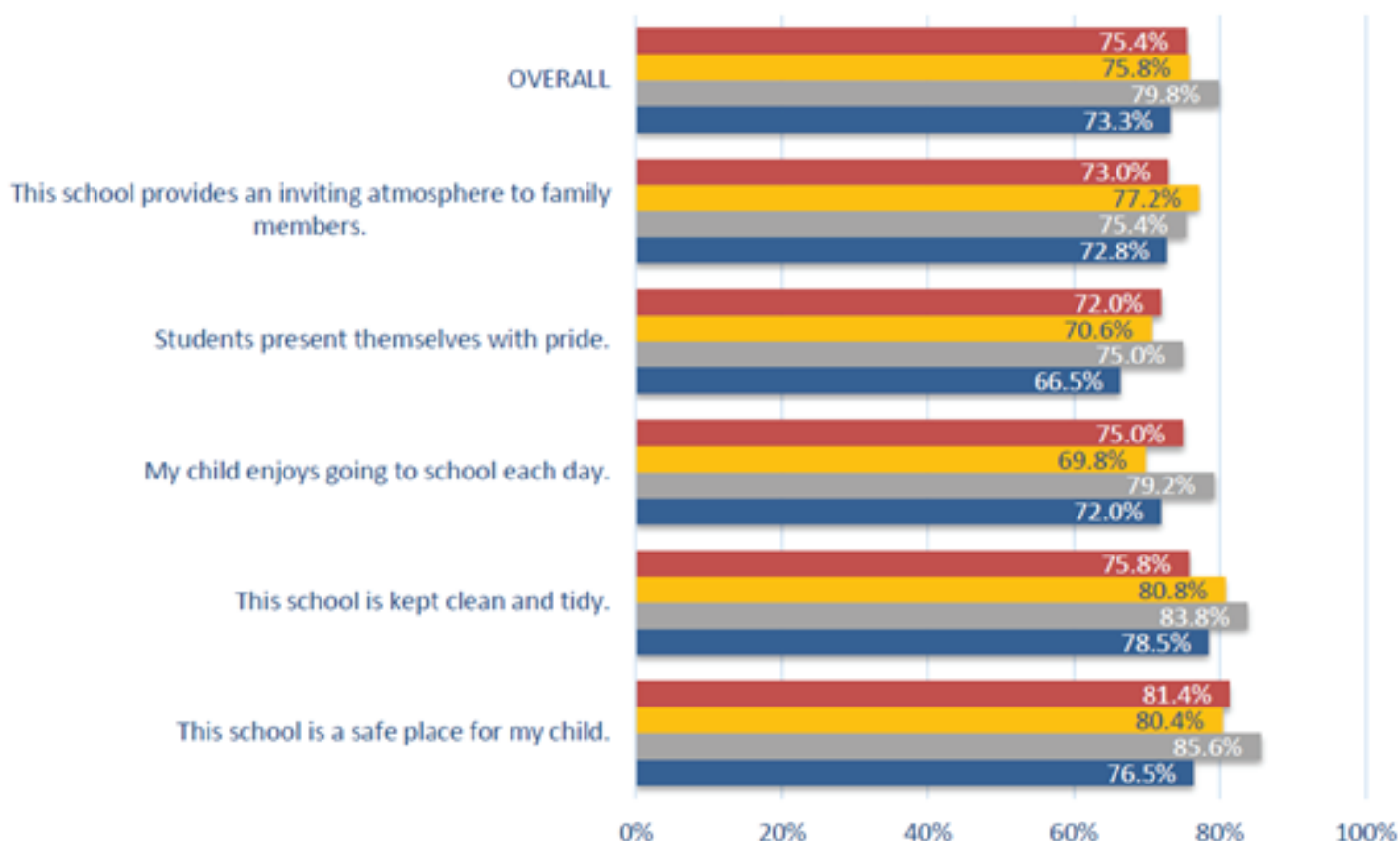
PARENT INSIGHT

SCHOOL ENVIRONMENT

Parents at Mt Hira College rated the element "The school is a safe place for my child" as the highest which also came in at almost 5% higher than the national mean. The lowest scoring element in School Environment Survey was "Student presenting themselves with pride" which still sits at 5.5% higher than the national mean. Initiatives that address "The school is kept clean and tidy" will be prioritised in 2019.

School Environment

■ 2018 Mt Hira College Mean ■ 2017 Mt Hira College Mean ■ 2016 Mt Hira College Mean ■ National Mean



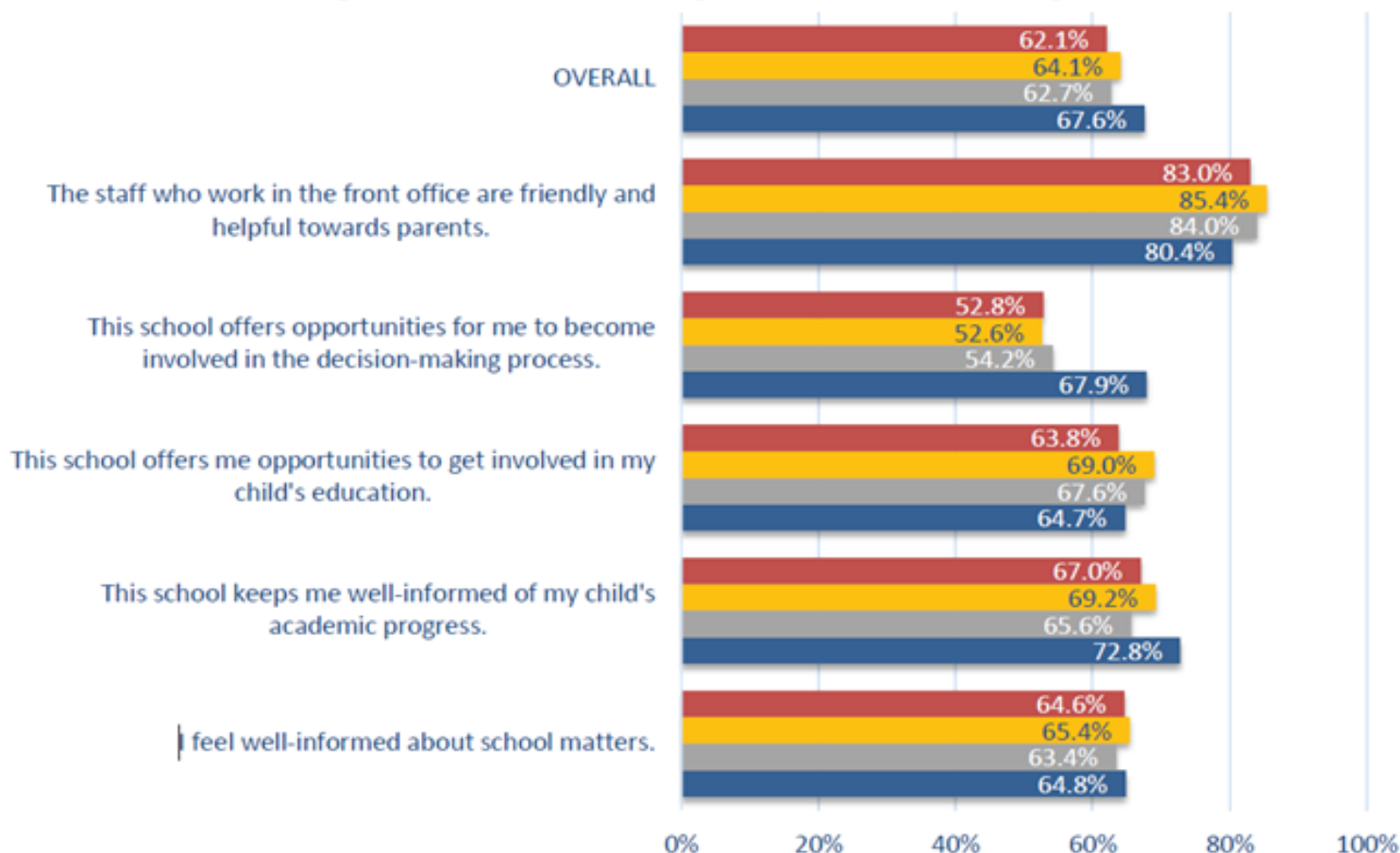


PARENT COMMUNICATION

Overall, the Parent Communication survey reflects involvement and communication as areas that require attention. Parents feel that they would like to be more involved and also that they would like to be better informed about their child's education. Three new initiatives are on the horizon to address parent involvement and parent communication in the upcoming year.

Parent Communication

■ 2018 Mt Hira College Mean ■ 2017 Mt Hira College Mean ■ 2016 Mt Hira College Mean ■ National Mean



1.	Learning Opportunities	My child is motivated to learn at this school.	+6.2%
2.	School Environment	My child enjoys going to school each day.	+5.2%
3.	Guidance and Support	This school prepares my child well for the transition between years.	+4.4%
4.	Personal Development	I have seen positive changes in my child as a result of the school's emphasis on character development.	+3.8%
5.	Leadership and Management	This school is well managed.	+3.8%
6.	Parent Communication	The school staff actively and effectively reinforce moral, ethical, and civic values.	+3.2%
7.	Technology and Resources	To the best of my knowledge, students' use of computers is monitored in an effective manner.	+2.8%
8.	Technology and Resources	The computers and other resources are easily accessible to my child.	+2.8%
9.	Overall	I am satisfied with the quality of education that my child is receiving.	+2.4%
10.	Learning Opportunities	My child's interests are developed at this school.	+1.8%



STUDENT SATISFACTION

Compared to 2017, students at Mt Hira College have indicated they have seen improvements in “Guidance and Support” as well as “Personal Development”. Satisfaction in learning opportunities is expected to increase with access to more technology, learning spaces and support staff and classes. Respectful Relationships initiatives planned for 2019 are anticipated to have flow on effects across most other areas of student satisfaction. The School Environment will continue to be a focus area for College Leadership.

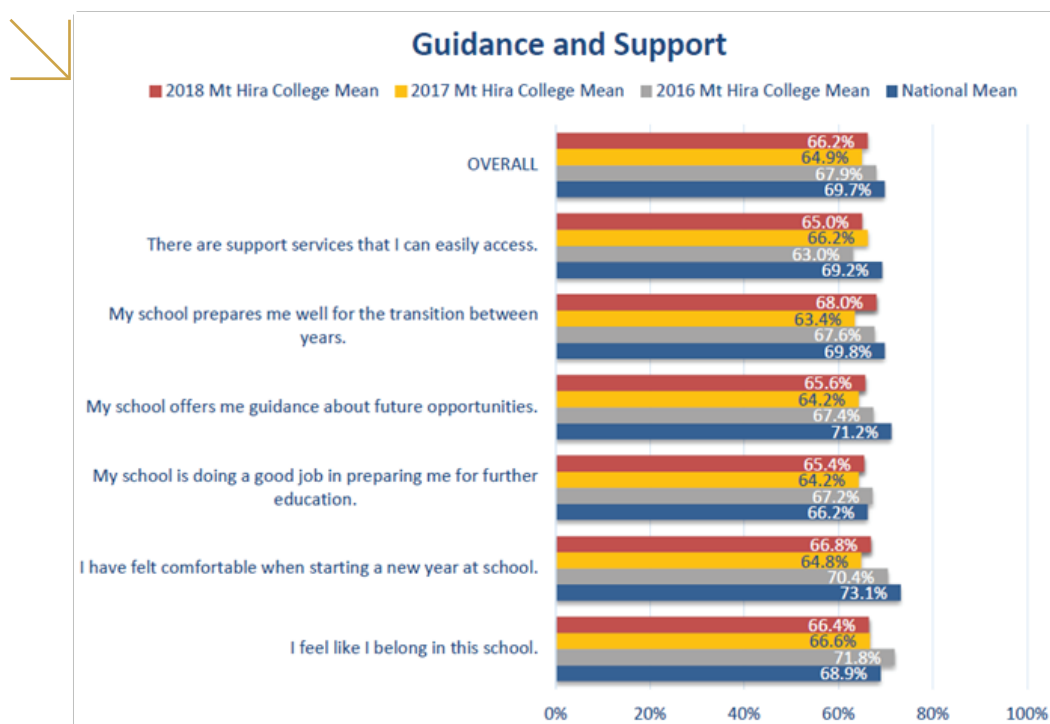
Key Area	Benchmark	2016 Mt Hira College Mean	2017 Mt Hira College Mean	2018 Mt Hira College Mean	Difference between Mt Hira College 2018 and 2017 Mean
1. Guidance and Support	69.7%	67.9%	64.9%	66.2%	+1.3%
2. School Environment	61.4%	68.0%	62.2%	59.7%	-2.5%
3. Teacher Quality	63.0%	71.2%	66.4%	65.4%	-1.0%
4. School Curriculum	65.8%	64.7%	63.0%	61.3%	-1.7%
5. Learning Opportunities	68.6%	67.6%	65.8%	66.2%	+0.4%
6. Personal Development	66.4%	64.5%	62.6%	63.9%	+1.3%
7. Student Behavioural Values	66.5%	70.0%	67.3%	64.0%	-3.3%
8. Technology and Resources	64.5%	59.0%	60.7%	60.0%	-0.7%
9. Student Relationships	62.6%	70.0%	67.8%	64.3%	-3.5%
OVERALL	65.4%	67.0%	64.5%	63.4%	-1.1%





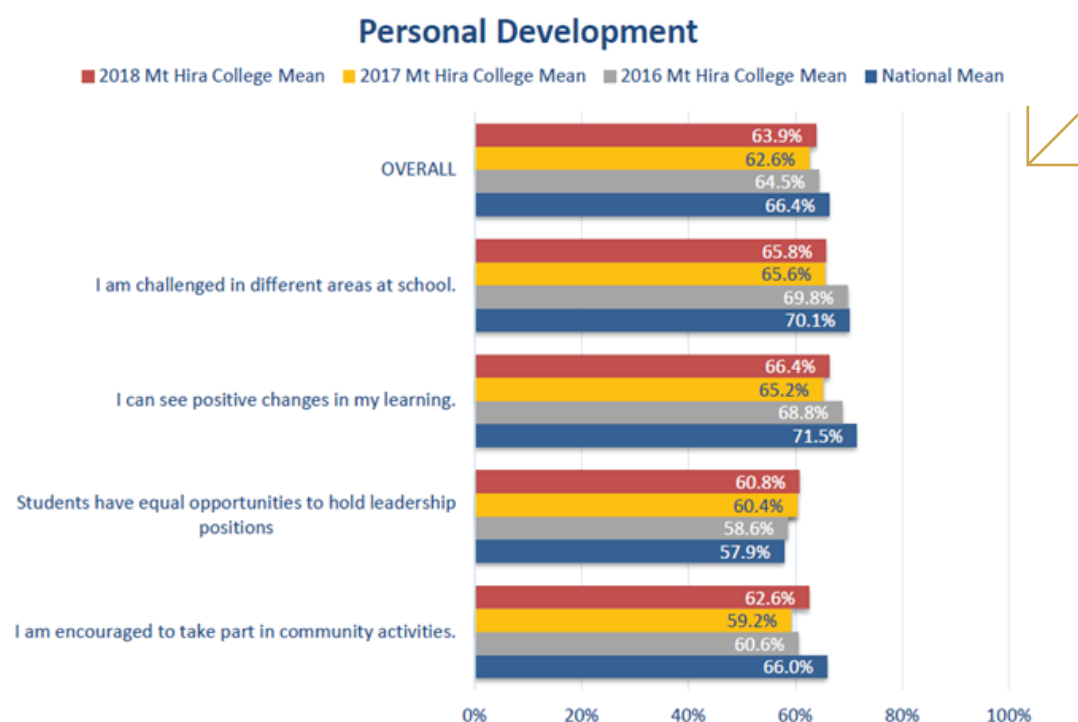
GUIDANCE AND SUPPORT

Student data demonstrates an improvement across all areas concerning guidance and support with the exception of more emphasis required in the support services area. Continued investment in wellbeing, both from a staffing and resource perspective, should help to support reaching results that exceed beyond the national mean for the below indicators.



PERSONAL DEVELOPMENT

Personal develop data represents that students feel more encouraged to take part in community events and they see positive changes in their learning when compared to 2017. There appears to be some stagnancy in the results regarding leadership opportunities. The College aims to ensure that every student is satisfied with the development opportunities the offered, both academically and abroad. Running Student leadership will receive a greater focus in 2019.





1.	Learning Opportunities	My school provides plenty of opportunities for all students to participate in co-curricular activities.	+5.0%
2.	Guidance and Support	My school prepares me well for the transition between years.	+4.6%
3.	Overall	I am happy to be at my school.	+4.6%
4.	Personal Development	I am encouraged to take part in community activities.	+3.4%
5.	Learning Opportunities	My school helps me to develop my interests.	+2.6%
6.	Guidance and Support	I have felt comfortable when starting a new year at school.	+2.0%
7.	Teacher Quality	My teachers provide me with useful feedback about my schoolwork.	+1.8%
8.	Teacher Quality	My teachers acknowledge my efforts.	+1.4%
9.	Guidance and Support	My school offers me guidance about future opportunities.	+1.4%
10.	Personal Development	I can see positive changes in my learning.	+1.2%

14 STAFF CLIMATE

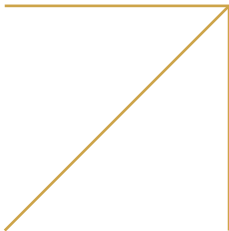
Compared to 2017, staff satisfaction ratings demonstrate a major increase across all factors. To add, nearly all factors have exceeded the National benchmarks considerably. The biggest jump in satisfaction belongs to the area of Leadership, followed by Guidance and Support and then the general School Environment.

Results are reflective of the stability and progress of the current Leadership Team. A unified approach with clearer direction is felt by the staffing team who have also reported higher satisfaction with Goal Congruence, School Communication and School Curriculum.

These results demonstrate that When Mt Hira College is compared with specific National Benchmarks, our school was:

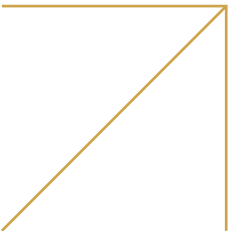
7.6%

Higher than the National Benchmark



6.8%

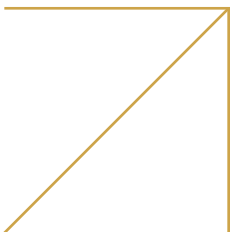
Higher than the selected benchmark of Independent Schools within Australia



Compared with its results from 2017, in 2018, your school was:

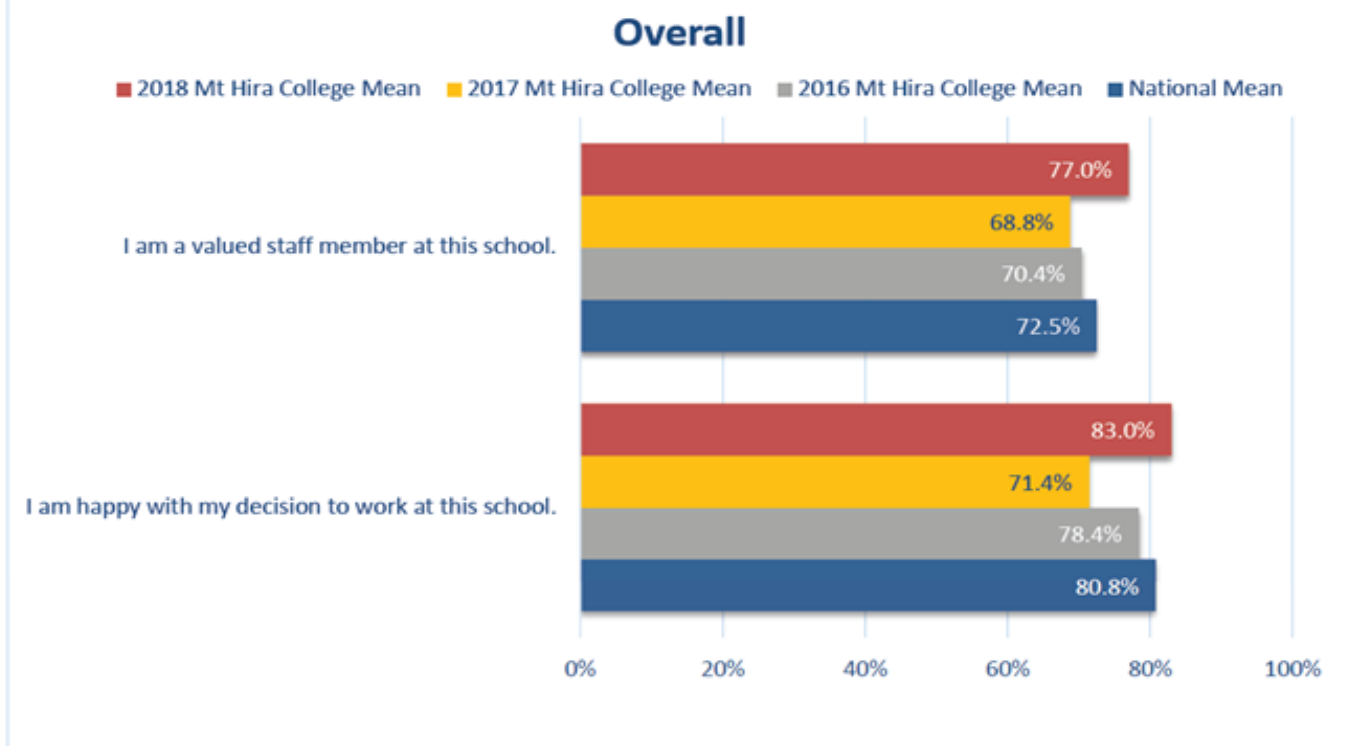
14.6%

Higher than 2017 results



Key Area	Benchmark	2016 Mt Hira College Mean	2017 Mt Hira College Mean	2018 Mt Hira College Mean	Difference between Mt Hira College 2018 and 2017 Mean
1. Guidance and Support	63.9%	62.2%	51.2%	69.0%	+17.8%
2. School Environment	65.0%	74.3%	63.8%	78.6%	+14.8%
3. Morale	68.7%	68.4%	64.5%	74.2%	+9.7%
4. School Curriculum	69.5%	62.6%	56.3%	67.8%	+11.5%
5. Goal Congruence	73.2%	77.4%	68.4%	80.6%	+12.2%
6. Personal Development	63.5%	76.9%	61.4%	73.3%	+11.9%
7. School Communication	62.0%	57.0%	45.5%	61.3%	+15.8%
8. Technology and Resources	52.6%	64.3%	58.5%	75.3%	+16.8%
9. Leadership and Management	64.3%	63.3%	50.0%	70.9%	+20.9%
OVERALL	64.7%	67.4%	57.7%	72.3%	+14.6%

Mt Hira College's results according to National Benchmarks have rated high on measures such as: 'I am a valued staff member at this school' and 'I am happy with my decision to work at this school'. We have also seen a considerable increase compared to 2017 data.





1.	Leadership and Management	There is effective leadership in the school.	+31.4%
2.	Leadership and Management	The leadership and direction provided by administrators is excellent.	+30.0%
3.	Leadership and Management	The school is well managed.	+29.8%
4.	Technology and Resources	The computers and other resources are easily accessible.	+25.2%
5.	Morale	This school has high levels of energy among staff.	+24.8%
6.	School Environment	This school respects staff members' opinions.	+23.2%
7.	Guidance and Support	Health and well-being measures for staff are integrated into the existing structures and processes of the school.	+22.2%
8.	School Curriculum	My workload in this school is satisfactory.	+21.6%
9.	School Environment	The school provides an inviting atmosphere to staff members.	+21.2%
10.	School Curriculum	The curriculum is innovative and meets the needs of individual children.	+21.0%

Taking a closer look at the differences between Mt Hira College's mean compared with that of Independent Schools, the table below indicates areas of improvement would be the School Curriculum and Communication. Although staff satisfaction data highlights marked improvements compared to 2017.

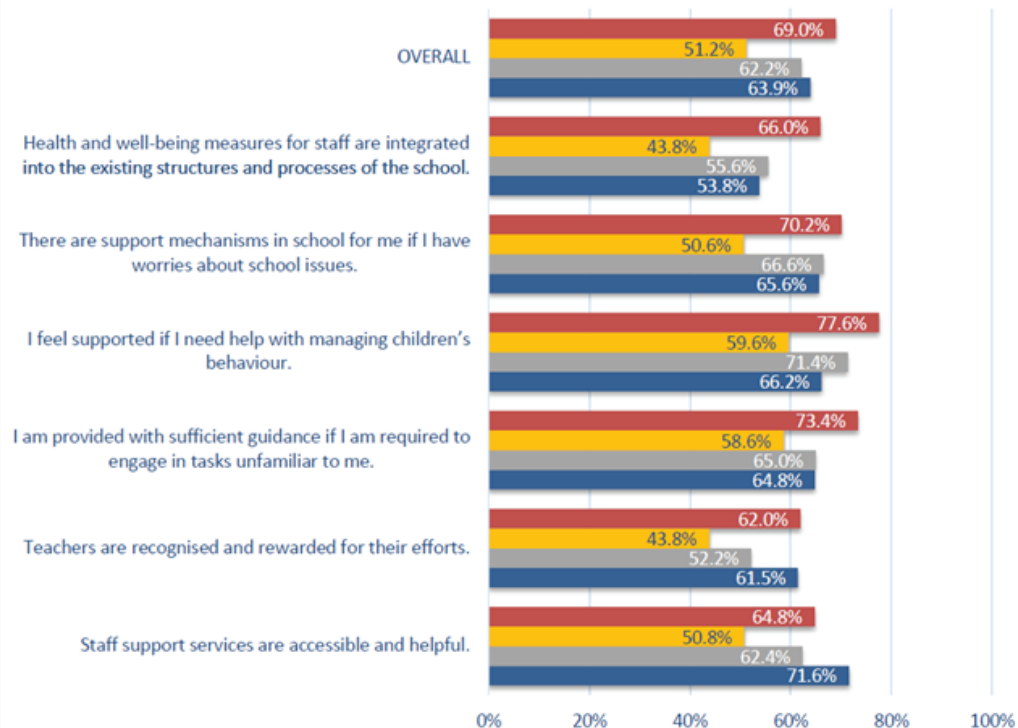
Key Area	Benchmark	2018 Mt Hira College Mean	Difference between Mt Hira College Mean and Independent Schools Mean
1. Guidance and Support	64.8%	69.0%	+4.2%
2. School Environment	65.2%	78.6%	+13.4%
3. Morale	66.1%	74.2%	+8.1%
4. School Curriculum	68.3%	67.8%	-0.5%
5. Goal Congruence	74.6%	80.6%	+6.0%
6. Personal Development	65.1%	73.3%	+8.2%
7. School Communication	61.3%	61.3%	0.0%
8. Technology and Resources	62.4%	75.3%	+12.9%
9. Leadership and Management	62.1%	70.9%	+8.8%
OVERALL	65.5%	72.3%	+6.8%



FURTHER BREAKDOWN

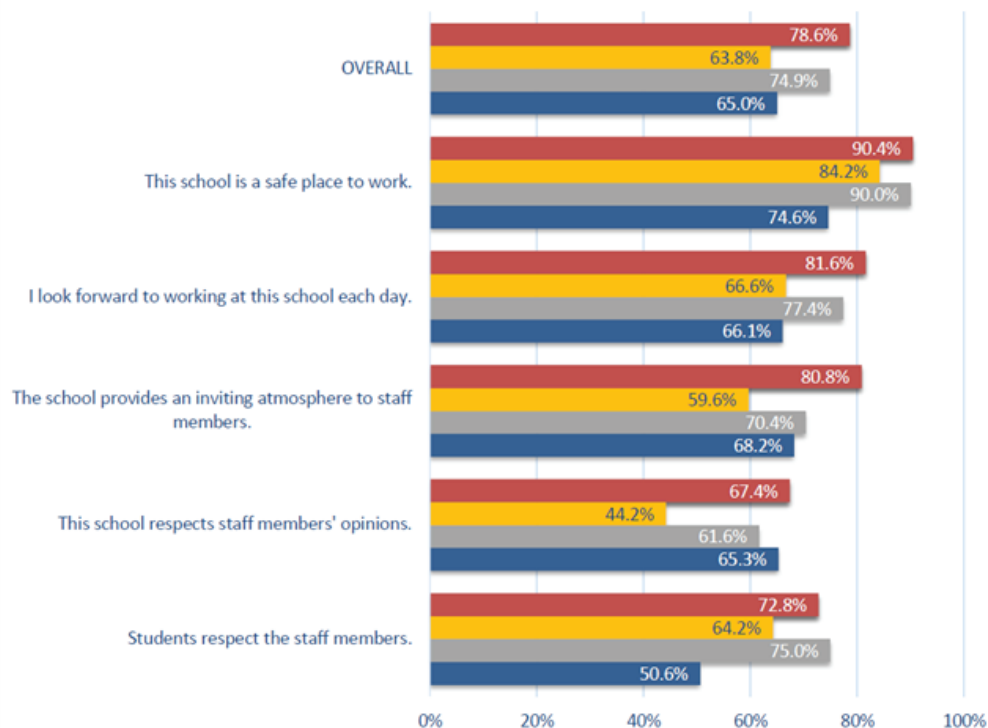
Guidance and Support

■ 2018 Mt Hira College Mean ■ 2017 Mt Hira College Mean ■ 2016 Mt Hira College Mean ■ National Mean



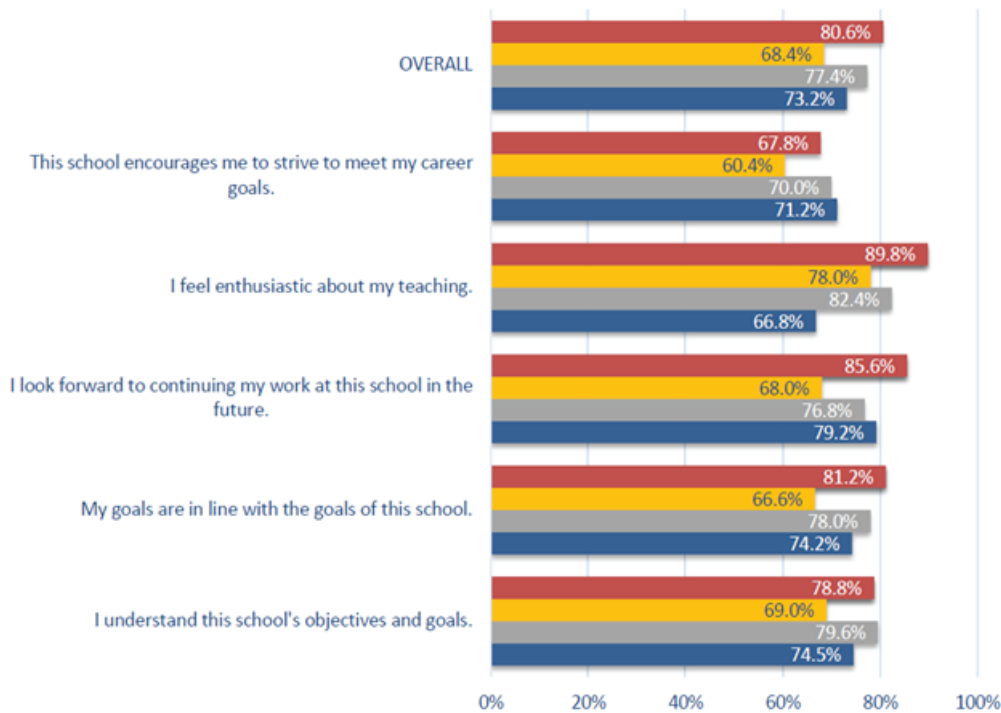
School Environment

■ 2018 Mt Hira College Mean ■ 2017 Mt Hira College Mean ■ 2016 Mt Hira College Mean ■ National Mean



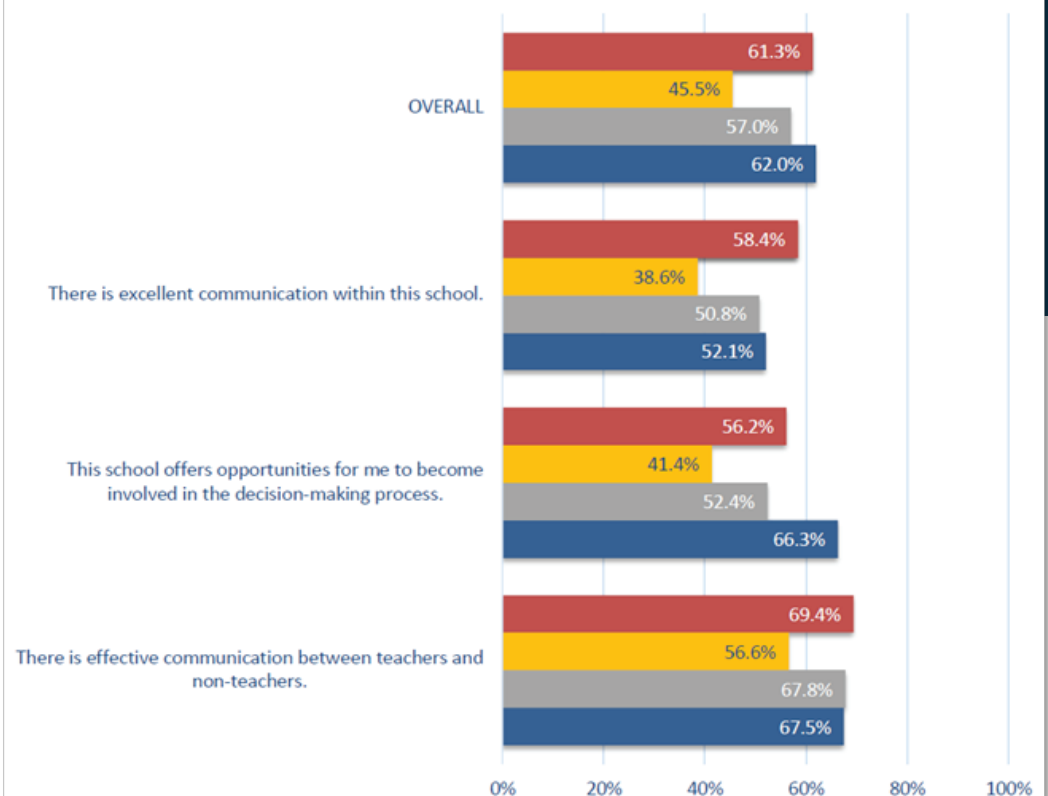
Goal Congruence

■ 2018 Mt Hira College Mean ■ 2017 Mt Hira College Mean ■ 2016 Mt Hira College Mean ■ National Mean



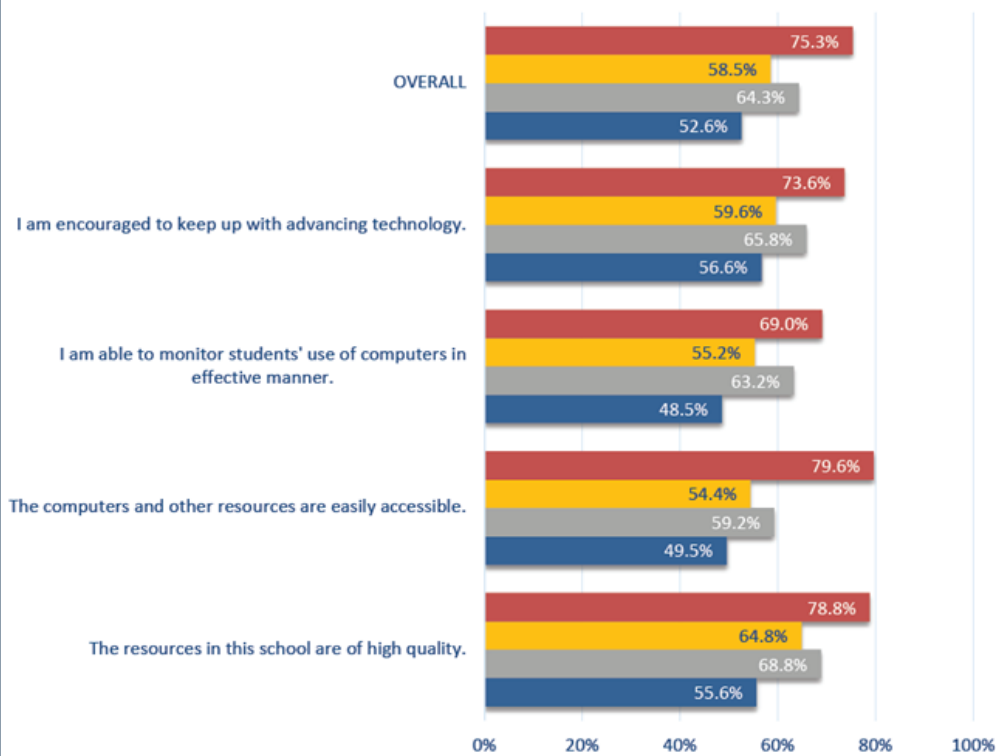
School Communication

■ 2018 Mt Hira College Mean ■ 2017 Mt Hira College Mean ■ 2016 Mt Hira College Mean ■ National Mean



Technology and Resources

■ 2018 Mt Hira College Mean ■ 2017 Mt Hira College Mean ■ 2016 Mt Hira College Mean ■ National Mean



Leadership and Management

■ 2018 Mt Hira College Mean ■ 2017 Mt Hira College Mean ■ 2016 Mt Hira College Mean ■ National Mean

