



Annual Report 2016

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 hold universal values in a globally and technologically advancing society.

VISION

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 Islamic identity, who are committed, compassionate and hard-working citizens, and are ready to contribute positively and productively to Australian society.

PEDAGOGICAL VISION

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

VALUES

Excellence Respect Honesty Responsibility Fairness

SCHOOL PROFILE

Mt Hira College is an Islamic co-educational Foundation to Year Twelve College located in the South-Eastern suburb of Keysborough. The College was established in 2000 and has steadily grown to cater for more than 540 students in 2016.

Mt Hira College is a multi-cultural College with students coming from a wide range of backgrounds. The majority of students come from an Islamic background, but there are a few families from non-Islamic backgrounds. All nationalities, cultures and faiths are welcome at Mt Hira College.

Most students at Mt Hira College are bilingual. Currently the largest cultural group is Turkish (approximately 41%) with the other 59% coming from a range of backgrounds including: Albanian, Bosnian, Afghani, Iraqi, Lebanese, Iranian, Somalian and Pakistani backgrounds to name a few. More than twenty languages are spoken in the home with English the home language of just over 7% of students.

The College has spacious grounds including two well-maintained sports fields, basketball/tennis courts and an adventure playground, futsal courts, a running track and tennis courts. The wonderful modern facilities include light and spacious classrooms, an extensive library, three computer laboratories, two well-appointed art rooms, a modern Science Centre and a large gymnasium/multi-purpose hall with a fully functional stage for productions.

Mt Hira College offers many co-curricular programs including Inter-school Sports, Special Assistance Programs, Debating, Camps, Excursions, Incursions, Inter-school sports, Athletics Carnival, Swimming, Building Bridges Program and Student Leadership opportunities including a Student Representative Council. All Muslim students are required to attend noon prayer with the Secondary students attending the Mosque with other community members and the primary students learning how to pray in the gymnasium.

PRINCIPAL'S REPORT

In 2016 the change process at Mt Hira College was well underway focusing on improving academic results, ensuring support mechanisms were in place for students with additional needs, ensuring there was a process of accountability and ensuring policy processes and procedures were in place to enable best practice in education.

The students from Mt Hira College performed satisfactorily in 2016. They achieved improved results in several areas and our student numbers continued to grow, with an increase of about 2% from 2015.

Our NAPLAN results have slightly improved, and we are continuing to work with students a lot more to understand the language of the NAPLAN to help improve results further.

In VCE, our average ATAR improved significantly from 2015 with the highest ATAR being a score of 84.10. Thirty-One students successfully completed their VCE in 2016. Twenty-six students applied for VTAC tertiary courses. Twenty-four students (or 92%) received offers for such courses. For round one offers, eighteen (75%) students received offers for university courses, five students received offers for TAFE Institute courses and one student received an offer for an Independent Tertiary College. Two students did not receive a VTAC round one tertiary course offer.

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 experiences and opportunities. Students went on excursions related to the topics being studied in class including going to Science Works, the Immigration Museum, Victorian Art Gallery and Imax. There were also a number of incursions including special speakers and specific learning activities such as cyber bullying. Students in Years Five, Seven, Eleven and Twelve attended camps with the Year Three students having an overnight stay at Science Works. Our Year Nine students were offered a chance to attend our first ever overseas trip to China, which was a great success with the students attending saying that it was a trip of a lifetime.

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

Mt Hira College believes that it is important for students to be fit and healthy and to assist with this our students were involved in a number of physical education events. Swimming was offered to all primary classes, Interschool Sports for both Primary and Secondary students, an Athletics Carnival for the whole school and Cross Country were just a number of the sports that students participated in.

Other special events were also organised to engage students including. We also had some visitors to the College during the year from Japanese students studying at Monash University and visits from various other countries.

The College also promotes care for people who are less fortunate. The College raised money to support Jeans for Genes Day, The Good Friday Appeal and also supported and donated food to the Halal Food Bank, Community Care Network, Asylum Seeker Resource Centre, the Country Fire Authority (CFA) amongst others.

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 school visit each other's schools and learn about their religions and engage in a number of discussion groups about relevant 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.

A number of special days and events were organised at the College including celebrating the International Children's Festival, Eid celebrations, Harmony Day, Turkish Republic Day, Book Week Character Parade and a Primary concert. Parents were invited into the school for special activities and information sessions. Early in the year we held a 'Meet and Greet' so families could meet each other and it helped new families settle into the school. Information sessions were held for our Junior, Middle School and Senior School parents and students. A number of parents attended our Parent Helpers sessions so that they can assist in classrooms, on excursions and in many other ways. All parent volunteers must have a Working with Children's check before they can assist in the school.

The Parents' Association worked hard and ran a number of activities including the annual Mother's stall. The efforts of the Parents' Association are much appreciated by the College.

Mt Hira College offered a range of co-curricular programs and activities including Debating and Tournament of Minds. During 2016 we continued to perform well in Debating, our teams competed against many of the local schools who were much larger than us, but our results were very impressive.

Mt Hira College is continuing to grow and develop in student numbers, facilities and programs offered.

STAFF ATTENDANCE

Staff attendance was barely satisfactory during 2016 and had slightly decreased from the previous year. The average number of days absent from school was 7.15 for the year. A number of the staff had five days or less absence during the year, which is a wonderful effort. A small 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. Strategies will need to be put in place in order to further reduce teacher absenteeism as this has an effect on student learning.

STAFF RETENTION

At the end of 2016 there were a number of staff changes. Two teachers left at the end of Term One to take on new challenges. One teacher took leave, one returned to their previous school while another went on to open a school. None of the teachers who took leave for the 2016 academic year returned. Four staff members left due to the rapid changes in the College structure.

TEACHER QUALIFICATIONS

All teachers at Mt Hira College are registered with the Victorian Institute of Teaching. Most teachers have full registration, with four at the beginning of 2016 being provisionally registered. Three Language 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 History 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.

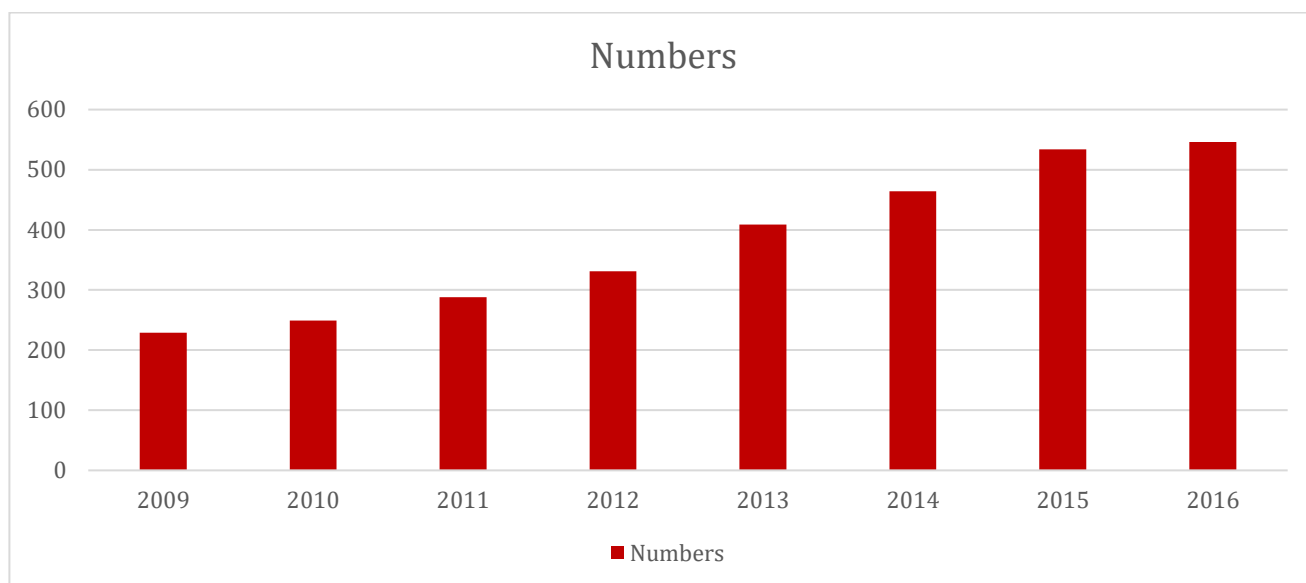
All staff attended Curriculum Days, which focused on improving student learning outcomes and school improvements – e.g. improving English and Mathematics, classroom management, respectful relationships and so on.

In the Primary school 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 \$55,000 on professional development for the 2016 school year and teachers spent on average more than Sixty hours attending professional development. This money did not cover the cost of all programs or the teacher replacement costs. We were also able to get some free professional learning activities as they were funded through other organisations.

STUDENT ENROLMENTS

Enrolments have increased during the last few years and there has been an increase of over 120% from 2009 to 2016. The graph below demonstrates this increased enrolment from 2009 to 2016. These enrolment numbers are taken from the February Census each year, and each year we enrolled more students during the year. Interest for 2017 continued to be high during 2016.



STUDENT ATTENDANCE

During 2016 student attendance has improved over 2015 figures. 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 decreased from 16.28 days absent in 2015 to 14.6. Days absent in 2016.

The average for the secondary school was marginally better than the primary 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.

Grade	Average Absence 2016	Average Absence 2015
PREP	16	14
YEAR 1	11	20.1
YEAR 2	13.5	20
YEAR 3	14	18.3
Year 4	11	17.9
Year 5	10.5	12.1
Year 6	10	16

The Primary school average was 12.0 in 2016 as compared to 16.9 days absent in 2015. This is a significant improvement on previous years.

Grade	Average Absence 2016	Average Absence 2015
Year 7	9.9	16.8
Year 8	15.6	15.8
Year 9	11.6	17
Year 10	15	14
Year 11	18.6	12.9
Year 12	15	16.8

The Secondary school average was 14.2 days absent per year. This is lower than the 2015 data.

IMPROVEMENT PLAN

During 2016 the College continued to focus on improving learning and teaching with the aim of improving student learning outcomes. There was focus on students with additional needs with a focus on identifying students with additional learning needs. Teachers shared learning and teaching activities in order to be more collaborative and share resources. An analysis of data such as NAPLAN, PAT-R, PAT-M, PAT-S, South Australian Spelling, Numeracy Progress Test and the PM Benchmark was conducted. Developing teachers' skills has been a focus and the Assistant Principal – Academic and Innovation worked closely with teachers to assist them in their development.

STUDENT ACHIEVEMENT AND NATIONAL BENCHMARKS

The results of the NAPLAN were quite similar to last year. Some areas gained while some areas saw a drop. A closer analysis of NAPLAN data will need to be done to see which areas our students excel in and in which areas they are weak.

YEAR THREE

Reading – 100% of all Year Three students were at or above the National Minimum Standard. This is an improvement on last year where two students were identified as being below the National Minimum standard.

Writing – 100% of all Year Three students were above the National Minimum Standard. There has been a steady improvement during the last few years which is pleasing to see.

Spelling – 100% of our students achieved at or above the National Minimum Standard in Spelling.

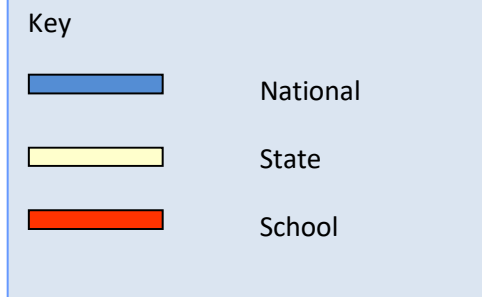
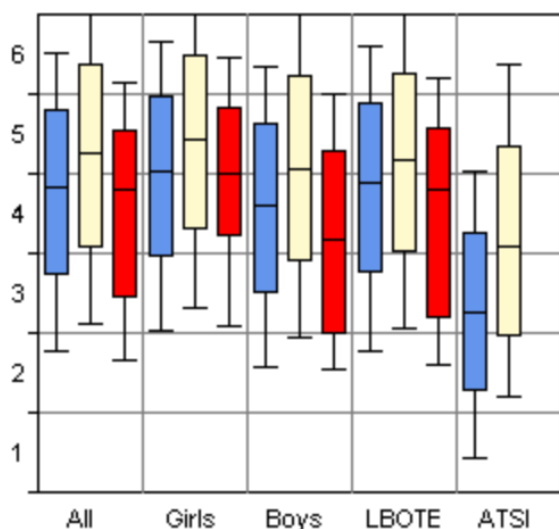
Grammar and Punctuation – 98% of all students achieved at or above the National Minimum Standard in Grammar and Punctuation. This result is slightly down from last year.

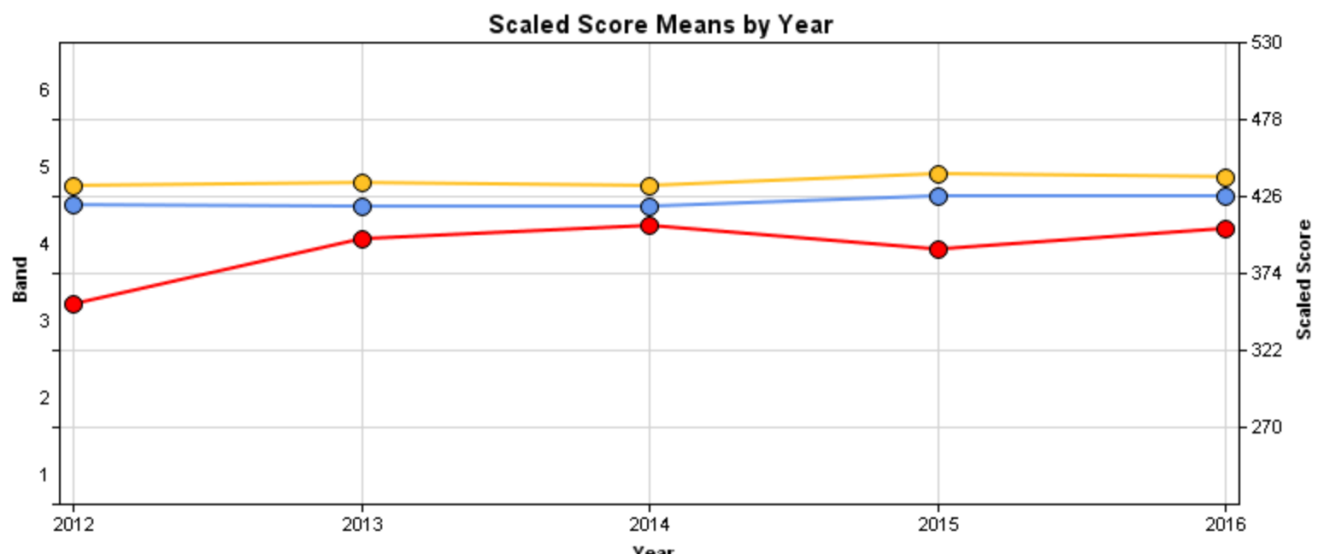
Numeracy – 98% of students achieved at or above the National Minimum Standard in Numeracy with. This result has increased from last year.

YEAR THREE NAPLAN RESULTS 2016

READING

Band





YEAR FIVE

Reading – 90% of all Year Five students achieved at or above the National Minimum Standard, this result is slightly higher than last year.

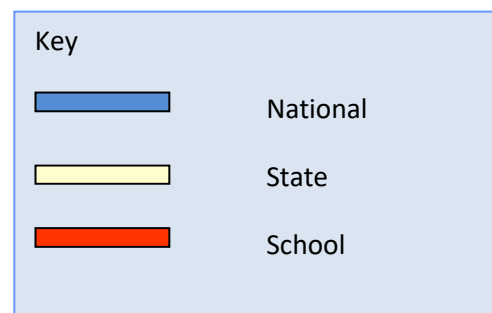
Writing– 98% of students achieved at or above the National Minimum Standard for writing, with 88% achieving above the standard.

Spelling – 98% of students achieved at or above the National Minimum Standard this was slightly down from last year.

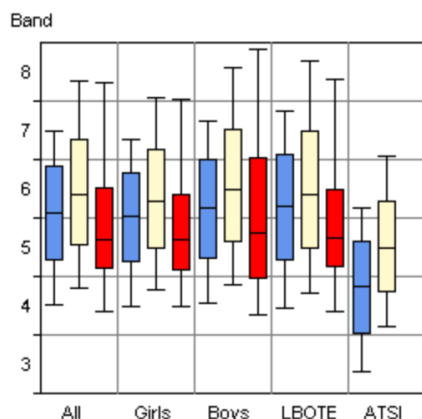
Grammar and Punctuation –92% of students achieved at or above the National Minimum Standard for Grammar and Punctuation.

Numeracy – 100% of all Grade 5 students achieved at or above the National Minimum Standard in Numeracy. This result has remained consistent from last year.

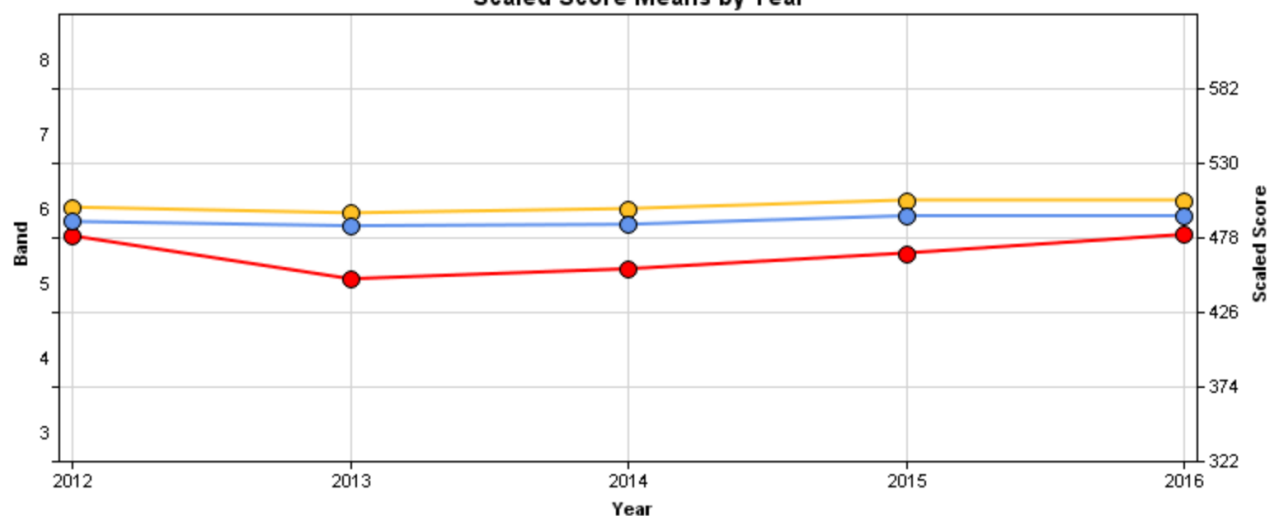
YEAR FIVE NAPLAN RESULTS 2016



NUMERACY



Scaled Score Means by Year



YEAR SEVEN

Reading – 96% of all Year 7 students achieved at or above the National Minimum Standard in reading. This was pleasing as it was a slight improvement from last year.

Writing – 98% of all Year 7 students achieved at or above the National Minimum Standard in Writing.

Spelling – 100% of all Year 7 students achieved at or above the National Minimum Standard in spelling. This result has increased by 15%.

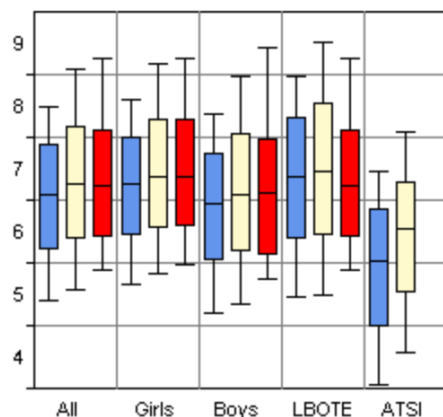
Grammar and Punctuation – 96% of all students achieved at or above the National Minimum Standard. This result has increased from last year.

Numeracy – 96% of all students in Year 7 were at or above the National Minimum Standard in Numeracy. There was a slight increase on the previous year.

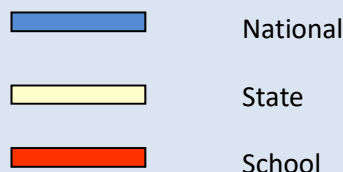
YEAR 7 NAPLAN RESULTS 2016

SPELLING

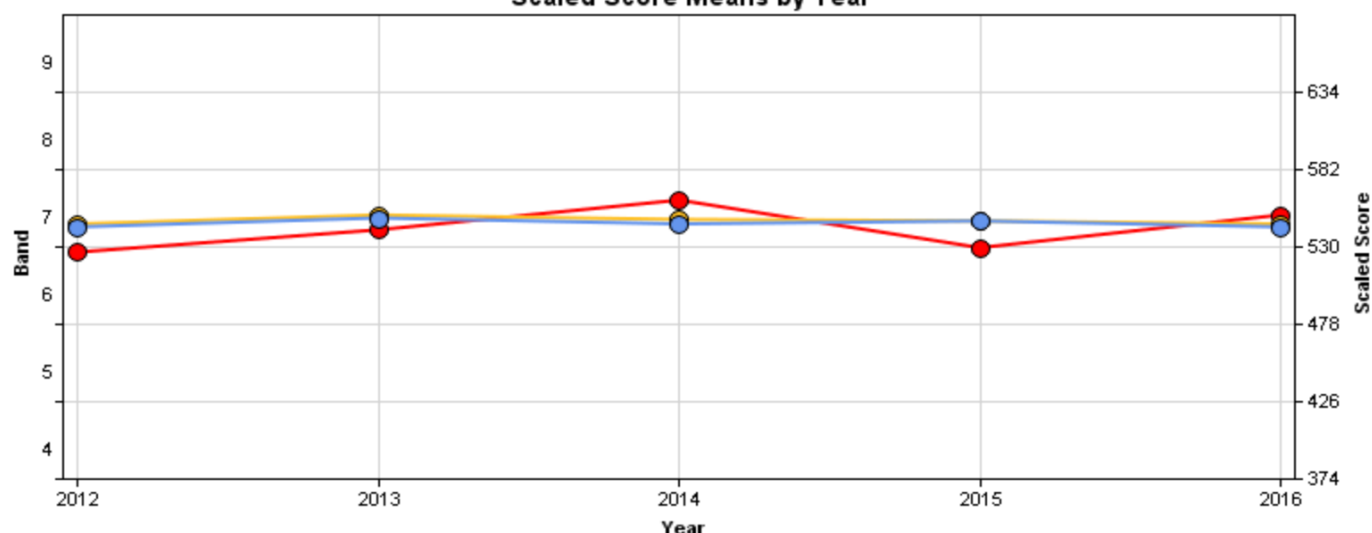
Band



Key



Scaled Score Means by Year



YEAR 9

Reading – 93% of all Year 9 students achieved at or above the National Minimum Standard. This is a slight increase on last year's results.

Writing – 91% of all Year 9 students achieved at or above the National Minimum Standard in Writing. This result has decreased slightly from the previous year.

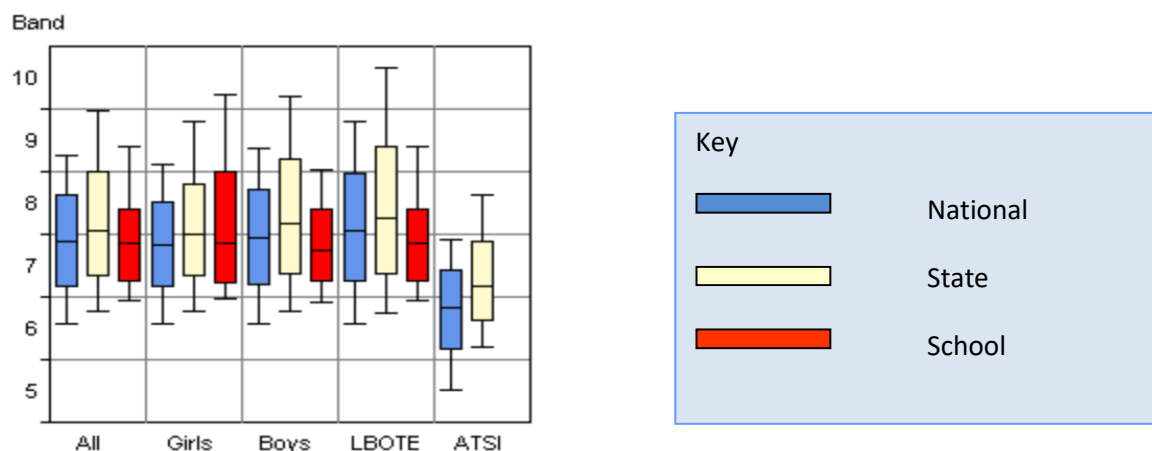
Spelling – 93% of our students performed at or above the National Minimum Standard.

Grammar and Punctuation – 95% of students achieved at or above the National Minimum Standard in Numeracy. This result is significantly higher than the previous year.

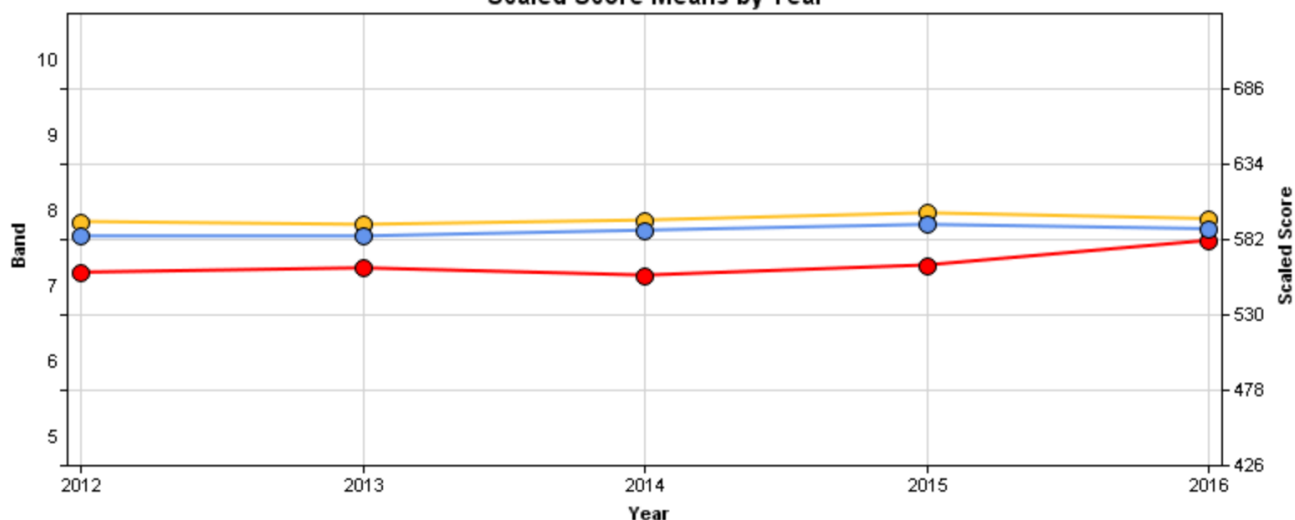
Numeracy – 100% of students achieved at or above the National Minimum Standard in Numeracy. There has been no change from the previous.

YEAR 9 NAPLAN RESULTS 2015

NUMERACY



Scaled Score Means by Year



Overall, students' achievements have slightly increased from 2015 to 2016 when looking at the percentage of students achieving at or above the National Minimum Standards. The improvements made are positive and they provide us with a solid base to work from. Greater emphasis will be placed on Reading as it seems to be low across the Year levels. Some attention needs to be paid to Numeracy to further better our results and the Junior School will need to look at Grammar and Punctuation.

2008	2009	2010	2011	2012	2013	2014	2015	2016		
Colour Scheme		Red & Green	Submit		Alternate view: Results in graphs					
	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	404 384 - 424		430 413 - 447		428 410 - 447		412 391 - 434		384 366 - 401	
	SIM 400 391 - 409	ALL 426	SIM 404 396 - 412	ALL 421	SIM 396 388 - 405	ALL 420	SIM 407 397 - 417	ALL 436	SIM 380 372 - 388	ALL 402
	483 466 - 501		490 473 - 506		499 483 - 515		484 465 - 503		480 464 - 495	
Year 5	483 474 - 492		462 454 - 471		477 469 - 485		490 481 - 499		479 471 - 487	
	SIM 483 512 - 527	ALL 502	SIM 462 492 - 509	ALL 476	SIM 477 524 - 539	ALL 493	SIM 490 512 - 529	ALL 505	SIM 479 521 - 536	ALL 493
	524 508 - 540		539 521 - 557		551 535 - 568		541 523 - 559		536 520 - 551	
Year 7	520 512 - 527		500 492 - 509		532 524 - 539		520 512 - 529		528 521 - 536	
	SIM 520 557 - 572	ALL 541	SIM 500 525 - 544	ALL 515	SIM 532 561 - 577	ALL 543	SIM 520 547 - 564	ALL 540	SIM 528 564 - 579	ALL 550
	561 544 - 579		560 539 - 582		601 583 - 619		572 553 - 590		581 566 - 596	
Year 9	564 557 - 572		534 525 - 544		569 561 - 577		556 547 - 564		572 564 - 579	
	SIM 564 557 - 572	ALL 581	SIM 534 525 - 544	ALL 549	SIM 569 561 - 577	ALL 580	SIM 556 547 - 564	ALL 569	SIM 572 564 - 579	ALL 589
	561 544 - 579		560 539 - 582		601 583 - 619		572 553 - 590		581 566 - 596	

■ substantially above
 ■ above
 close to
 ■ below
 ■ substantially below
 SIM = schools serving students from statistically similar backgrounds ALL = Australian Schools Average

Professional Learning Teams (PLTs) continued to go ahead as per 2015. The effectiveness and structure of PLT's has been monitored by the Head of Sub-Schools to ensure that they are running as effectively as they should be to ensure that it has a positive impact on student learning. The timetable structure and time allocations did not change from 2015.

VALUE ADDED

A number of programs and activities were maintained or implemented during the year to provide extra support to our students.

- Excursions, Incursions and Camps were organised to support the curriculum and student learning.
- A swimming program was offered for all primary school students
- A Meet and Greet was offered early in the year to encourage families to meet and create a sense of community.
- Students entered competitions to provide extra stimulus and encourage engagement. Large numbers participated in the Australian Mathematics Competition with a number of students achieving distinctions and credits.

- Students participated in an Inter-Faith Program – Building Bridges – to learn more about different faiths and engage with students from other schools and communities.
- Debating teams participated in competitions and achieved very positive results, often competing against and beating much larger schools.
- Harmony Day, International Children’s Day, Book Week and Literacy and Numeracy Week were celebrated.
- Inter-school sport was organised for primary and secondary students.
- An orientation program was developed to assist with a smooth transition from Kinder to Foundation and from Year Six to Year Seven and all the way through to Year Twelve.
- Information sessions were held for students and families to inform them about the year ahead.
- Work experience was organised for the Year Ten students.
- The Head of Senior School continued to provide excellent support to senior students and manage the VCE program.
- The Assistant Principal – Academic and Innovation assisted teachers to develop a more stimulating and challenging curriculum and provided advice on catering for under-achieving students
- An Induction Program was utilised to assist teachers in their transition to a new school
- Special Event days were conducted in the primary school to engage students.
- A whole school activity day was organized to celebrate the 2016 academic year, with students taking part in its organization and in raising funds.
- Head Start an orientation program was organised for the whole school at the end of 2016. This enabled students to meet their teachers for the following year and also get a head start on curriculum content.

Each of the programs and events will be evaluated and modified on an annual basis. Staff members will continue to plan and implement a range of activities to continue to add value during 2017.

SENIOR SECONDARY SCHOOL

In the Secondary School VCE students were given assistance to maximise their potential by use of the following strategies:

- Holiday classes for VCE students to ensure all content was covered in detail.
- After School classes and individual assistance were offered and provided.
- The College organised practice examination periods for the students during Terms Two and Four. This assisted in preparation for their VCAA November Examinations.
- A trial GAT (General Achievement Test) was also organised for all students completing a VCE Unit 3/4 sequence.
- Students were encouraged to attend examination preparation seminars. The College funded students to attend these seminars in cases where the students organised them in advance.

- Ongoing modifications, where necessary, were made to the students' in-school study environment, for example most student Study Periods were supervised by teachers.
- Continued development of educational resources and technological improvements such as the introduction of the schools Laptop policy and Interactive LED panels in every learning space.
- Teachers offered and provided one-to-one assistance.
- Variety of assessment tasks provided in full accordance with relevant study designs and the VCAA.
- Completion of either one or two Unit 3/4 subject options in VCE in 2015 for Year Eleven students (which students generally performed satisfactorily in.) This provided Year Twelve students with more time to complete study and revision in 2016, as well as to have direct contact with teachers.
- There was a significant focus placed on discussion taking place between teachers, students and parents. The purpose of this discussion was to try to improve student outcomes.
- Completion of a VTAC information evening which significantly assisted student university preference selection.
- Participation in the Year Twelve retreat at the beginning of 2016. This enabled students to participate in team building, motivational and goal-setting activities.

SENIOR SCHOOL OUTCOMES

VCE RESULTS

Thirty-Two students attempted Year Twelve in 2016. Of these all thirty-two undertook the standard VCE program and thirty-one were successful. There was a range of scores with the highest ATAR being 84.10. The mean ATAR was 60.0 (which is comparable with the state ATAR average). These results were significantly better than the 2015 Year Twelve VCE performance. There were also improvements in % study scores of over 30 and the student study score Median. All of this data (ATAR average, Study Score Mean and Median) achieved five year highs.

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.

As the student numbers increase we believe the results will also improve.

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.
- Completion of Elevate Education study skill program.
- 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.

PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

25 out of 38 students, 65%, who completed Year Nine at Mt Hira College went on to complete their VCE certificate in 2016.

Retention rates are improving significantly and we are now seeing many less students leaving at the end of year Nine or Ten. This growth is expected to continue. The school's previous results and the significant improvements that have been made across many areas such as; extra-curricular, teaching programs and student personal growth have led to an increase in student stability throughout the secondary school. This is positively impacting on student retention rates and will also elevate student performance levels in 2017 and also moving forward into the future.

Offering a greater range of subjects and achieving better results will also have a positive impact on retention. The school is gradually increasing the amount of VCE subjects that we are able to offer to our students because of the increase in class sizes.

POST SCHOOL DESTINATIONS

Thirty One students successfully completed their VCE in 2016. This was a completion rate of 97%. Twenty-six students applied for VTAC tertiary courses. Twenty-four students (or 92%) received offers for such courses. For round one offers, eighteen students received offers for university courses, five students received offers for TAFE Institute courses and one student received an offer for an Independent Tertiary College. Two students did not receive a VTAC round one tertiary course offer.

UNIVERSITY ENROLMENTS

The following is a list of the tertiary courses that our 2016 graduates were offered by VTAC for round one:

Course	Institution
Arts (Bachelor Degree)	Victoria University
Biomedical Science (Bachelor Degree)	Deakin University
Commerce/Science (Bachelor Double Degree)	Victoria University
Engineering (Honours - Bachelor Degree)	RMIT University
Food and Nutrition Sciences (Bachelor Degree)	Deakin University
Commerce (Bachelor Degree)	Federation University
Psychology (Honours) (Bachelor Degree)	Monash University
Economics and Finance (Bachelor Degree)	RMIT University
Landscape Architecture (Bachelor Degree)	RMIT University
Law (Bachelor Degree)	Swinburne University
Interior Design and Decoration (Diploma)	Swinburne TAFE
Business (Associate Degree)	RMIT University
Arts/Commerce (Bachelor Degree)	Deakin University
Finance (Bachelor Degree)	La Trobe University
General Studies (Diploma)	University of Melbourne
International Business (Diploma)	RMIT TAFE
Health Sciences (Bachelor Degree)	Deakin University
Engineering - Chemistry (Honours) (Bachelor Degree)	RMIT University
Engineering - Chemistry (Honours)/ Business Management (Bachelor Double Degree)	RMIT University
Nursing (Bachelor Degree)	Federation University
Screen Production (Bachelor Degree)	Swinburne University

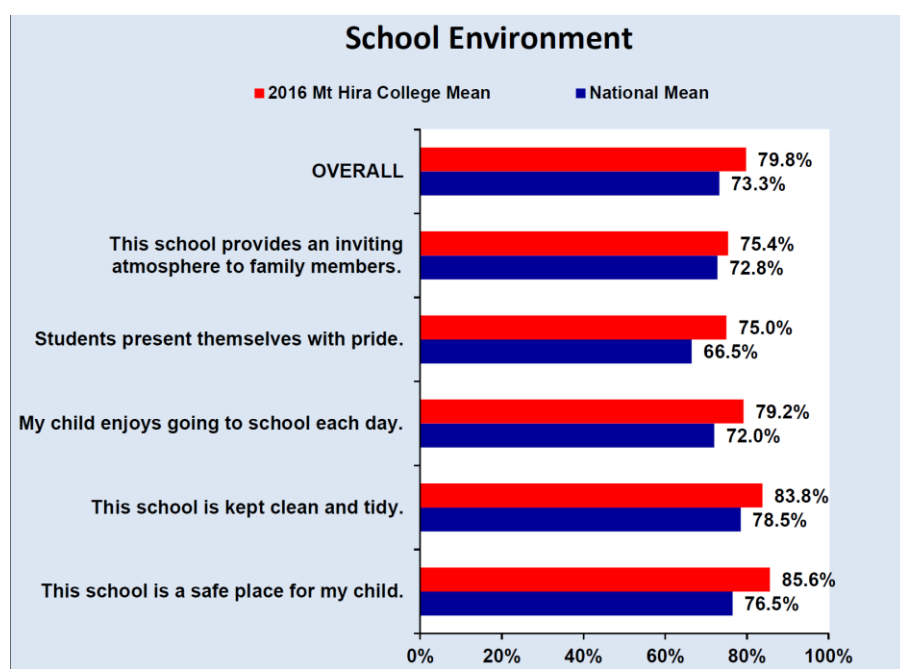
Screen and Media (Certificate 4)	Swinburne TAFE
Health Sciences (Diploma)	Deakin College
Accountancy (Bachelor Degree)	RMIT University

SCHOOL SATISFACTION

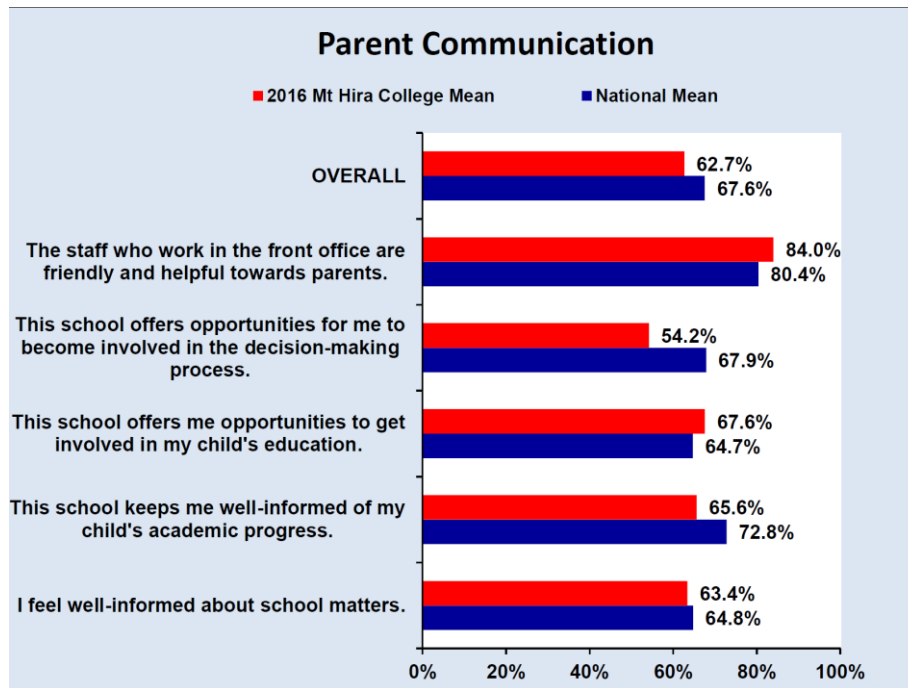
In 2016 we undertook staff, parent and student surveys to determine where our College sits within the National benchmarks. By outsourcing the surveys we also felt that all parties would be a lot more comfortable to provide their honest feedback.

Parent Opinion

Parents at Mt Hira College showed the highest level of satisfaction with the areas of School Environment and Guidance and Support and the lowest levels with the areas of Parent Communication and School Curriculum.



As we can see from the graph above we are above the National Mean in all five points and our overall result is quite high also. We hope to keep this up in the future.



Parents feel that our communication needs some work and we have put steps in place to better our communication with the parents, which includes the School Management System, SEQTA. Although continuous reporting has not started on this system as yet, notices, pastoral care notifications and so on have been utilised quite well.

Student Satisfaction

Students at Mt Hira College showed the highest levels of satisfaction with the areas of Teacher Quality and the lowest levels with Technology and Resources.

Key Area	Benchmark	Mt Hira College Mean	Difference between Mt Hira College Mean and Benchmark
1. Guidance and Support	69.7%	67.9%	-1.8%
2. School Environment	61.4%	68.0%	+6.6%
3. Teacher Quality	63.0%	71.2%	+8.2%
4. School Curriculum	65.8%	64.7%	-1.1%
5. Learning Opportunities	68.6%	67.6%	-1.0%
6. Personal Development	66.4%	64.5%	-1.9%
7. Student Behavioural Values	66.5%	70.0%	+3.5%
8. Technology and Resources	64.5%	59.0%	-5.5%
9. Student Relationships	62.6%	70.0%	+7.4%
OVERALL	65.4%	67.0%	+1.6%

We can see that we are above the National Benchmark in a number of areas and slightly below in others. Our overall results in student satisfaction has us at 1.6% above the National Benchmark.

Student Wellbeing

Students at Mt Hira College showed the highest levels of satisfaction with the areas of Motivation and the lowest levels with Optimism. Compared with the overall benchmark which consisted of a representative sample across Australia of 10,000 students' responses, Mt Hira College was:

- Higher than the overall benchmark for each of the key areas
- Overall, Mt Hira College was 4.0% higher than the national benchmark.

Key Area	Benchmark	Mt Hira College Mean	Difference between Mt Hira College Mean and Benchmark
1. Socialisation	73.9%	76.0%	+2.1%
2. Comfort	64.9%	70.3%	+5.4%
3. Self-confidence	72.1%	76.4%	+4.3%
4. Optimism	68.8%	70.2%	+1.4%
5. Motivation	71.0%	77.7%	+6.7%

OVERALL	70.1%	74.1%	+4.0%
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Staff Climate

Staff at Mt Hira College showed the highest level of satisfaction with the areas of Goal Congruence and Personal Development and the lowest levels with the areas of School Communication and Guidance and Support in comparison with the National Benchmark.

The table below displays Mt Hira College in comparison to the selected National School Surveys benchmark data, which is a representative sample of 5,000 staff within Independent Schools in Australia.

Key Area	Benchmark	Mt Hira College Mean	Difference between Mt Hira College Mean and Independent Schools Mean
1. Guidance and Support	64.8%	62.2%	-2.6%
2. School Environment	65.2%	74.3%	+9.1%
3. Morale	66.1%	68.4%	+2.3%
4. School Curriculum	68.3%	62.6%	-5.7%
5. Goal Congruence	74.6%	77.4%	+2.8%
6. Personal Development	65.1%	76.9%	+11.8%
7. School Communication	61.3%	57.0%	-4.3%
8. Technology and Resources	62.4%	64.3%	+1.9%
9. Leadership and Management	62.1%	63.3%	+1.2%

OVERALL	65.5%	67.4%	+1.9%
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Overall, the Staff Climate survey at Mt Hira College indicates a +1.9% difference between Mt Hira College mean and Independent Schools mean.

The above information gave us valuable insight into how we can continue to improve the quality of education and involvement within the community. The College enrolment trends are positive with strong enrolments and interest for the future. This indicates positive community satisfaction with the College as we do not advertise the College and the majority of our enrolments are referrals and word of mouth.

FORWARD PLANNING

Mt Hira College intends to continue to improve student-learning outcomes and increase enrolments during 2017. The College structure remained the same to ensure stability.

Professional Learning Teams (PLTs) will be allocated specific meeting times to meet on a regular basis to plan together, assess students' learning, identify individual student learning needs and plan specific learning activities for groups of students. They will be expected to plan and teach the same things and moderate all assessments. Leadership team and Executive team to have allocated meeting time organised throughout the week to ensure that College issues can be discussed.

In 2017 we plan to continue developing the skills of teachers not only in their Professional Learning Teams but also by continuing to offer more structured and targeted optional PD's on a weekly basis. Communication will be a focus from leadership to the staff, to ensure all staff are aware of the happenings around the College.