



# ANNUAL REPORT

# 2019

# 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

**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. 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 2019 academic year began optimistically as this was the second year of the new Leadership Team which was formed at the beginning of 2018. This new team was a lot more confident in their second year of their appointments. The introduction and implementation of new programs, procedures and processes last year were imbedded this year. Moving forward, the fruits of these new initiatives from this leadership will undoubtedly be seen in the future years. The aim of 2019 was to continue 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 continued to be a priority for the new Leadership Team this year as well - ensuring that there were processes of accountability and making sure policies and procedures were in place to enable best practice in education.*

*The students at Mt Hira College once again showed signs of progression in their overall performance in 2019. They demonstrated improved results in several areas. Our student numbers on the other hand increased to nearly 600 which was a good sign of a steady growth.*

*NAPLAN results had shown improvements and remains a key focal area. We are particularly focused 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-six students successfully completed their VCE in 2019. Our highest ATAR rank was 98.35 with 15% of students receiving ATARs above 80 and 21% with ATARs above 70. Thirty students applied for VTAC tertiary courses and thirty (100%) received offers for university or TAFE courses. Six 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 but the main highlight was a first time 12 day overseas trip to Turkey. 26 Senior students with 6 staff members visited five major cities in Turkey including Istanbul, Ankara, Konya, Bursa and Canakkale (Gallipoli) for a cultural tour. 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.*

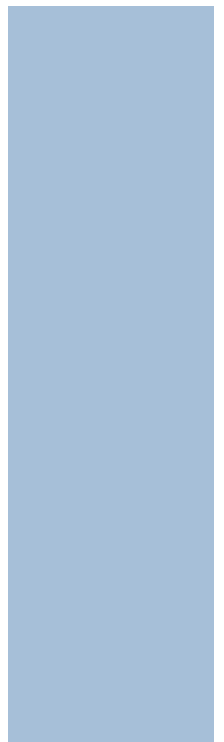
*The College continued to be involved in the Inter-faith Building Bridges Programs. This program provides our Year Ten students with a broader picture of multi-cultural Australia and helps to break down barriers between different faiths and cultures. Students from a range of schools including Catholic, 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.*

*Community care was evident all throughout 2019 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 2019 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 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 2020 year is anticipated to be even more exciting as the official 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 to above 600. 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 2019, student attendance has marginally increased in the Primary School and increased 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 gone up to 19.2 days in 2019 compared to 17.7 days in 2018.

Year	Average Absence 2019	Average Absence 2018	Average Absence 2017
Foundation	25.0	25.0	24.0
Year 1	13.8	17.5	17.1
Year 2	16.8	16.5	22.1
Year 3	19.1	15.4	16.9
Year 4	15.6	15.8	19.9
Year 5	20.4	14.3	20.3
Year 6	18.4	18.8	15.4

The Primary School average was 18.4 days absent in 2019 as compared to 17.6 days absent in 2018.

Year	Average Absence 2019	Average Absence 2018	Average Absence 2017
Year 7	17.3	14.2	12.9
Year 8	19.1	10.8	14.7
Year 9	27.2	21.6	16.3
Year 10	19.5	22.4	16.7
Year 11	20.6	20.2	14.2
Year 12	17.3	17.6	15.8

The Secondary School average was 20.2 days absent in 2019 as compared to 17.8 days absent in 2018.





## STAFF RETENTION

At the end of 2019 there were several staff changes. We had eight teaching staff leave, three of which are noted as maternity leave. Two educational support and three administrative staff members left our school to take up new challenges in other schools. We respect their decisions and wish the best in their new appointments.



## STAFF ATTENDANCE

Staff attendance was satisfactory during 2019 and stable from the previous year. The average number of days teachers were absent from school was 6.8 for the year. 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.



## 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 2019 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 College 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 College 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.

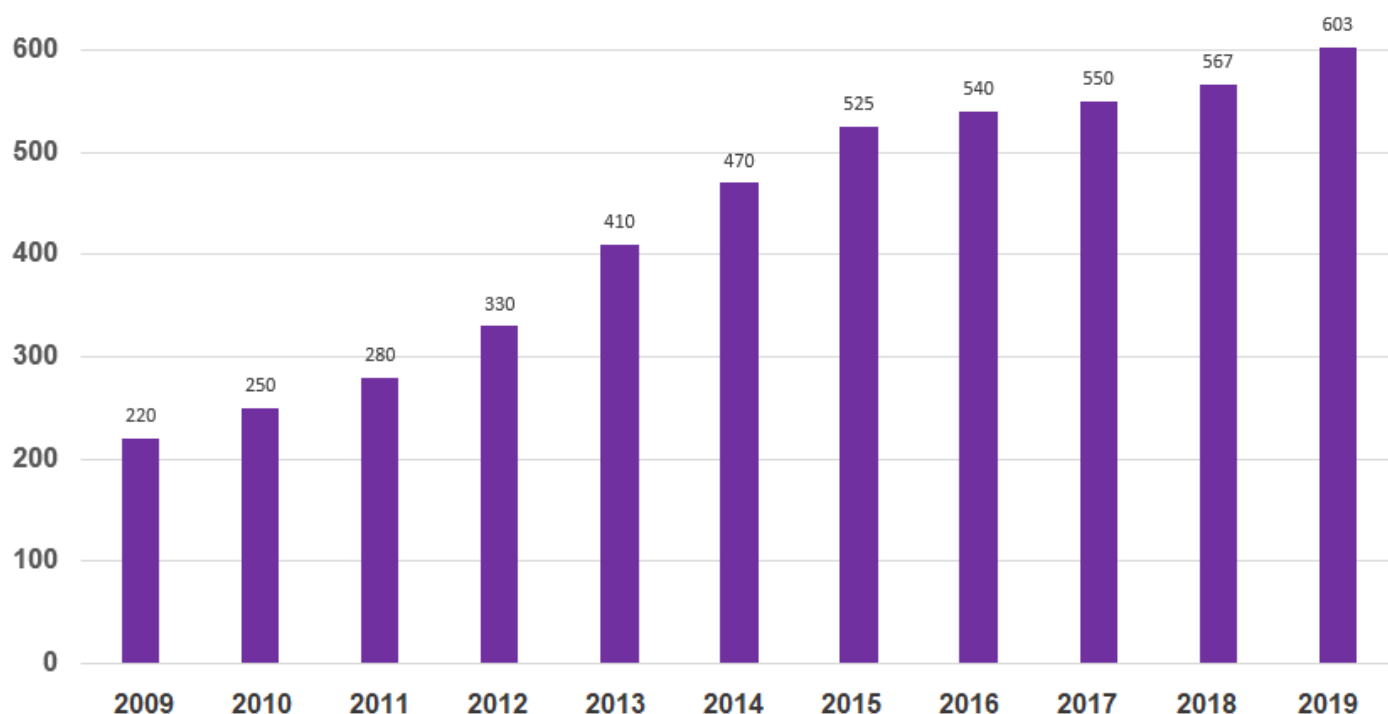
The College spent over \$29,000.00 on professional development for the 2019 schooling year and teachers spent on average more than thirty hours attending professional development. This amount is expected to rise in 2020 as we work on new structuring and evaluation of our teaching practices.



## STUDENT ENROLMENT

Enrolments have increased during the last few years and there has been an increase of over 168% from 2009 to 2019. The graph below demonstrates this increased enrolment from 2009 to 2019. These enrollment numbers are taken from the February Census each year, and each year demonstrates a steady increase on the previous year. We have introduced a third Foundation and Year 7 stream to cater for the rising demand.

### Student Numbers





## 04 IMPROVEMENT PLAN

Throughout 2019, the College built on the work carried out in 2018 with the refinement of procedures to the establishment of new innovated learning areas. The framework put in place in 2018 enabled the streamlining of events and key operational processes. This then enabled more focus on setting up innovations in a variety of areas most notably in teaching and learning. A highlight of 2019 ranged from an upgrade of facilities to the procurement of programs and equipment to support teaching and learning for years to come. Notably, the Middle School classrooms have been upgraded to be more conducive to student group work and the newly constructed Senior School Building has become fully functional with state of the art facilities allowing teachers and students to work in spacious, well-furnished classrooms. The Senior School building includes science laboratories, self-study areas and a student lounge for the Year Twelve students. Future expansions are on the way with a new double story Middle School complex and a second stage of the Senior School building, which will house a library, offices, careers center, digital technologies center, cafeteria and much more.

### Key Initiatives included:

- VCE Student 1-1 IPAD loan program
- SEQTA Kiosk: Automated Student Late & Early Leaver pass system
- ClickView Video Depository Subscription
- Renaissance Reading Comprehension Development programs
- Educational Support Program expansion
- Extra-Curricular Numeracy and Literacy programs
- Mindstorms EVO & Sphero BOLT Robotics program kits
- Drone Racing competition kits
- 3DMe 3D printers
- Swivl automated classroom video recording system
- Video production equipment and setup of our green room

## NAPLAN - STUDENT ACHIEVEMENT AND NATIONAL BENCHMARKS

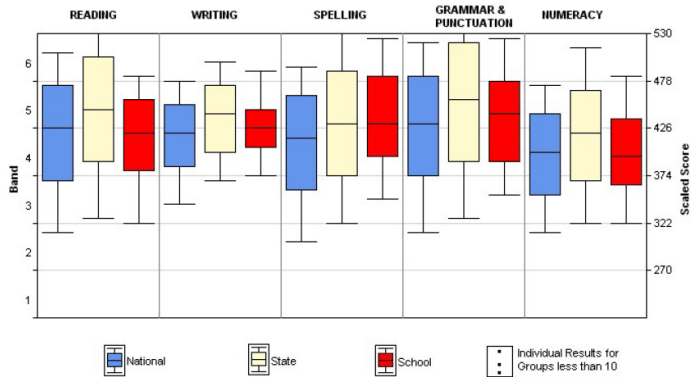
The results of the 2019 NAPLAN testing have mostly improved on last year. We observed gains in multiple areas with a slight drop in our Year Nine Reading and Numeracy results. A closer analysis of NAPLAN data showed notable increase across most year five trends. Junior School has seen the highest gains, and this shows literacy and numeracy interventions are taking effect. New Middle School literacy interventions have been put in place at the end of 2019 with the Renaissance reading comprehension program purchase. Before and after school numeracy support programs started mid-2019 and have proven successful to help students with lower numeracy levels.

# 06 NAPLAN: YEAR THREE

Reading – 100% 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 – 100% of all Year Three students achieved at or above the National Minimum Standard in Grammar and Punctuation.  
Numeracy – 100% of all Year Three students achieved at or above the National Minimum Standard in Numeracy.

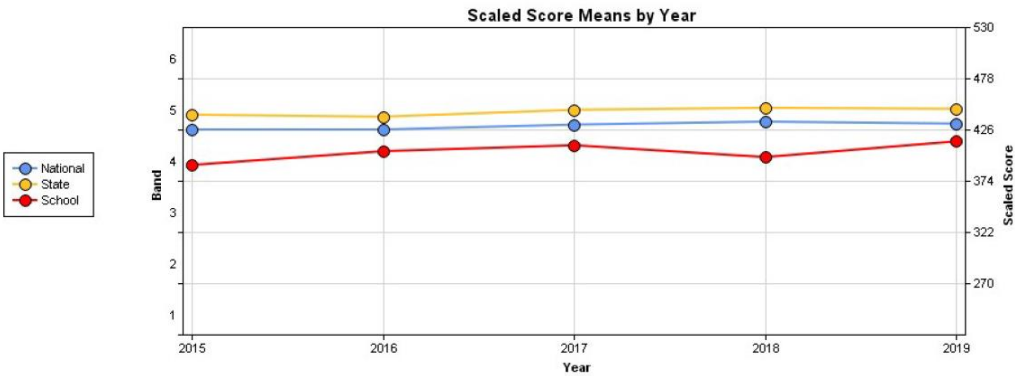
## YEAR THREE NAPLAN

**School Summary Report**  
Year 3 - Gender: All, LBOTE: All, ATSI: All  
Results in this report include data from students who completed NAPLAN Online.

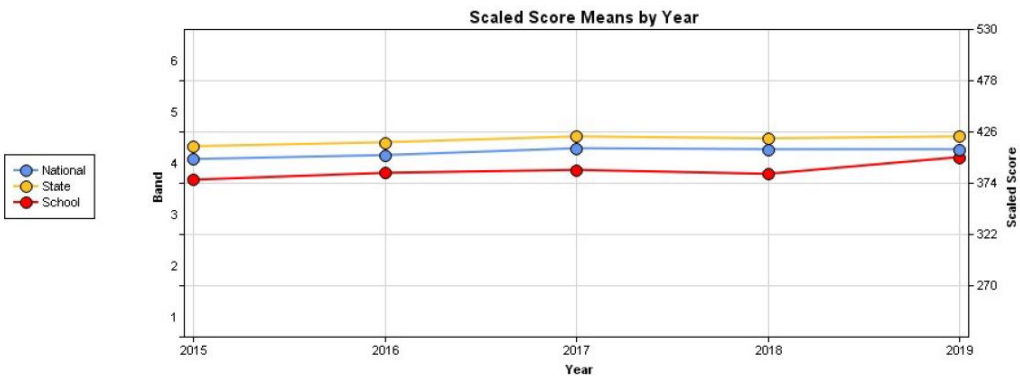


## YEAR THREE NAPLAN 5-YEAR TREND

Reading:



Numeracy:



# 07 NAPLAN: YEAR FIVE

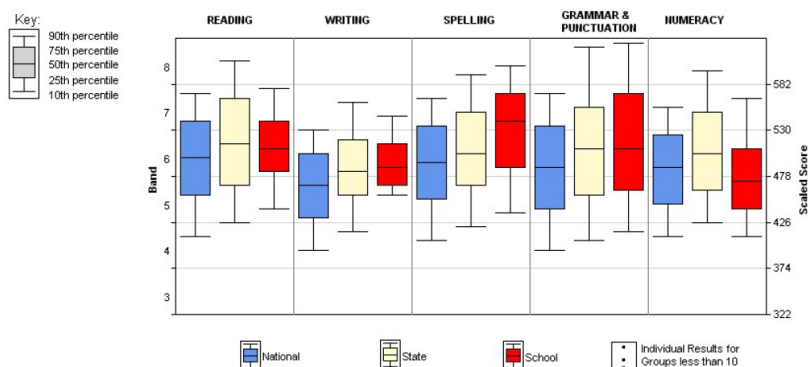
Reading – 100% of all Year Five students achieved at or above the National Minimum Standard.  
 Writing – 100% of all Year Five students achieved at or above the National Minimum Standard.  
 Spelling – 97% of all Year Five students achieved at or above the National Minimum Standard.  
 Grammar and Punctuation – 97% of all Year Five students achieved at or above the National Minimum Standard.  
 Numeracy – 100% of all Year Five students achieved at or above the National Minimum Standard.

## YEAR FIVE NAPLAN RESULTS

### School Summary Report

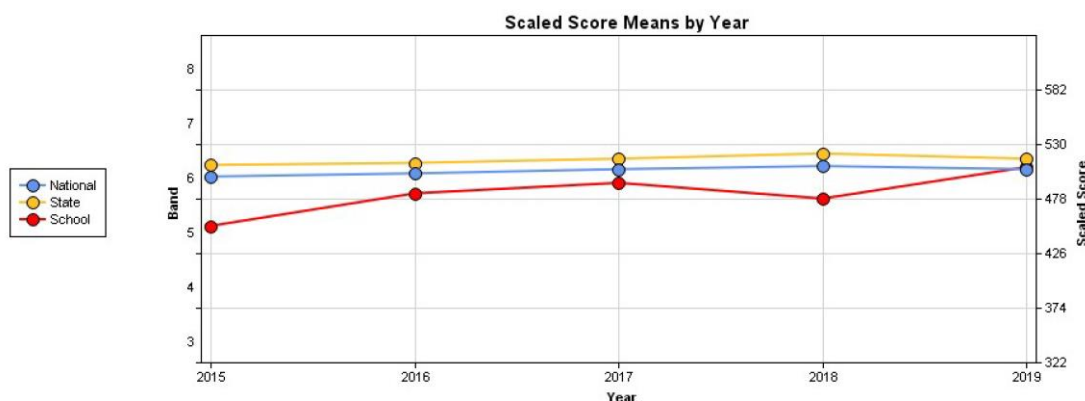
Year 5 - Gender: All, LBOTE: All, ATSI: All

Results in this report include data from students who completed NAPLAN Online.

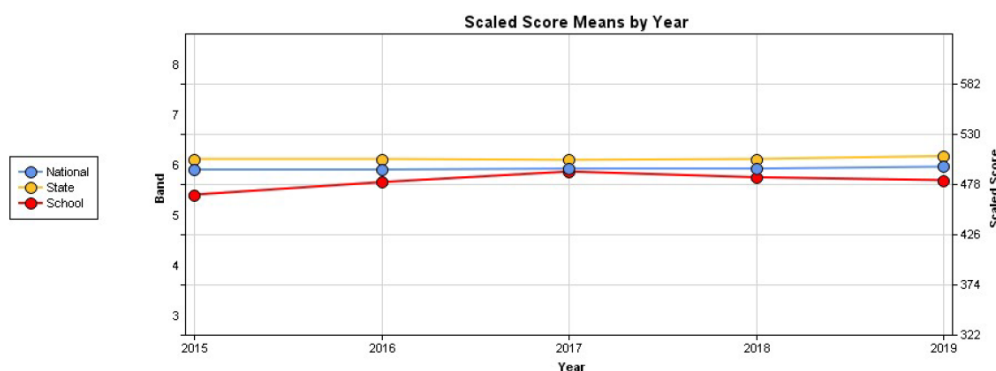


## YEAR FIVE NAPLAN 5 - YEAR TREND

Reading:



Numeracy:



# 08 NAPLAN: YEAR SEVEN

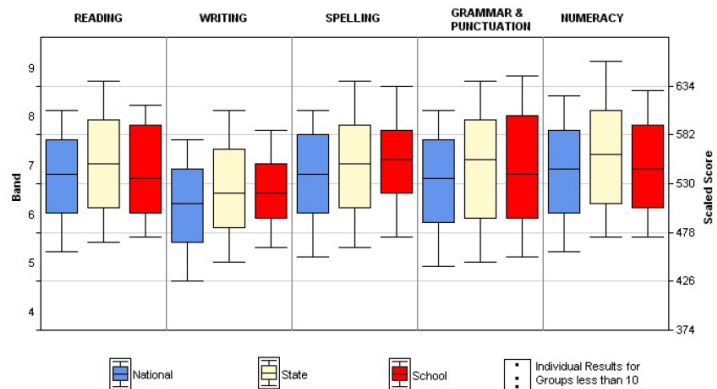
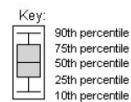
Reading – 97% of all Year 7 students achieved at or above the National Minimum Standard in reading.  
 Writing – 100% of all Year 7 students achieved at or above the National Minimum Standard.  
 Spelling – 98% of all Year 7 students achieved at or above the National Minimum Standard.  
 Grammar and Punctuation – 95% of all Year 7 students achieved at or above the National Minimum Standard.  
 Numeracy – 100% of all students in Year 7 were at or above the National Minimum Standard.

## YEAR SEVEN NAPLAN RESULTS

### School Summary Report

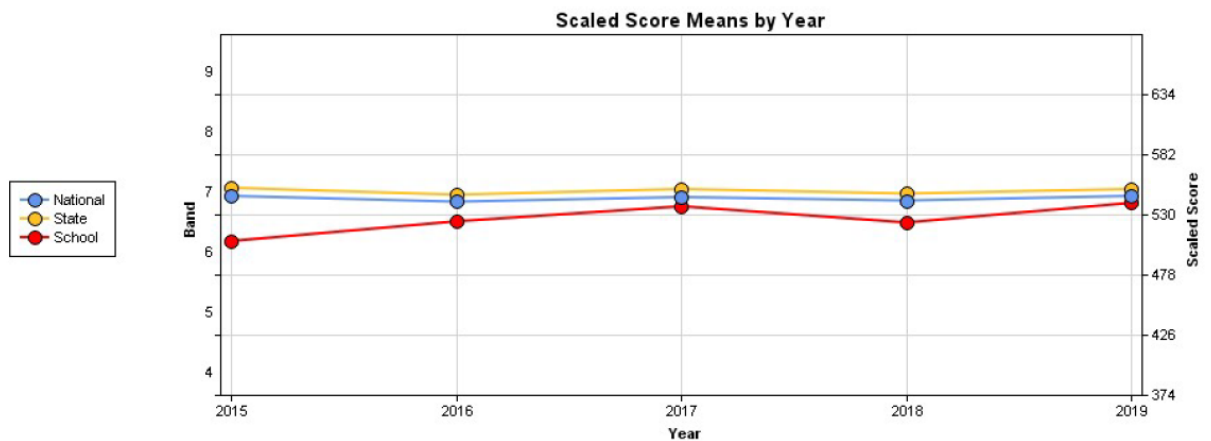
Year 7 - Gender: All, LBOTE: All, ATSI: All

Results in this report include data from students who completed NAPLAN Online.

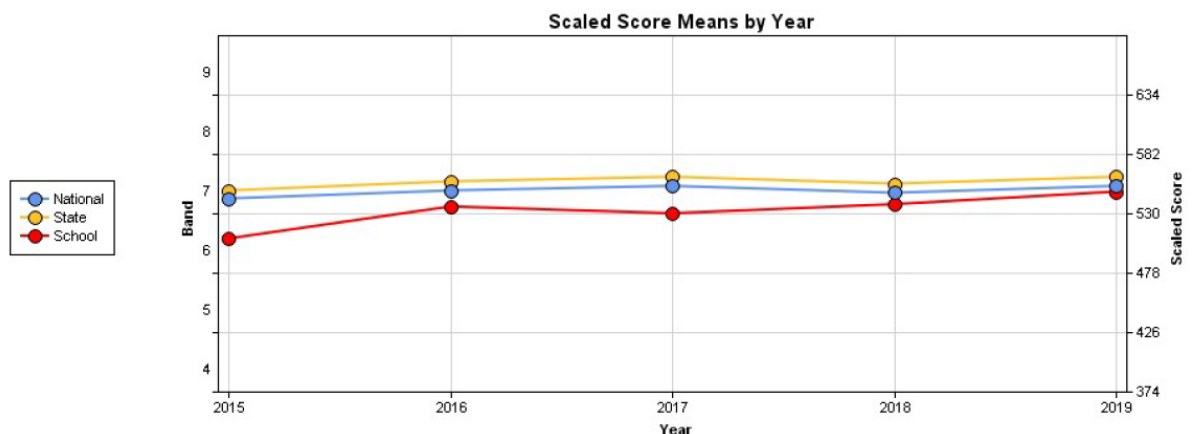


## YEAR SEVEN NAPLAN 5 - YEAR TREND

Reading:



Numeracy:

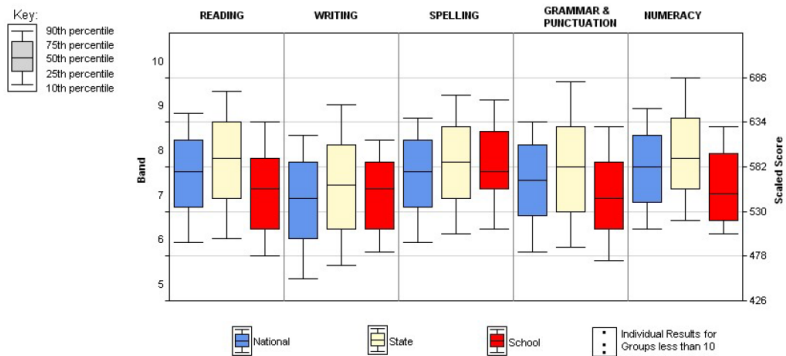


# 09 NAPLAN: YEAR NINE

Reading – 90% of all Year 9 students achieved at or above the National Minimum Standard.  
Writing – 91% of all Year 9 students achieved at or above the National Minimum Standard.  
Spelling – 96% of all Year 9 students performed at or above the National Minimum Standard.  
Grammar and Punctuation – 90% of all Year 9 students achieved at or above the National Minimum Standard.  
Numeracy – 96% of all Year 9 students achieved at or above the National Minimum Standard in Numeracy.

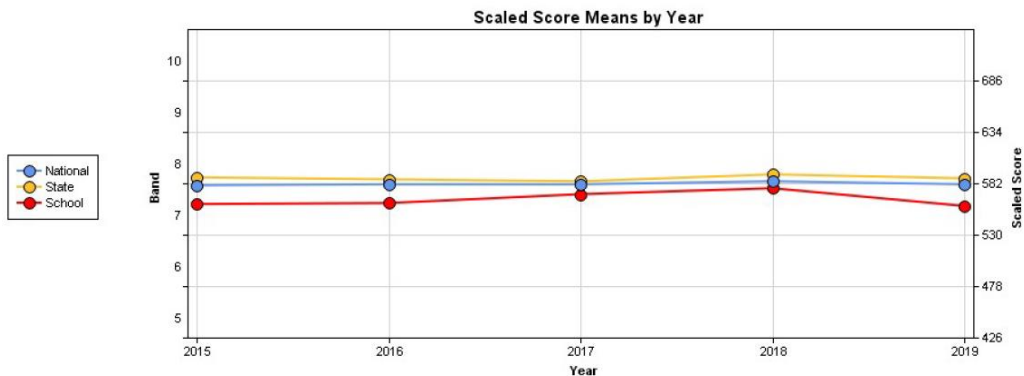
## YEAR NINE NAPLAN RESULTS

**School Summary Report**  
Year 9 - Gender: All, LBOTE: All, ATSI: All  
Results in this report include data from students who completed NAPLAN Online.

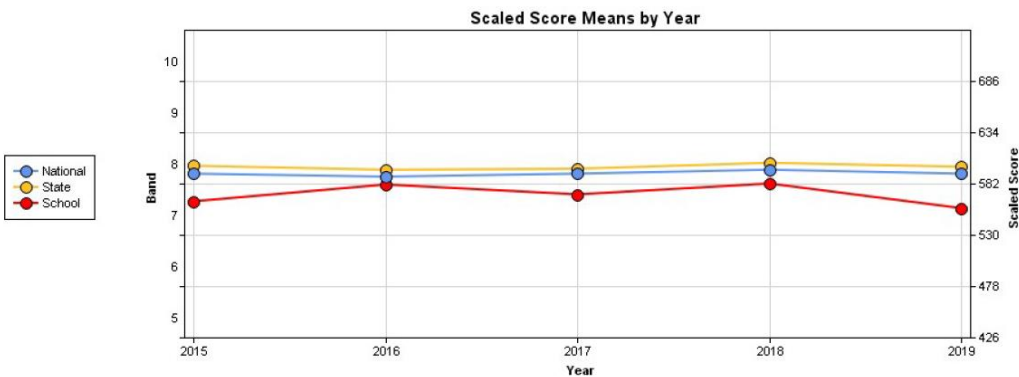


## YEAR NINE NAPLAN 5 - YEAR TREND

Reading:



Numeracy:



Overall, when comparing 2018 to 2019, 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 improving our students' Year Nine Reading and Numeracy capabilities through new programs introduced in 2019.

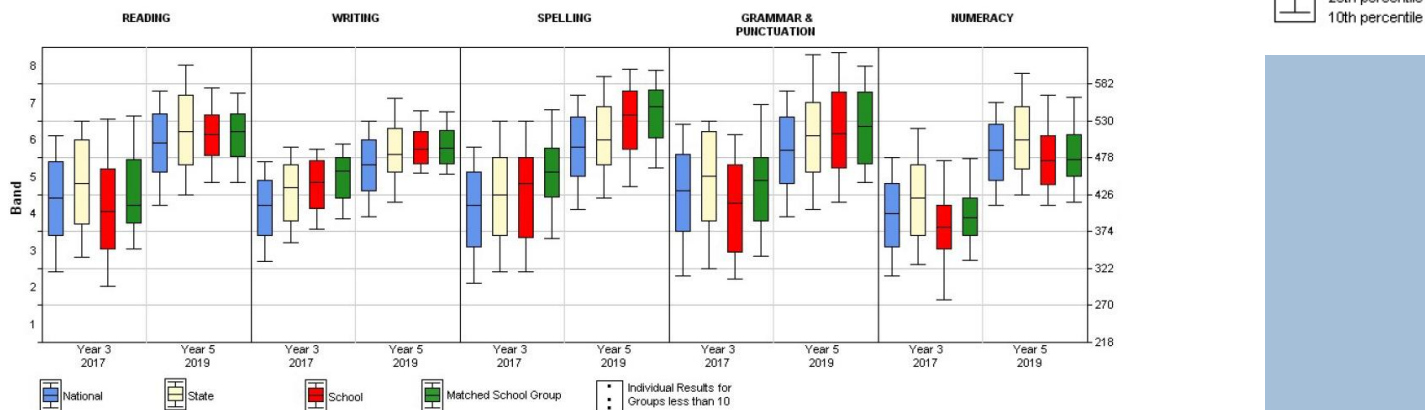
# 10 SCHOOL COMPARISON REPORT

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.

## School Comparison Report

Year 3 2017 to Year 5 2019

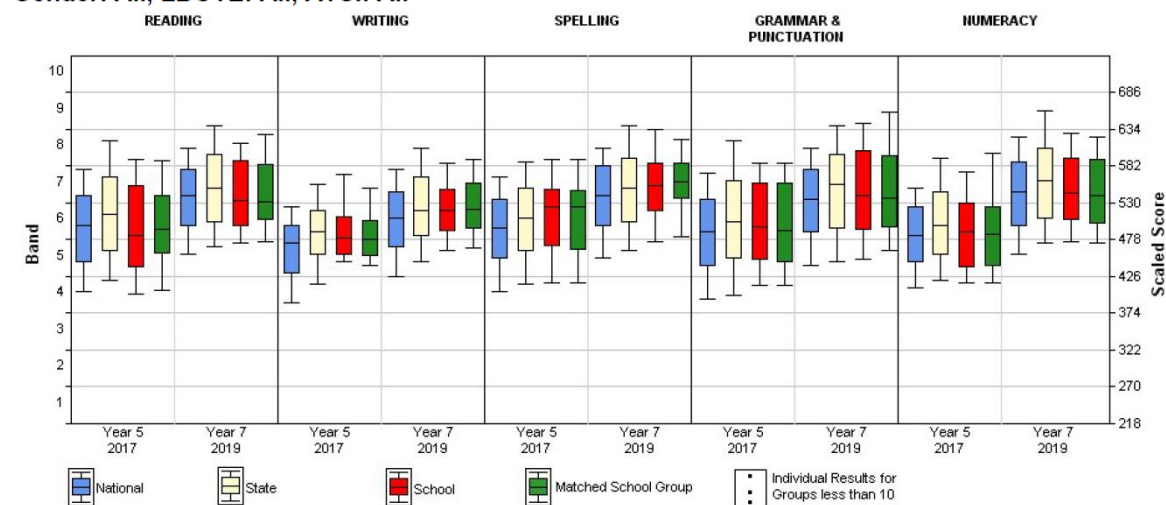
Gender: All, LBOTE: All, ATSI: All



## School Comparison Report

Year 5 2017 to Year 7 2019

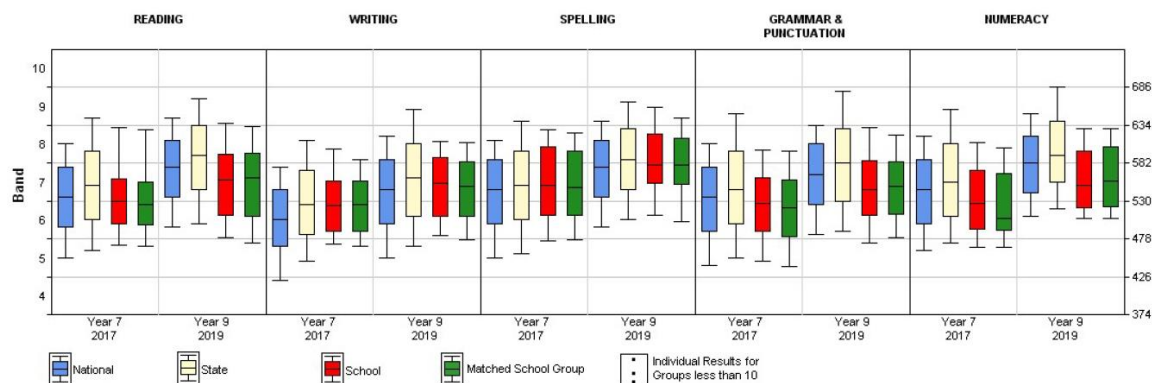
Gender: All, LBOTE: All, ATSI: All



## School Comparison Report

Year 7 2017 to Year 9 2019

Gender: All, LBOTE: All, ATSI: All





## School-wide programs

- Numeracy programs (Mathletics)
- Literacy programs (Reading Eggs)
- Literacy for learning initiative
- Bridges Reading Comprehension program
- THRASS Program
- VCOP Program
- 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

## Class-wide programs

- Vocabulary building strategies
- Reading and comprehension strategies
- Problem solving strategies
- Strand based focused teaching (deficiencies)
- Integrated student study skills
- Integrate Thinking & Communicating skills in lesson delivery
- In-class differentiated learning
- Peer Instruction (extension and support students)

## Special Educational Interventions

- 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 teachers)
- Specialist support (Speech Pathologist, Emotional and Cognitive support)
- College counselling support where needed.



Thirty six students successfully completed their VCE in 2019. Our highest ATAR rank was 98.35 with 15% of students receiving ATARs above 80 and 21% with ATARs above 70. Thirty students (100%) received offers for university or TAFE courses with 60% receiving their first or second preference. Of these, 80% of our students received an offer from a University course and 20% from a TAFE Institute.

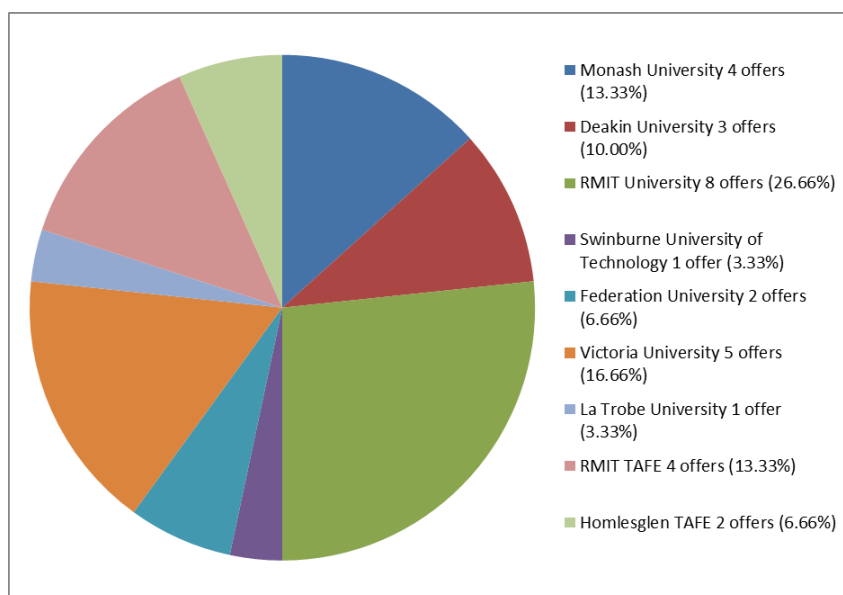
With only having a very small cohort, it meant that options were limited however, it also meant that our students were able to have more individualised attention. The College will continue to put in place new strategies to ensure the continued development of student performances.

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

- 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.
- Enhanced willingness to seek their teachers assistance for support and advice in regards to their particular VCE subject.
- Develop greater 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.



This is a breakdown of tertiary institutions that our 2019 graduates gained entry to for further studies:



The following is a list of the tertiary course fields that our 2019 graduates were offered by VTAC:

## Courses:

- Arts
- Banking and Finance
- Biomedical Science
- Building and Construction
- Building Design
- Civil Engineering
- Computer Science
- Criminal Justice and Administration
- Criminology
- Cybersecurity
- Education Studies
- Engineering
- Technology
- Entrepreneurship
- Health Science
- Information Technology
- International Business
- Law
- Legal Practice
- Mechanical Engineering
- Media
- Primary Education
- Psychological Science

# 13 SCHOOL SATISFACTION SURVEYS

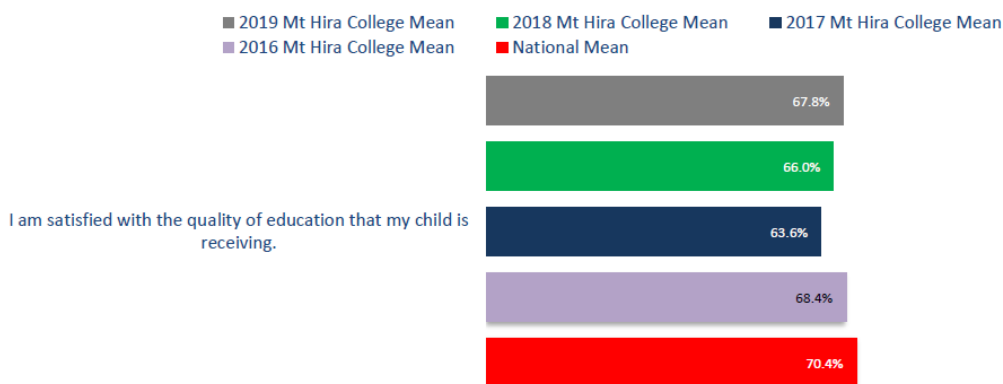


## PARENT INSIGHT

### SCHOOL SATISFACTION

In 2019, we continued to undertake 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. Although 2019 was a very challenging year with many new hurdles tied to new programs to commence in 2019 and continue into 2020, our overall satisfaction from parents did go up from 2018, which is encouraging. With initiatives now in place we hope parents, students and staff will see the outcome of the hard work and investment the College has put in to create an exciting and enjoyable environment to work and to learn.

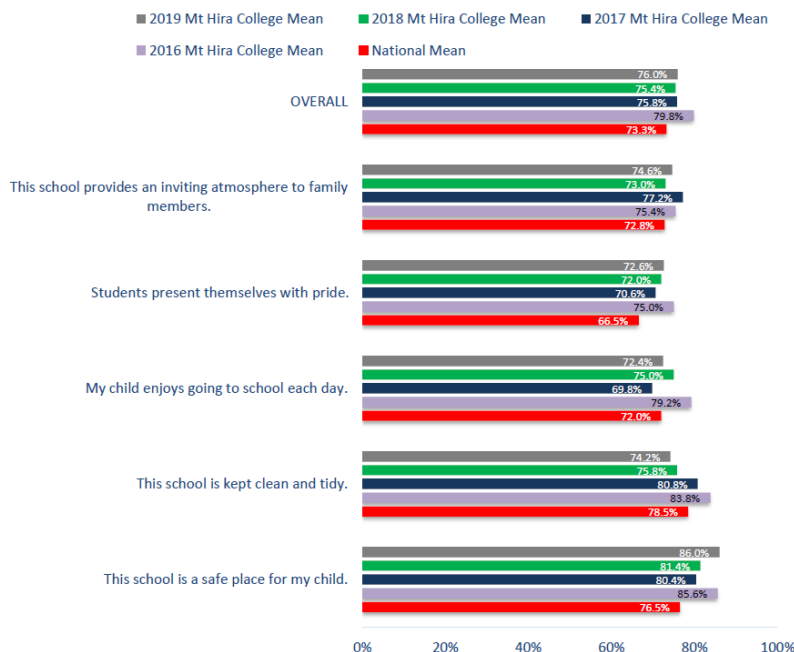
#### Overall



### 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 10% higher than the national mean. The lowest scoring element in School Environment Survey was “Student presenting themselves with pride” which still sits at 6% higher than the national mean. Initiatives that address “The school is kept clean and tidy” has been addresses with since the survey and should improve in 2020.

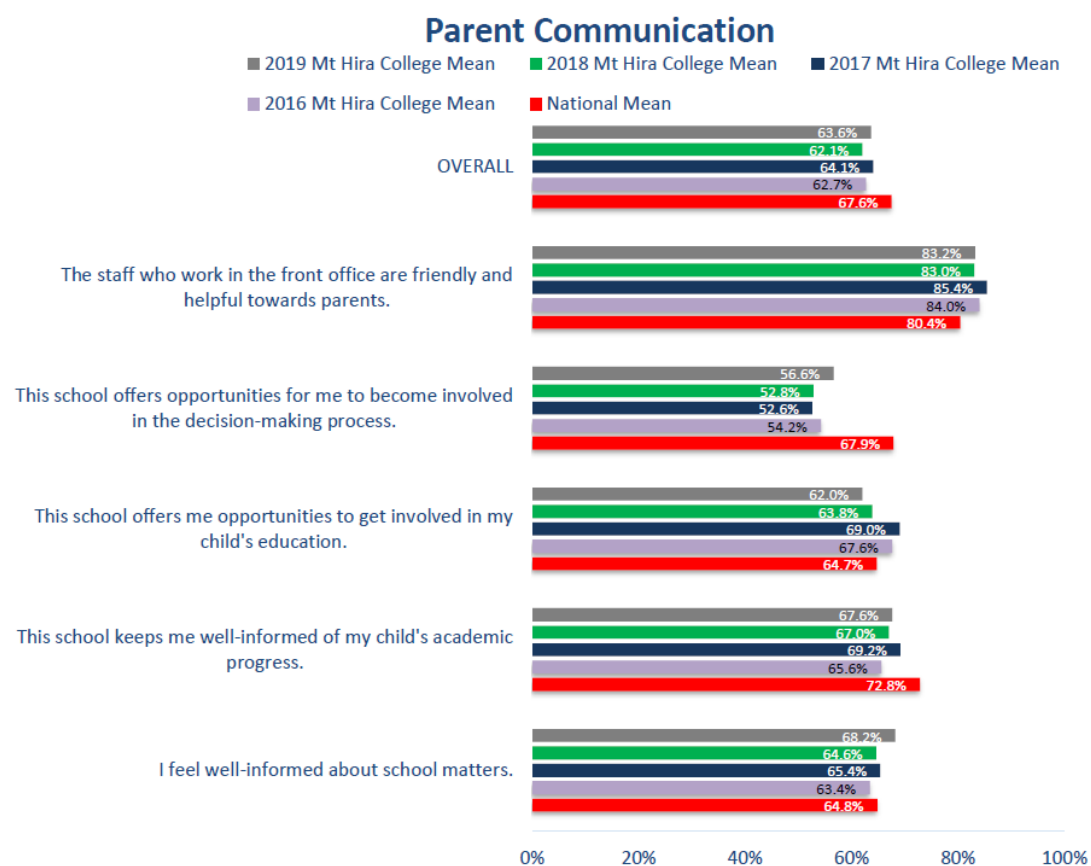
#### School Environment





## PARENT COMMUNICATION

Overall, the Parent Communication survey reflects involvement and communication has increased compared to 2018. Parents feel that they would like to be more involved and that they would like to be better informed about their child's education. There have been several initiatives that have started towards the end of 2019, including the increase of enrolment of parents to our key parent communication portal (SEQTA Engage), social media platform establishment and parent consultation sessions hosted in the evenings.



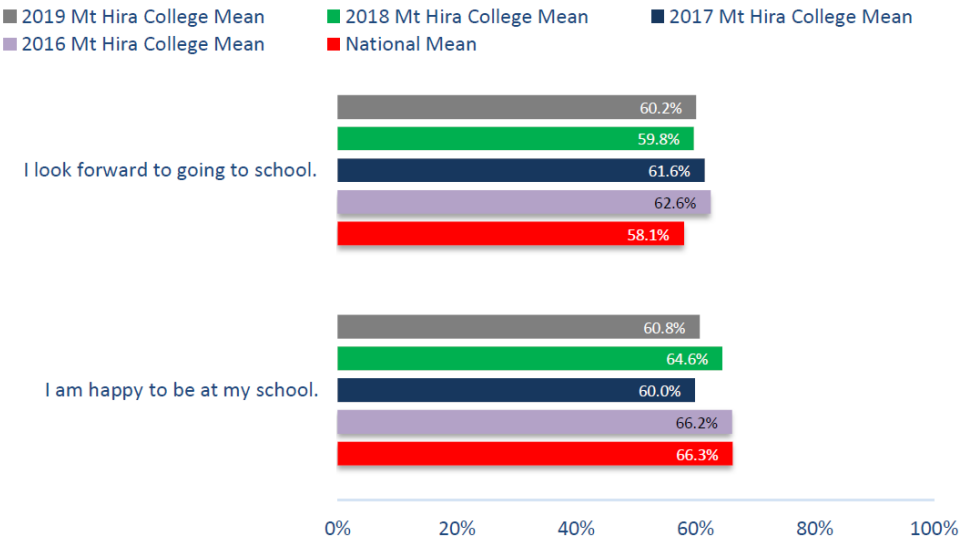
Your school's Top 10 Strengths (compared with 2018)

1.	School Environment	This school is a safe place for my child.	+4.6%
2.	Parent Communication	This school offers opportunities for me to become involved in the decision-making process.	+3.8%
3.	Parent Communication	I feel well-informed about school matters.	+3.6%
4.	Teacher Quality	My child's teachers are of a very high standard.	+3.0%
5.	Personal Development	I have seen positive changes in my child as a result of the school's emphasis on character development.	+2.8%
6.	Personal Development	My child is nurtured and challenged in a diverse range of areas.	+2.8%
7.	Guidance and Support	I have felt comfortable when my child is starting a new year at school.	+2.6%
8.	Guidance and Support	Student support services are accessible and helpful.	+2.6%
9.	Learning Opportunities	Class sizes are suitable for my child's learning needs.	+2.6%
10.	Overall	I am satisfied with the quality of education that my child is receiving.	+1.8%

STUDENT SATISFACTION

In 2019, students at Mt Hira College have overall rated their satisfaction similar to 2018 with a slight drop in being happy to come to school. Students have seen improvements in overall school environment, technology resources and their relations with their peers. Improvements in “Guidance and Support” as well as “Personal Development”. With an expanded wellbeing team and dedicated teaching staff to support students in need of support and extension, there will be significant improvement in this area. Learning opportunities are expected to increase with access to more technology, learning spaces and support staff and classes. Anti-bullying, social emotional training and Respectful Relationships initiatives will continue to be implemented and their effects 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.

Overall

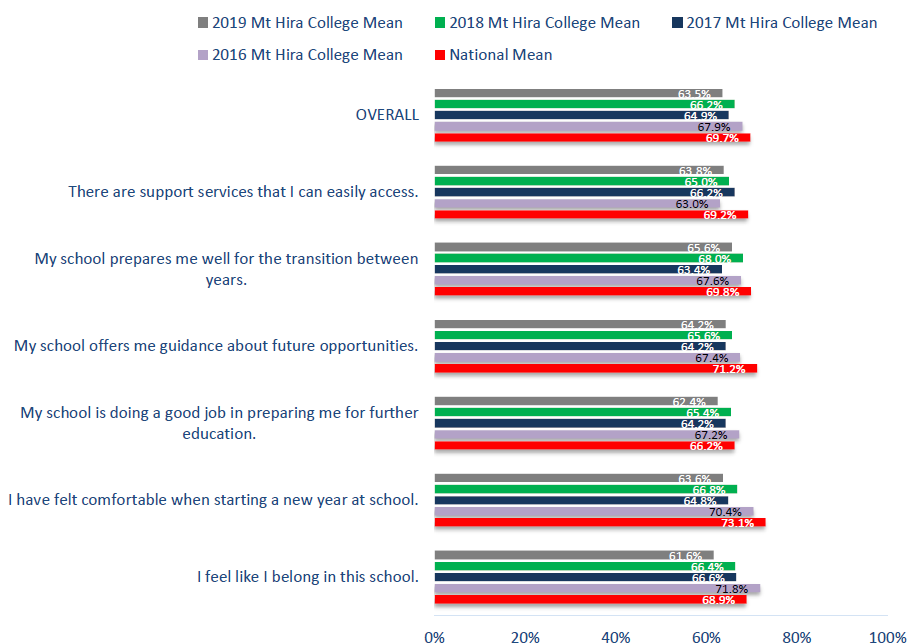




## GUIDANCE AND SUPPORT

The College has acknowledged that improvement is required in the area of guidance and support for students. With more qualified teaching staff and an expanded wellbeing department, this area will cater for any short-fall we have endured in 2019. Continued investment in wellbeing, both from a staffing and resource perspective, should help reach results that exceed beyond the national mean for the indicators below.

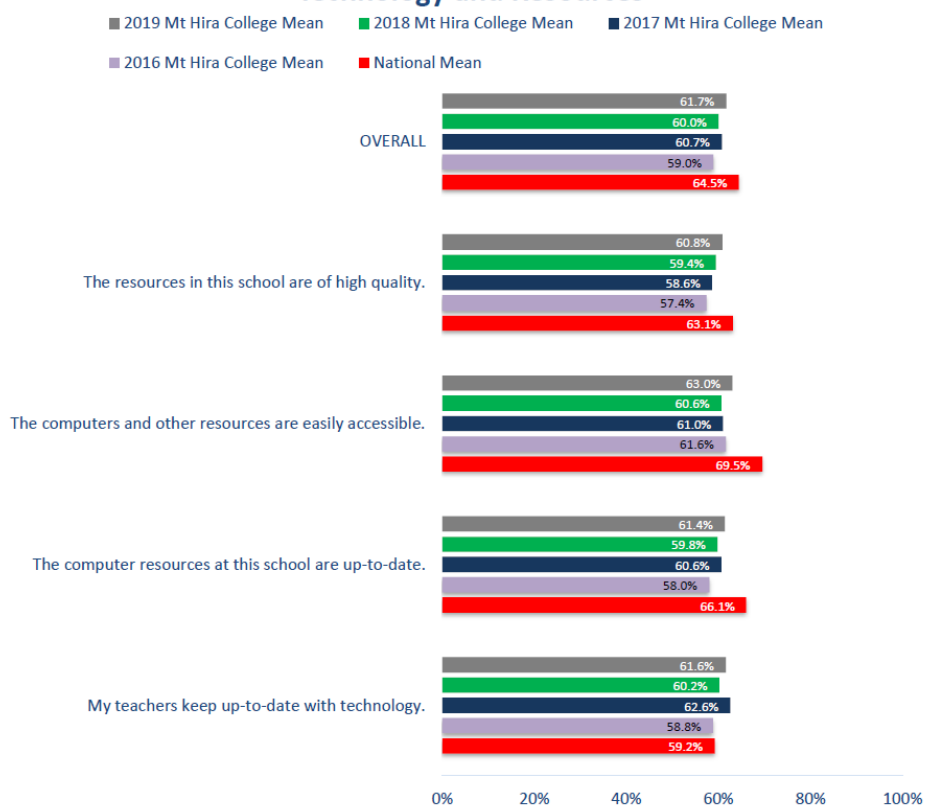
### Guidance and Support



## TECHNOLOGY AND RESOURCES

In 2019, students have rated the College's technology and resources above 2018 and 2017 levels. The investment in this area has only begun with further expansion planned in 2020 and beyond. With new technological innovation and advances in education, our teachers and students will have the best possible resources to deliver lessons and learn content.

### Technology and Resources





## 2019 TOP 10 STRENGTHS COMPARED TO 2018 – STUDENT SURVEY

In 2019 (compared to 2018), some of the strengths students have expressed were to do with the absence of bullying, school environment, the availability of technology and resources for learning and the respect shown by their peers and teachers.

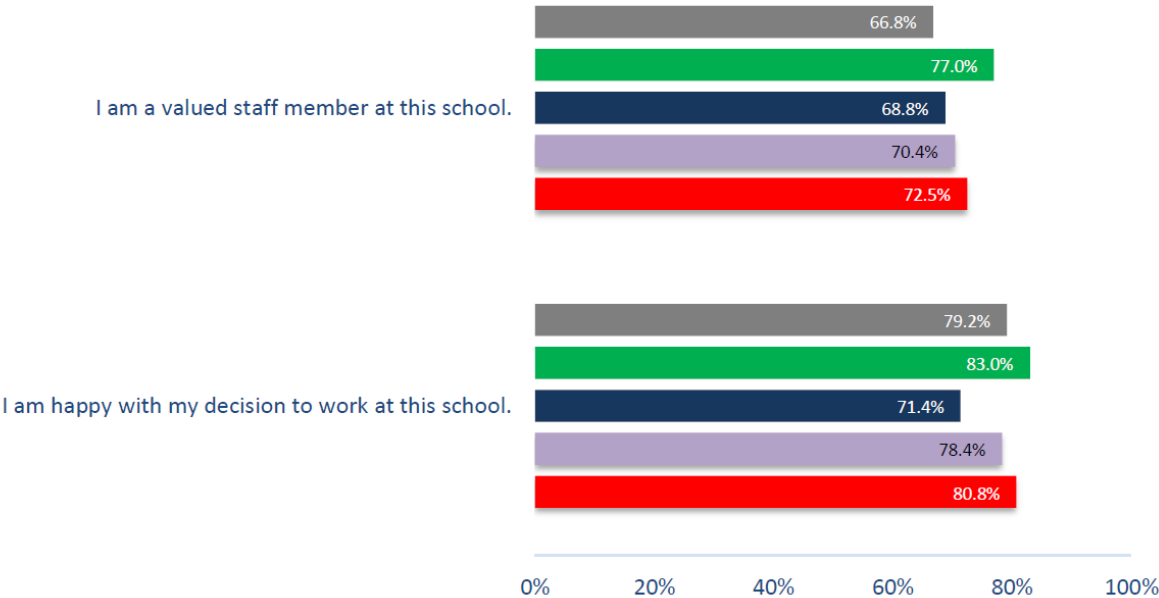
1.	Student Relationships	Bullying is not a problem at my school.	+8.2%
2.	School Environment	My school is kept clean and tidy.	+6.0%
3.	Student Relationships	Students show respect for each other.	+4.0%
4.	School Environment	Students at this school present themselves with pride.	+3.4%
5.	Student Behavioural Values	My school teaches students how to be well-behaved.	+2.6%
6.	Technology and Resources	The computers and other resources are easily accessible.	+2.4%
7.	Teacher Quality	My teachers take control when students misbehave.	+2.2%
8.	Teacher Quality	My teachers are positive and enthusiastic about their teaching.	+2.2%
9.	Learning Opportunities	I feel that I am motivated to learn at school.	+1.8%
10.	Technology and Resources	The computer resources at this school are up-to-date.	+1.6%

*In 2019 (compared to 2018), staff satisfaction ratings did fall to the 2017 levels, with “I am happy with my decision to work at this school” still at the National benchmark levels.*

*Results are reflective of the focus on building and setting up new initiatives for 2020 with limited leadership staff to work on projects and at the same time sustain the level of support staff needed. We have acknowledged this short fall and have already made changes in staffing and programs to make sure we improve in this area.*

## Overall

■ 2019 Mt Hira College Mean    
 ■ 2018 Mt Hira College Mean    
 ■ 2017 Mt Hira College Mean  
■ 2016 Mt Hira College Mean    
 ■ National Mean



*We recognise that our staff are our front-line workers that work hard each an everyday to educate the students placed in their care. Leadership is doing its very best to find ways to help them succeed in giving the best education possible for every child enrolled in our college. We greatly appreciate their dedication, persistence and passion in one of the most challenging professions today.*

*-Leadership Team-*

*“I believe that the senior management team is stretched too thin. Involving more staff in running the school will yield better results and more can be achieved more efficiently and effectively”.*

*-Teacher-*

*“It's a great pleasure working at this school, the leadership is doing their best to develop the school and at the same time help us do our work better. This is the best school I've ever worked at and thank everything they do for us”.*

*-Teacher-*