



ANNUAL REPORT

2021

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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 Islamic identity, who are committed, compassionate and hard-working citizens, 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 that empower individuals to succeed.

Located in the heart of Keysborough, Mt Hira College is a co-educational Foundation to Year 12 Islamic College with a state-of-the-art Early Learning Centre (ELC). The College was first established in the year 2000 and has now evolved to accommodate more than 730 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. The 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 50+ 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 multicultural society. The College offers expansive grounds which includes a full-size sports field, basketball and tennis courts, an adventure playground, an early years' playground (Years F-1), futsal courts and running track. These modern outdoor facilities are complemented by state-of-the-art classrooms, an extensive library overlooking College grounds, two 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. The broad range of learning opportunities provided by the College enables students to develop as well-rounded global citizens.

02 COLLEGE PRINCIPAL'S REPORT

The 2021 academic year, being the second year of the covid pandemic, was another challenging year for staff and students. There were regular shifts between face-to-face and remote learning, which largely depended on the covid case numbers from week to week. Despite the challenges, Mt Hira College shined, and the community responded with a massive increase in demand for enrolments and a historical 'record' VCE/ATAR ranking result achieved at the end of the academic year. We also achieved a 100% VCE pass rate, 86% of our graduates achieved an ATAR above 60, and 36% of our graduates received an ATAR above 80.

In 2021, Mt Hira College staff once again delivered impressive and comprehensive remote learning and wellbeing programs for our Years F-12 students. This involved the delivery of daily live lessons through Microsoft Teams, whereby the regular school timetable was implemented with modifications to ensure students had regular screen breaks, physical activity, and social and leisure time. In addition to online lessons for every subject including the Arts, Physical Education and Languages, the College also provided a range of online wellbeing programs, as well as services to support vulnerable students, students with additional learning needs, and a comprehensive support program for our Year 12 students.

In addition, we conducted online College assemblies and a live VCE Expo via Microsoft Teams to support our Years 9 & 10 students in their subject selections for the next academic year. We continued to run our all-staff briefings on Monday mornings online via Teams, as we have found this to be safer, more convenient and efficient than physically gathering to meet face-to-face. However, we did conduct sub-school meetings, team meetings, management meetings, morning teas and the like, face-to-face when there were no restrictions, as we believe this has a positive impact on staff-wellbeing and team building.

In 2021, we continued the 1 to 1 iPad program for all Years 10-12 students, whereby the College provided every senior student an iPad to be used in class and at home. This was to ensure greater technology integration in the classroom and equal access for students to the many online learning programs the College subscribes to. In addition, we commenced a pilot 1 to 1 laptop program for our Year 7 students with a view to rolling out the program across Years 7-10 in 2022, and Years 7-12 in 2024.

Quality control measures were again in place for our remote learning programs. This included the recording of students' attendance each lesson, follow up on student absences by teachers and leadership, daily updating of student participation and work submission trackers (to generate data for follow up and reporting purposes), recording of all live lessons and posting on Teams for students to access later if lessons were missed, and leadership observing live lessons and providing constructive feedback to maintain and improve teaching quality.

In 2021, stakeholder holder confidence began to rise rapidly and significantly, which was reflected in the results of the 2021 parent and student satisfaction surveys and the sharp rise in enrolments in 2021. From November 2020 to February 2021 enrolments increased from 609 to 655 students, with waiting lists in place for some year levels. Alternative pathways were also introduced into our VCE program in late 2020 for 2021, which enabled us to retain almost our entire 2020 Year 10 cohort.

The government decided to cancel all NAPLAN testing in 2020 due to the pandemic. Therefore, there were no NAPLAN tests results from the 2020 academic year. The 2021 NAPLAN results showed several areas of academic strength for students in Years 3, 5, 7 and 9, as well as areas requiring additional attention.

Twenty-six students successfully completed their VCE in 2021. Our highest ATAR rank was 94.7 with 36% of students receiving ATARs above 80 and 86% with ATARs above 60. Twenty-six students applied for VTAC tertiary courses and twenty-six students (100%) received offers for university or TAFE courses. Several Year 12 students in 2021 reported being adversely impacted in their studies due to the pandemic.

In Term 4 of 2021, we ran a transition program, where all students in Years F-5 spent one day with their new classes and teachers for 2022. This was to enable a smoother transition at the beginning of 2022, by letting students know and meet in advance their new teacher and peers. On the same day, we also held an Orientation Program for students going into Foundation level in 2022. This was a one-hour program conducted by the Foundation teachers with small groups of new students at different time slots throughout the day. There was also an Orientation Program for Year 6 students going into Year 7, as well as for all new students who were entering high school at Mt Hira College in 2022.

Mt Hira College is proudly one of the most culturally diverse and inclusive Islamic schools in Australia. The College has invested heavily in state-of-the-art facilities and resources, including the completion of the first stage of the new VCE Centre, a brand-new Middle School building is set for construction, immaculate sporting facilities, brand new LCD screens in every classroom, high specs laptops for every staff member and recently upgraded ICT labs. The College also opened a state-of-the-art Early Learning Centre in February 2021, which is growing rapidly and offers a wide range of educational programs and care for young learners.

Mt Hira College prioritises the physical and emotional safety and wellbeing of its students, promotes respectful relationships, has a strong anti-bullying stance, promotes and upholds the values of respect, honesty, responsibility, excellence and fairness, and strives for every student to reach their full potential. Our satisfaction surveys, our recent online reviews and strong demand for enrolment indicate robust stakeholder confidence and a growing reputation for excellence.



03 STUDENT STATISTICS



STUDENT ATTENDANCE

Once again, the attendance data for the 2021 academic year is quite difficult to interpret as it consists of both onsite and remote attendance. The year was disrupted by school closures, lockdowns and remote learning. Whilst student attendance was tracked during the periods of remote learning, it was much harder to accurately capture, given some students were not always online for the full duration of every lesson or only participated for partial days. Students also had different levels of supervision and assistance at home. Further, as the lockdown period extended towards the end of the year, student participation and engagement became noticeably lower and student wellbeing became a greater focus.

Whilst the majority of students ordinarily have strong attendance rates and really enjoy school, there are a portion of students who have poor attendance rates for a variety of personal reasons, including chronic health conditions, difficult living circumstances, and so on. In 2021, we actively worked to improve the engagement of these students by establishing a range of enhanced follow-up procedures and engagement strategies.

Year	Av. Attendance Rate (%) 2021	Average Absence 2021	Average Absence 2020	Average Absence 2019	Average Absence 2018
Foundation	89	19.1	18.2	25	25
Year 1	87.6	21.2	22.9	13.8	17.5
Year 2	86.8	22	17.1	12.2	16.5
Year 3	91.5	14.6	10.3	19.1	15.4
Year 4	89.9	15.9	14.3	15.6	15.8
Year 5	85.2	25.3	12.9	20.4	14.3
Year 6	87.5	21.7	15.1	18.4	18.8

The Primary School average was 20.0 days absent in 2021 as compared to 15.8 days absent in 2020.

Year	Av. Attendance Rate (%) 2021	Average Absence 2021	Average Absence 2020	Average Absence 2019	Average Absence 2018	
Year 7	88.3	20.1	24.2	17.3	14.2	
Year 8	78.4	36.9	26	19.1	10.8	
Year 9	74.3	40.2	19	27.2	21.6	
Year 10	84.7	26.5	26	19.5	22.4	
Year 11	82.6	29.3	17.9		20.6	20.2
Year 12	81.7	26.9	21.3		17.3	17.6

The Secondary School average was 30 days absent in 2021 as compared to 22.4 days absent in 2020.



STAFF RETENTION

Staff changes are inevitable as some staff retire, change location, go on maternity leave, explore other opportunities, etc. However, staff retention is one of the key priorities of the College. Thus, we have implemented several measures to increase staff morale and satisfaction at work, including the establishment of a Staff Social Committee, a Staff Suggestion Box, the implementation of the Staff Wellbeing Toolkit, the introduction of staff wellbeing days, shortened teaching hours during remote learning, delivery of care packs to all staff during remote learning, and so on.

By the end of 2021 there were some staff changes. Five teachers took maternity leave and sixteen teachers, one counsellor and one administration staff left to take up other opportunities. The covid pandemic heavily contributed to several teachers taking a break from teaching, going interstate and abroad to teach, and changing professions.



STAFF ATTENDANCE

Staff attendance was satisfactory during 2021 and marginally higher than the previous year. The average number of days teachers were absent from school was 7.26 for the year. However, as with all data from 2021, the results are very difficult to interpret given there were multiple school closures caused by the pandemic.



TEACHER QUALIFICATIONS

All teachers at Mt Hira College are registered with the Victorian Institute of Teaching. The vast majority of our teachers have full registration and four of our teachers are recent graduates who hold provisional registration. Three Language and two RE teachers have 'Permission to Teach' (PTT). 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.



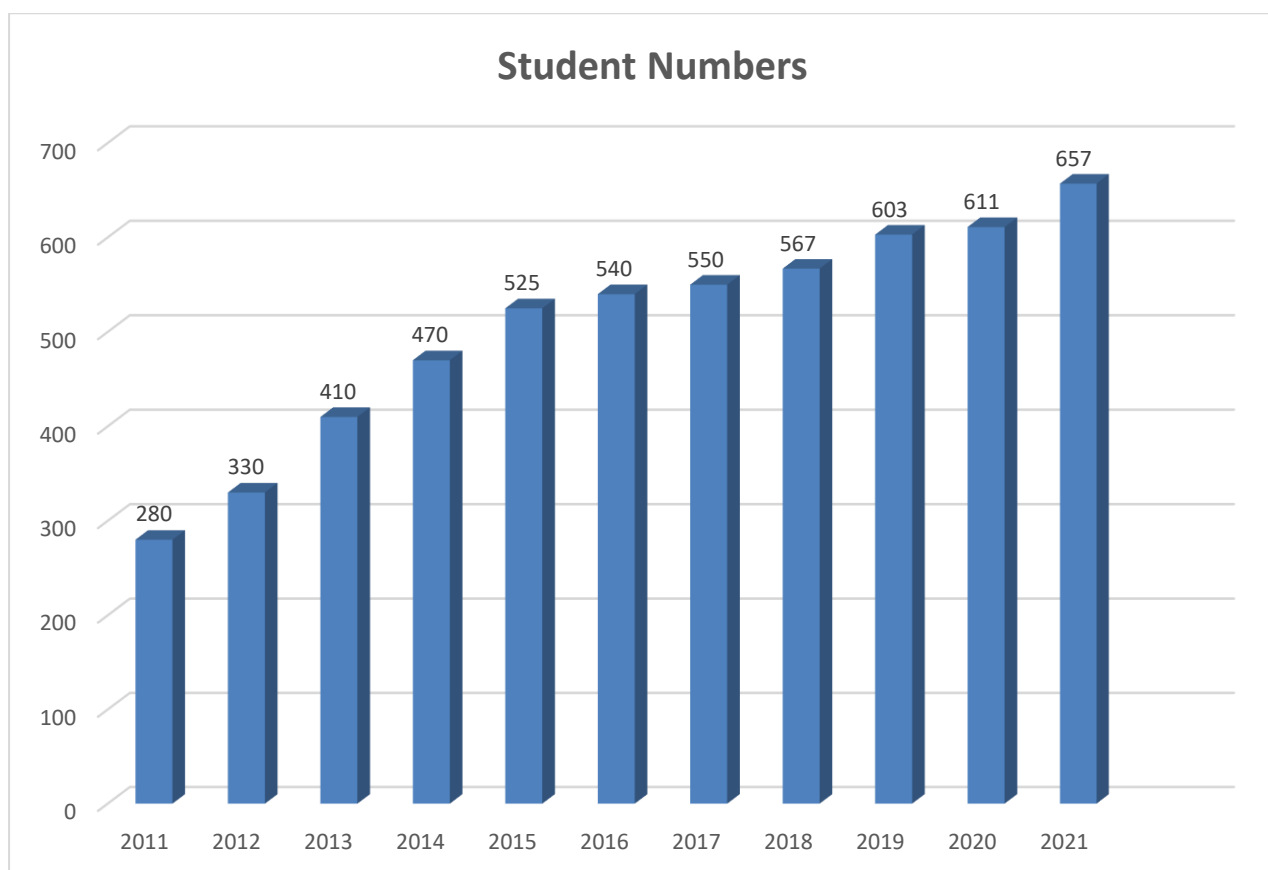
TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

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 sessions applicable to specific sub-schools, as well as whole-school sessions, as research shows that one-off sessions for a single teacher do 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 via the use of high impact teaching strategies, greater integration of technology, positive behaviour management and more. Teachers spent on average more than twenty hours attending professional development in 2021. This was strengthened by the introduction of Performance and Development Plans (PDPs) in 2020, which were implemented to enhance the capacity of all College employees by assisting them to set and achieve short- and long-term personal and professional goals that align with the College's strategic goals and priorities. In 2021, \$20,099 was spent on professional development.



STUDENT ENROLMENT

Enrolments have increased steadily over the past ten years. The graph below demonstrates the increased enrolment from 2011 to 2021. These enrolment numbers are taken from the August Census each year, and each year demonstrates a steady increase on the previous year. A third Foundation class was added in 2021 to cater for the rising demand. There was a significant increase in the demand for enrolment from 2020 to 2021, where enrolment numbers increased from 611 to 657 students, a 7.5% increase. We also have waiting lists for over half of our available year levels due to reaching full capacity.



04 IMPROVEMENT PLAN

School improvement is a continual process that requires ongoing observation, reflection, data collection and analysis, and stakeholder feedback to inform improvement goals and strategies. In 2021, this process led to the identification of certain key focus areas for the College, including building teacher capacity in the areas of supporting student wellbeing and differentiating instruction to cater for all students' learning needs, building students' knowledge and skills in the area of cyber-safety, and developing support strategies for disengaged students. In addition, teacher and student feedback has shown that alternative VCE pathways (VET) for students who are hands-on learners were much needed and greatly beneficial to improving our students' educational outcomes. Therefore in 2021, significant time and resources were invested to target the above key areas.

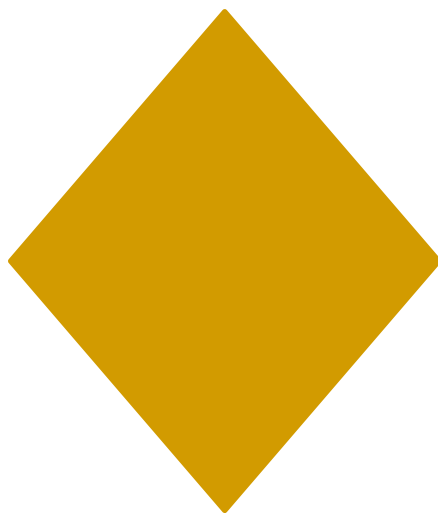
Key Initiatives included:

- Teacher professional development offered in a wide range of areas linked with the AITSL standards and the College's strategic goals.
- Whole-school teacher professional development in the Disability Standards for Education and the 2021 NCCD Guidelines.
- Whole-school teacher professional development in the College's comprehensive Child Safety Program.
- Whole-school upgrade of IT equipment including new LCD screens in all classrooms, new high specs laptops for all staff and major upgrades to primary and secondary computer labs ready for 2021.
- Enhanced equipment and resources for our VET programs.
- Opening of a state-of-the-art Early Learning Centre.
- VCE Student 1-1 IPAD loan program.
- One-to-one Laptop Program (Year 7 pilot)
- Laptop and iPad loans to all families who required loaned devices during the remote learning period.
- Remote teaching and learning - live lessons using Microsoft Teams.
- Wellbeing programs for staff and students (online & onsite).
- ClickView Video Depository Subscription.
- Renaissance Accelerated Reader programs.
- Learning Support Program expansion (with a high ratio of learning support for students with additional learning needs).
- Extra-Curricular Numeracy and Literacy programs.

05 NAPLAN

NAPLAN - STUDENT ACHIEVEMENT AND NATIONAL BENCHMARKS

The results of the 2021 NAPLAN for primary school, in general, show a slight drop in Reading and Numeracy results when compared to 2019. The impacts of remote learning and the restrictions, despite the amount of intervention provided to students through various programs in literacy and numeracy, is evident. Junior School students are performing strongly in the areas of Spelling and Grammar and Punctuation but are also maintaining growth in the area of Writing.

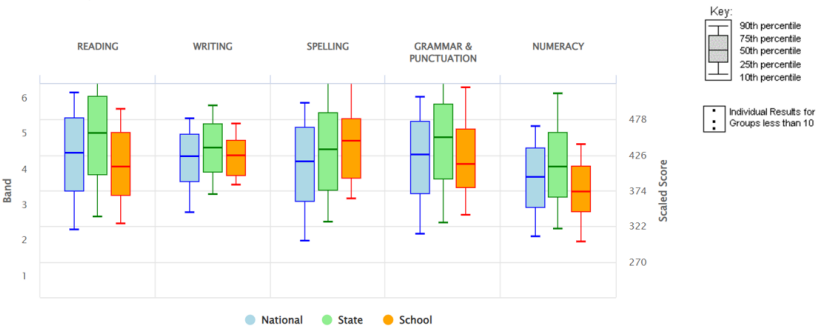


06 NAPLAN: YEAR THREE

- 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** – 100% of our students achieved at or above the National Minimum Standard.
- Grammar and Punctuation** – 100% of all Year Three students achieved at or above the National Minimum Standard.
- Numeracy** – 97% of all Year Three students achieved at or above the National Minimum Standard.

YEAR THREE NAPLAN

Mt Hira College
National Assessment Program - Literacy and Numeracy Tests 2021
School Summary Report
2021 | Year 3
Gender: All | LBOTE: All | ATSI: All

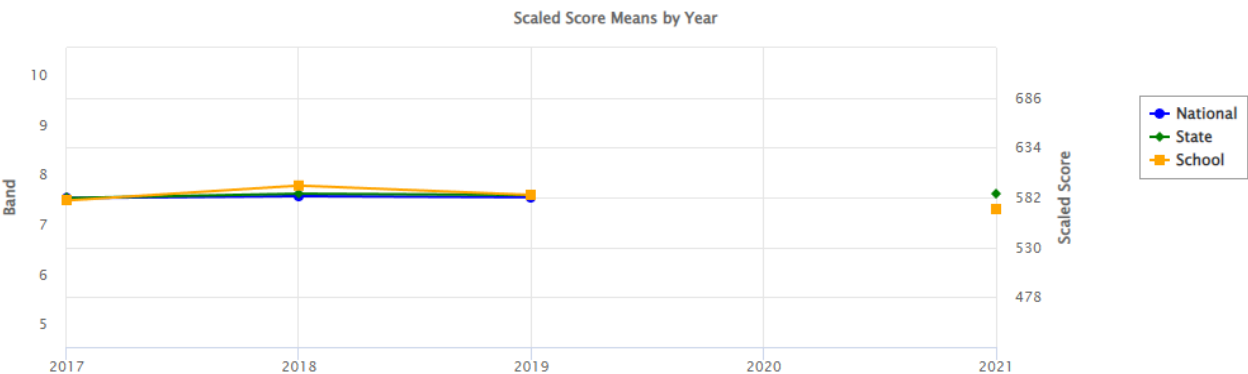


YEAR THREE NAPLAN 5-YEAR TREND

Reading:



Numeracy:



07 NAPLAN: YEAR FIVE

Reading – 95% of all Year Five students achieved at or above the National Minimum Standard.

Writing – 95% of all Year Five students achieved at or above the National Minimum Standard.

Spelling – 98% of all Year Five students achieved at or above the National Minimum Standard.

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

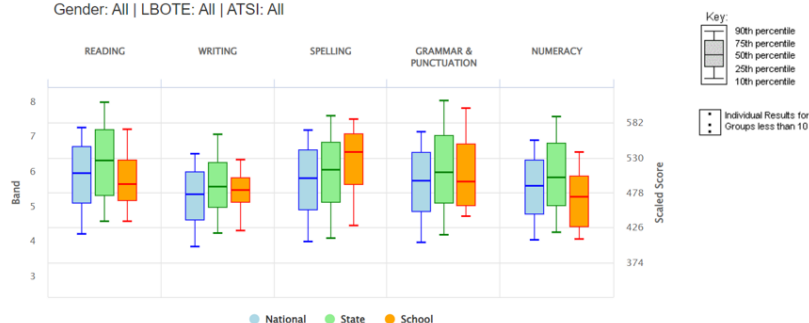
Numeracy – 100% of all Year Five students achieved at or above the National Minimum Standard.

YEAR FIVE NAPLAN RESULTS

School Summary Report

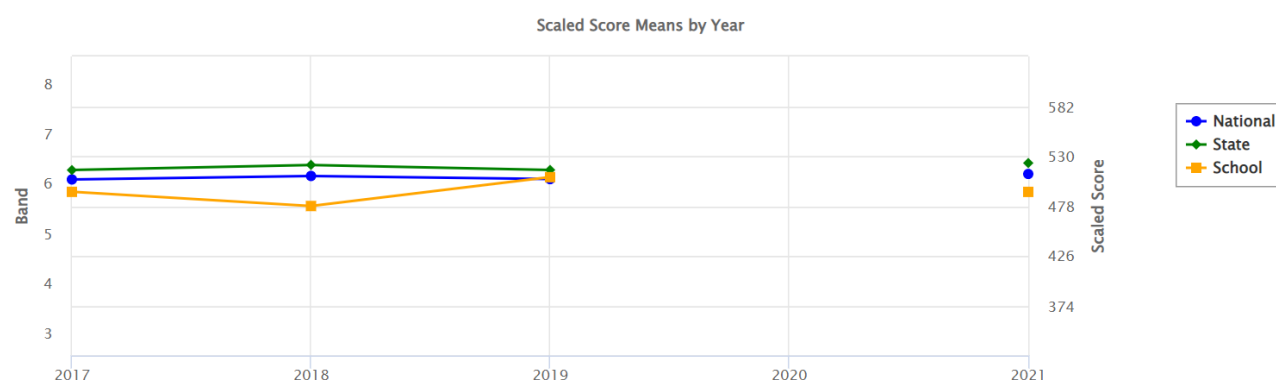
2021 | Year 5

Gender: All | LBOTE: All | ATSI: All

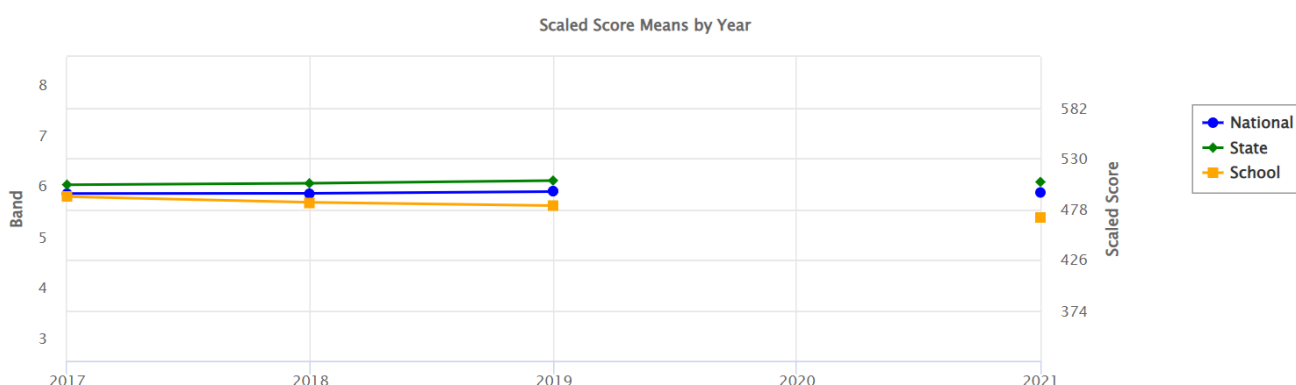


YEAR FIVE NAPLAN 5-YEAR TREND

Reading:



Numeracy:



08 NAPLAN: YEAR SEVEN

Reading – 93% of all Year 7 students achieved at or above the National Minimum Standard.

Writing – 99% of all Year 7 students achieved at or above the National Minimum Standard.

Spelling – 95% of all Year 7 students achieved at or above the National Minimum Standard.

Grammar and Punctuation – 83% of all Year 7 students achieved at or above the National Minimum Standard.

Numeracy – 87% of all students in Year 7 were at or above the National Minimum Standard.

YEAR SEVEN NAPLAN RESULTS

Mt Hira College

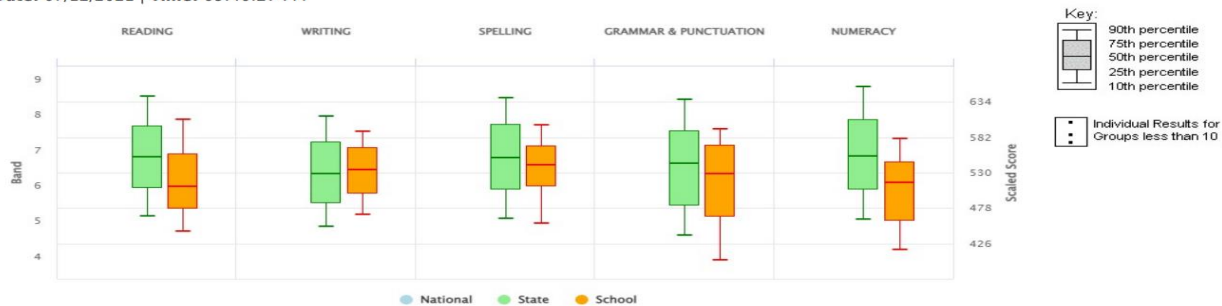
National Assessment Program - Literacy and Numeracy Tests 2021

School Summary Report

2021 | Year 7

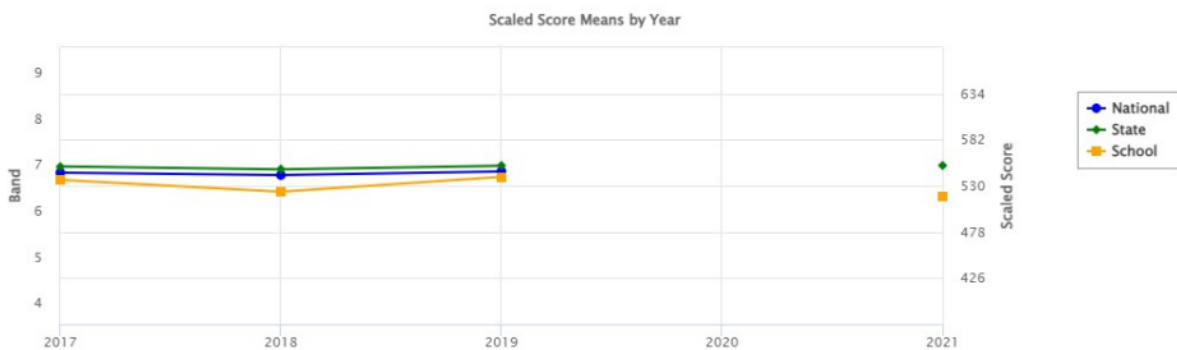
Gender: All | LBOTE: All | ATSI: All

Date: 07/12/2021 | Time: 09:40:27 PM

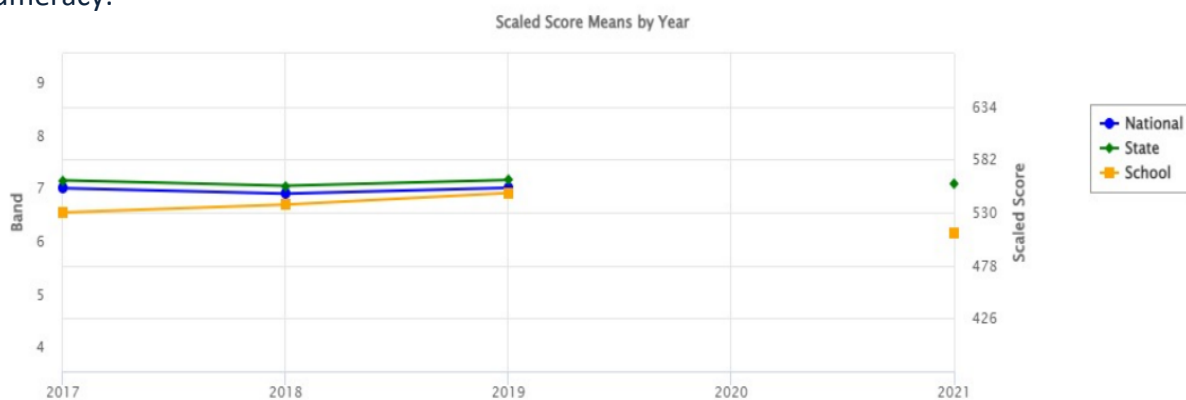


YEAR SEVEN NAPLAN 5-YEAR TREND

Reading:



Numeracy:



09 NAPLAN: YEAR NINE

Reading – 74% of all Year 9 students achieved at or above the National Minimum Standard.

Writing – 84% of all Year 9 students achieved at or above the National Minimum Standard.

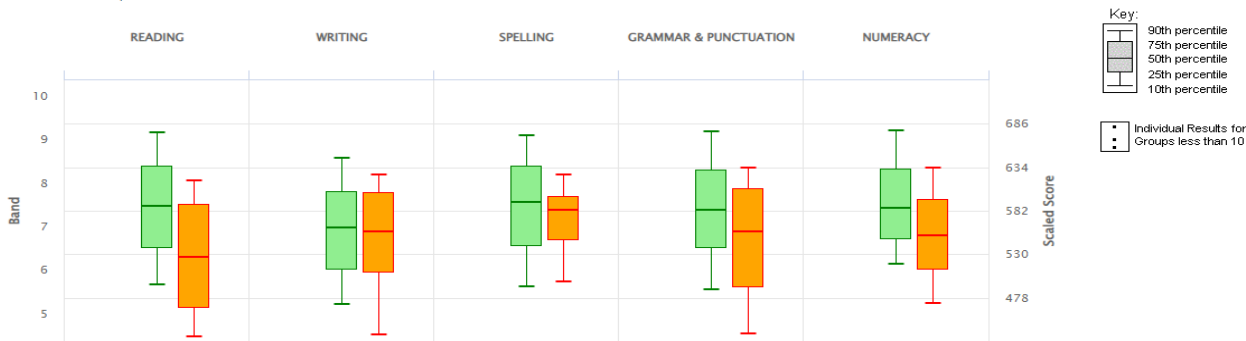
Spelling – 96% of all Year 9 students performed at or above the National Minimum Standard.

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.

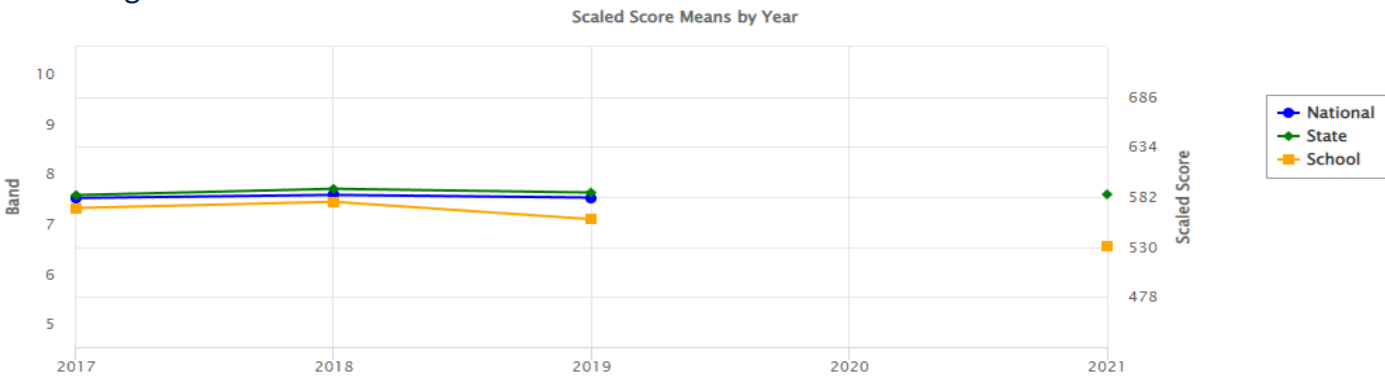
YEAR NINE NAPLAN RESULTS

2021 | Year 9
Gender: All | LBOTE: All | ATSI: All
Date: 08/12/2021 | Time: 11:13:23 PM

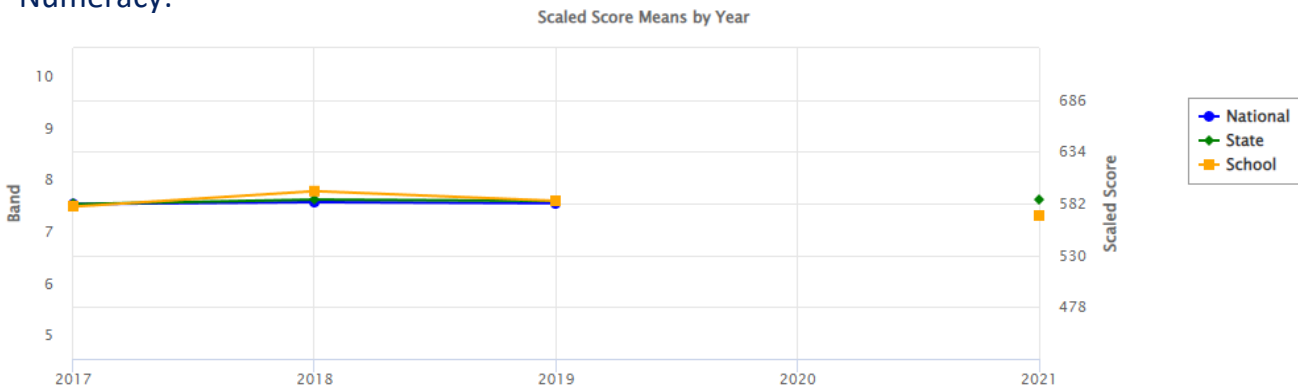


YEAR NINE NAPLAN 5-YEAR TREND

Reading:



Numeracy:

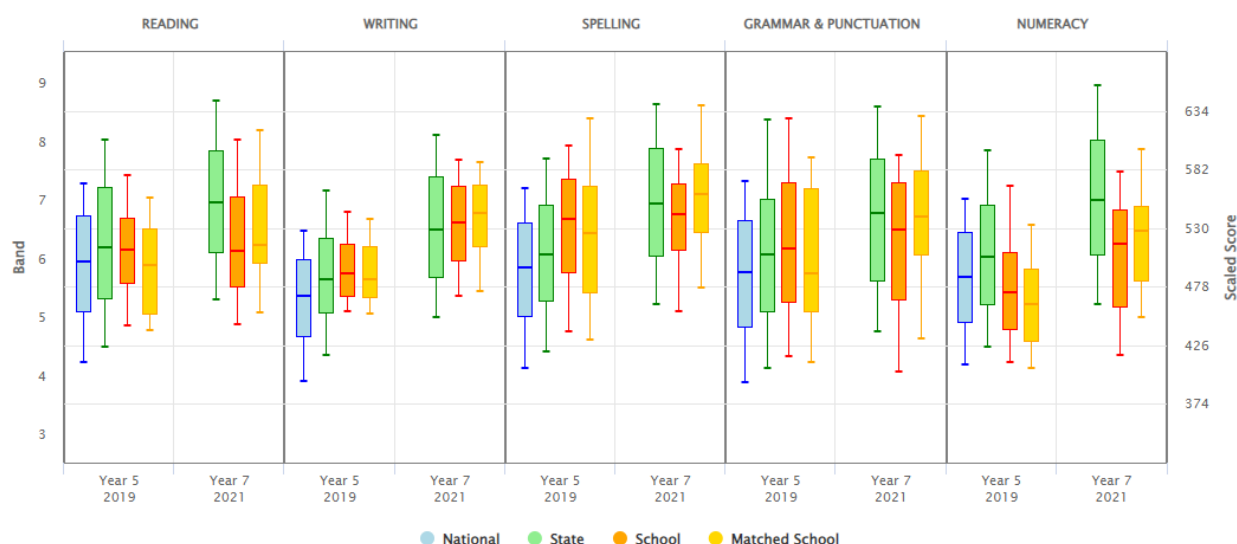
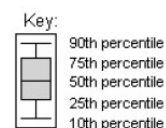


Overall, the percentage of students achieving at or above the National Minimum Standard decreased for reading, numeracy, spelling and grammar and punctuation. However, there was a slight improvement in writing in 2021 compared to 2019. This decline can be directly attributed to the lack of engagement for a significant portion of students who needed support during the covid-19 lockdown period. Even though staff were available and accessible during this period, students who were already struggling, were less likely to engage online which set them even further behind.

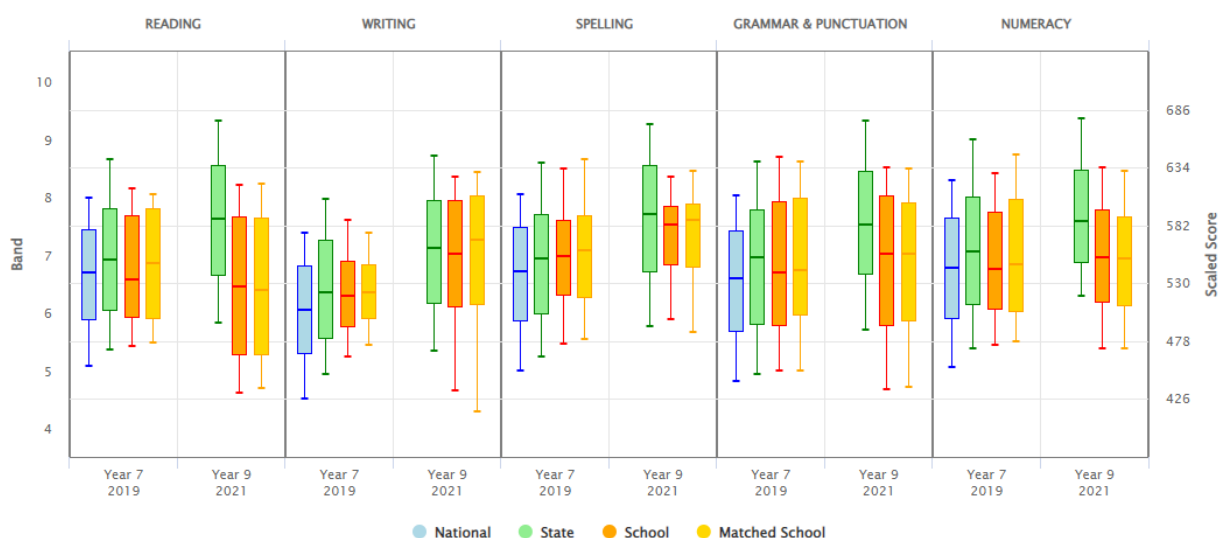
10 SCHOOL COMPARISON REPORT

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 students have improved their achievement levels due to our programs and interventions that aim to improve numeracy and literacy.

School Comparison Report Year 5 2019 to Year 7 2021 Gender: All, LBOTE: All, ARSI: All



School Comparison Report Year 7 2019 to Year 9 2021 Gender: All, LBOTE: All, ARSI: All



School-wide programs

- Numeracy programs (Mathletics and Mathseeds)
- Literacy programs (Reading Eggs and Wushka)
- Literacy for learning initiative
- Bridges Reading Intervention Program
- THRASS Program
- VCOP Program
- Review of School Numeracy and Literacy Scope and Sequence (Australian Curriculum)
- Mathematics and English support and extension elective subject classes
- Out of school hours homework support sessions
- EdRolo (supports VCE students)
- Volkscience (supports VCE science)
- SMART Foundation Program
- Marine Ambassadors Leadership Program

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 provided to funded students with Learning Support (LS) staff
- Scheduled/timetabled support sessions in-class (LS staff)
- Scheduled/timetabled support sessions out of class (registered teachers)
- Specialist support (Speech Pathologist, Emotional and Cognitive support)
- College counselling support where needed.

12 SENIOR SCHOOL OUTCOMES



VCE RESULTS

Twenty-Six students successfully completed their VCE in 2021. Our highest ATAR rank was 94.70, with 13% of students completing a scored VCE receiving ATARs above 90, 36% receiving an ATAR about 80, and 69% with ATARs above 70. In addition to this no student received an ATAR below 52.

Twenty-four students received offers for university or TAFE courses through VTAC with 67% receiving their first preference. All students received offers from Universities, with some students completing certificates at these institutes. Another student gained entry to Victoria University through a bridging course instead of applying through VTAC.

With only having a very small cohort, it meant our students were able to have more individualised attention. A portion of our students were adversely affected in their studies due to the Covid-19 pandemic. In order to limit the impact of the pandemic, the College supported students with the cost of external revision lectures.

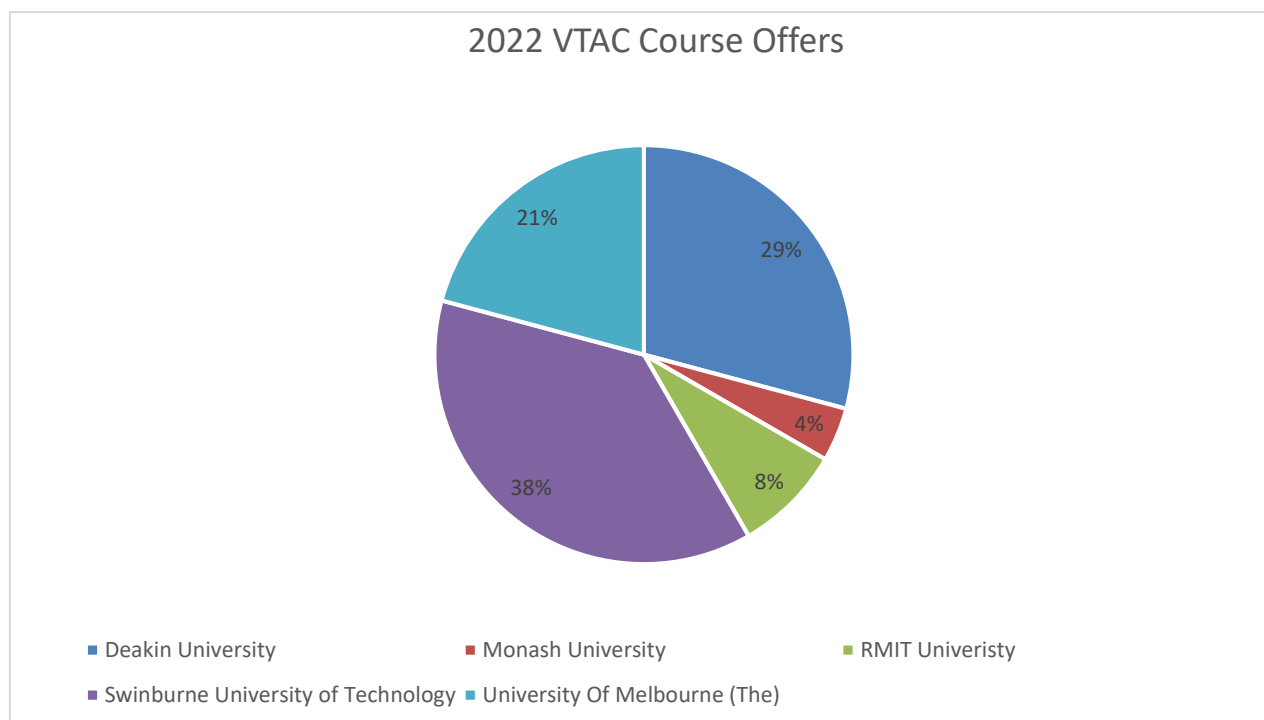
Students are encouraged to complete the following activities to maximise their potential:

- Utilise study periods effectively.
- Maintain high attendance rates.
- Develop efficient and productive revision techniques.
- Engage in after-school classes and focus on performance in trial examinations.
- Seek their teachers' assistance for support and advice in regards to their particular VCE subject.
- Attend all holiday classes organised by the College.
- Boost motivation by attending motivational talks and seminars by guest speakers and improve goal setting strategies.
- Explore career choices and set achievable goals.

100%
VCE
Pass Rate



This is a breakdown of tertiary institutions that our 2021 graduates gained entry to for further studies:



The following is a list of the tertiary course fields that our 2020 graduates were offered by VTAC:

Courses:

- Automotive Servicing (Certificate 2)
- Building Design (Advanced Diploma)
- Building Surveying (Degree)
- Business (Diploma)
- Business – Economics & Finance (Degree)
- Business Enterprise (Diploma)
- Chiropractic/Health Science (Double degree)
- Computer Systems (Degree)
- Construction Management (Hons)
- Criminology (Degree)
- Criminology/Cyber Security (Double degree)
- Early Childhood Education (Degree)
- Education (Associate Degree)
- Education Studies (Diploma)
- Engineering (Associate Degree)
- Engineering (Hons)
- Engineering Technology (Advanced Diploma)
- Engineering Technology (Associate Degree)
- Engineering Technology - Civil (Advanced Diploma)
- Fitness (Certificate 4)
- Health Sciences (Degree)
- Media and Communication (Degree)
- Nursing (Degree)
- Oral Health (Degree)
- Primary Teaching (Degree)
- Psychological Science (Degree)
- Science (Degree)

13 SCHOOL SATISFACTION SURVEYS

PARENT SATISFACTION

In 2021, we continued to undertake staff, parent and student surveys to gain valuable anonymous feedback and determine where our College sits within the National benchmarks. By outsourcing the surveys, all parties are able to provide their honest feedback accurately and fairly. Although 2021 was another challenging year with the Covid-19 pandemic, our overall satisfaction from parents actually went up in six out of ten categories when compared to 2020, which is very encouraging. With even more initiatives now in place, we hope parents/carers, students and staff will see the outcome of the hard work and investment the College has put into creating an exciting and rewarding environment to work and to learn.

The following areas have shown the most improvement in 2021 according to our parents:

1. Teacher Quality – regular communication
2. Leadership and Management
3. School Curriculum – a wide variety of subject choices
4. Teacher Quality – model and teach positive behaviour

Your school's Top 10 Strengths (compared with 2020)

	Key Area	Item	2020 Mt Hira Mean	2021 Mt Hira Mean	% difference
1.	Teacher Quality	Teachers communicate with me regularly about my child's progress.	58%	68%	+10%
2.	Teacher Quality	I have access to my child's teacher(s) when I feel the need to contact them.	77%	85%	+8%
3.	Leadership and Management	My concerns are taken seriously by the school's leaders.	66%	73%	+7%
4.	Teacher Quality	Teachers and staff model and teach positive behaviour to my child.	71%	77%	+6%
5.	Parent Communication	This school offers me opportunities to get involved in my child's education.	53%	58%	+5%
6.	Teacher Quality	Rules for dealing with students who misbehave are consistently followed by teachers.	67%	72%	+5%
7.	School Curriculum	This school provides a wide variety of subject choices / classwork that suits my child's needs.	56%	61%	+5%
8.	Teacher Quality	Teachers are positive and enthusiastic about their teaching.	72%	76%	+4%
9.	Teacher Quality	Teachers recognise and reward my child's personal improvement.	70%	74%	+4%
10.	Teacher Quality	My child's learning needs are being met by teachers.	69%	73%	+4%

STUDENT SATISFACTION

The following areas have shown the most improvement in 2021 according to our students:

1. Technology and Resources
2. Teachers are up-to-date with Technology
3. Approachability of Teachers
4. Teachers Motivating Students

Your school's Top 10 Strengths (compared with 2020)

	Key Area	Item	2020 Mt Hira Mean	2021 Mt Hira Mean	% difference
1.	Technology and Resources	The computer resources at this school are up-to-date.	46%	66%	+20%
2.	Technology and Resources	The computers and other resources are easily accessible.	57%	65%	+8%
3.	Technology and Resources	The resources in this school are of high quality.	52%	60%	+8%
4.	Technology and Resources	My teachers keep up-to-date with technology.	57%	61%	+4%
5.	School Specific	I can talk to my teachers about my concerns.	53%	57%	+4%
6.	School Specific	My teachers motivate me to learn.	64%	65%	+1%
7.	Learning Opportunities	My school provides plenty of opportunities for all students to participate in additional activities such as sports and arts.	62%	63%	+1%
8.	School Specific	My school gives me opportunities to do interesting things.	54%	55%	+1%
9.	School Curriculum	My subjects / classwork are interesting and challenging.	62%	63%	+1%
10.	School Specific	My school takes students' opinions seriously.	49%	50%	+1%



STAFF SATISFACTION

The following areas have shown the most improvement in 2021 according to our staff:

1. Leadership
2. Guidance and Support
3. School Environment
4. Morale

Your school's Top 10 Strengths (compared with 2020)

	Key Area	Item	2020 Mt Hira Mean	2021 Mt Hira Mean	% difference
1.	Leadership and Management	There is effective leadership in the school.	43%	68%	+25%
2.	Guidance and Support	Staff are recognised and rewarded for their efforts.	39%	62%	+23%
3.	Leadership and Management	The school is well managed.	45%	66%	+21%
4.	Leadership and Management	The leadership and direction provided by administrators is excellent.	44%	65%	+21%
5.	Leadership and Management	My concerns are taken seriously by the school.	43%	61%	+18%
6.	School Environment	This school respects staff members' opinions.	45%	62%	+17%
7.	School Communication	This school offers opportunities for me to become involved in the decision-making process.	33%	48%	+15%
8.	Morale	The level of conflict between staff members is low.	56%	70%	+14%
9.	Morale	This school has a sense of team spirit.	54%	67%	+13%
10.	Morale	The school actively supports health-related, social, culture and welfare initiatives for the staff.	50%	63%	+13%