



2022

ANNUAL REPORT

CONTENTS

- ❖ COLLEGE PROFILE
- ❖ PRINCIPAL'S REPORT
- ❖ STUDENT STATISTICS
- ❖ IMPROVEMENT PLAN
- ❖ NAPLAN
- ❖ NAPLAN: YEAR THREE
- ❖ NAPLAN: YEAR FIVE
- ❖ NAPLAN: YEAR SEVEN
- ❖ NAPLAN: YEAR NINE
- ❖ VALUE ADDED
- ❖ SENIOR SCHOOL OUTCOMES
- ❖ SCHOOL SATISFACTION SURVEYS
- ❖ 2022 AUDITED INCOME & EXPENDITURE STATEMENT

❖ COLLEGE PROFILE

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 hardworking 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 725 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. 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 Carnivals, Swimming, Inter-Faith Dialogue Programs and Student Leadership opportunities. The broad range of learning opportunities provided by the College enables students to develop as well-rounded global citizens.



COLLEGE PRINCIPAL'S REPORT

The 2022 academic year was the end of the pandemic (or post-pandemic) period, which came with a host of challenges. Schools across Australia faced a massive teacher shortage at this time. This came about due to a decline in Australian visa approvals, people leaving the profession and high levels of absenteeism and sickness due to covid and other illnesses. Many schools struggled to fill vacant teaching positions and secure casual relief teachers, placing additional strain on existing staff and on students. However, despite the difficulties, Mt Hira College was able to maintain close to 100% staffing levels throughout this period and rarely had to combine or cancel any onsite classes.

Furthermore, Mt Hira College still achieved strong VCE results and a record demand for enrolments. The efforts of the College leadership team, staff, students and parents, working collectively to provide the best possible support for our students was commendable. In addition, the College invested significantly, as always, in a range of support programs and subsidised tuition for our VCE students.

In 2022, we implemented a 1 to 1 laptop program from Years 7-10, we trialed accelerated classes for Years 8 and 9 English and Mathematics, we implemented a new structure for our Student Wellbeing Services, and we introduced an after-school homework club to support struggling students from Years 3-10.

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 under construction, immaculate sporting facilities, 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 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 and strong demand for enrolment indicate robust stakeholder confidence and a growing reputation for excellence.



STUDENT STATISTICS

Student Attendance

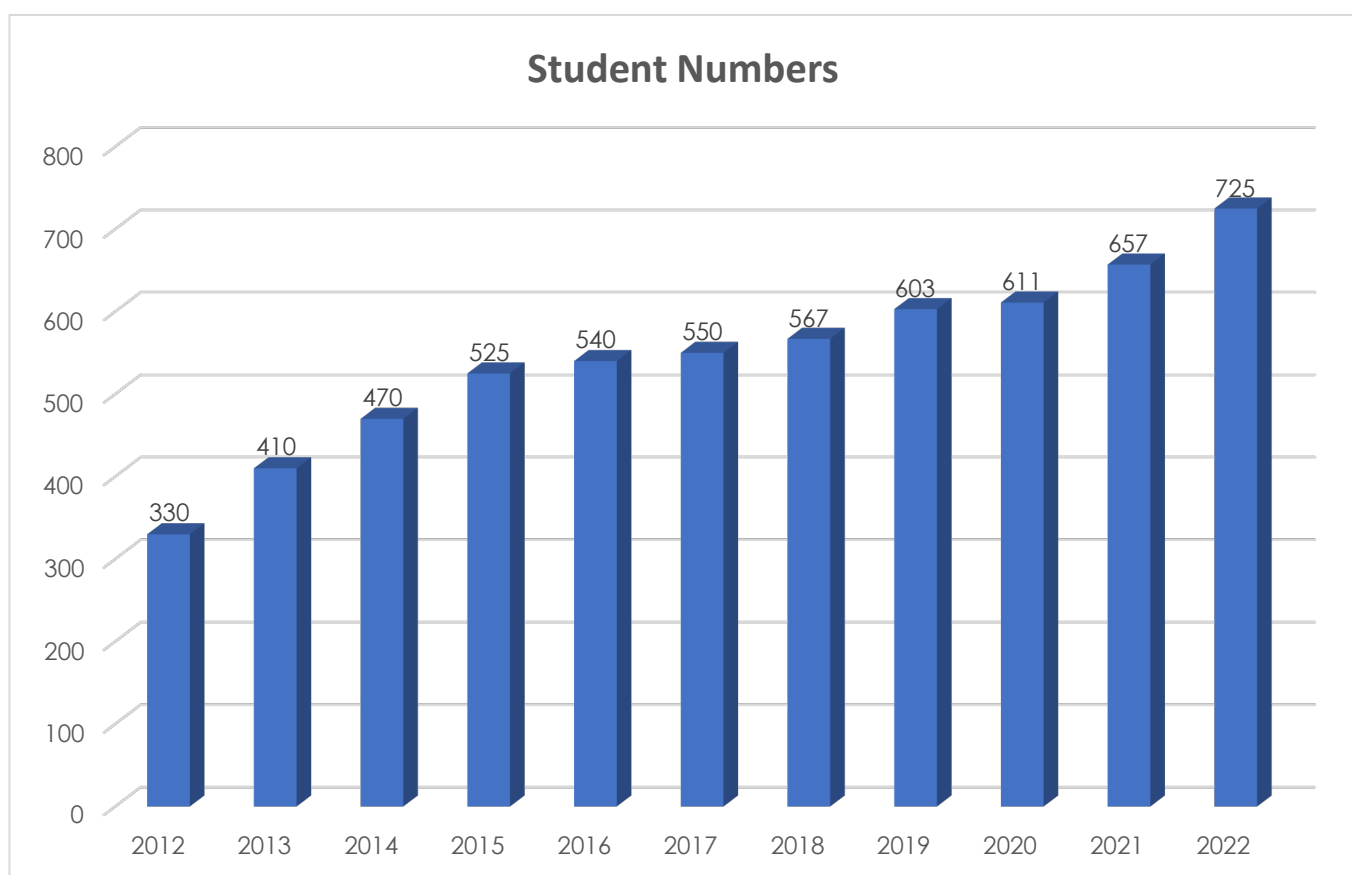
Whilst the majority of students ordinarily have strong attendance rates and really enjoy school, there are a small portion of students who have poor attendance rates for a variety of personal reasons, including chronic health conditions, difficult living circumstances, and so on. We found our biggest challenge was educating our students and their families on how to re-establish sound routines, in the attempt to recover from the effects of the COVID-19 pandemic. In 2022, we actively worked to improve the engagement of these students by establishing a range of enhanced follow-up procedures and engagement strategies and really saw the effects of our efforts towards the later part of the academic year.

Year	Av. Attendance Rate (%) 2022	Av. Attendance Rate (%) 2021
Foundation	80.5	89
Year 1	80.5	87.6
Year 2	80.8	86.8
Year 3	80.8	91.5
Year 4	84.4	89.9
Year 5	83.7	85.2
Year 6	81.8	87.5

Year	Av. Attendance Rate (%) 2022	Av. Attendance Rate (%) 2021
Year 7	82.4	88.3
Year 8	77.9	78.4
Year 9	74.9	74.3
Year 10	79.4	84.7
Year 11	81.2	82.6
Year 12	81.3	81.7

Student Enrolment

Enrolments have continued to increase steadily over the past ten years. The graph below demonstrates the increased enrolment from 2012 to 2022. These enrolment numbers are taken from the August Census each year, and each year demonstrates a steady increase on the previous year. There was a significant increase in the demand for enrolment from 2021 to 2022, where enrolment numbers increased from 657 to 725 students, a 10.5% increase. We also have waiting lists for over half of our available year levels due to reaching full capacity.



Staff Retention – In 2022, staff retention was 85.9%

Staff Attendance – Teachers' average attendance rate for 2022 was 89%

TEACHER QUALIFICATIONS

All teachers at Mt Hira College are registered with the Victorian Institute of Teaching. 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

The College motto, lifelong learning, is something we pride ourselves on. Professional development was a core focus for teachers in 2022, with the College offering a variety of support to all staff. By utilizing the experience and expertise from within the organisation, school-based professional learning was provided on a regular basis. This was achieved by organising specific sessions, during mainly Curriculum Days, whereby educational trends, and models such as FISO 2.0, high impact teaching strategies, restorative practices, and the effective use of ICT in the classroom were discussed. In addition, staff were provided with an opportunity to attend external professional development opportunities, assisting them in achieving the goals set in their Performance and Development Plan (PDP). 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. On average, teachers spent more than twenty hours attending professional development in 2022. In 2022, over \$12,000 was spent on staff professional development.

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 2022, 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 2022, significant time and resources were invested to target the above key areas.

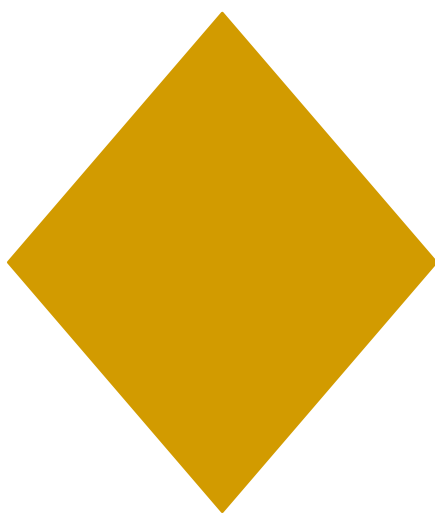
Key Initiatives included:

- 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 2022 NCCD Guidelines.
- Whole-school teacher professional development in the College's comprehensive Child Safety Program.
- Whole-school upgrade of IT equipment.
- Enhanced equipment and resources for our VET programs.
- VCE Student 1-1 IPAD loan program.
- One-to-one Laptop Program (Years 7 - 10)
- Wellbeing programs for staff and students.
- 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.
- Homework Club (Years 3-10).
- Streaming of Years 8 and 9 Maths and English classes.

NAPLAN – Student Achievement and National Benchmarks

The results of the 2022 NAPLAN for Junior School, in general, show an increase in Reading and Numeracy results when compared to 2021. This improvement could be due to having more emphasis on Reading and Numeracy skills within the classroom. Junior School students are performing strongly in the areas of Spelling, Grammar and Punctuation, and Year 3 students are maintaining good growth in the area of Writing. Year 7 students showed growth in their Reading when compared to the data from 2021. Year 9 students displayed growth in Reading compared to the data from 2021.

Overall, the percentage of students achieving at or above the National Minimum Standard has increased for our Junior School Students. In our Middle School, students from Year 7 and Year 9 displayed an increase in the number of students achieving the national minimum standard for Reading. It is important to note that the covid pandemic did have a negative impact on the wellbeing and engagement of many students, which may have led to declines in some areas for our Middle School students, such as in Numeracy. The College has subsequently introduced several initiatives to improve student engagement and to close the knowledge and skills gaps that was exacerbated by the pandemic. These initiatives include additional homework help, the recruitment of additional support staff and the implementation of the Tutor Learning Initiative (TLI).



❖ NAPLAN: YEAR THREE

Reading – 94% of all Year Three students were at or above the National Minimum Standard.

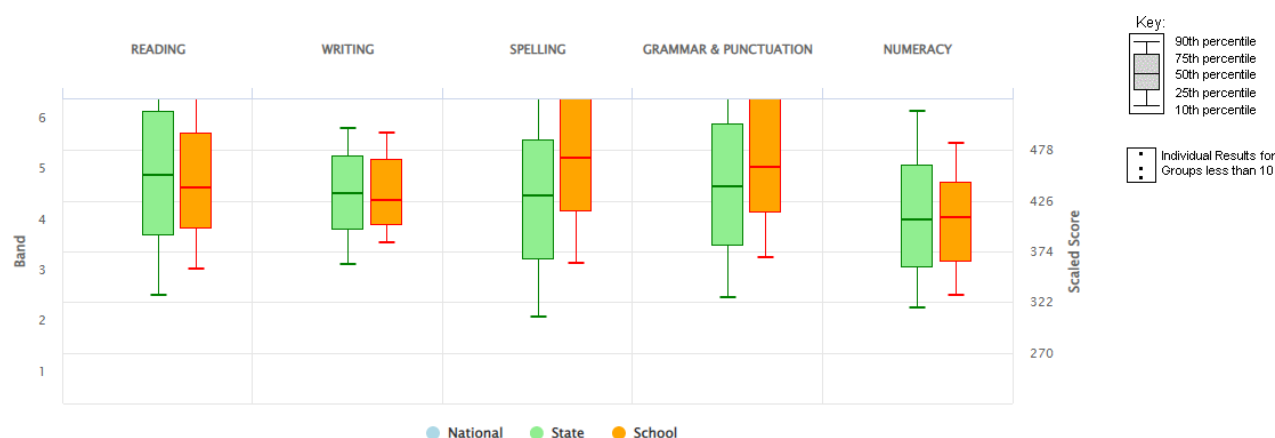
Writing – 98% of all Year Three students were above the National Minimum Standard.

Spelling – 97% of our students achieved at or above the National Minimum Standard.

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

Numeracy – 91% of all Year Three students achieved at or above the National Minimum Standard.

YEAR THREE NAPLAN SCHOOL SUMMARY



YEAR THREE NAPLAN 5-YEAR TREND

Reading:



Numeracy:



❖ NAPLAN: YEAR FIVE

Reading – 88% of all Year Five students achieved at or above the National Minimum Standard.

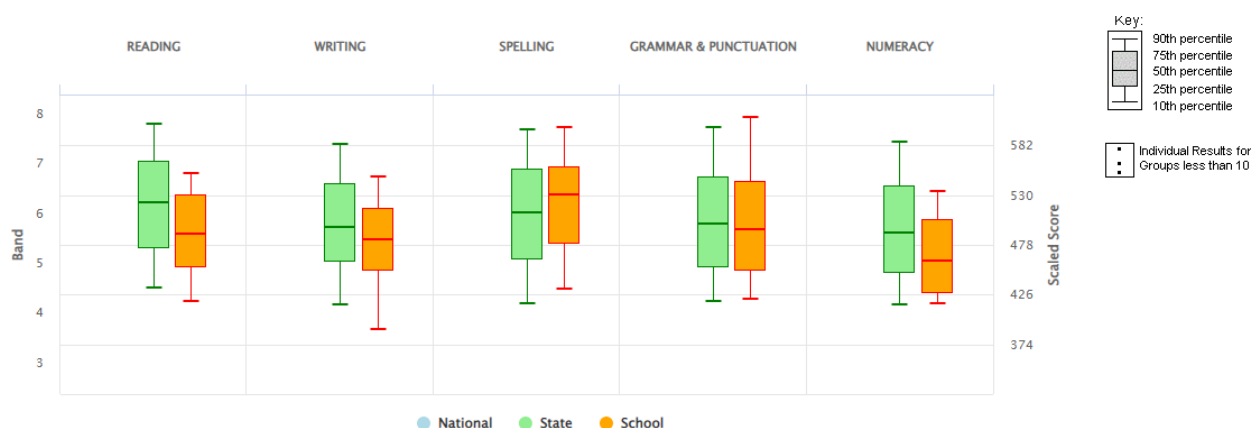
Writing – 88% of all Year Five students achieved at or above the National Minimum Standard.

Spelling – 92% of all Year Five students achieved at or above the National Minimum Standard.

Grammar and Punctuation – 86% of all Year Five students achieved at or above the National Minimum Standard.

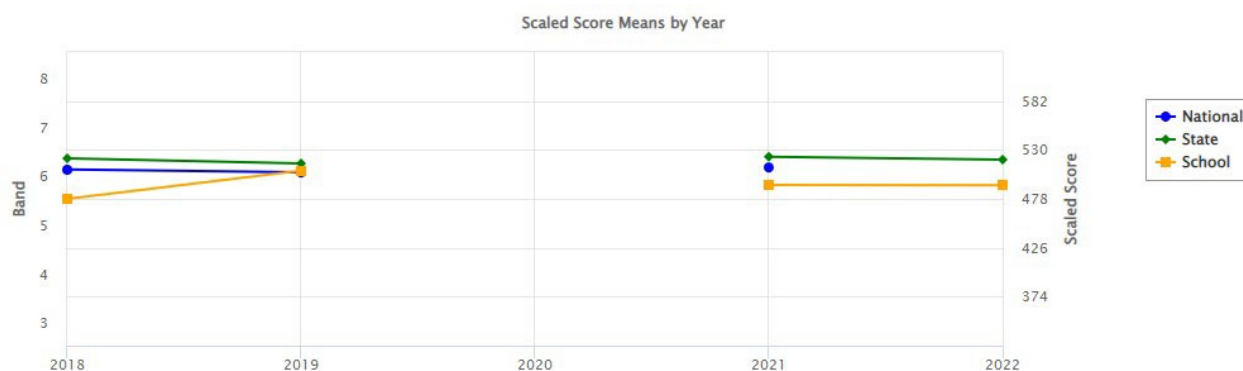
Numeracy – 83% of all Year Five students achieved at or above the National Minimum Standard.

YEAR FIVE NAPLAN SCHOOL SUMMARY

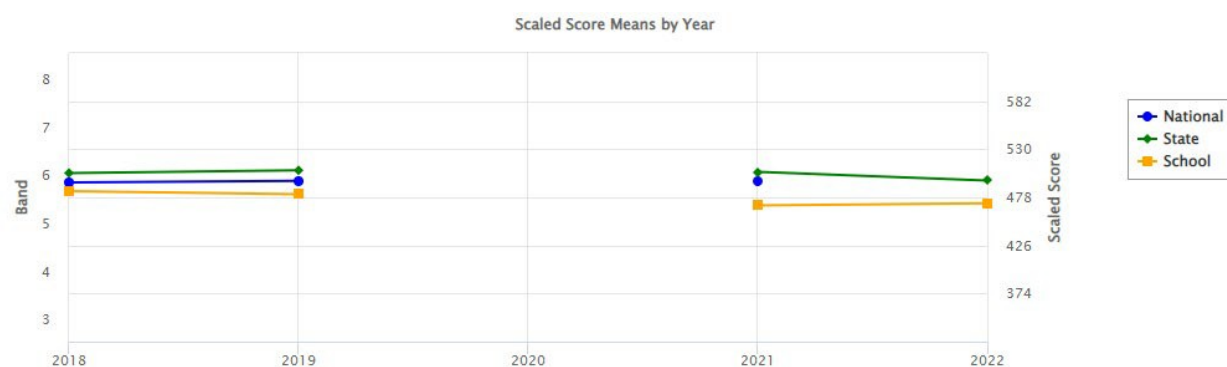


YEAR FIVE NAPLAN 5-YEAR TREND

Reading:



Numeracy:



❖ NAPLAN: YEAR SEVEN

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

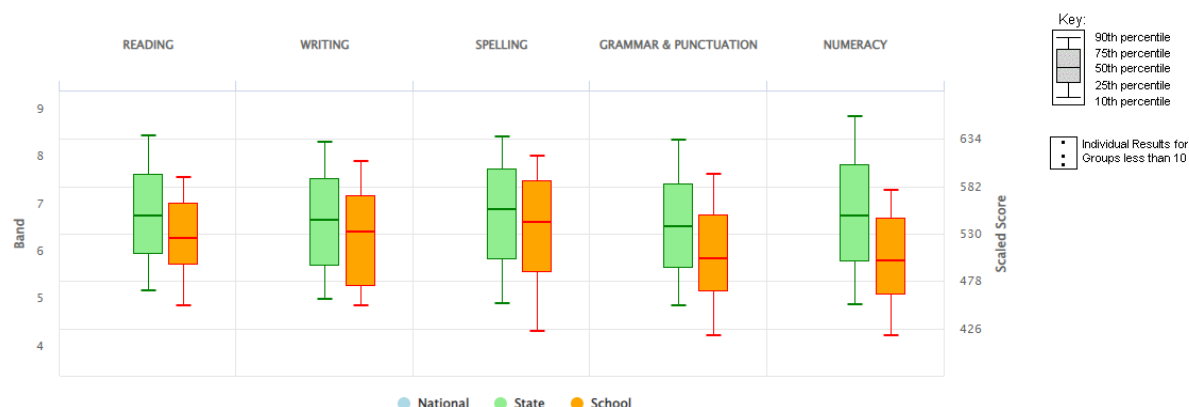
Writing – 72% of all Year 7 students achieved at or above the National Minimum Standard.

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

Grammar and Punctuation – 62% of all Year 7 students achieved at or above the National Minimum Standard.

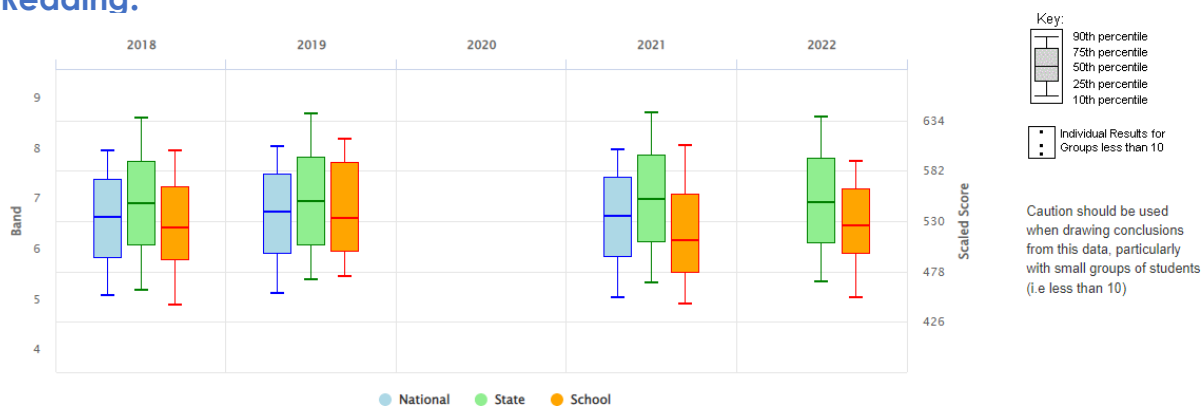
Numeracy – 72% of all students in Year 7 were at or above the National Minimum Standard.

YEAR SEVEN NAPLAN SCHOOL SUMMARY

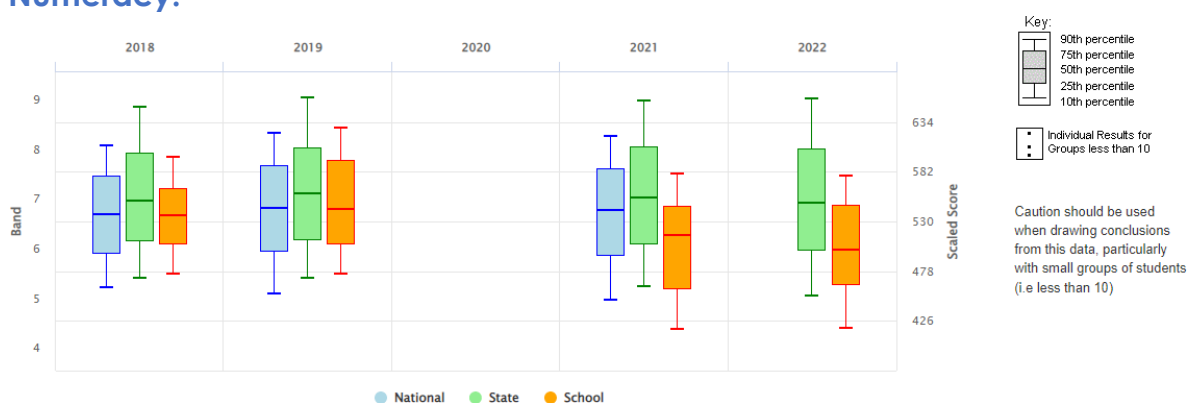


YEAR SEVEN NAPLAN 5-YEAR TREND

Reading:



Numeracy:



❖ NAPLAN: YEAR NINE

Reading – 52% of all Year 9 students achieved at or above the National Minimum Standard.

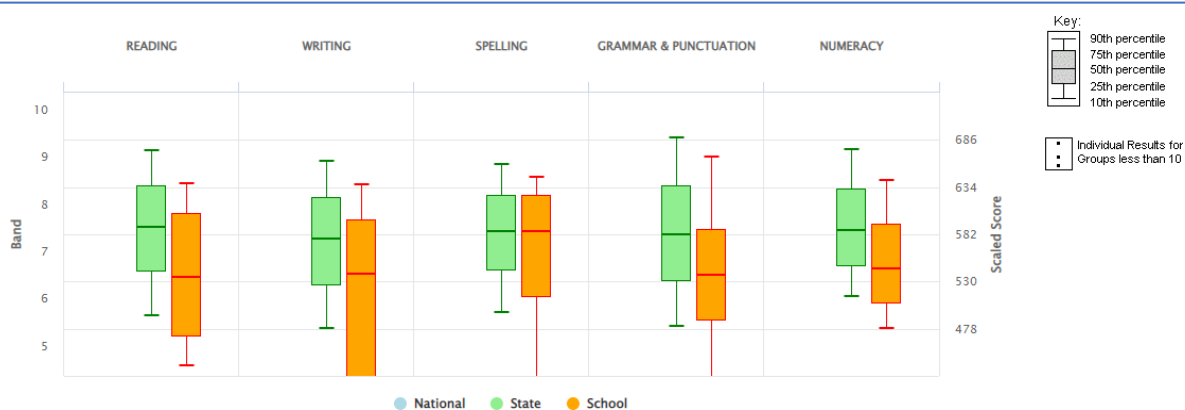
Writing – 55% of all Year 9 students achieved at or above the National Minimum Standard.

Spelling – 71% of all Year 9 students performed at or above the National Minimum Standard.

Grammar and Punctuation – 57% of all Year 9 students achieved at or above the National Minimum Standard.

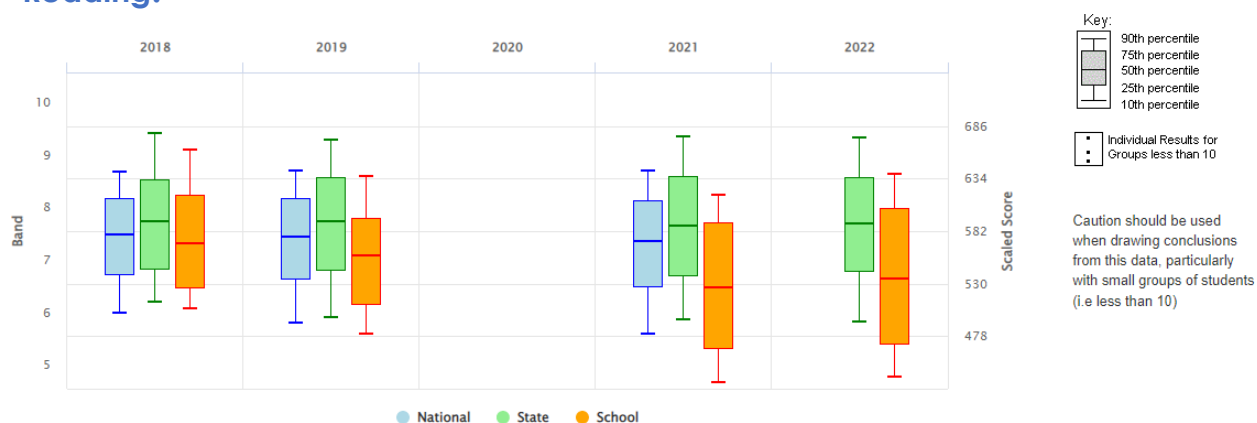
Numeracy – 63% of all Year 9 students achieved at or above the National Minimum Standard.

YEAR NINE NAPLAN SCHOOL SUMMARY

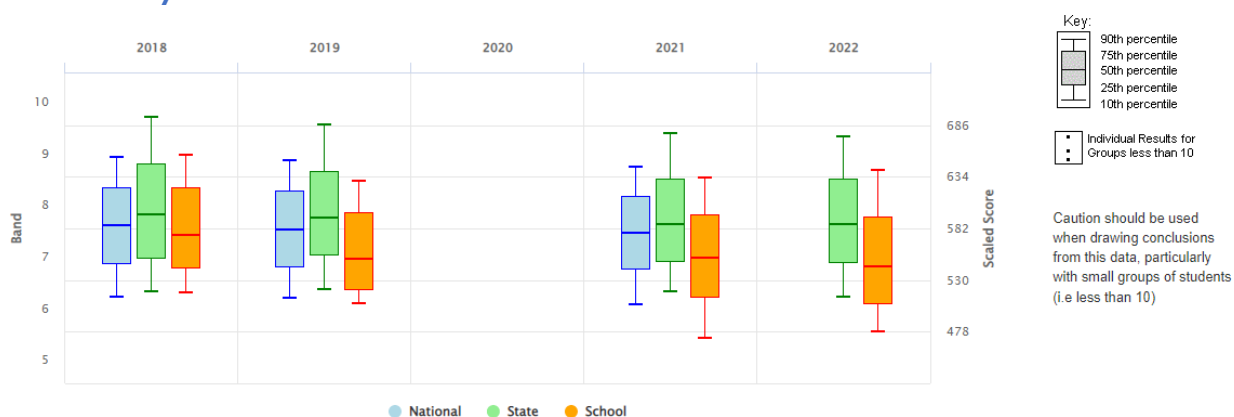


YEAR NINE NAPLAN 5-YEAR TREND

Reading:



Numeracy:



School-wide Programs

- Numeracy programs (Mathletics and Mathseeds)
- Literacy programs (Reading Eggs, Wushka and Accelerated Reader)
- 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)
- VCE Educational Programs (eg. Elevate Education, subject lectures, etc)
- SMART Foundation 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 Education 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.

❖ SENIOR SCHOOL OUTCOMES

VCE RESULTS

Forty-two students successfully completed their VCE in 2022. With one other student opting to complete Year 12 over two -years. Our highest ATAR rank was 91.05, with 4% of scored students receiving ATARs above 90, 28% receiving an ATAR above 80, and 48% with ATARs above 70.

Twenty-eight students received offers for university or TAFE courses through VTAC with 69% receiving their first preference.

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

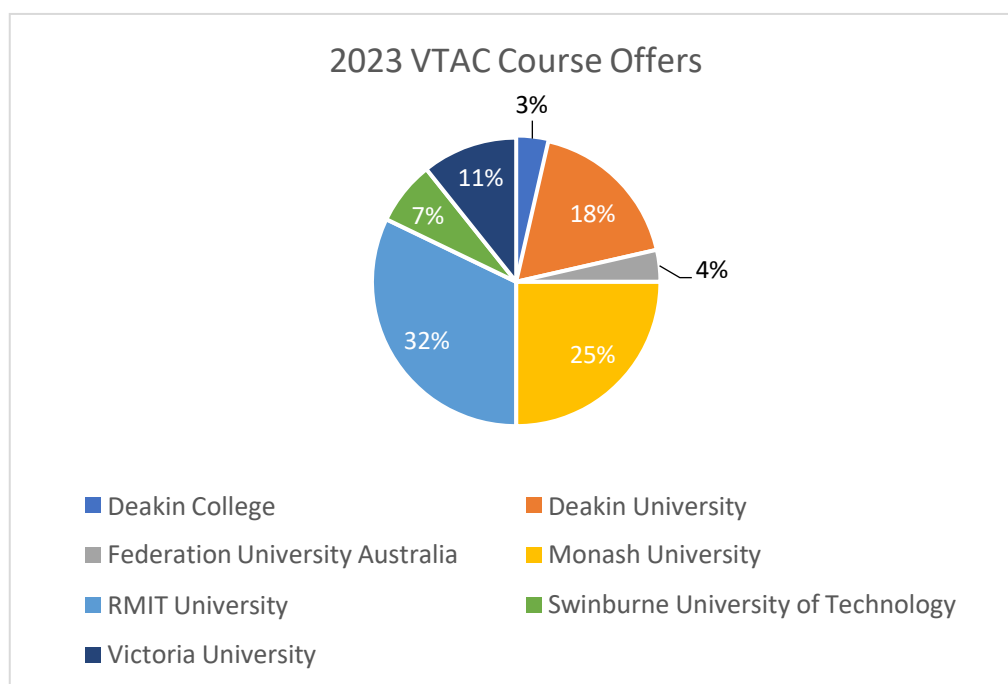
- Utilise study periods effectively.
- Maintain high attendance rates.
- Develop efficient and productive revision techniques.
- Engage in after-school classes and focus on performance in trial examinations.
- Seek their teachers' assistance for support and advice in regards to their particular VCE subject.
- 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

UNIVERSITY ENROLMENTS

This is a breakdown of tertiary institutions that our 2022 graduates gained entry to for further studies:



The following is a list of the tertiary course fields that our 2022 graduates were offered by VTAC:

- Business (Degree)
- Business (Diploma)
- Business (UniLink) (Diploma/Degree First Year)
- Commerce (Degree)
- Dermal Sciences (Degree)
- Diploma of Higher Education – Science
- Engineering – Civil and Infrastructure (Hons)
- Engineering – Civil Engineering (Hons) (Degree)
- Engineering (Hons) (Degree)
- Engineering Technology (Civil Engineering Design) (Advanced Diploma)
- Engineering Technology (Civil Major) (Associate Degree)
- Foundation Access Studies Program (FAST)
- Health Sciences (Degree)
- Information Technology
- Legal Practice (Paralegal) (Associate Degree)
- Osteopathy (Degree)
- Science (Degree)
- Science/Teaching (Secondary) (Degree)

❖ SCHOOL SATISFACTION SURVEYS

In 2022, 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.

The 2022 surveys showed a marked improvement in satisfaction among parent, students and staff, building even further on the improvements gained the previous year.

PARENT SATISFACTION

The following areas have shown the most improvement in 2022 according to our parents:

1. Guidance and Support
2. Personal Development
3. Learning Opportunities
4. Leadership and Management

Strengths and Areas for Improvement

Your school's results have been analysed for each question and compared to its results from 2021. The percentage difference between your school's 2021 and 2022 results were sorted, and your school's top 10 results and bottom 10 results are presented below.

Your school's Top 10 Strengths (compared with 2021)

	Key Area	Item	2021 Mt Hira Mean	2022 Mt Hira Mean	% difference
1.	Guidance and Support	This school offers my child guidance about future opportunities.	60%	70%	+10%
2.	Personal Development	Students have equal opportunities to hold leadership positions.	60%	69%	+9%
3.	Guidance and Support	This school is doing a good job in preparing my child for further education or a career in the future.	64%	73%	+9%
4.	Learning Opportunities	I am happy with the learning opportunities my child has at this school.	64%	73%	+9%
5.	Leadership and Management	There is effective leadership in the school.	63%	71%	+8%
6.	Learning Opportunities	My child is encouraged to achieve high results.	68%	76%	+8%
7.	Leadership and Management	This school is well managed.	64%	71%	+7%
8.	Technology and Resources	The resources in this school are of high quality.	69%	76%	+7%
9.	Learning Opportunities	This school provides plenty of opportunities for all students to participate in sports.	63%	70%	+7%
10.	Learning Opportunities	This school provides plenty of opportunities for all students to participate in arts.	66%	72%	+6%

STUDENT SATISFACTION

The following areas have shown the most improvement in 2022 according to our students:

1. Student Relationships
2. Personal Development
3. Overall
4. Teacher Quality

Strengths and Areas for Improvement

Your school's results have been analysed for each question and compared with its results from 2021. The percentage difference between your school's 2021 and 2022 results were sorted, and your school's top and bottom 10 results are presented below.

Your school's Top 10 Strengths (compared with 2021)

	Key Area	Item	2021 Mt Hira Mean	2022 Mt Hira Mean	% difference
1.	Student Relationships	Bullying is not a problem at my school.	45%	51%	+6%
2.	Personal Development	I can see positive changes in my learning.	63%	69%	+6%
3.	Overall	I am happy to be at my school.	61%	66%	+5%
4.	Teacher Quality	My teachers are of a very high standard.	63%	68%	+5%
5.	School Environment	Students at this school present themselves with pride.	52%	57%	+5%
6.	Student Relationships	I find it is easy to make friends at this school.	64%	69%	+5%
7.	Learning Opportunities	I feel that I am motivated to learn at school.	61%	65%	+4%
8.	Learning Opportunities	My school provides plenty of opportunities for all students to participate in additional activities such as sports and arts.	63%	67%	+4%
9.	Personal Development	I am challenged in different areas at school.	65%	69%	+4%
10.	Student Behavioural Values	My school teaches me morals and values.	62%	66%	+4%

STAFF SATISFACTION

The following areas have shown the most improvement in 2022 according to our staff:

1. Guidance and Support
2. Morale
3. Technology and Resources
4. Personal Development

Strengths and Areas for Improvement

Your school's results have been analysed for each question and compared to its results from 2021. The percentage difference between your school's 2021 and 2022 results were sorted, and your school's top and bottom results are presented below.

Your school's Top 10 Strengths (compared with 2021)

	Key Area	Item	2021 Mt Hira Mean	2022 Mt Hira Mean	% difference
1.	Guidance and Support	Health and well-being measures for staff are integrated into the existing structures and processes of the school.	57%	75%	+18%
2.	Morale	The school actively supports health-related, social, culture and welfare initiatives for the staff.	63%	77%	+14%
3.	Guidance and Support	There are support mechanisms in school for me if I have worries about school issues.	58%	71%	+13%
4.	Technology and Resources	The computers and other resources are easily accessible.	63%	76%	+13%
5.	Personal Development	Excellent opportunities are provided for staff to develop their skills.	55%	68%	+13%
6.	Guidance and Support	Staff support services are accessible and helpful.	55%	67%	+12%
7.	School Environment	This school respects staff members' opinions.	62%	73%	+11%
8.	Guidance and Support	I am provided with sufficient guidance if I am required to engage in tasks unfamiliar to me.	60%	71%	+11%
9.	Morale	Staff recognise and reward my personal improvement.	74%	84%	+10%
10.	Morale	The level of conflict between staff members is low.	70%	80%	+10%

❖ 2022 AUDITED INCOME AND EXPENDITURE STATEMENT

2022 Audited Income and Expenditure Statement

Year to date 1 January 2022 to 31 December 2022

Enrolments	Primary Secondary Total	2022
		373
		352
		725

INCOME - Operating	2022
School Fees	1,123,624
Discounts & concessions	(71,811)
Other receipts from students	267,309
Interest Received	15,485
Canteen Income	194,005
Other Income	497,036
Sporting School Programme Grant	12,600
Victorian State Government Recurrent Grants	3,373,694
Commonwealth Government Recurrent Grants	9,472,718
Capital Income	102,950
ELC Income	2,273,224
Total Recurrent Income	17,260,834

EXPENDITURE - Operating	2022
Salaries – teaching staff	5,068,007
Salaries – other staff	2,586,553
Staff related expenses	815,878
Telephone,Electricity, Gas & Water	140,007
Insurance	162,644
Printing, Stationary & Postage	105,665
Repairs & Maintenance	1,201,073
Teaching Resources and Materials	487,591
Other Expenses and Materials	1,566,907
Rent - Teaching Facilities	281,506
Bad Debts written off	28,403
Interest payments for Capital Loans	146,668
Provisions (Annual Leave, Long Service Leave)	(80,591)
Depreciation	927,638
ELC Expenses	2,028,013
Total Recurrent Expenditure	15,465,961

PROFIT / LOSS	1,794,873
----------------------	------------------