



# ANNUAL REPORT

# 2020

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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 Twelve Islamic College with a newly established 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 650 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 40+ 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, 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.

*The 2020 academic year has earned its place in the pages of history as one of the most challenging years in the modern era for students across the globe. The pandemic saw the closure of schools and learning institutions throughout Victoria towards the end of Term 1, for all of Terms 2 and 3, and a staggered return to school in Term 4 of 2020. Schools were forced to rapidly adapt and find innovative ways to deliver the curriculum remotely. This meant preparing teachers across all disciplines, as well as parents and students, for a very different approach to teaching and learning. Schools were initially scrambling to work out the best online platforms for content delivery, rapidly providing training, guidance and expectations to teachers and support staff to work from home, and frequently communicating ever changing circumstances, requirements and updates to staff, parents/carers and students about school operations throughout the year. Schools also remained partially open to simultaneously accommodate and support vulnerable students and children of essential workers on site.*

*At this most challenging time, Mt Hira College impressed its College community and beyond with its outstanding delivery of remote learning programs for Years F-12. This involved the delivery of daily live lessons through Microsoft Teams, implementing the regular school timetable, with modifications to ensure students had regular screen breaks, physical activity, 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 tailored support program for our Year 12 students.*

*We also ran a range of online programs to keep students socially connected with their peers and school community. On Wacky Wednesdays, our primary teachers dressed according to different weekly themes to keep younger students engaged. Our wellbeing team ran weekly online social sessions where students could freely join in to listen, perform or simply share their experiences. Given the unavoidable increase in student online activity, we invited the Australian Federal Police (AFP) to run online cyber safety workshops for students in Years 3-10. We also ran a live VCE Expo via Teams to support our Years 9 & 10 students in their subject selections. This innovatively included a series of high quality pre-recorded and informative short videos about each VCE subject, followed by live Q & A segments with the subject teachers.*

*The pandemic also brought to the fore the immense talent and dedication among Mt Hira College's staff, as well as the College's deep commitment to the learning and wellbeing of every student. This was reflected in our 2020 parent and student satisfaction survey results, which showed a rise in satisfaction across most categories. Further, our College is now excellently placed to rapidly and effectively deliver remote learning programs in the future, if needed. We continue to run our all-staff briefings on Monday mornings via Teams, as we have found this to be safer, more convenient and efficient than physically gathering in the staffroom to meet face-to-face. However, we do conduct sub-school meetings, team meetings, management meetings, morning teas and the like, face-to-face when there are no restrictions, as we believe this has a positive impact on staff-wellbeing and team building.*

*In 2020, we commenced a 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 ensures greater technology integration in the classroom and equal access for students to the many online learning programs the College subscribes to. This initiative has continued in 2021, with the addition of a pilot 1 to 1 laptop program for our Year 7 students.*

*In 2020, the College's focus and priority shifted as the year progressed from improving academic results to supporting students' wellbeing. By the time we reached Term 4 of 2020, there was a marked decline in the online participation of some students. The diligent follow-up of disengaged students by our teachers and wellbeing team revealed that there were increasing wellbeing concerns, as many students yearned to return to school on site and to live life as normal. Many staff had also expressed that the prolonged lockdowns and school closures had taken a toll on their wellbeing.*

*The lockdowns created immense challenges for some students, who were, for instance, forced to share limited study and living spaces with several siblings, other family members, family members who were ill, and so on. Some students expressed that their home life circumstances were not conducive to learning, and some found it personally challenging to learn particular subjects online, such as mathematics. The College invested a significant amount of time and resources into the provision of wellbeing programs, services and support for students. Leaders, teachers, counsellors, wellbeing staff and learning support staff spent countless hours following up with students and liaising with parents/carers to support the needs of our students during the pandemic.*

*To achieve the highest quality remote learning programs for our students, processes of accountability were put in place. 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.*

*Interestingly, from 2019 to 2020 there was only a slight increase in enrolments from 603 to 611 students respectively. This may reflect a temporary stagnation in stakeholder confidence and satisfaction. However, since joining the leadership team in January 2020 and taking over as Principal in Term 4 of 2020, I am pleased to report that by the end of 2020 stakeholder confidence began to rise rapidly and significantly. This is reflected in the results of the 2020 parent and student satisfaction surveys conducted in November 2020 and the recent sharp rise in enrolments. 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 the vast majority of our 2020 Year 10 cohort.*

*The government made the decision to cancel all NAPLAN testing in 2020 due to the pandemic. Therefore, there are no NAPLAN tests results from the 2020 academic year.*

*Thirty-one students successfully completed their VCE in 2020. Our highest ATAR rank was 88.15 with 10% of students receiving ATARs above 80 and 32% with ATARs above 60. Thirty students applied for VTAC tertiary courses and thirty students (i.e. 100%) received offers for university or TAFE courses. Just one student did not apply for a tertiary course to take a gap year. Several Year 12 students in 2020 reported being adversely impacted in their studies due to the pandemic.*

*All camps, excursions, incursions and extra-curricular activities were cancelled in 2020 due to the pandemic. Our major annual celebrations, including the International Children's Day Festival (23 Nisan), Eid Celebrations, Harmony Day, Turkish Republic Day, and the Junior School Concert could not occur in 2020. However, in Term 1 of 2020, our primary students participated in swimming lessons, and when students returned to school in Term 4 we had an AFL Day and free sausage sizzle for all staff and students. We also celebrated Book Week and held a special farewell program for our Year 12 students.*



*In Term 4 of 2020, we ran a transition program, where all students in Years F-5 spent one day with their new classes and teachers for 2021. This was to enable a smoother transition at the beginning of 2021, 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 2021. 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 2021.*

*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 recently opened a state-of-the-art Early Learning Centre, 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 the strong current demand for enrolment all indicate robust stakeholder confidence and a growing reputation for excellence.*



## 03 STUDENT STATISTICS



### STUDENT ATTENDANCE

The attendance data for the 2020 academic year is quite difficult to interpret as it consists of both onsite and remote attendance. The year was disrupted by early school closures/extended holidays, 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 2020, we began to actively work towards improving the engagement of these students by establishing a range of enhanced follow-up procedures and engagement strategies.

Year	Av. Attendance Rate (%) 2020	Average Absence 2020	Average Absence 2019	Average Absence 2018
Foundation	88.7	18.2	25.0	25.0
Year 1	86.2	22.9	13.8	17.5
Year 2	89.7	17.1	12.2	16.5
Year 3	93.8	10.3	19.1	15.4
Year 4	91.4	14.3	15.6	15.8
Year 5	92.2	12.9	20.4	14.3
Year 6	90.9	15.1	18.4	18.8

The Primary School average was 15.8 days absent in 2020 as compared to 18.4 days absent in 2019.

Year	Av. Attendance Rate (%) 2020	Average Absence 2020	Average Absence 2019	Average Absence 2018
Year 7	89.9	24.2	17.3	14.2
Year 8	85.7	26.0	19.1	10.8
Year 9	84.3	19.0	27.2	21.6
Year 10	86.4	26.0	19.5	22.4
Year 11	85.7	17.9	20.6	20.2
Year 12	87.4	21.3	17.3	17.6

The Secondary School average was 22.4 days absent in 2020 as compared to 20.2 days absent in 2019.



## 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 and the creation of multiple new leadership roles at the end of 2020.

By the end of 2020 there were some staff changes. We had four teachers take maternity leave, one teacher retired, and four teachers, one learning support staff member, and two administration staff left to take up other opportunities. A new Principal was also appointed in Term 4, 2020 to lead the College into the next phase of its development. As the Vice Principal (Administration) during Terms 1-3, 2020 the new Principal already initiated and implemented significant improvements, including all the strategies listed above, as well as adding the VET pathway to our VCE subject offerings.



## STAFF ATTENDANCE

Staff attendance was satisfactory during 2020 and marginally lower than the previous year (-0.5 days). The average number of days teachers were absent from school was 7.3 for the year. However, as with all data from 2020, 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 majority of our teachers have full registration, while three of our provisionally registered teachers gained their full registration in 2020. Three Language and two 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

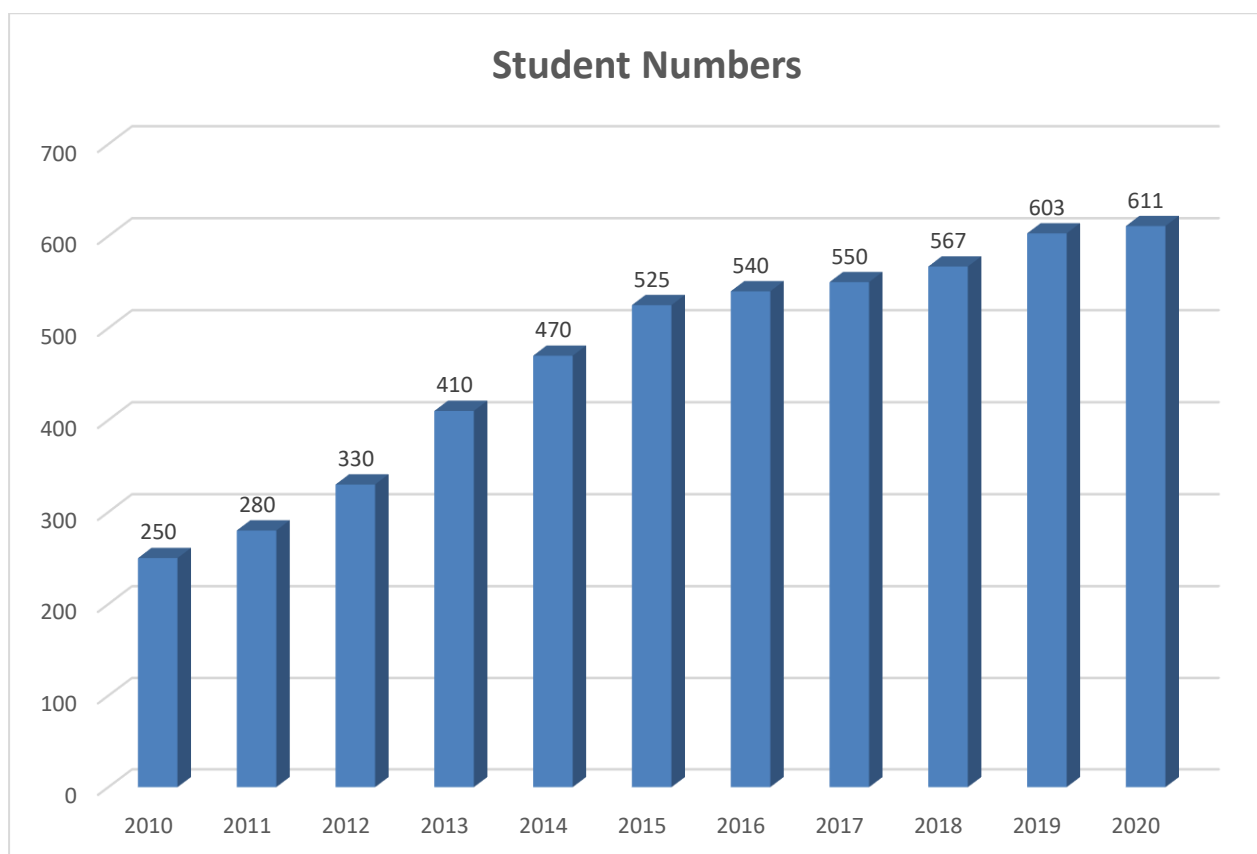
As part of whole school planning, school-based professional learning was provided, drawing on the experience and expertise from within the College and from external experts. There was a focused approach with sessions applicable to specific sub-schools, as well as whole-school sessions, as research shows that one-off sessions for a single 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 via the use of high impact teaching strategies, greater integration of technology, positive behaviour management and more. Teachers spent on average more than thirty hours attending professional development in 2020. 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 2020, \$20,045 was spent on professional development.





## STUDENT ENROLMENT

Enrolments have increased steadily over the years with an increase of 144% from 2010 to 2020. The graph below demonstrates the increased enrolment from 2010 to 2020. These enrolment numbers are taken from the February Census each year, and each year demonstrates a steady increase on the previous year. A third Foundation and Year 7 stream were introduced in 2019 to cater for the rising demand. \*Between December 2020 and February 2021 enrolment numbers jumped significantly from 611 to 655 students and are still rising. Additional streams are currently being considered due to waitlists in other year levels.



## 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 2020, this process led to the identification of certain key focus areas for the College, including building teacher capacity in the areas of positive behaviour management and in supporting students with additional needs, building students' knowledge and skills in the area of cyber-safety, developing support strategies for disengaged students and finding ways to support student- and staff-wellbeing during the pandemic, which brought with it constant and unpredictable change. In addition, teacher and student feedback showed that alternative VCE pathways for students who are hands-on learners were much needed. Therefore in 2020, significant time and resources were invested to target the above key areas.

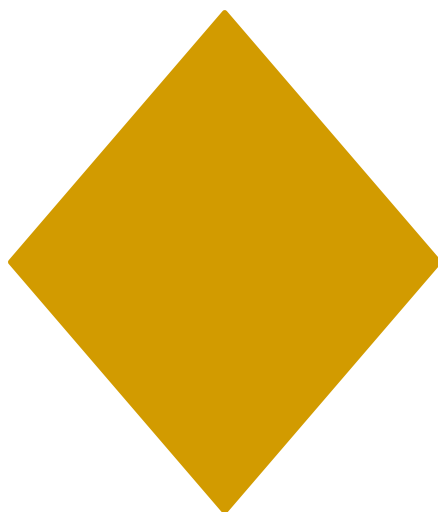
### Key Initiatives included:

- Whole-school teacher professional development in Restorative Practices.
- Whole-school teacher professional development in the Disability Standards for Education and the 2020 NCCD Guidelines.
- Whole-school upgrade of IT equipment including new LCD screens all classrooms, new high specs laptops for all staff and major upgrade to primary and secondary computer labs ready for 2021.
- Construction of a state-of-the-art Early Learning Centre.
- VCE Student 1-1 IPAD loan program.
- 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 & on site).
- SEQTA Kiosk: Automated Student Late & Early Leaver pass system.
- 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.
- 3DMe 3D printers.
- Swivl automated classroom video recording system.

## NAPLAN - STUDENT ACHIEVEMENT AND NATIONAL BENCHMARKS

**The government made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. Thus, students in Years 3, 5, 7 and 9 in 2020 did not undertake the assessment in 2020 and will not do a 'catch-up' test in 2021. (Source: [nap.edu.au](http://nap.edu.au))**

*From 2019: The 2019 NAPLAN test results had mostly improved on the previous year. Gains were observed in multiple areas with a slight drop in our Year Nine Reading and Numeracy results. A closer analysis of 2019 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 were put in place at the end of 2019 with the implementation of the Renaissance Accelerated Reader program. 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.

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

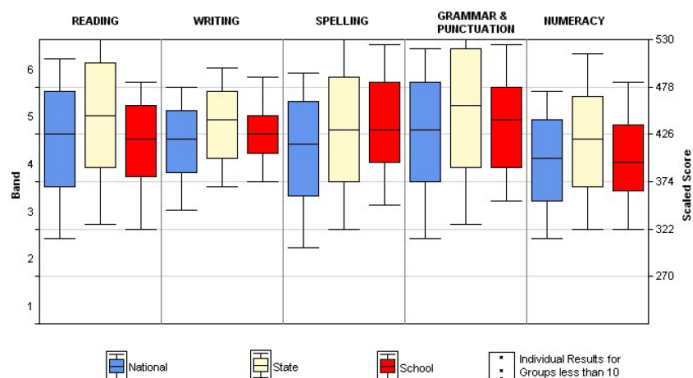
**Numeracy** – 100% of all Year Three students achieved at or above the National Minimum Standard.

## YEAR THREE NAPLAN

### School Summary Report

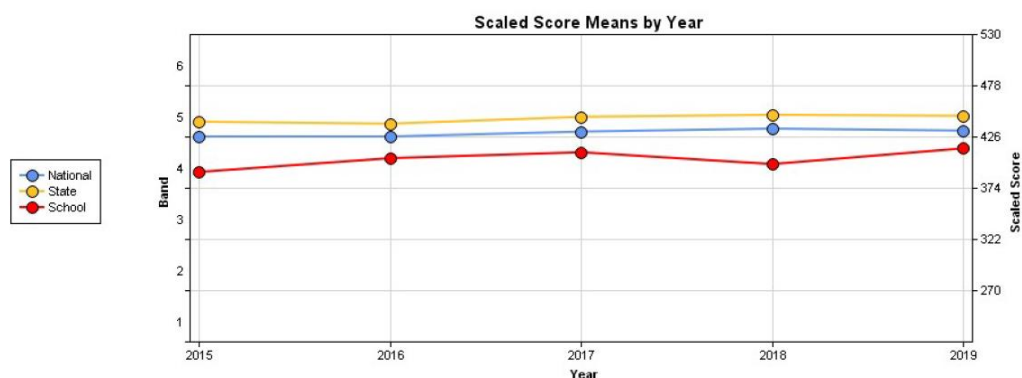
Year 3 - Gender: All, LBOTE: All, ATSI: All

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

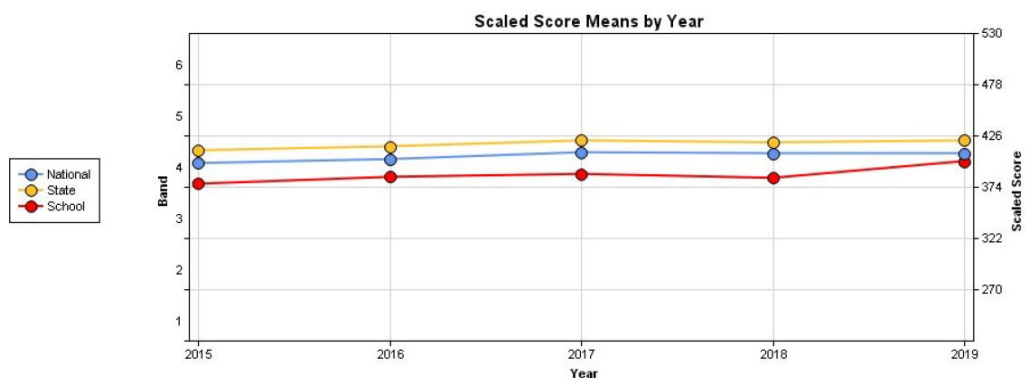


## YEAR THREE NAPLAN 5-YEAR TREND

Reading:



Numeracy:



# 07 NAPLAN: YEAR FIVE

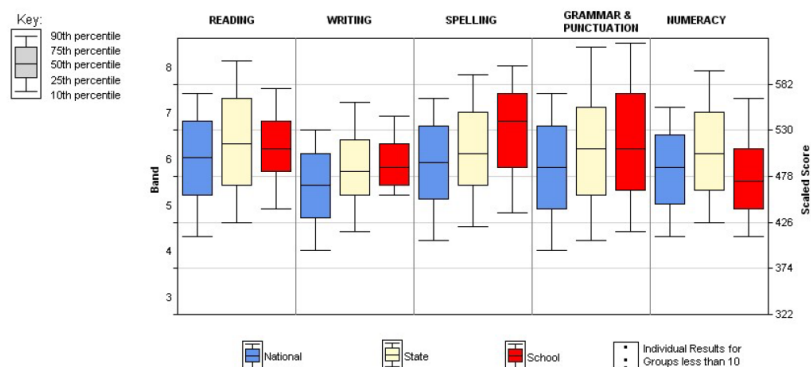
**Reading** – 100% of all Year Five students achieved at or above the National Minimum Standard.  
**Writing** – 100% of all Year Five students achieved at or above the National Minimum Standard.  
**Spelling** – 97% of all Year Five students achieved at or above the National Minimum Standard.  
**Grammar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

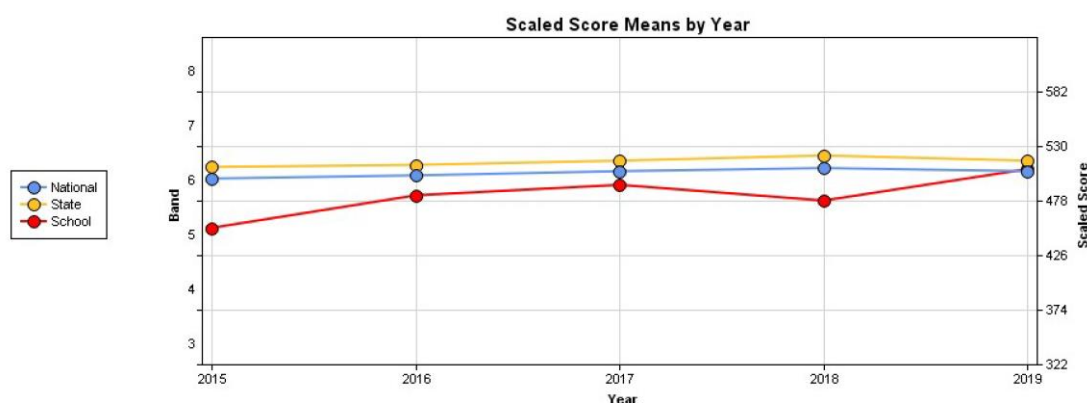
Year 5 - Gender: All, LBOTE: All, ATSI: All

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

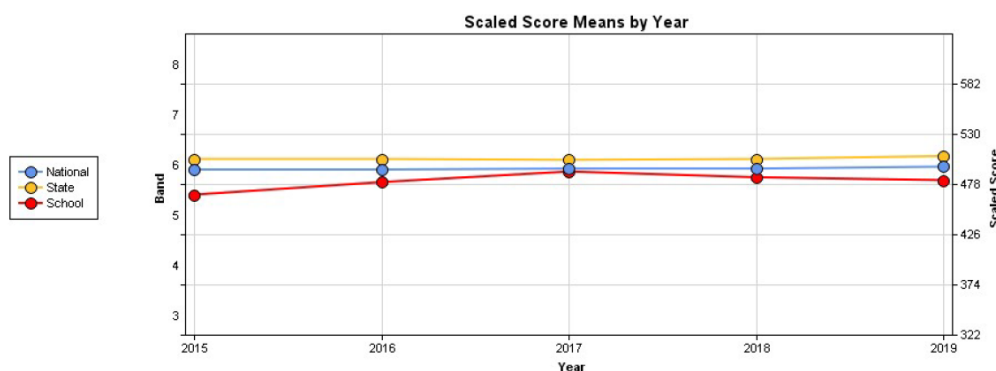


## YEAR FIVE NAPLAN 5 - YEAR TREND

Reading:



Numeracy:





# 08 NAPLAN: YEAR SEVEN

**Reading** – 97% of all Year 7 students achieved at or above the National Minimum Standard.

**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.

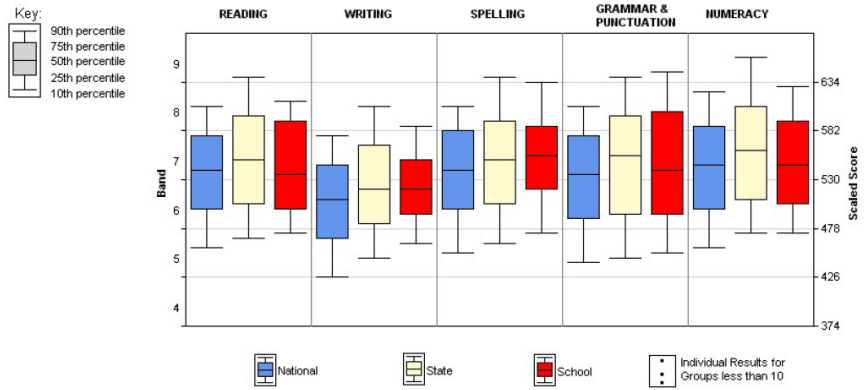
**Numeracy** – 100% of all students in Year 7 were at or above the National Minimum Standard.

## YEAR SEVEN NAPLAN RESULTS

### School Summary Report

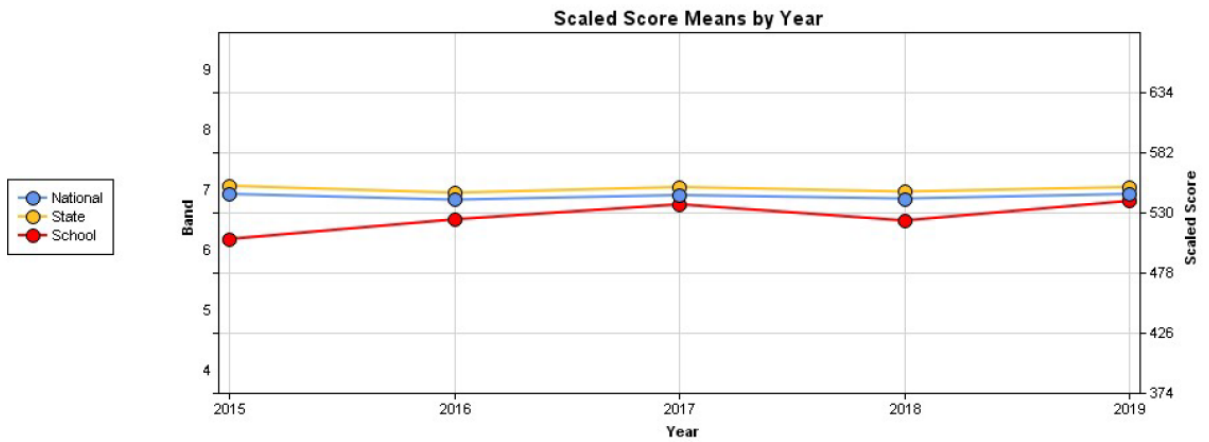
Year 7 - Gender: All, LBOTE: All, ATSI: All

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

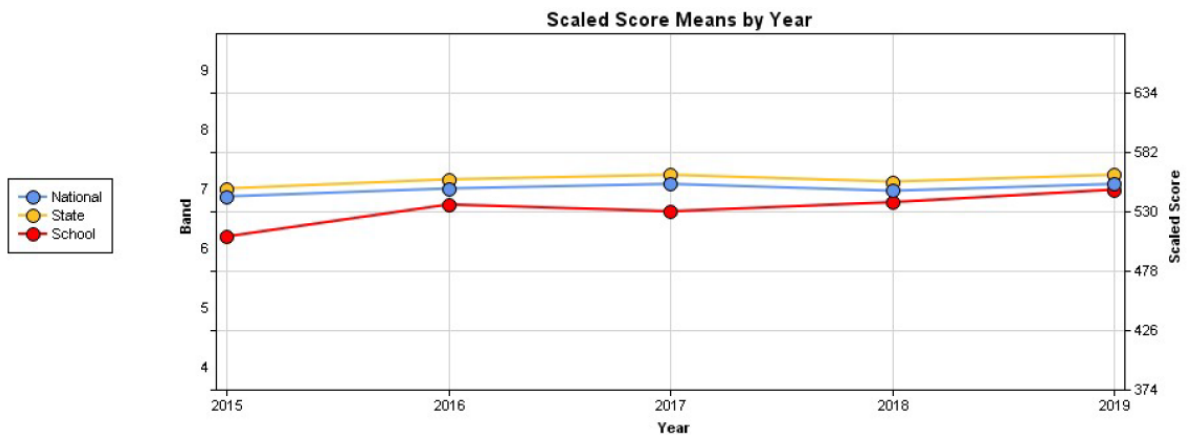


## YEAR SEVEN NAPLAN 5 - YEAR TREND

Reading:



Numeracy:

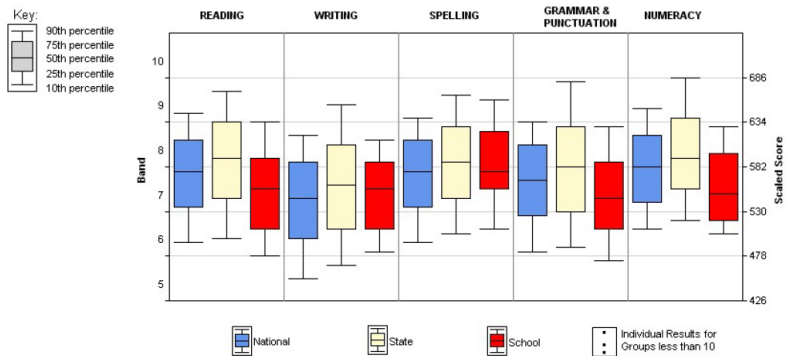


# 09 NAPLAN: YEAR NINE

- 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.

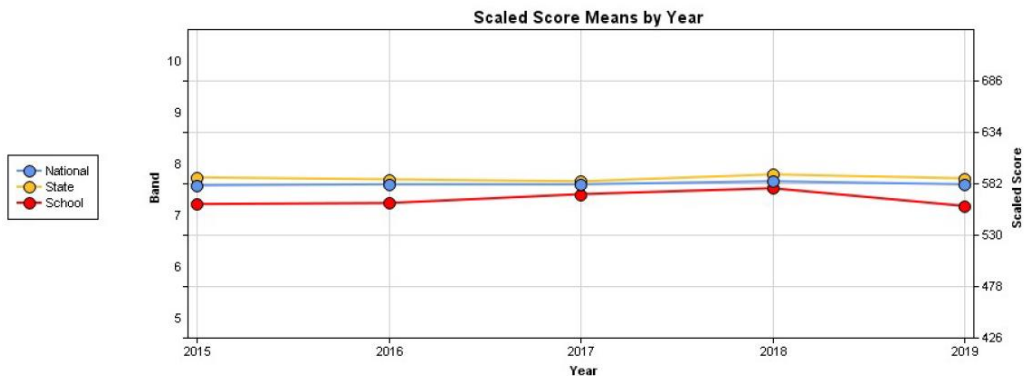
## YEAR NINE NAPLAN RESULTS

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

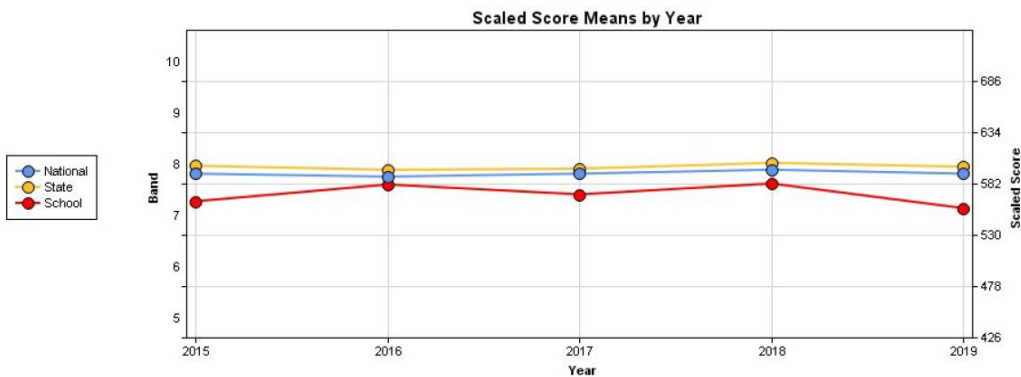


## YEAR NINE NAPLAN 5 - YEAR TREND

Reading:



Numeracy:



Overall, the percentage of students achieving at or above the National Minimum Standard increased in 2019 compared to 2018. These improvements highlight that our journey towards sustaining and further improving student performance is on solid ground. Continued work and emphasis will be placed on improving our students' Literacy and Numeracy capabilities through new and ongoing programs and initiatives.

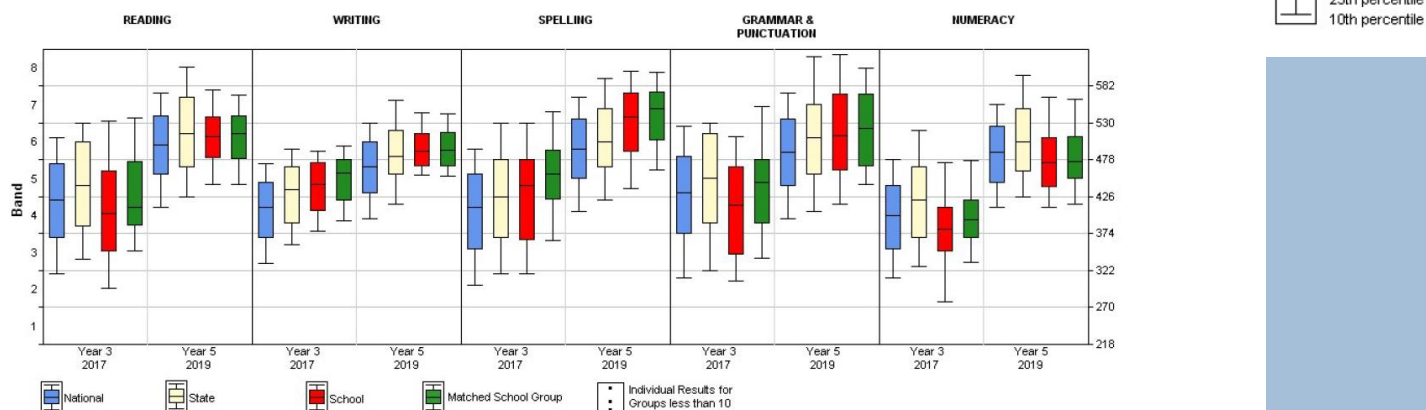
# 10 SCHOOL COMPARISON REPORT

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 3 2017 to Year 5 2019

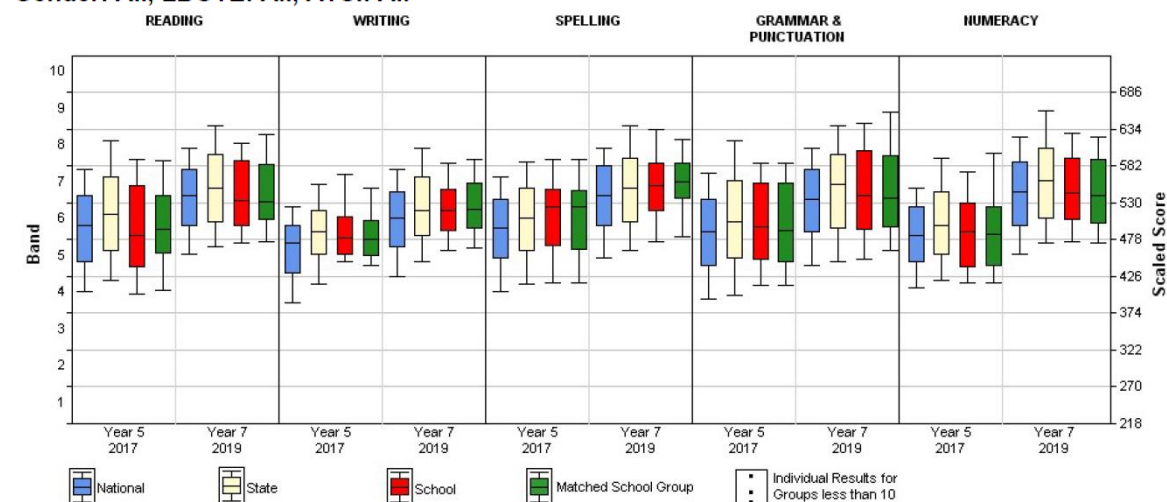
Gender: All, LBOTE: All, ATSI: All



## School Comparison Report

Year 5 2017 to Year 7 2019

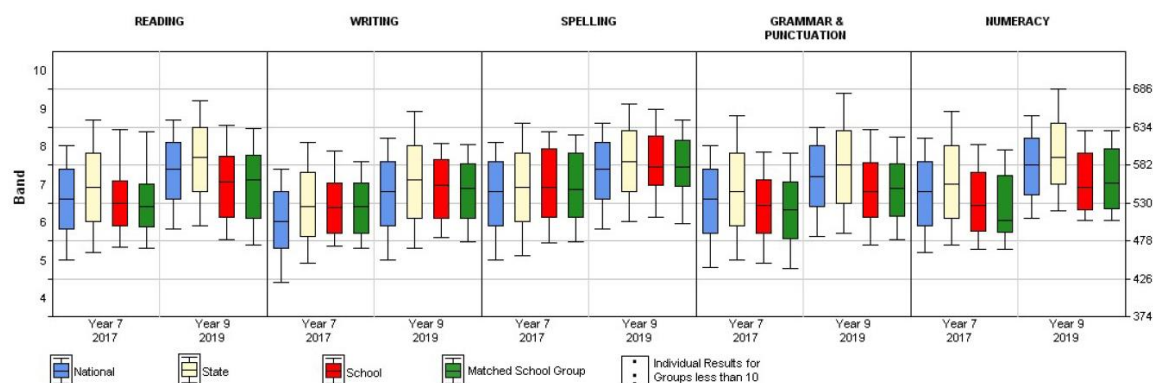
Gender: All, LBOTE: All, ATSI: All



## 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)
- Mathematics and English support and extension elective subject classes
- Out of school hours homework support sessions
- EdRolo (supports VCE students)
- Volkscience (supports VCE science)

## 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

Thirty-one students successfully completed their VCE in 2020. Our highest ATAR rank was 88.15 with 11% of students receiving ATARs above 80 and 26% with ATARs above 70. Thirty students received offers for university or TAFE courses with 53% receiving their first or second preference. Of these, 77% of our students received an offer from a University and 23% from a TAFE Institute.

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 2020, the College put in place a new VCE Policy that sets high expectations for VCE students' academic approach, attendance and behaviour. We expect this policy to have a noticeable impact from 2021 onward.

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

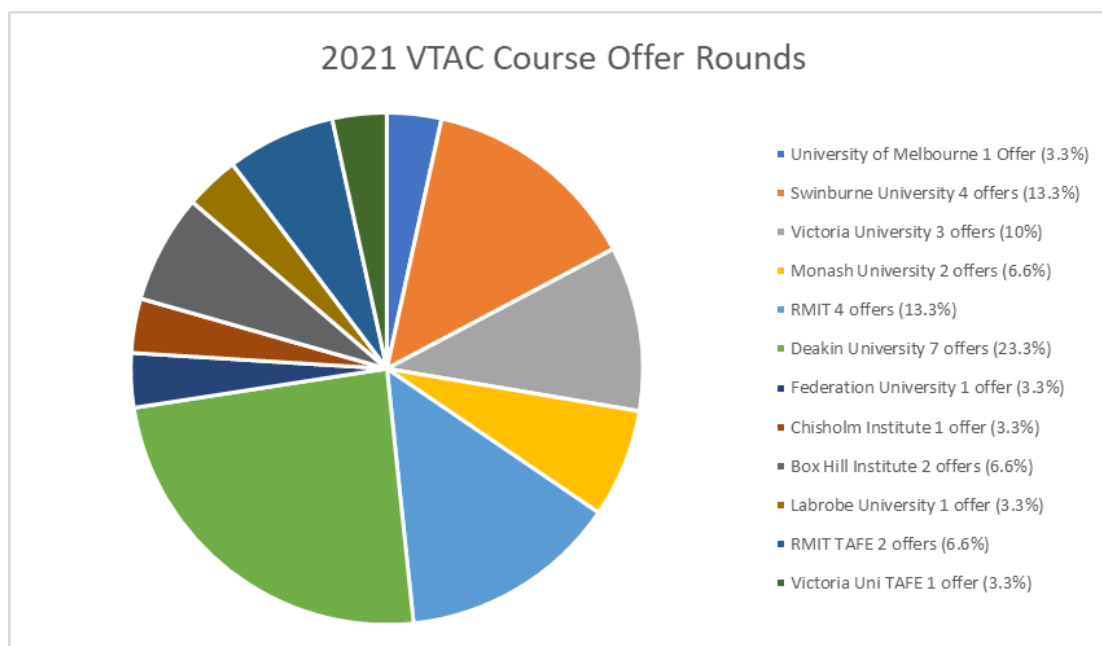
- Utilise study periods effectively.
- Maintain high attendance rates.
- Develop efficient and productive revision techniques.
- Engage in after-school classes and focus on performance in trial examinations.
- Seek their teachers' assistance for support and advice in regards to their particular VCE subject.
- 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 2020 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

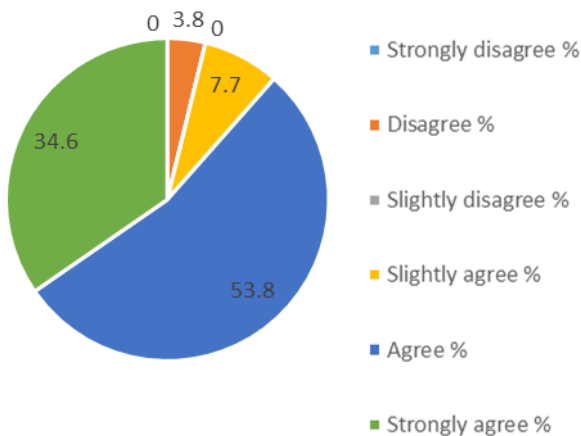
## PARENT SATISFACTION

In 2020, 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 2020 was a very challenging year with the Covid-19 pandemic and a leadership change, our overall satisfaction from parents actually went up significantly from 2019, 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.

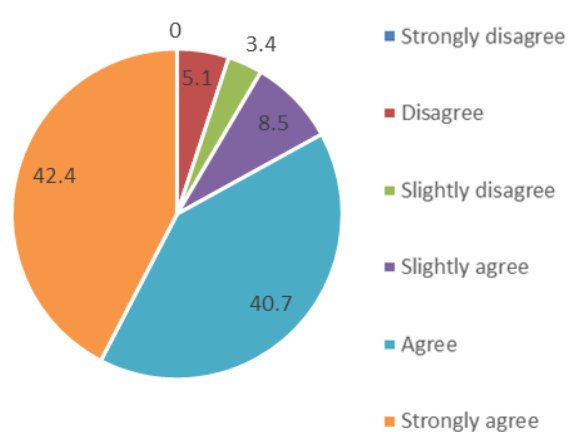
The following areas are the most satisfactory areas in our school for parents:

1. School Environment
2. Technology and Resources
3. Guidance and Support
4. Teacher Quality

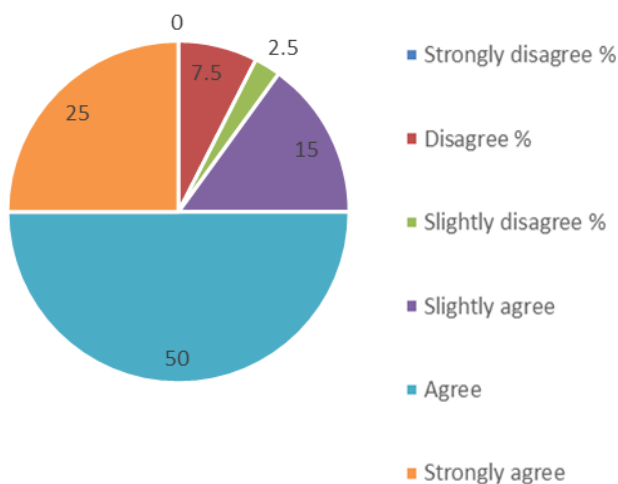
This school is a safe place for my child.



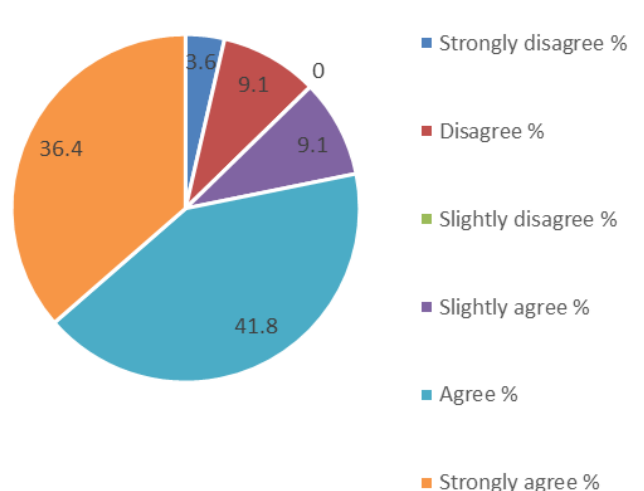
I feel like my child belongs in this school.



The computers and other resources are easily accessible to my child.



I have access to my child's teacher(s) when I feel the need to contact them.

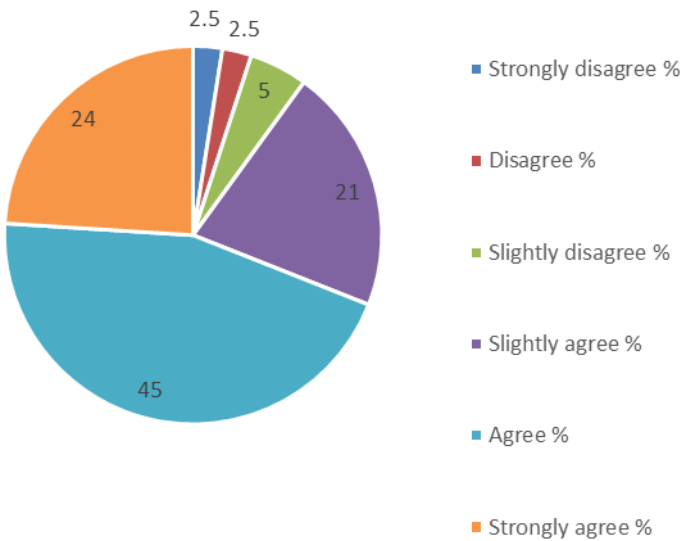


# STUDENT SATISFACTION

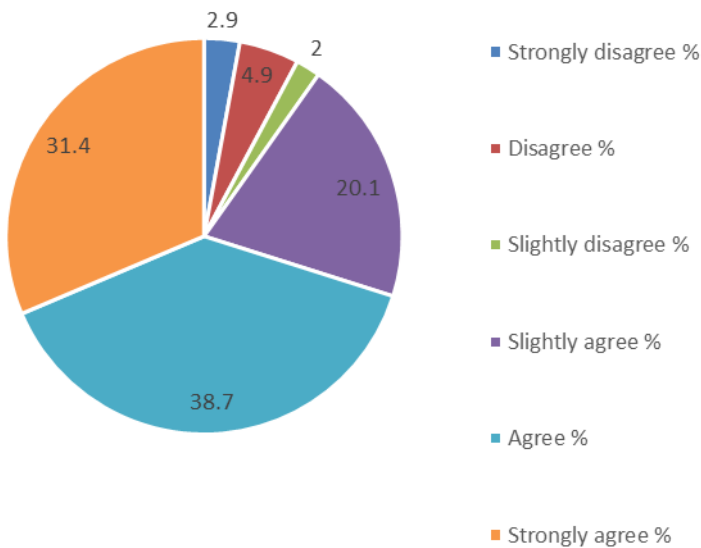
The following areas are the most satisfactory areas in our school for students:

- 1. Student Behavioural Values
- 2. Student Relationships
- 3. Learning Opportunities
- 4. Teacher Quality

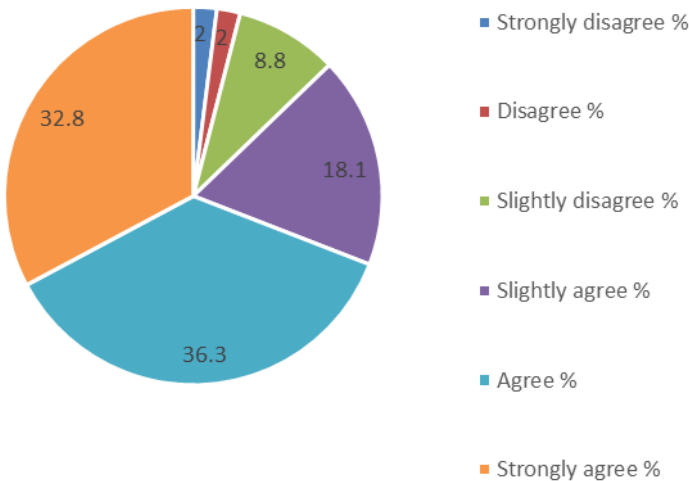
I am taught to respect individual differences.



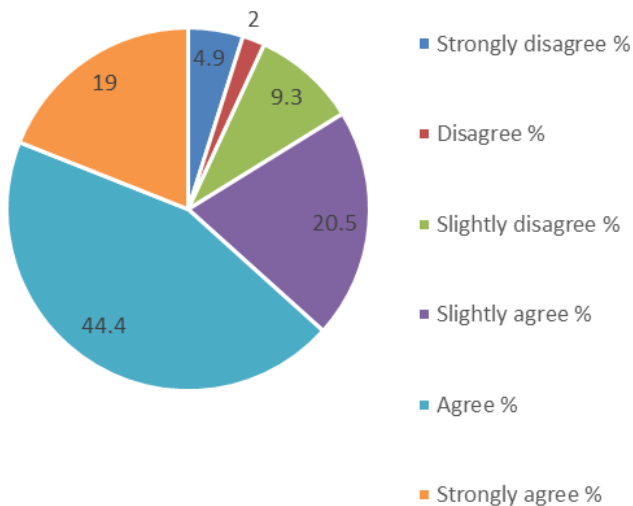
I have strong friendships with my peers.



I am encouraged to achieve high results.



My teachers provide me with useful feedback about my schoolwork.



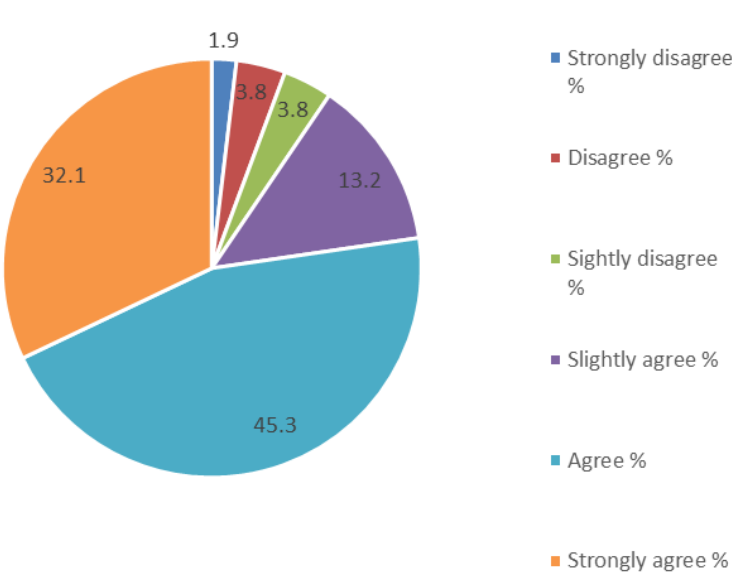


# STAFF SATISFACTION

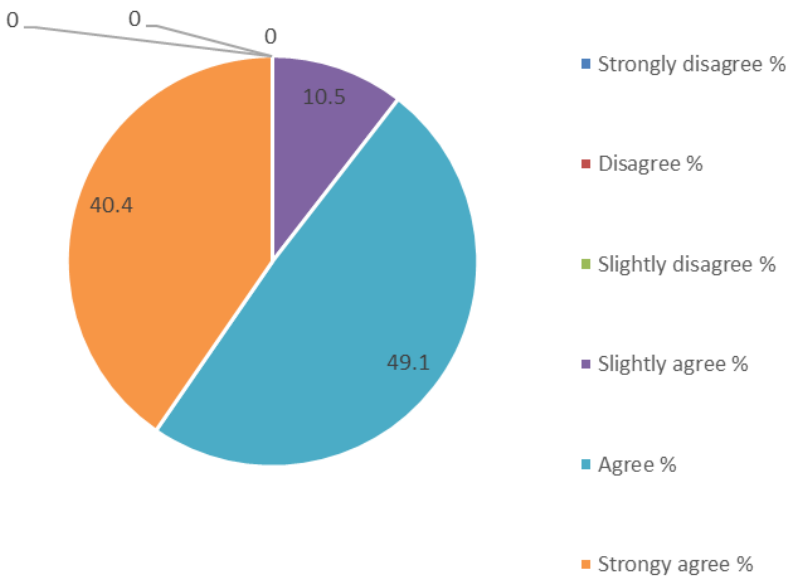
The following areas are the most satisfactory areas in our school for students:

- 1. Goal Congruence
- 2. Morale
- 3. School Environment
- 4. Technology and Resources

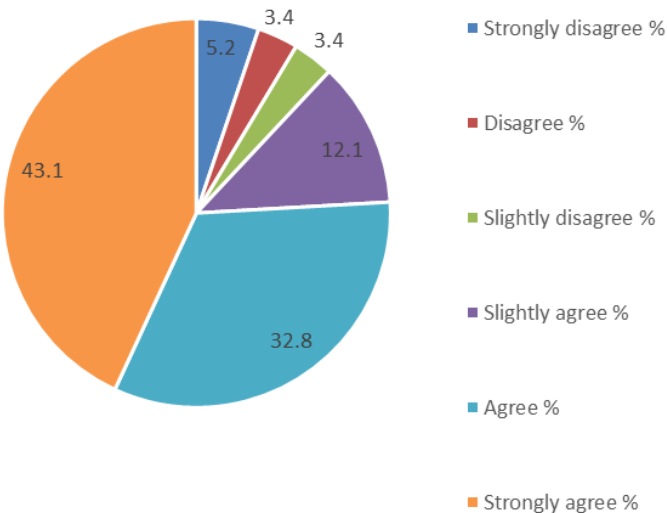
I feel enthusiastic about my teaching.



I have strong friendships with other staff members.



This school is a safe place to work.



I am encouraged to keep up with advancing technology.

