



Annual Report 2015

MISSION

The mission of Mt Hira College is to inspire and encourage 'Life Long Learning' in each student by catering for their social, emotional, academic and spiritual needs within a positive, safe, caring, challenging and supportive learning environment. We are committed to raising upstanding and responsible citizens of tomorrow who will hold universal values in a globally and technologically advancing society.

VISION

Mt Hira College's vision is to strive for excellence, in both academic and spiritual development, with continuous progress to develop confident students, proud of their Islamic identity, who are committed, compassionate and hard-working citizens, and are ready to contribute positively and productively to Australian society.

PEDAGOGICAL VISION

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

VALUES

Excellence Respect Honesty Responsibility Fairness

SCHOOL PROFILE

Mt Hira College is an Islamic co-educational Foundation to Year 12 College located in the South-Eastern suburb of Keysborough. The College was established in 2000 and has steadily grown to cater for more than 530 students in 2015.

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

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

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

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

PRINCIPAL'S REPORT

In 2015 Mt Hira College appointed a new Principal, this in turn set the wheels in motion for a process of change, focusing on improving academic results, ensuring support mechanisms were in place for students with additional needs, ensuring there was a process of accountability and ensuring policy processes and procedures were in place to enable best practice in education.

The students from Mt Hira College continued to perform well during 2015. They achieved improved results in several areas and our student numbers continued to grow with just over a 15% increase from 2014 to 2015.

Our NAPLAN results are steady, we are now working with students a bit more to understand the language of the NAPLAN to help improve results further.

In VCE, our results were slightly up from 2014 with the highest ATAR being a score of 88.00. Twenty three students successfully completed their VCE in 2015. Of these students 65% accepted enrolment into University courses while 17% of students enrolled in TAFE courses. We still had some students not achieving to their potential and our overall results were not as high as we would like. This is an area we will focus on and we will strive to improve our results next year and continue this in future years.

A number of special programs and activities were organised to encourage the engagement of students in their learning and provide them with a range of experiences and opportunities. Students went on excursions related to the topics being studied in class including going to Science Works, the Immigration Museum, an Art Gallery and Imax. There were also a number of incursions including special speakers and specific learning activities such as cyber bullying. Students in Grades 5, 6, 7 and 12 also went on school camps.

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

Mt Hira College continued to be a part of the Intercultural Understanding Research Project (ICU). The project is being run by Deakin University and we are one of only twelve schools across the state included.

Mt Hira College believes that it is important for students to be fit and healthy and to assist with this our students were involved in a number of physical education events. Swimming was once again

offered to all primary classes and some secondary year levels, Interschool Sports for both Primary and Secondary students, an Athletics Carnival for the whole school and Cross country.

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

The College also promotes care for people who are less fortunate. The College raised money to support Jeans for Genes Day, The Good Friday Appeal and also supported and donated food and clothing for victims of Nepal and Vanuatu natural disasters.

The College continued to be involved in the Inter-Faith Building Bridges Programs. This program provides our Year 10 students with a broader picture of multi-cultural Australia and helps to break down barriers between different faiths and cultures. Students from a range of schools including Catholic, Anglican and Jewish school visit each other's schools and learn about their religions and engage in a number of discussion groups about relevant topics. It has been very pleasing to see the positive interactions between the students and the breaking down of stereotypes often depicted in the media.

A number of special days and events were organised at the College including celebrating Diversity Day, International Children's Day, Eid celebrations, Harmony Day, Turkish Republic Day, Book Week Activities, special dress up days and a whole school concert. Parents were invited into the school for special activities and information sessions. Early in the year we held a Family Picnic so families could meet each other and it helped new families settle into the school. Tea with the Teachers was conducted in the primary school so parents and teachers could meet. We also ran some information sessions for the Secondary students and parents. Parents were encouraged to assist in classrooms, on excursions and in many other ways. All parent volunteers must have a Working with Children's check before they can assist in the school.

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

Mt Hira College offered a range of co-curricular programs and activities including Debating and Tournament of Minds. During 2015 we continued to perform well in Debating, our teams competed against many of the local schools who were much larger than us, but our results were very impressive.

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

STAFF ATTENDANCE

Staff attendance was barely satisfactory during 2015 and had slightly decreased from the previous year. The average number of days absent from school was 8.5 for the year. A number of the staff had five days or less absence during the year, which is a wonderful effort. A small number of staff had planned leave during the year and these have not been included in the absence rate as they were taken as leave without pay. Strategies will need to be put in place to reduce teacher absenteeism as this has an effect on student learning.

STAFF RETENTION

At the end of 2015 there were a number of staff changes. Two teachers went away on maternity leave, one at the end of Term 1 and the other at the end of Term 3. One teacher went overseas to work while 4 teachers took leave. Six staff members left due to the rapid changes in the Colleges structure.

TEACHER QUALIFICATIONS

All teachers at Mt Hira College are registered with the Victorian Institute of Teaching. Most teachers have full registration, with five at the beginning of 2015 being provisionally registered. Three Language teachers have Permission to Teach registration.

No teachers are or will be employed unless they are registered with the Victorian Institute of Teaching and have completed a full Criminal History Check.

TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

As part of whole school planning, school based professional learning was provided drawing on the experience and expertise from within the school and from external experts. There was a focused approach with either groups of teachers or the whole staff participating in Professional Development as research shows that one off sessions for one teacher does little to bring about change in practice.

All graduate teachers attended professional development programs aimed at their specific needs. All VCE staff attended conferences and information sessions related to their teaching area.

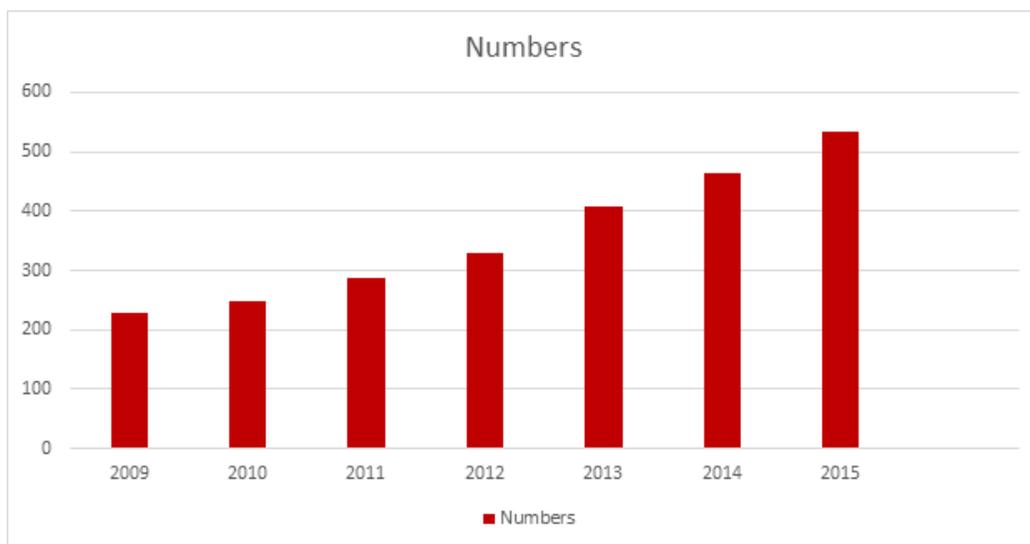
All staff attended Curriculum Days, which focused on improving student learning outcomes and school improvements – e.g. improving literacy and numeracy, utilising the Interactive LED panels, dyslexia focus, data analysis and so on.

In the primary school the Learning and Teaching Coordinator continued to work with teachers to improve their planning and teaching. She suggested planning tools; team taught with teachers and advised them on the best ways to improve student-learning outcomes.

The College spent over \$12,500 on professional development for the 2015 school year and teachers spent on average more than 33 hours attending professional development. This money did not cover the cost of all programs or the teacher replacement costs. We were also able to get some free professional learning activities as they were funded through other organisations.

STUDENT ENROLMENTS

Enrolments have increased during the last few years and there has been an increase of over 120% from 2009 to 2015. The graph below demonstrates this increased enrolment from 2009 to 2015. These enrolment numbers are taken from the February Census each year, and each year we enrolled more students during the year. Interest for 2016 continued to be high during 2015.



STUDENT ATTENDANCE

During 2015 student attendance for some students was extremely poor. We continue to have a substantial number of families who take extended overseas holidays to visit family members. These extended overseas holidays have a major impact on our average attendance rates. Many of our families are first or second generation migrants to Australia and therefore they have the majority of their extended family living overseas. The overall average noted is for all students and includes the overseas absences. This clearly demonstrates that the students who take extended overseas holidays are skewing our data. It is also something that we are addressing with the school community.

This year we also had a number of students who spent considerable time in hospital or at home recovering from major surgery. These absences had an impact on some year levels.

During 2015 we continued to have some students who had five or less day's absence for the year. The average number of days absent for the whole school increased from 15.32 days absent in 2014 to 16.28 days absent in 2015.

There were also a small number of students who had considerable absences during the year for unspecified reasons. A few families allow their children to take a considerable number of days off during the year for non-legitimate reasons. These will be closely monitored during 2016.

The average for the secondary school was marginally better than the primary school. The following data shows the average number of days absent for each year level and the overall primary and secondary sections of the school. These averages include the students who had extended absences for overseas travel.

Prep	14	Grade 1	20.1	Grade 2	20
Grade 3	18.3	Grade 4	17.9	Grade 5	12.1
Grade 6	16				

The Primary school average was 16.9 days absent per year. This has slightly declined since 2014. There are a few particular families where non-legitimate absence is a real concern. We will be following up with these families.

Year 7	16.8	Year 8	15.8	Year 9	17
Year 10	14	Year 11	12.9	Year 12	16.8

The Secondary school average was 15.5 days absent per year. This is higher than the 2014 data.

IMPROVEMENT PLAN

During 2015 the College continued to focus on improving learning and teaching with the aim of improving student learning outcomes. There was focus on students with additional needs with a focus on dyslexia. Teachers shared learning and teaching activities in order to be more collaborative and share resources. An analysis of data such as NAPLAN, PAT-R, PAT-M and the PM Benchmark was conducted. Developing teachers' skills has been a focus and the Learning and Teaching Coordinator worked closely with teachers in the primary school to assist them in their development.

STUDENT ACHIEVEMENT AND NATIONAL BENCHMARKS

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

YEAR 3

Reading – 92% of all Grade 3 students were at or above the National Minimum Standard.

Writing – 100% of all Grade 3 students were above the National Minimum Standard. There has been a steady improvement during the last few years which is pleasing to see.

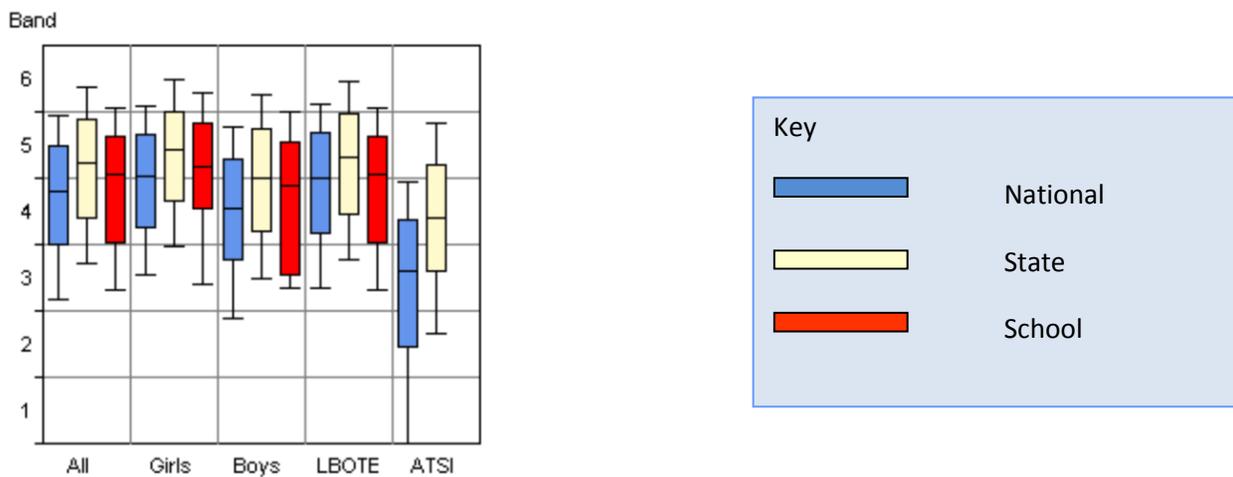
Spelling – 100% of our students achieved at or above the National Minimum Standard in Spelling. This is an improvement on last year where two students were identified as being below the National Minimum standard.

Grammar and Punctuation – 100% of all students achieved at or above the National Minimum Standard in Grammar and Punctuation. This area has remained consistent with last year.

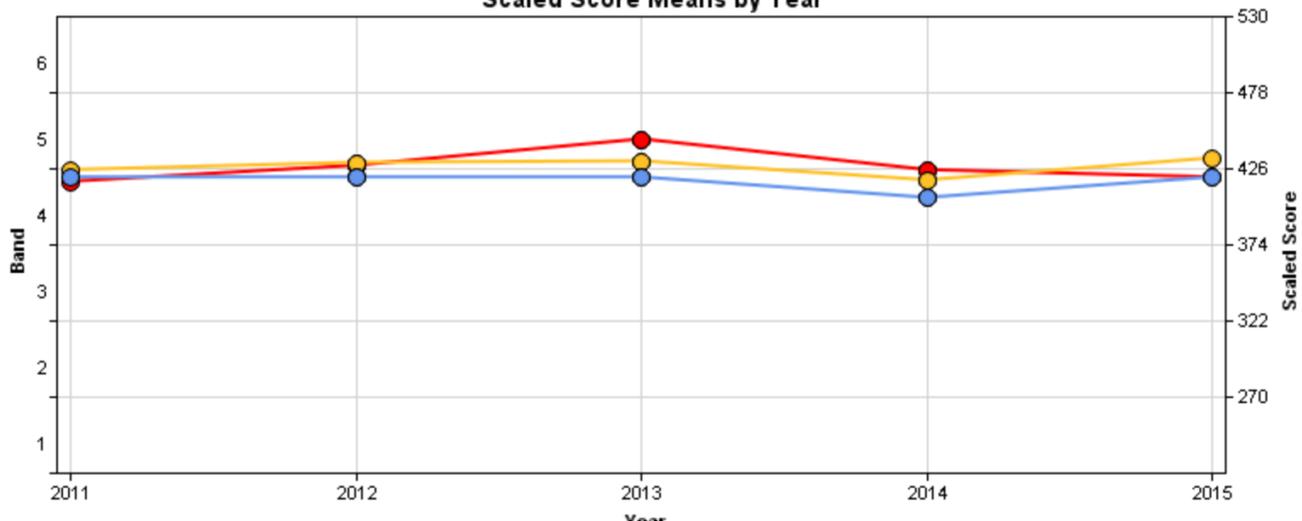
Numeracy – 94% of students achieved at or above the National Minimum Standard in Numeracy with This result is slightly down from last year.

GRADE 3 NAPLAN RESULTS 2015

WRITING



Scaled Score Means by Year



YEAR 5

Reading – 89% of all Grade 5 students achieved at or above the National Minimum Standard, this result is slightly down from last year.

Writing– 95% of students achieved at or above the National Minimum Standard for writing, with 88% achieving above the standard.

Spelling – 100% of students achieved at or above the National Minimum Standard for spelling which again was an improvement from last year.

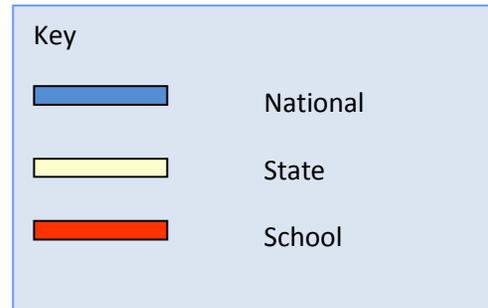
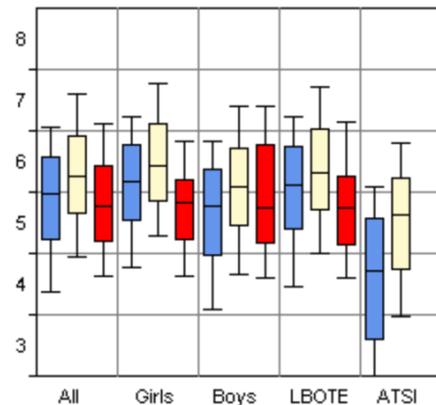
Grammar and Punctuation –95% of students achieved at or above the National Minimum Standard for Grammar and Punctuation. This result has increased from last year which was pleasing to see.

Numeracy – 100% of all Grade 5 students achieved at or above the National Minimum Standard in Numeracy. This is just under a 20% increase which is quite pleasing.

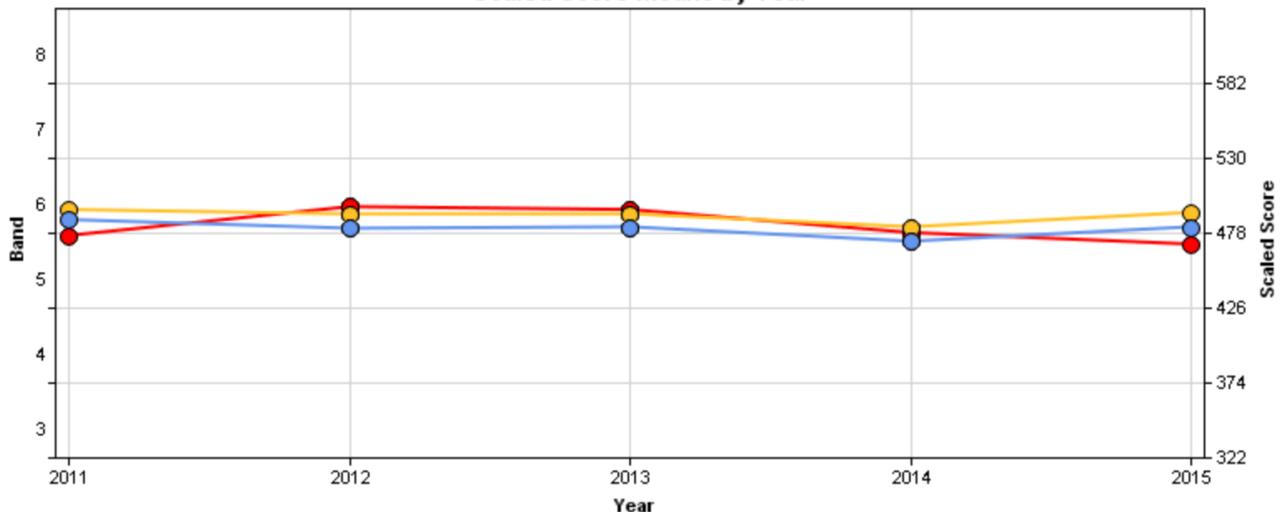
GRADE 5 NAPLAN RESULTS 2015

WRITING

Band



Scaled Score Means by Year



YEAR 7

Reading– 93% of all Year 7 students achieved at or above the National Minimum Standard in reading. This was pleasing as it was a slight improvement from last year.

Writing – 100% of all Year 7 students achieved at or above the National Minimum Standard in Writing. This result has slightly increased from last year.

Spelling – 85% of all Year 7 students achieved at or above the National Minimum Standard in spelling. This result has slightly decreased from last year.

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

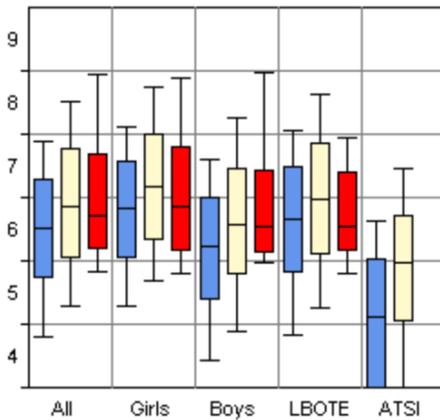
Numeracy – 95% of all students in Year 7 were at or above the National Minimum Standard in Numeracy. There was a slight increase on the previous year.

The chart below show the improvement made by the students in Writing. On the Five Year Trend Chart it is pleasing to note the gradual improvement during the last few years and that the students are now slightly above the State and National means.

YEAR 7 NAPLAN RESULTS 2015

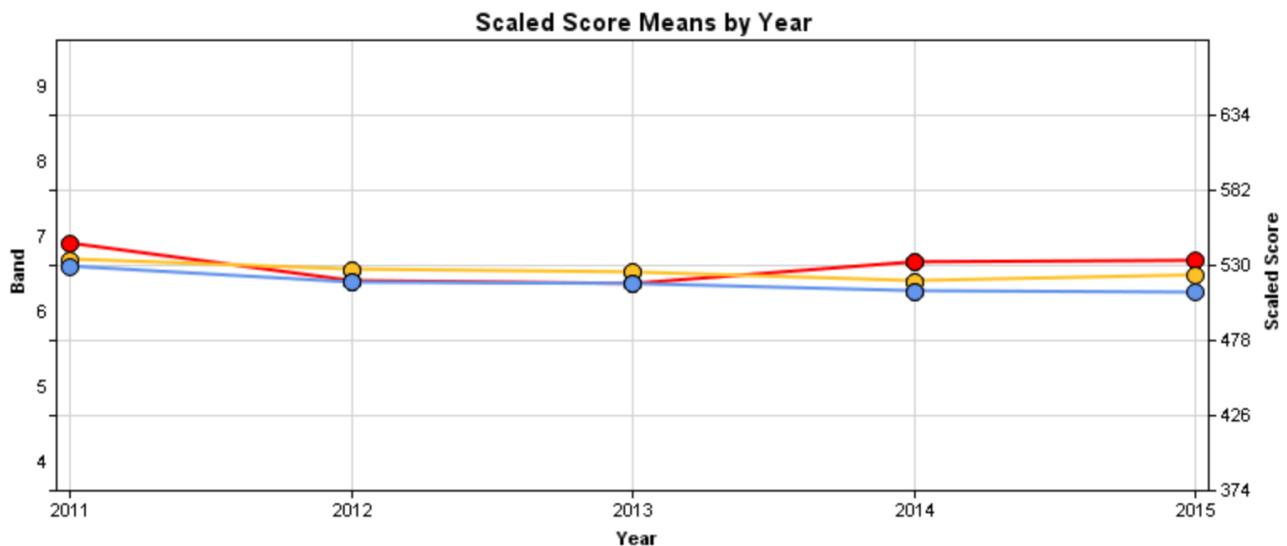
WRITING

Band



Key

	National
	State
	School



YEAR 9

Reading – 90% of all Year 9 students achieved at or above the National Minimum Standard. This is a slight decline on last year’s results.

Writing – 96% of all Year 9 students achieved at or above the National Minimum Standard in Writing. This result has remained steady from the previous year.

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

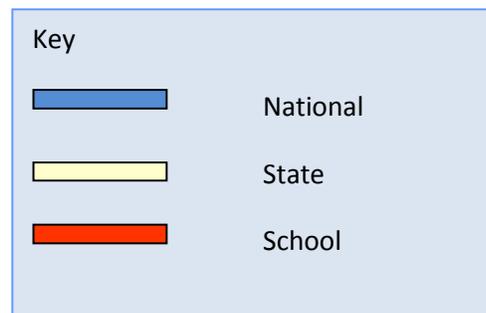
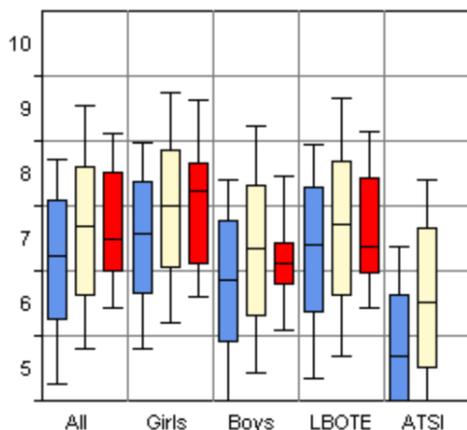
Grammar and Punctuation – 85% of students achieved at or above the National Minimum Standard in Numeracy. This result is significantly lower than the previous year.

Numeracy – 100% of students achieved at or above the National Minimum Standard in Numeracy. There has been a slight improvement in the Numeracy result from the previous year.

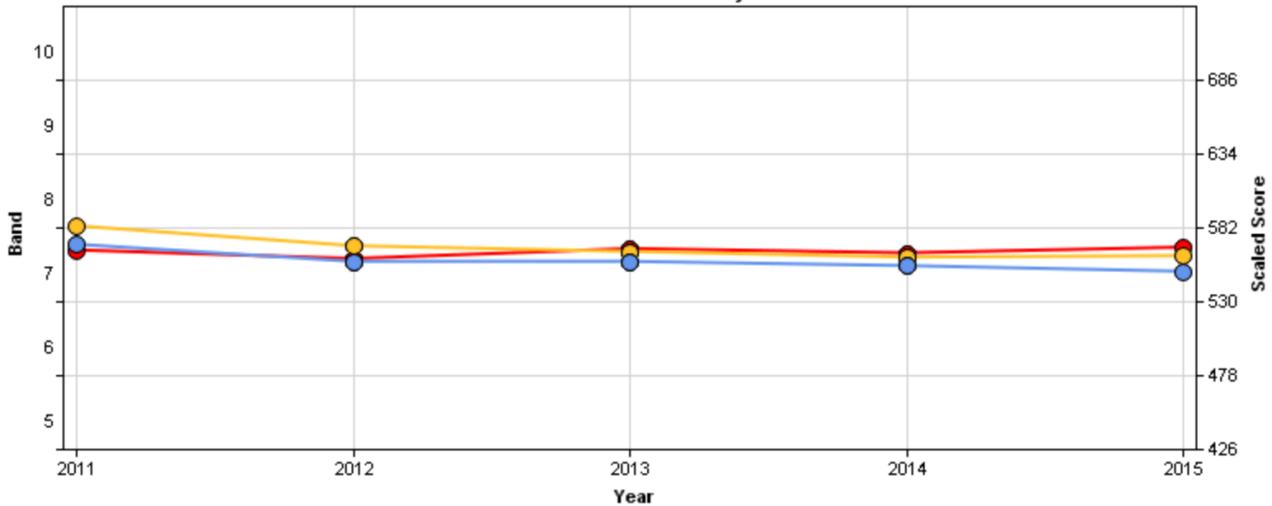
YEAR 9 NAPLAN RESULTS 2015

WRITING

Band



Scaled Score Means by Year



Overall, students' achievements have remained similar from 2104 to 2015 when looking at the percentage of students achieving at or above the National Minimum Standards. The improvements made are positive and they provide us with a solid base to work from. Greater emphasis will be placed on Reading and Numeracy to ensure gains are made.

2008	2009	2010	2011	2012	2013	2014	2015		
Colour Scheme Red & Green <input type="button" value="Submit"/> Alternate view: Results in graphs									
Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
390 369 - 412		420 402 - 438		405 385 - 425		402 379 - 424		377 357 - 397	
SIM 387 378 - 396	ALL 426	SIM 387 379 - 395	ALL 416	SIM 377 369 - 386	ALL 409	SIM 392 382 - 402	ALL 433	SIM 365 357 - 373	ALL 398
452 433 - 471		470 452 - 488		483 466 - 500		476 455 - 496		467 450 - 483	
SIM 460 452 - 469	ALL 499	SIM 445 437 - 453	ALL 478	SIM 466 458 - 474	ALL 498	SIM 462 453 - 471	ALL 503	SIM 462 454 - 470	ALL 493
507 490 - 524		533 514 - 551		529 512 - 547		532 513 - 551		508 492 - 524	
SIM 520 513 - 527	ALL 546	SIM 477 468 - 485	ALL 511	SIM 520 513 - 528	ALL 547	SIM 511 502 - 520	ALL 541	SIM 515 508 - 523	ALL 543
561 545 - 577		568 546 - 589		577 559 - 595		551 532 - 569		564 548 - 581	
SIM 553 545 - 560	ALL 580	SIM 500 491 - 510	ALL 547	SIM 558 550 - 566	ALL 583	SIM 540 531 - 548	ALL 568	SIM 567 559 - 574	ALL 592

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

Professional Learning Teams (PLTs) continued to go ahead as per 2014. The Effectiveness and structure of PLTs will be looked at in 2016 and beyond to ensure that they are running as effectively as they should be to ensure that it has a positive impact on student learning. The timetable was restructured in 2015 to create more time in each block to enhance student learning. Class times in the Primary section were given 4 60 minutes sessions and 2 45 minute sessions per day while in the Secondary school each of the 6 periods were allocated 50 minutes but in most cases they were set up as doubles which means that 100 minutes were dedicated.

VALUE ADDED

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

- Excursions and Incursions were organised to support the curriculum and student learning.
- A swimming program was offered for all primary school students and some secondary year levels.
- A Primary school family picnic was offered early in the year to encourage families to meet and create a sense of community.
- Students entered competitions to provide extra stimulus and encourage engagement. Large numbers participated in the Australian Mathematics Competition with a number of students achieving distinctions and credits.
- Students participated in an Inter-Faith Program – Building Bridges – to learn more about different faiths and engage with students from other schools and communities.
- Debating teams participated in competitions and achieved very positive results, often competing against and beating much larger schools.
- Cultural Diversity Week and International Children’s Day were celebrated.
- Inter-school sport was organised for primary and secondary students.
- An orientation program was developed to assist with a smooth transition from Kinder to Foundation and from Year 6 to Year 7 and all the way through to Year 12.
- Information sessions and Tea with the Teachers were held for students and families to inform them about the year ahead.
- Work experience was organised for the Year 10 students.
- The VCE/Senior School Coordinator continued to provide excellent support to senior students and manage the VCE program.
- The Learning and Teaching Coordinator assisted teachers to develop a more stimulating and challenging curriculum and provided advice on catering for under-achieving students
- An Induction Program was utilised to assist teachers in their transition to a new school
- Special Event days were conducted in the primary school to engage students.

Each of the programs and events will be evaluated and modified on an annual basis. Staff members will continue to plan and implement a range of activities to continue to add value during 2015.

SENIOR SCHOOL OUTCOMES

SENIOR SECONDARY SCHOOL

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

- Holiday classes for VCE students to ensure all content was covered in detail.
- After School classes and individual assistance were offered and provided.
- The College organised practice examination periods for the students during Terms Two and Four. This assisted in preparation for their VCAA November Examinations.
- A trial GAT (General Achievement Test) was also organised for all students completing a VCE Unit 3/4 sequence.
- Students were encouraged to attend examination preparation seminars. The College funded students to attend these seminars in cases where the students organised them in advance.
- Ongoing modifications, where necessary, were made to the students' in-school study environment, for example most student Study Periods were supervised by teachers.
- Continued development of educational resources and technological improvements such as the introduction of the schools Laptop policy and Interactive LED panels in every learning space.
- Teachers offered and provided one-to-one assistance.
- Variety of assessment tasks provided in full accordance with relevant study designs and the VCAA.
- Completion of either one or two Unit 3/4 subject options in VCE in 2014 for Year Eleven students (which students generally performed satisfactorily in.) This provides Year Twelve students with more time to complete study and revision in 2015, as well as to have direct contact with teachers.
- There was a significant focus placed on discussion taking place between teachers, students and parents. The purpose of this discussion was to try to improve student outcomes.

SENIOR SCHOOL OUTCOMES

VCE RESULTS

Twenty Three students completed Year Twelve in 2015. Of these all twenty three undertook the standard VCE program. There was a range of scores with the highest ATAR being 88.00. The mean was 50.7 (which is lower than the state ATAR average). These results were better than the 2014 Year Twelve VCE performance. We were disappointed by a few students who did not achieve their potential and when you have a small cohort this can impact greatly on the overall results.

With only having a very small cohort it meant that options were limited but also that students were able to have more individual attention.

The school will continue to put in place new strategies to ensure the continued development of student performances.

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

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

- Students further develop their ability to utilise study periods effectively.
- The development of efficient and productive revision techniques.
- Greater engagement in after-school classes and focus on performance in trial examinations.
- Enhance students willingness to seek their teachers assistance for support and advice in regards to their particular VCE subject
- Develop greater student motivation through the use of motivational speakers and improved goal setting and strategies.
- Greater prioritisation of attention to specific career choices and setting achievable goals.
- Completion of Elevate Education study skill program.
- Compulsory attendance at the VCE retreat at the beginning of Year Eleven
- VCE Head Start Program will also be compulsory for students. The College is implementing a two-week block of preparation for relevant VCE subjects at the conclusion of Year 10 and 11. This will take place in November and December after examinations are concluded.

PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

17 out of 23 students, 74%, who completed Year Nine at Mt Hira College went on to complete their VCE certificate in 2015.

In total six students left and the reasons for this were;

- Two students were required to repeat Year Eleven in 2015.
- Two students left to attend their local state schools in 2013.
- One student left the College as he felt VCE and career options would be more suited to him another school
- One student ceased his education in Year Eleven to take up an traineeship/apprenticeship

Retention rates are improving significantly and we are now seeing many less students leaving at the end of year Nine or Ten. This growth is expected to continue. The school's previous results and the significant improvements that have been made across many areas such as; extra-curricular, teaching programs and student personal growth have led to an increase in student stability throughout the secondary school. This is positively impacting on student retention rates and will also elevate student performance levels in 2016 and also moving forward into the future.

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

POST SCHOOL DESTINATIONS

100% of the students at Mt Hira College successfully completed their VCE in 2015. Of these students 65% accepted enrolment into university courses while 17% of students enrolled in TAFE courses.

UNIVERSITY ENROLMENTS

The following is a list of the University/TAFE courses that our 2015 graduates were offered by VTAC:

Course	Institution
Social Work (Bachelor Degree)	Victoria University
Exercise Science (Bachelor Degree)	RMIT University
Early Childhood Education (Deakin/Chisholm Partnership) Bachelor Degree	Deakin/Chisholm partnership
Nursing (Bachelor Degree)	Victoria University
Engineering (Honours - Bachelor Degree)	RMIT University
Nursing - Pre-Registration (Bachelor Degree)	La Trobe University
Sports Coaching and Physical Education (Bachelor Degree)	Victoria University
Chiropractic/Health Science (Bachelor Double Degree)	RMIT University
Education P-12 (Bachelor Degree)	Victoria University
Psychological Sciences (Bachelor Degree)	Swinburne University
Arts/Commerce (Bachelor Double Degree)	Deakin University
Liberal Arts (Certificate 4)	Swinburne TAFE

Health Science (Bachelor Degree)	Swinburne Univeristy
Health Science (Diploma)	Deakin College
Primary Education (Bachelor Degree)	RMIT University
Construction Management (Bachelor Degree)	RMIT University
Education P-12 - Physical Education (Bachelor Degree)	Victoria University
Building and Construction (Diploma)	Holmesglen Chadstone TAFE
Interior Design and Decoration (Diploma)	Swinburne TAFE
Youth Work (Bachelor Degree)	Victoria University

SCHOOL SATISFACTION

During 2015, the College embarked on a journey of change with the appointment of a new Principal. Parents were encouraged to provide feedback either verbally or in writing. The information gave us valuable insight into how we can continue to improve the quality of education and involvement within the community. The College enrolments trends are positive with strong enrolments and interest for the future. This indicates positive community satisfaction with the College as we do not advertise the College and the majority of our enrolments are referrals and word of mouth. The College will participate in the School Surveys Staff Climate Survey, Parent Opinion Survey, Student Wellbeing Survey and the Student Satisfaction Survey in 2016 and beyond.

FORWARD PLANNING

Mt Hira College intends to continue to improve student-learning outcomes and increase enrolments during 2016. The College will be restructured with various positions opening to ensure that the teaching and learning taking place is effective and improves student outcomes.

Professional Learning Teams (PLTs) will be allocated specific meeting times to meet on a regular basis to plan together, assess students' learning, identify individual student learning needs and plan specific learning activities for groups of students. They will be expected to plan and teach the same things and moderate all assessments.

In 2016 we plan to continue developing the skills of teachers in their Professional Learning Teams. They will continue to be given professional development on how teams should run and how they can be most effective.