



**2023**  
**Annual**  
**Report**

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# 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 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 PRINCIPALS REPORT

The 2023 academic year marked the first year since 2019 that there were no significant direct impacting factors due to the Covid Pandemic. The residual effect of this is unfortunately still felt through the teacher shortage which continues to be a factor impacting on Victoria, as well as schools nationally. The shortage become more noticeable due to a continued decline in Australian visa approvals, people leaving the profession and high levels of absenteeism as well as illness. Mt Hira College and many other schools struggled to fill vacant teaching positions and secure casual relief teachers, placing a greater burden on our existing staff members. We at the College have been very proud because, despite the difficulties, our school continues to grow and meet the expectations of our key stakeholders.

For the third year in a row Mt Hira College achieved above satisfactory VCE results and another year of enrolment growth, achieving our highest ever number of students at the College, with more sustainable growth to come. 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.

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, 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. The building of the second stage of the Senior School Building (VCE Centre) will commence in 2024 and be operational for 2025, which is very exciting.

Mt Hira College prioritises the physical and emotional safety and wellbeing of its students, promotes respectful relationships, has a strong anti-bullying stance, promotes, upholds and rewards students who demonstrate our College 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 high levels of stakeholder confidence and a developing reputation for care and excellence.

# STUDENT STATISTICS

## Student Attendance

The College Strategic Plan identifies student attendance as an area that our College is prioritising and striving to make improvements in. The data below displays that our attendance rates have increased over the 2023 academic year. Generally, the College does have satisfactory rates of attendance, but the data is impacted upon by varying reasons such as chronic health conditions, difficult living circumstances, and developing better attendance habits as students have had to adapt to returning to Full-Time onsite learning post-covid. We expect all of our students to attend school every day, and for families to communicate absences in the event that a child is unable to make it to school. As the College employs more administrative and leadership staff the capacity to follow up student attendance is improving and this can be shown in the data below. Attendance growth is evident at all year levels with the exception of our Year 11 students in 2023.

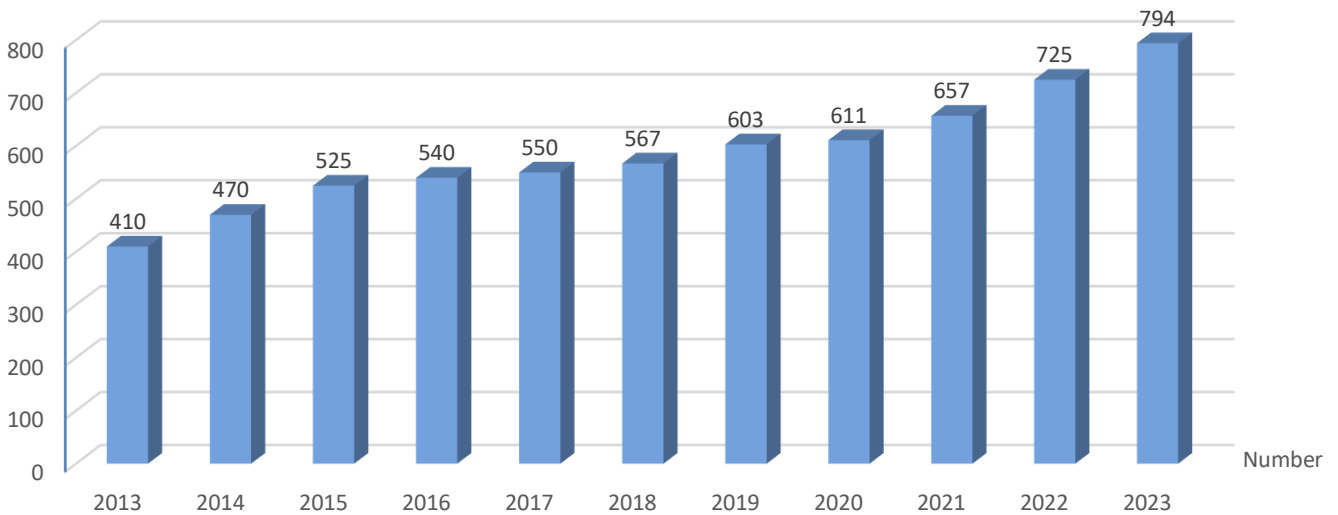
Year	Av. Attendance Rate (%) 2023	Av. Attendance Rate (%) 2022
Foundation	80.7	80.5
Year 1	82.8	80.5
Year 2	85.9	80.8
Year 3	87.3	80.8
Year 4	84.6	84.4
Year 5	87.5	83.7
Year 6	88.6	81.8

Year	Av. Attendance Rate (%) 2023	Av. Attendance Rate (%) 2022
Year 7	85.2	82.4
Year 8	83.1	77.9
Year 9	78.8	74.9
Year 10	75.1	79.4
Year 11	80.7	81.2
Year 12	82.2	81.3

## Student Enrolment

Enrolments have continued to steadily increase over the past ten years. The graph below shows the enrolment increase from 2013 to 2023. The enrolment numbers are taken from the August Census each year, and each year shows growth on the previous year. The enrolment numbers will continue to increase into next year, as we have a high level of demand for enrolment within the College. From 2022 to 2023 there was an enrolment increase of 9.5% growing from 725 to 794 students. There continue to be waiting lists for almost all of our available year levels due to the majority of our year levels being at full capacity.

### Student Numbers - 10 Year Review



## COLLEGE STAFF

**Staff Retention – In 2023, our staff retention rate was 80.3%. For the College to achieve our potential, this number needs to be improved.**

**Staff Attendance – Our average attendance rate for staff members in 2023 was 87%. Post-covid, the trend is for this be lower. The College will continue to put steps in place to better support staff attendance in the coming years.**

### 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 remains a key focus for teachers in 2023, 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 important concepts like the Principles of Learning and Teaching, 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 staff in achieving the goals set in their Performance and Development Plan (PDP). All graduate teachers attended professional development programs aimed at their specific needs. VCE staff attend conferences and information sessions related to their teaching area. On average, teachers spent more than twenty hours attending professional development in 2023. In 2023, over \$28,000 was spent on staff professional development. This was more than double the amount spent in 2022 and an indication of our commitment to staff training, growth and the welfare of our staff and students.

# IMPROVEMENT PLAN

School improvement is an ongoing process that requires regular and systemic observation, reflection, data collection and analysis. It is also very important to gather stakeholder feedback to inform improvement goals and strategies. In 2023, this process led to the identification of key focus areas for the College, including building teacher capabilities 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. Improving student satisfaction from their own individual learning experiences was also identified as a priority. In addition, teacher and student feedback has shown that alternative VCE pathways (such as the College VET subject options) for students who are hands-on learners were much needed and greatly beneficial to improving our students' educational outcomes. Therefore in 2023, 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 2023 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.
- 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).
- Participation in external accelerated learning programs, competitions and initiatives.
- Analysis of the College School Surveys – outsourced through National Schools Surveys.
- Continued growth of the College's values badge and award system
- Further allocation of student recognition and reward programs and acknowledgement of student achievement through assemblies and College events

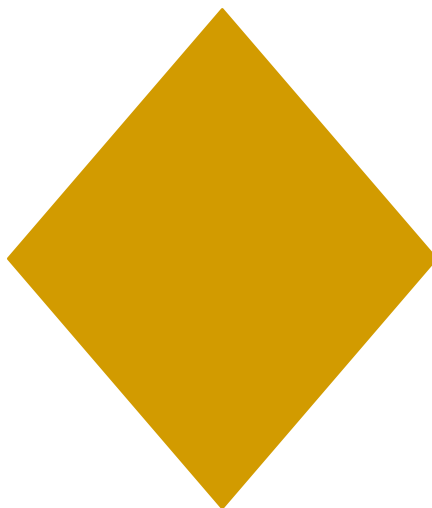


# NAPLAN

## NAPLAN – Student Achievement and National Benchmarks

The results of the 2023 NAPLAN for Junior School, in general, showed satisfactory standards of writing, spelling and grammar and punctuation results. Improvement is required across all areas, but this is most notable in relation to our numeracy and reading results. The College will utilise targeted programs to enhance these areas and continue to find opportunities within the Curriculum to build individual and collective student capacity. Information regarding these programs will be provided to staff and the parent community at our information sessions at the beginning of each academic year.

The Year 7 NAPLAN data showed an improvement on the data from 2022 across almost all areas. This was most notable in Spelling and Grammar & Punctuation. Targeted programs are required for all students, with a particular focus on students that can be accelerated in their learning and also those who may require additional support. As per 2021 reading and numeracy are the two areas requiring the most improvement. Our Year 9 NAPLAN data showed the need for improvement across all areas, though the Writing results were pleasing in comparison with the rest of the data. Reading, Numeracy and Grammar & Punctuation did not achieve College expectations and information regarding intervention programs and improvement targets will be communicated to parents in the information sessions at the beginning of the school academic year, as is the case for Junior School.



# ❖ NAPLAN: YEAR THREE

**Reading** – 89% of all Year 3 students achieved a result above the Needs Additional Support category.

**Writing** –94% of all Year 3 students achieved a result above the Needs Additional Support category.

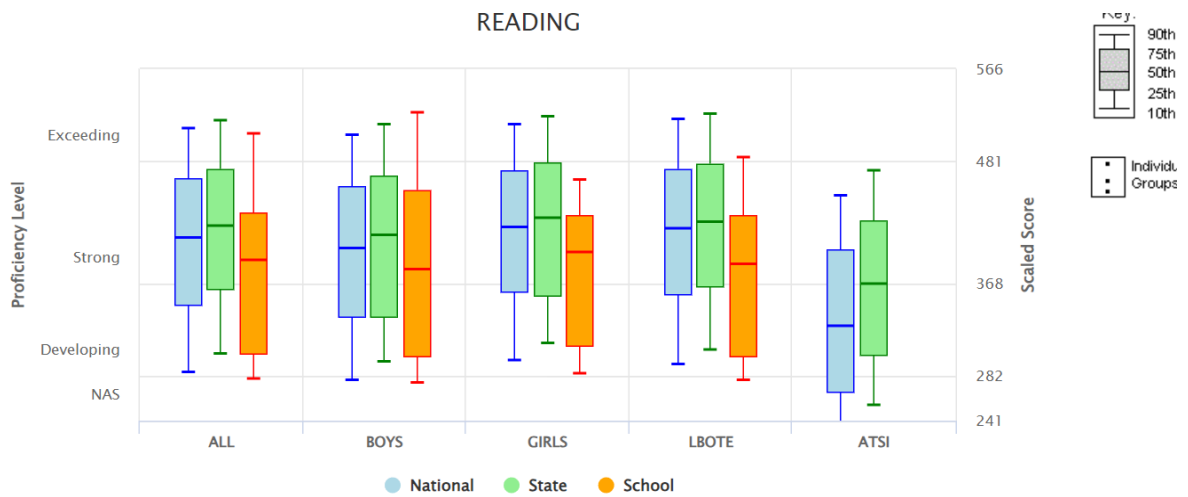
**Spelling** – 87% of all Year 3 students achieved a result above the Needs Additional Support category.

**Grammar and Punctuation** – 80% of all Year 3 students achieved a result above the Needs Additional Support category.

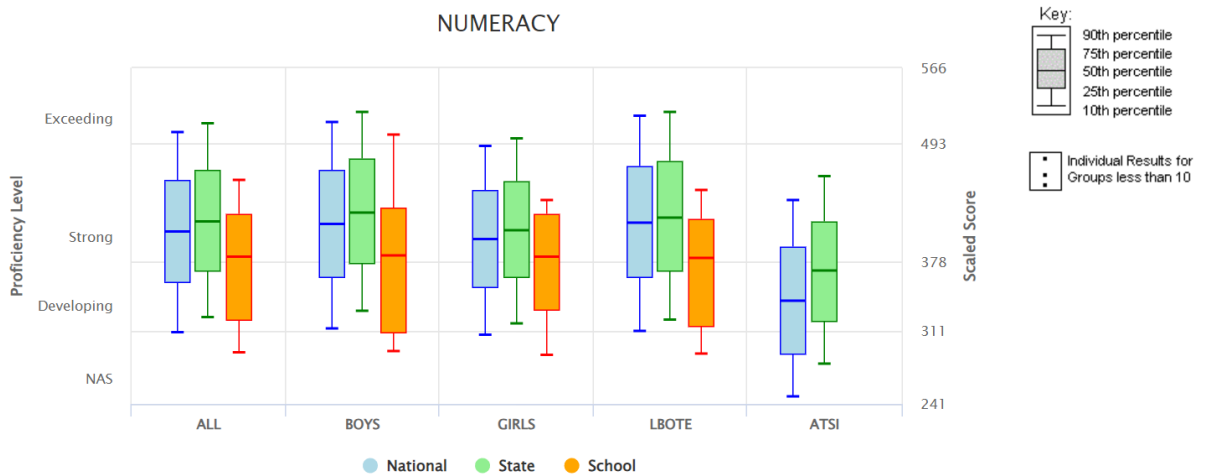
**Numeracy** – 80% of all students in Year 3 were a result above the Needs Additional Support category.

## YEAR THREE NAPLAN

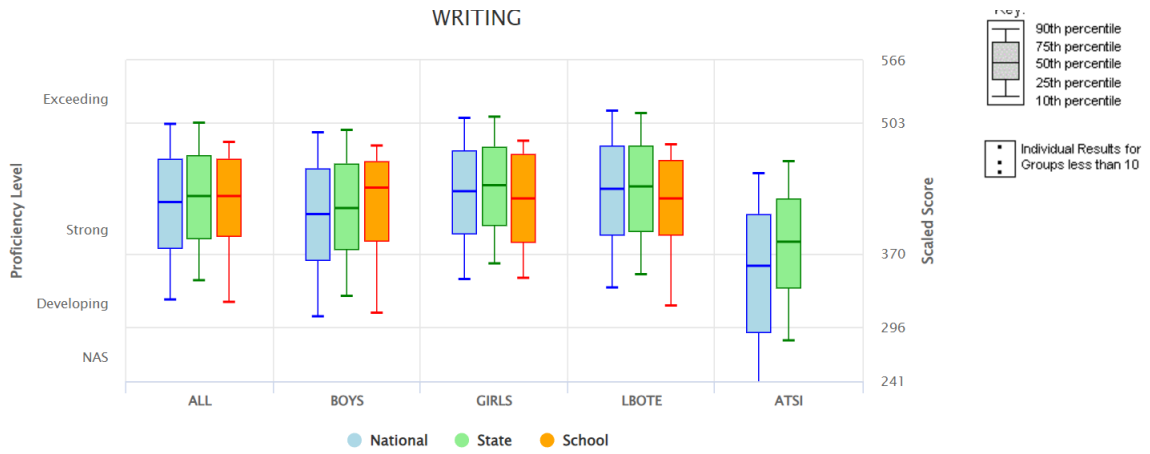
### Reading:



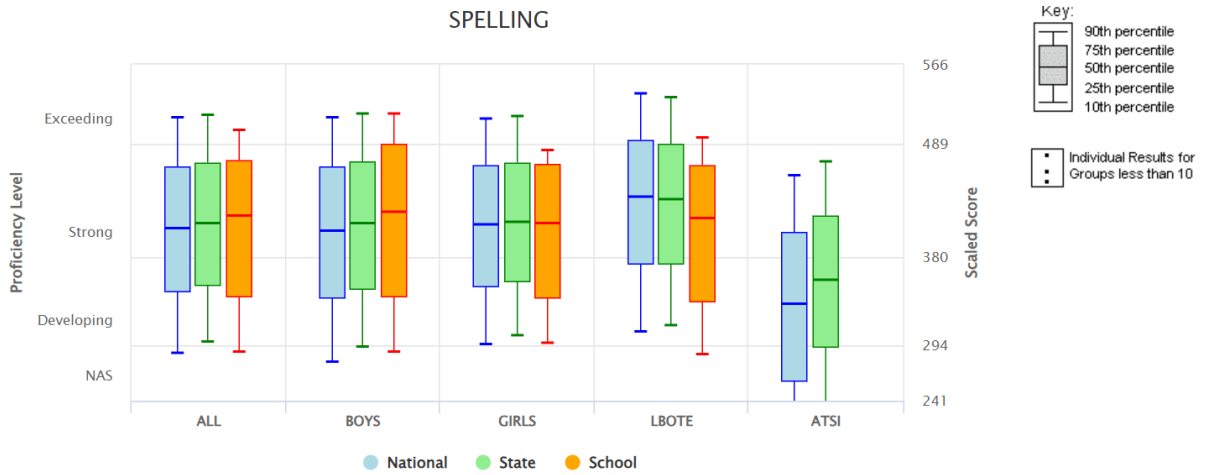
### Numeracy:



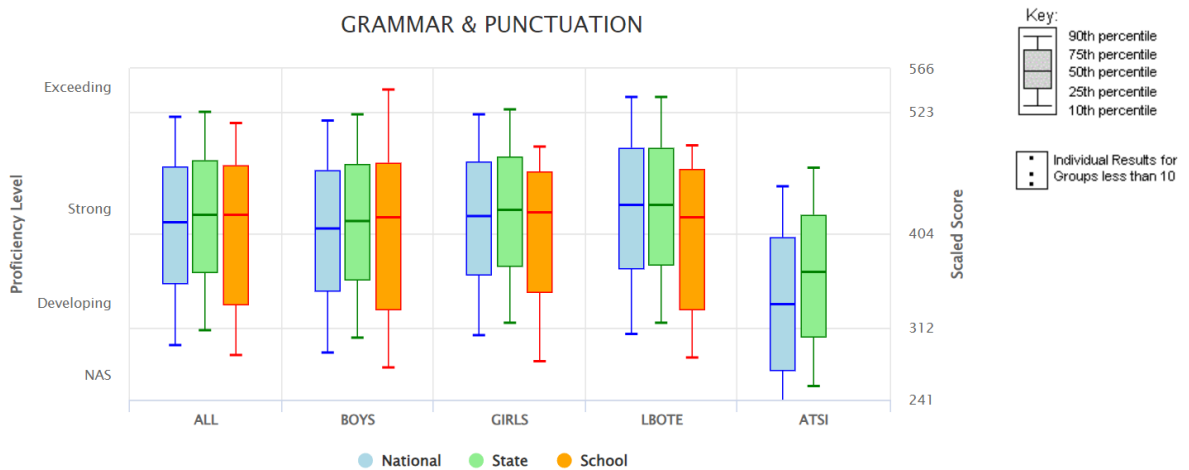
## Writing:



## Spelling:



## Grammar and Punctuation:



# ❖ NAPLAN: YEAR FIVE

**Reading** – 100% of all Year 5 students achieved a result above the Needs Additional Support.

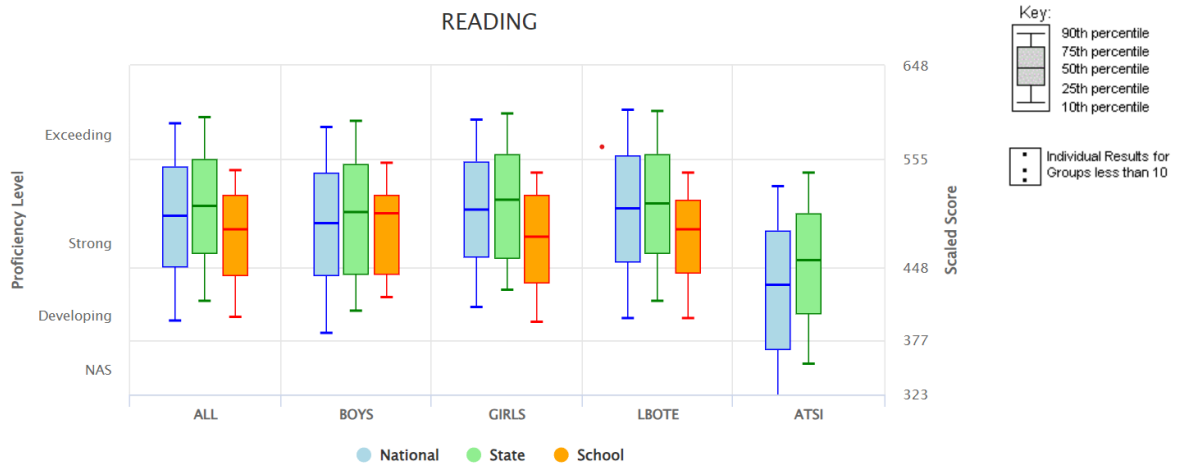
**Writing** – 100% of all Year 5 students achieved a result above the Needs Additional Support category.

**Spelling** – 98.1% of all Year 5 students achieved a result above the Needs Additional Support category.

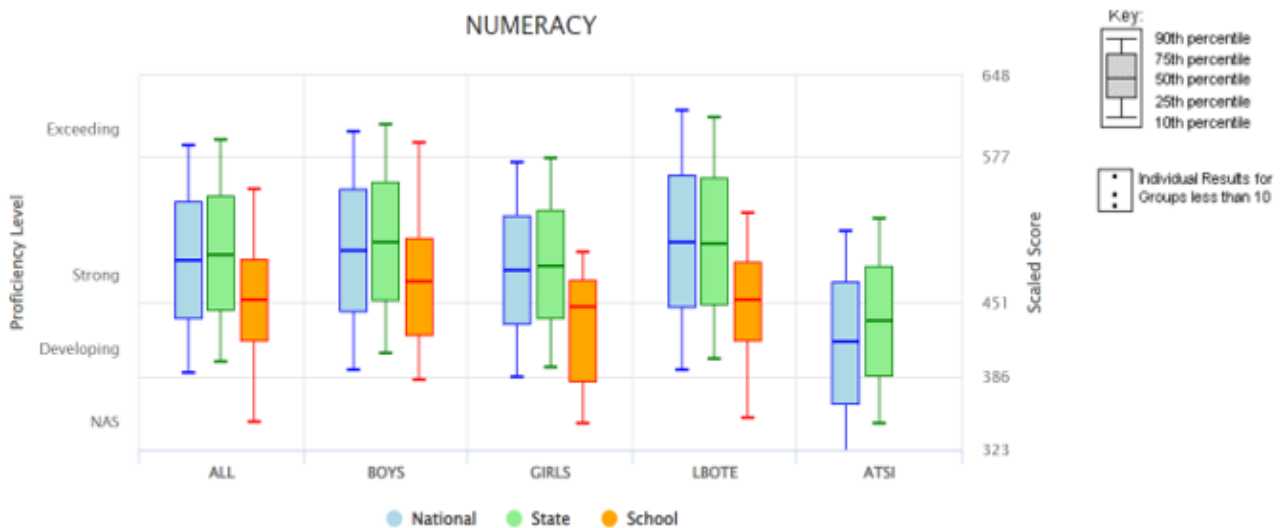
**Grammar and Punctuation** – 88.5% of all Year 5 students achieved a result above the Needs Additional Support category.

**Numeracy** – 80.4% of all students in Year 5 were a result above the Needs Additional Support category.

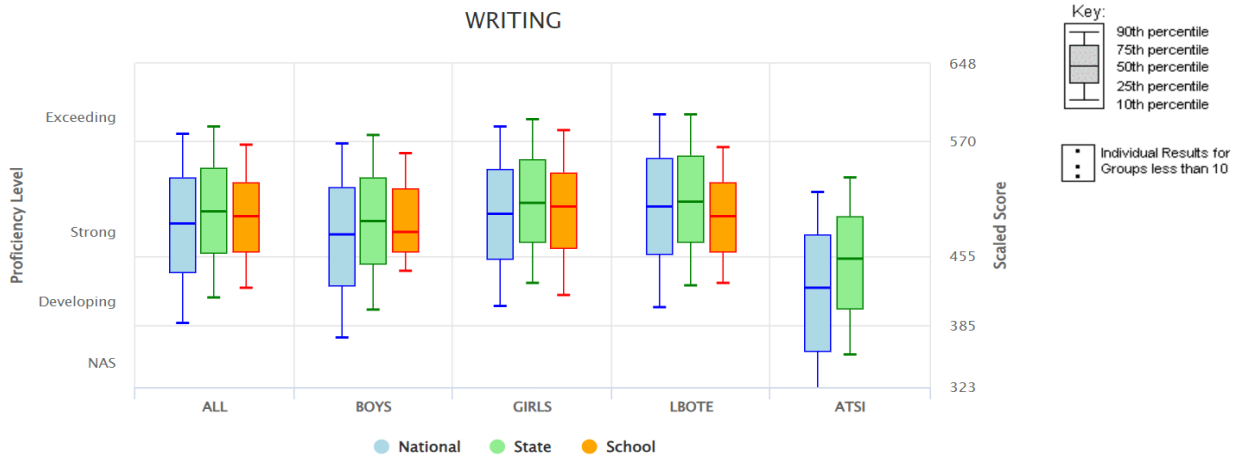
## Reading:



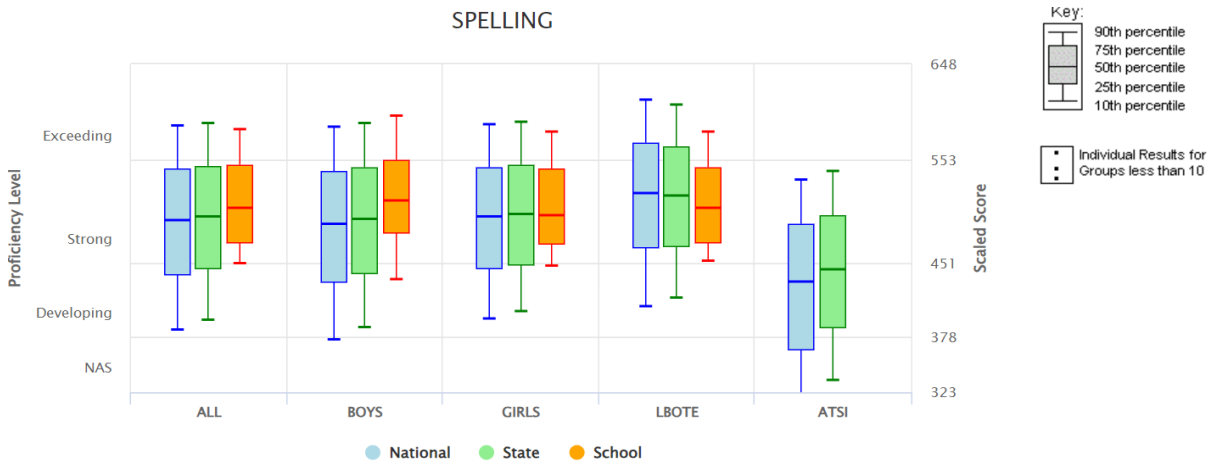
## Numeracy:



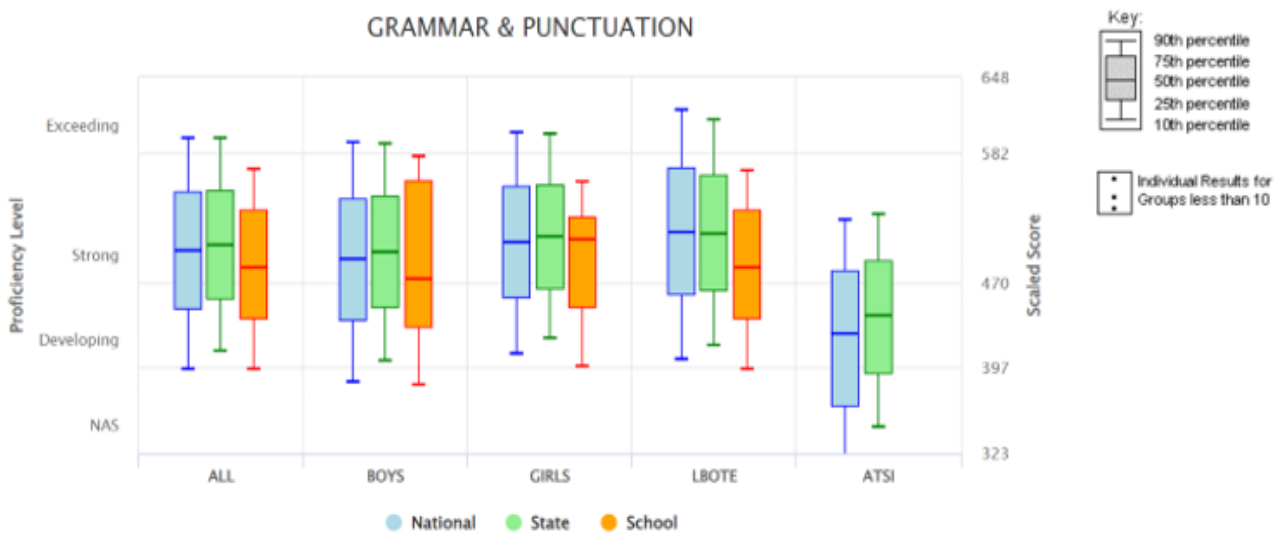
## Writing:



## Spelling:



## Grammar and Punctuation:



# ❖ NAPLAN: YEAR SEVEN

**Reading** – 97% of all Year 7 students achieved a result above the Needs Additional Support category.

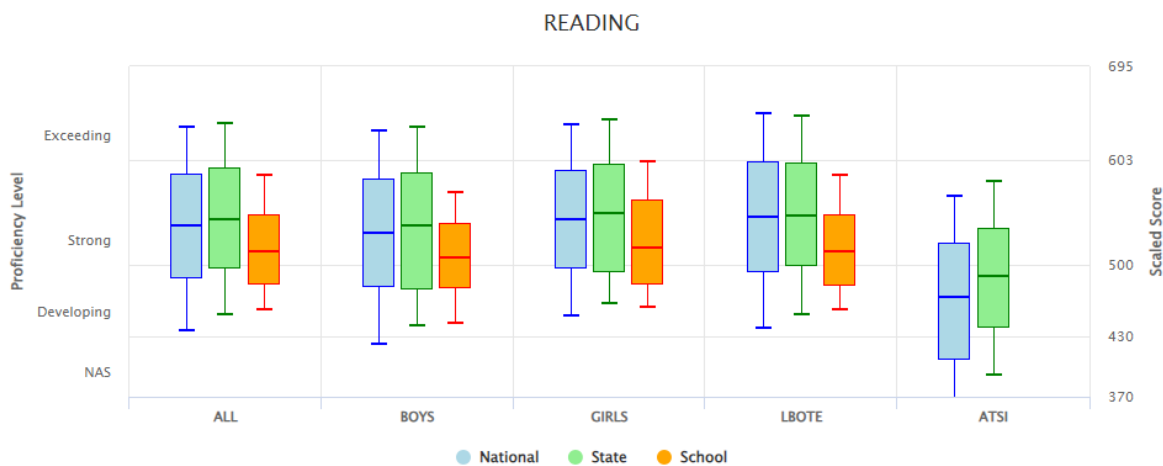
**Writing** – 100% of all Year 7 students achieved a result above the Needs Additional Support category.

**Spelling** – 94% of all Year 7 students achieved a result above the Needs Additional Support category.

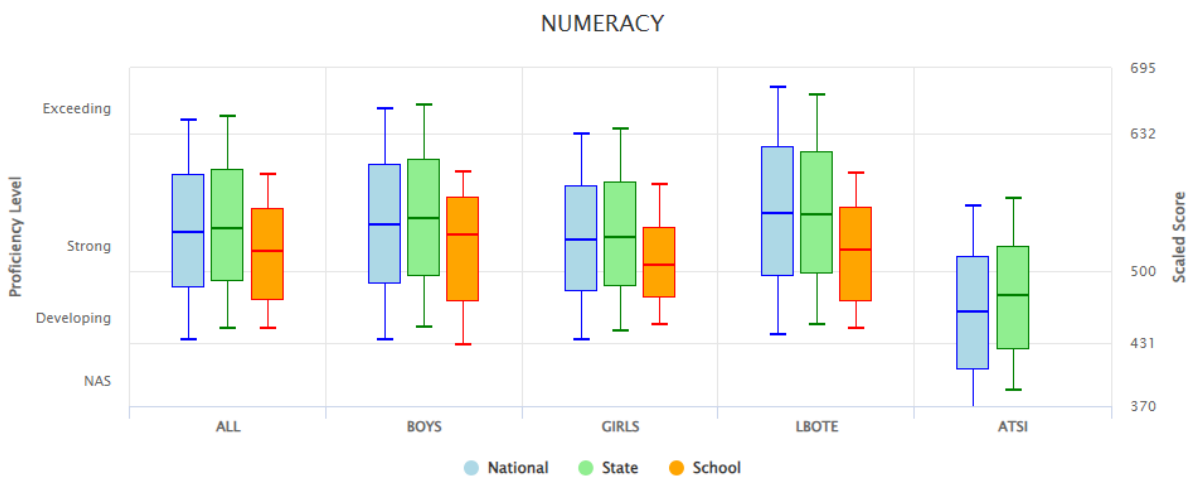
**Grammar and Punctuation** – 85% of all Year 7 students achieved a result above the Needs Additional Support category.

**Numeracy** – 91% of all students in Year 7 were a result above the Needs Additional Support category.

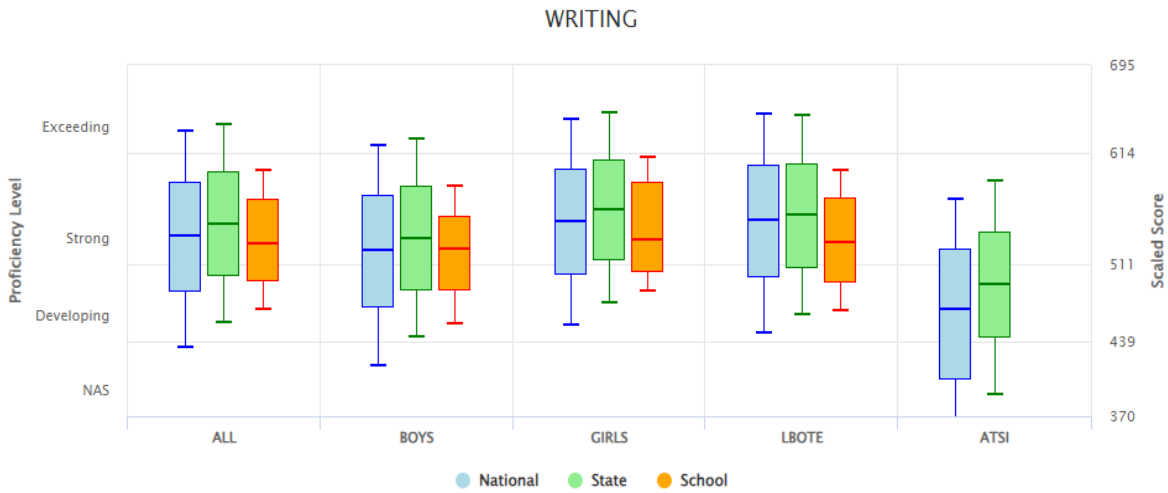
## Reading:



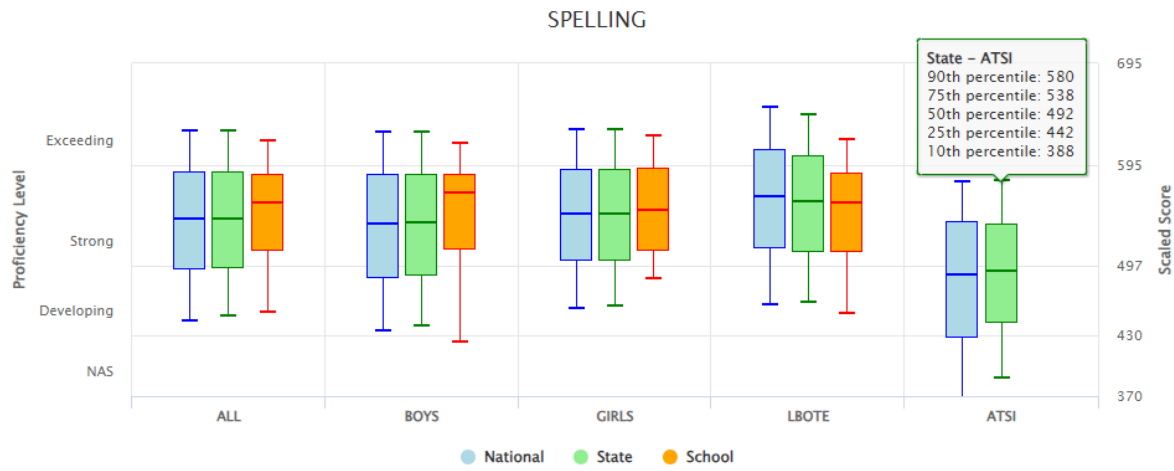
## Numeracy:



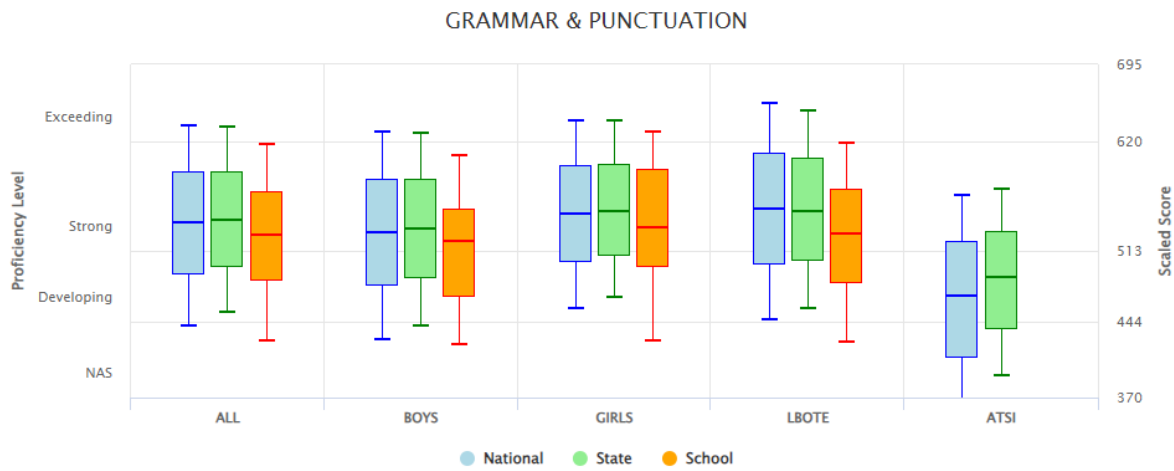
## Writing:



## Spelling:



## Grammar and Punctuation:



# ❖ NAPLAN: YEAR NINE

**Reading** – 83% of all Year 9 students achieved a result above the Needs Additional Support category.

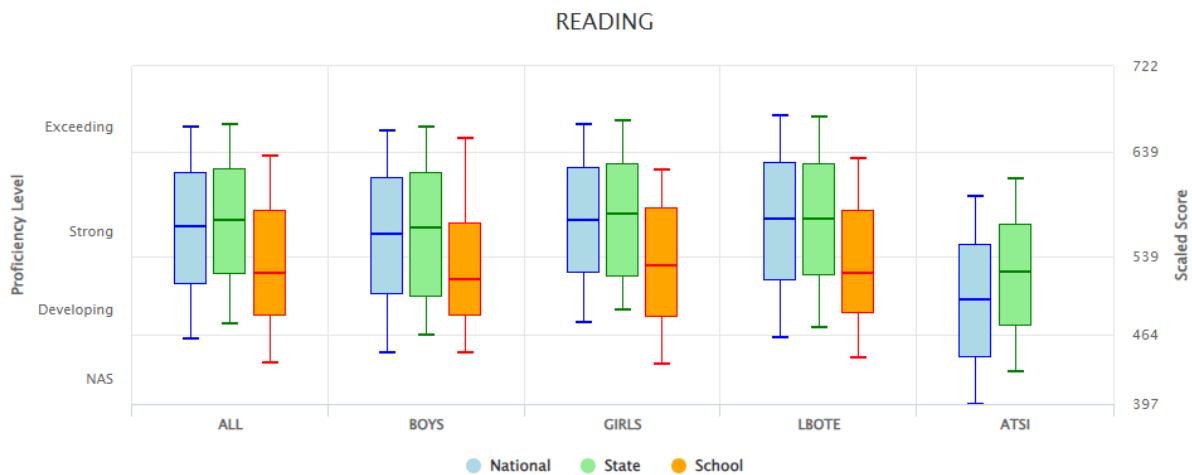
**Writing** – 90% of all Year 9 students achieved a result above the Needs Additional Support category.

**Spelling** – 89% of all Year 9 students performed a result above the Needs Additional Support category.

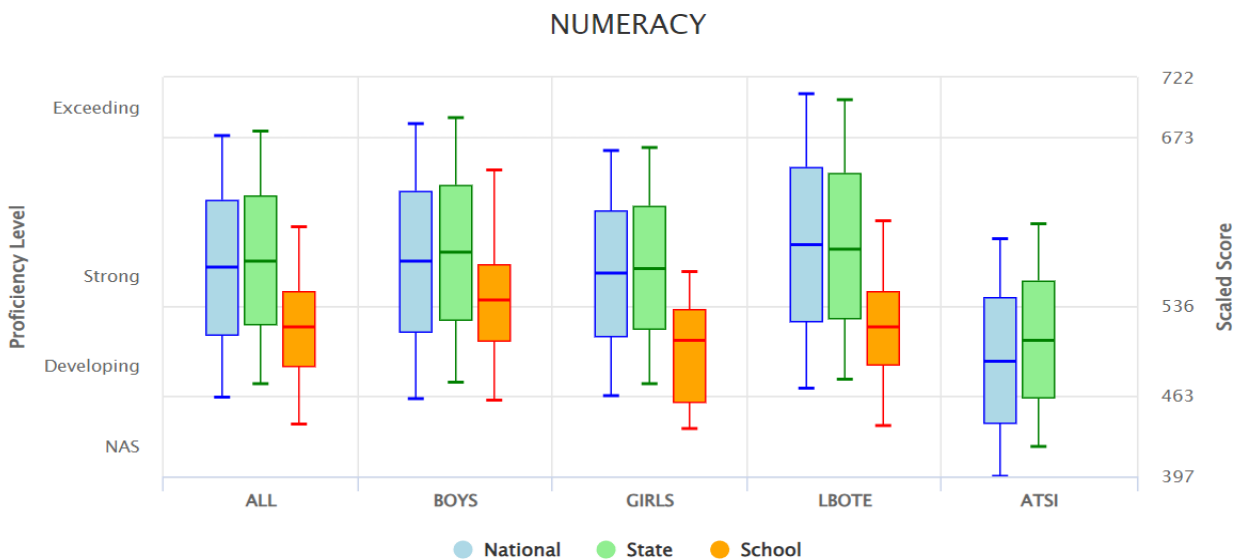
**Grammar and Punctuation** – 73% of all Year 9 students achieved a result above the Needs Additional Support category.

**Numeracy** – 79% of all Year 9 students achieved a result above the Needs Additional Support category.

## Reading:

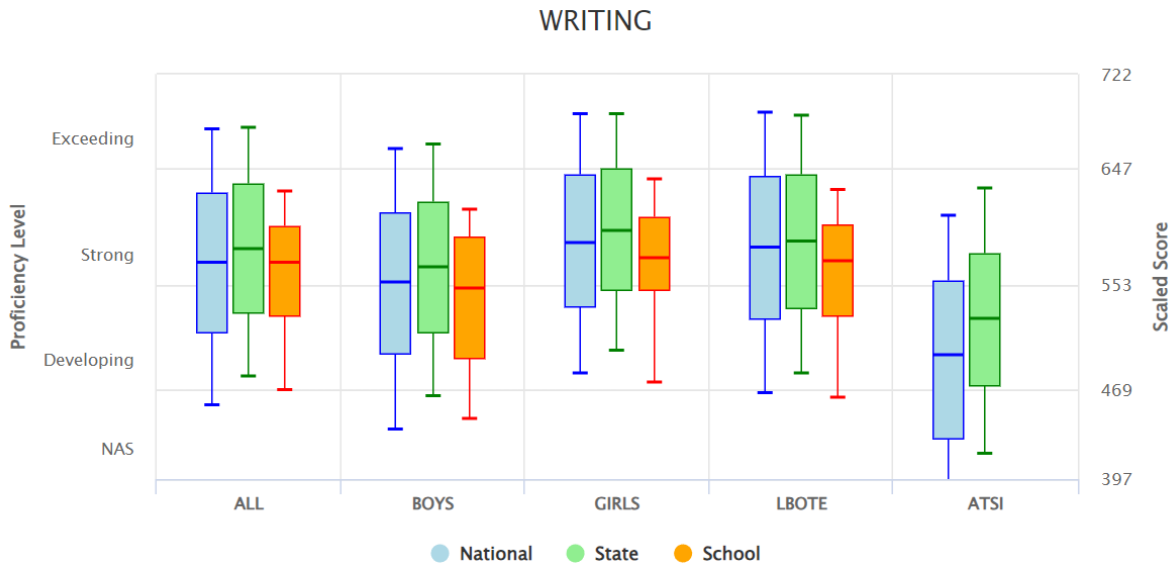


## Numeracy:

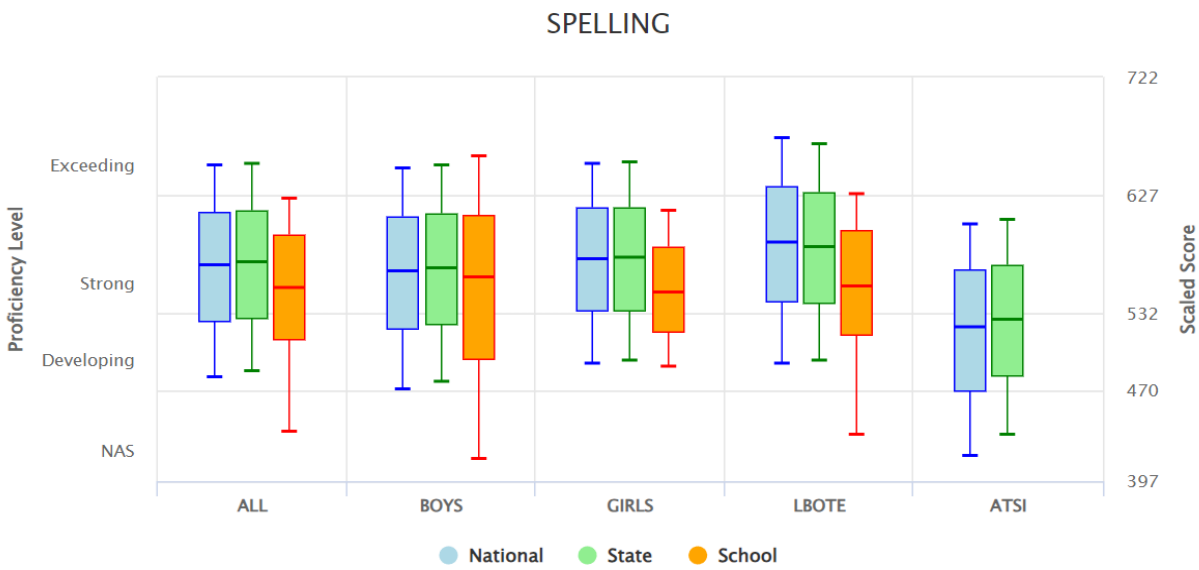




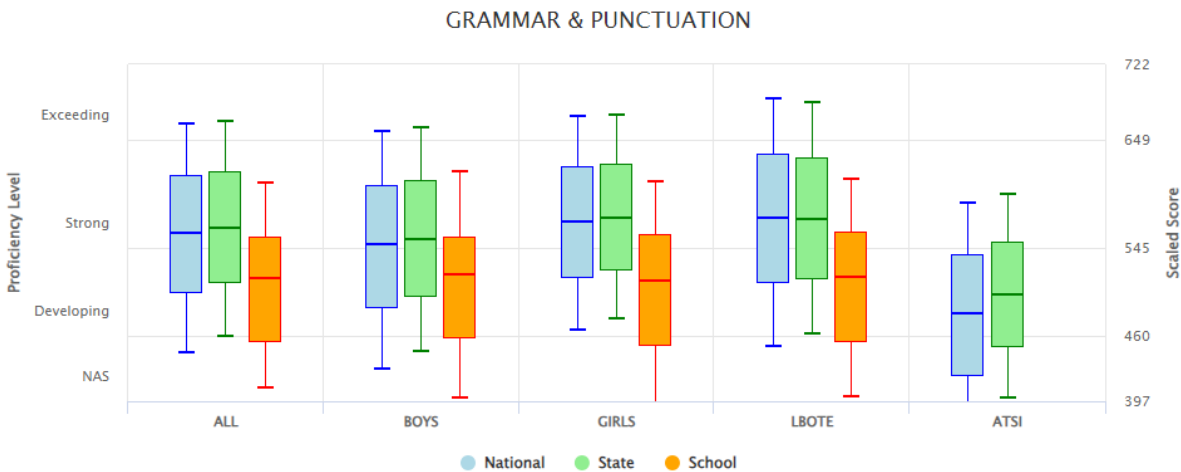
## Writing:



## Spelling:



## Grammar and Punctuation:



# VALUE ADDED

## 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)
- English support
- 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 and subject lectures)
- SeeSaw
- SMART Foundation Program
- Essential Assessment (Mathematics and English)
- Think Tank (Homework Support)
- Sporting Programs (Volleyball and Soccer After School)

## 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)
- Increasing the total staff members allocated to Educational Support Staff so that more support can be provided.
- College counselling support where needed.

# SENIOR SCHOOL OUTCOMES

## VCE RESULTS

Forty-three students successfully completed their VCE in 2023. With one student completing his the second of his two-year Unit 3&4 (Year 12) program. Our highest ATAR rank was 97.25, with 3.5% of students completing a scored VCE receiving ATARs above 90, 19% receiving an ATAR above 80, and 63% with ATARs above 60. Fourteen students completed an unscored VCE and did not receive an ATAR. The majority of these students applied to TAFE and universities directly for their next educational opportunity.

Forty students received offers for university or TAFE courses through VTAC with 44.0% receiving their first preference. Several students gained entry to Victoria University through a bridging course instead of applying through VTAC.

A portion of our students were adversely affected in their studies due to the severe teacher shortage in 2023. In order to limit the impact of this, the College supported students with the cost of external revision lectures and hired after school tutors for subjects of concern.

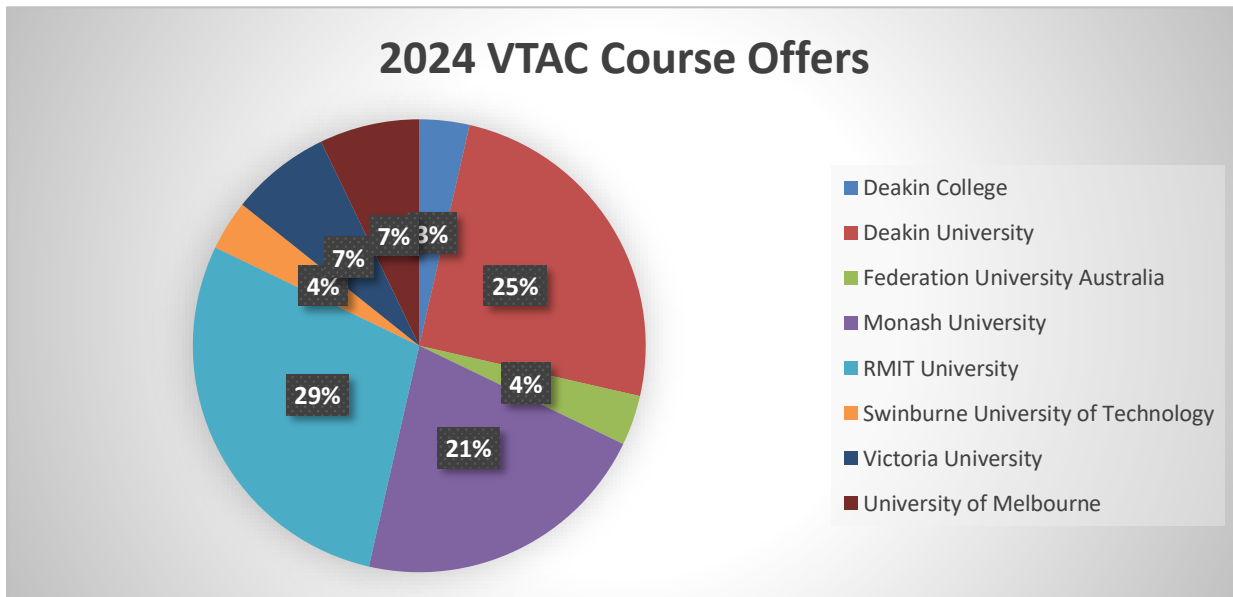
Students are encouraged to complete the following activities to maximise their potential:

- 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 2023 graduates gained entry to for further studies:



The following is a list of the tertiary course fields that our 2023 graduates were offered by VTAC:

## Courses:

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

# SCHOOL SATISFACTION SURVEYS

In 2023, we continued to undertake staff, parent and student surveys to gain valuable anonymous feedback and determine where our College sits in comparison to National benchmarks. By outsourcing the surveys, it minimises bias and all parties are able to provide feedback anonymously, which in this situation allows for honest and appropriate feedback.

The 2023 surveys showed a marked improvement in satisfaction among staff members, however there was a lower level of satisfaction from our students and parents. The College will implement strategies in 2024 to improve the trust of our key stakeholders and to achieve better outcomes for our students and parents. The results of these surveys help the College to determine if our objectives and vision are being achieved.

## PARENT SATISFACTION

The following areas have shown the most improvement in 2023 according to our parents:

1. Teacher Quality
2. Parent Communication
3. School Curriculum
4. Leadership and Management

## Strengths

Our school's results have been analysed for each question and compared with its results from 2022. The percentage difference between our school's 2022 and 2023 results were sorted, and our school's top results are presented below.

### Your school's Top Strengths (compared with 2022)

	Key Area	Item	2022 Mt Hira Mean	2023 Mt Hira Mean	% difference
1.	Leadership and Management	Bullying is dealt with in an effective manner.	63%	66%	+3%
2.	Parent Communication	This school offers me opportunities to get involved in my child's education.	62%	64%	+2%
3.	Parent Communication	The staff who work in the front office are friendly and helpful towards parents.	87%	89%	+2%
4.	Teacher Quality	Rules for dealing with students who misbehave are consistently followed by teachers.	67%	69%	+2%
5.	Teacher Quality	Teachers communicate with me regularly about my child's progress.	68%	70%	+2%
6.	Teacher Quality	I have access to my child's teacher(s) when I feel the need to contact them.	80%	81%	+1%
7.	School Curriculum	The curriculum is innovative and meets the needs of individual children.	66%	67%	+1%
8.	School Environment	This school is a safe place for my child.	81%	82%	+1%
9.	Technology and Resources	The computers and other resources are easily accessible to my child.	81%	82%	+1%
10.	Teacher Quality	Teachers and staff model and teach positive behaviour to my child.	75%	75%	0%

# STUDENT SATISFACTION

The following areas have shown the most improvement in 2023 according to our students:

1. Teacher Quality
2. Student Behaviour
3. Learning Opportunities
4. Teacher Expectations

## Strengths

Our school's results have been analysed for each question and compared with its results from 2022. The percentage difference between our school's 2022 and 2023 results were sorted, and our school's top results are presented below.

### Your school's Top Strengths (compared with 2022)

	Key Area	Item	2022 Mt Hira Mean	2023 Mt Hira Mean	% difference
1.	Teacher Quality	My teachers are caring and supportive.	64%	67%	+3%
2.	School Specific	Student behaviour is well managed at my school.	51%	54%	+3%
3.	School Specific	My teacher is able to help me do my best work.	69%	70%	+1%
4.	Learning Opportunities	My teachers help me to be responsible for my own learning.	68%	69%	+1%
5.	Teacher Quality	My teachers provide me with useful feedback about my schoolwork.	66%	66%	0%
6.	Student Behavioural Values	I understand what is expected of me at school.	73%	73%	0%
7.	School Specific	My teachers expect me to do my best.	80%	80%	0%

## STAFF SATISFACTION

The following areas have shown the most improvement in 2023 according to our staff:

1. School Curriculum
2. School Communication
3. Technology and Resources
4. Staff Morale

## Strengths

Our school's results have been analysed for each question and compared with its results from 2022. The percentage difference between our school's 2022 and 2023 results were sorted, and our school's top results are presented below.

### Your school's Top Strengths (compared with 2022)

	Key Area	Item	2022 Mt Hira Mean	2023 Mt Hira Mean	% difference
1.	School Curriculum	I feel fulfilled in doing my job.	68%	83%	+15%
2.	School Communication	I feel like there is always someone I can communicate my concerns to.	60%	71%	+11%
3.	Technology and Resources	The computers and other resources are easily accessible.	76%	87%	+11%
4.	School Curriculum	The curriculum is innovative and meets the needs of individual children.	67%	76%	+9%
5.	School Curriculum	I have been able to establish a healthy work-life balance.	62%	69%	+7%
6.	School Environment	Students respect the staff members.	68%	75%	+7%
7.	School Communication	There is effective communication between teachers and non-teachers.	68%	74%	+6%
8.	Morale	Teachers and non-teachers have respect for one another.	86%	91%	+5%
9.	Personal Development	Career progression opportunities including professional development activities and leadership roles have been made available to staff.	68%	72%	+4%
10.	Goal Congruence	I understand this school's objectives and goals.	78%	81%	+3%

# 2023 AUDITED INCOME AND EXPENDITURE STATEMENT

## 2023 Audited Income and Expenditure Statement

Year to date 1 January 2023 to 31 December 2023

Enrolments	Primary Secondary Total	<b>2023</b>
		410
		391
		<b>801</b>
<b>INCOME - Operating</b>		<b>2023</b>
School Fees		1,603,051
Discounts & concessions		(237,799.14)
Other receipts from students		348,816
Interest Received		45,770
Canteen Income		279,913
Other Income		330,273
Sporting School Programme Grant		14,600
Victorian State Government Recurrent Grants		3,725,818
Commonwealth Government Recurrent Grants		11,047,902
Capital Income		116,885
ELC Income		2,616,495
<b>Total Recurrent Income</b>		<b>19,891,724</b>
<b>EXPENDITURE - Operating</b>		<b>2023</b>
Salaries – teaching staff		5,485,096
Salaries – other staff		2,798,276
Staff related expenses		970,623
Telephone,Electricity, Gas & Water		165,632
Insurance		79,763
Printing, Stationary & Postage		116,685
Repairs & Maintenance		2,515,270
Teaching Resources and Materials		657,504
Other Expenses and Materials		1,647,331
Rent - Teaching Facilities		201,176
Bad Debts written off		36,740
Interest payments for Capital Loans		125,097
Provisions (Annual Leave, Long Service Leave)		(72,918.41)
Depreciation		723,228
ELC Expenses		2,480,228
<b>Total Recurrent Expenditure</b>		<b>17,929,731</b>
<b>PROFIT / LOSS</b>		<b>1,961,993</b>