

YESHIVAH COLLEGE 2020

SCHOOL PERFORMANCE REPORT



PERFORMANCE INFORMATION REPORT 2020

This document is designed to report to the public key aspects identified by the State and Commonwealth Governments as linked to the performance of Schools in Australia. Yeshivah College remains committed to the continual review and improvement of all its practices, policies and processes.

We are suitably proud of the achievements of our students, and the efforts of our staff to strive for excellence in teaching and outcomes.

Please note: Any data referencing Yeshivah – Beth Rivkah Colleges (or YBR) is data combined with our partner school, Beth Rivkah Ladies College. All other data relates specifically to Yeshivah.

Vision

To provide an affordable, high-quality, Jewish education so our students can succeed in all spheres of their lives and positively impact the world.

Our Values

Yeshivah – Beth Rivkah students will be inspired with:

Ahavas Yisroel: to

- Love and have concern for others
- Give to others

Pride in being Jewish: to

- Be G-d fearing
- Be inspired by the Rebbe and his teachings
- Feel a personal connection to Hashem
- Be Torah-committed
- Love their Torah studies, especially Chabad Chassidus

Respect: to

- Be welcoming
- Have respect for themselves, others and the environment
- Be mentschen

Striving for excellence: to

- Demonstrate persistent commitment to learning
- Pursue the highest quality education
- Fulfil their potential

Empowerment: to

- Take risks
- Demonstrate initiative
- Think positively to engender positive results (tracht gut vet zein gut)
- Encourage themselves and others
- Engage in lifelong learning

Our Mission

To refine each student’s character, to foster a passion for Judaism inspired by Chabad Chassidus and to produce outstanding academic and personal results in all endeavours.

1. PROFESSIONAL ENGAGEMENT

STAFF ATTENDANCE

In 2020, Yeshivah – Beth Rivkah Colleges (YBR) have been privileged to have a staff committed to the development of all aspects of school life.

Teaching methods were thorough, innovative and motivating, and there was involvement in improving behavioral outcomes, curricula, professional standards and maintaining the duty of care of which the school is proud.

Teaching staff at YBR had an absenteeism rate in 2020 that was 1% *.

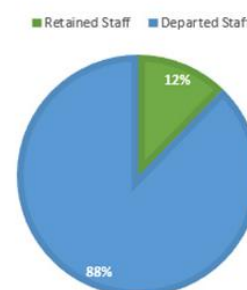
*This figure does not include days missed as a result of staff attending professional learning activities, or days missed by teachers on Long Service Leave or Family Leave where replacement teachers took over all of the relevant classes.

STAFF RETENTION

From 2019 to 2020, YBR had a staff turnover for all staff including teaching, administration, and support staff across the whole School equivalent to 12.30%.

* Staff turnover figures are calculated on the basis of the number of staff members and are independent of whether staff are part time or full time. It includes permanent staff only and not casuals. Staff turnover calculations include all new positions that have occurred during the course of the entire year. Turnover figures do include replacement positions to cover staff on maternity leave.

STAFF RETENTION 2020



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Yeshivah staff participate in regular Professional Development throughout the year. This is overseen by the Senior Staff and can take the form of organised conferences and professional development outside the school, presenters within the school, webinars and online forums and sessions as part of regular staff meetings, covering a range of activities and educational advancements.

PROFESSIONAL DEVELOPMENT:

YESHIVAH PRIMARY	YESHIVAH SECONDARY
<p>JEWISH STUDIES</p> <ul style="list-style-type: none"> • Jewish studies teachers engaged in sharing pedagogical ideas in staff meetings. • Variety of staff members attended various PD sessions including a session run by Occupational Therapist Ilana Klein • Respectful relationship training • Developing good behaviour in students / Using the Tzivos Hashem program • Managing discipline in the classroom 	<p>SENIOR MANAGEMENT TEAM:</p> <ul style="list-style-type: none"> • All of the SMT attended a Session with Dr Waronker • Leadership at Laguna: From Challenge to Opportunity <hr/> <p>JEWISH STUDIES</p> <ul style="list-style-type: none"> • Using MyEd to facilitate learning • Regular Gemarah Faculty meetings • Gemara Teacher Training • Using MSTeams in the Classroom • PD – “Teaching your Student”. Explicit Teaching vs Learning via Osmosis
<p>GENERAL STUDIES</p> <ul style="list-style-type: none"> • General Studies meetings were used as a professional discussions forum for a range of behavioural and pedagogical matters • Variety of staff members attended various Professional Development sessions • Recent Advances in Understanding Word-Level Reading Problems • sensing our senses- understanding sensory processing disorder • High Impact Teaching Strategies • MSL Reading • Fountas & Pinnell Benchmark Assessment System: Professional Development Workshop • Personalising Learning for Gifted and Talented Students • 1st AID 	<p>GENERAL STUDIES</p> <ul style="list-style-type: none"> • VCE Mathematics Conference at Melbourne University • Mathematics and Science Faculties: Planning Sessions • STAV VCE Physics Conference • MAVS: VCE Further Maths • PD with the customer service representative from Cambridge. Purpose: making decision about the choice of Science texts for 2020 • Chemistry Conference, Meet the Examiners and Development of Chemistry SACS for Unit 3 and 4 • CPR training • Deliberate Self-Harm in Young People – Anxiety Disorders Association of Victoria • Online Professional Development opportunities to support learning outside the classroom- Edrolo

ALL STAFF

- Anaphylaxis Review
- Professional Development with Dr Waronker
- Child Protection Review
- Lockdown / Evacuation Protocol
- Behaviour management
- Implementing the Behaviour Matrix in your classroom
- Social thinking framework – Dana Goldsmith
- Discrimination Act – Laurette Brown
- ASD training

ALL STAFF

- Professional Development – Behaviour Management
- Professional Development – Understanding ADD & ADHD
- Professional Development – Understanding the NCCD
- Professional Development – Kim Marshall Rubric Link with Dr Waronker
- Training Session Uploading LE Documents in SEQTA
- Protecting Children- Mandatory Reporting and other Obligations
- Anaphylaxis Management
- Microsoft Teams training – various courses

EDUCATION SUPPORT

- Sue Larkey- Autism Spectrum Disorder Professional Development session
- SEQTA Training which included one on one training if needed

EDUCATION SUPPORT: TEACHER

- Network meetings with Len Hain
- LE Review and Moderation Sessions
- Regular Staff Sessions

SHLUCHIM and EDUCATION SUPPORT: AIDES

- School Aides attended the JCAS Aide Training day at the start of the year
- Student Welfare Professional Development Session
- Two day on-boarding process to familiarise Shluchim with policies, procedures and the like
- Shluchim attended the weekend long Shluchim Conference via zoom

2. KEY STUDENT OUTCOMES

Yeshivah College students enjoy a positive schooling experience and are continually striving to achieve improvement, both academically and personally, to develop the ability to work independently and collaboratively, to act as role models and leaders in the school and in the community and to contribute positively to the school and to society at large.

The students come from a variety of backgrounds in terms of their education and religious observance, but all are catered for in the comprehensive Jewish and General Studies curricula.

STUDENT ATTENDANCE

The total student enrolment figures in 2020 were 423 students in Years Foundation to 12 at Yeshivah. In 2020, students in the Primary and Secondary schools averaged approximately 92.36% attendance.

Sample data on attendance figures are forwarded to the Australian Government, as part of the funding accountability.

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN) TESTING DATA

NAPLAN assessment is administered by the Victorian Curriculum Assessment Authority (VCAA) for students across Victoria in Years 3, 5, 7 and 9 to provide a measure of student numeracy and literacy skills. Due to COVID-19 the NAPLAN Assessments were cancelled by the VCAA. Please see below our 2019 percentages of our students AT OR ABOVE the national benchmarks.

National benchmarks have been supplied to the School in the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

2019 NAPLAN RESULTS

2019

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	90	100	94	98	96
Year 5	91	94	94	97	97
Year 7	100	96	100	100	100
Year 9	100	100	100	100	95

COMPARISON OF STUDENT RESULTS ABOVE NATIONAL BENCHMARKS FROM 2017 AND 2018

2017

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	100	100	100	100	100
Year 5	100	100	100	100	100
Year 7	96	88	92	96	100
Year 9	100	81	100	100	100

2018

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	97	100	98	100	100
Year 5	100	94	100	100	100
Year 7	100	100	93	100	100
Year 9	100	90	100	100	95

SENIOR SECONDARY OUTCOMES

VCE RESULTS 2020

Yeshivah College has an open entry policy in VCE, with students in Year 10 receiving ongoing advice on suitable subject selection and career aptitude through testing (optional).

Highlights of the 2020 VCE results include:

- 23% of ATARS above 90
- Dux ATAR 98.15
- Median ATAR 82.35
- Median Study Score 33.5

These are outstanding achievements for all of our students and we are justifiably proud of their efforts.

COMPARISON OF VCE RESULTS FOR 2018 - 2020

COMPARISON OF VCE RESULTS	VCE 2018	VCE 2019	VCE 2020
Dux ATAR	99.85	99.50	98.15
Median ENTER/ATAR score	87.35	94.25	82.35
Median study score	33	36	33.5

POST - SCHOOL DESTINATIONS:

- 33% received 1st preferences
- 92% received an offer

LAW	1
COMMERCE/BUSINESS	3
ENGINEERING	1
HEALTH SCIENCES/NURSING/OT/ PST	1
SCIENCE/BIOMEDICAL SCIENCE	2
DESIGN/ARCHITECTURE/MEDIA	1



VCAL / VET

In 2020 Yeshivah College had:

- 33 students doing VET/VCAL in Applied Rabbinics
- 14 students doing VET Hospitality Cert II
- 25 students doing VET Business Cert II

A small number of students opt to undergo their final two years of secondary school without formal VCE assessment. Yeshivah College continues to encourage students for whom VCAL and VET subjects are the most suitable path to follow.



3. VALUE ADDED

The school program offers a range of social and recreational activities such as seminars and camps, in addition to Jewish studies and general academic studies. An inclusive Jewish studies and general studies program is offered, whilst equally encouraging the acquisition of a wide variety of skills and interests. This broad-based and well-balanced program creates a positive environment in which our students can flourish.

At Yeshivah College, students undertake a wide range of additional activities and programs in numerous academic areas including sport, art, music, drama, chess, choir and debating, to broaden their developing skills and interests. Furthermore, there have been significantly effective new programs introduced to enhance our already successful support programs in areas such as pastoral care, counselling, special education and integration, extension/enrichment, and literacy and numeracy development. At Yeshivah College, we firmly believe that value to its students comes not only in the form of providing ways to enhance academic achievement, but also concerning personal welfare and safety, and social wellbeing.

STUDENT LEADERSHIP

At Yeshivah we believe in the boys receiving a well-rounded education that prepares them for the challenges that face them in the real world and have consequently encouraged our students to gain a sense of leadership during their studies. This has many advantages as it supports the boys with the confidence and skills required to be able to stand up for themselves, while empowering them to take on a sense of 'ownership' in keeping with our school values of, 'I am respectful', 'I am a learner', 'I am safe'.

The Student Leadership Program is very successful and boys look forward to participating each year. The Year 6 students attended an all-day Leadership Conference where they focused on their own strengths, how they see themselves as a school leader and a role model. Students had the opportunity to analyse Jewish leaders and their successes. The finale of the day is students breaking into their leadership groups and planning leadership activities for 2020. The leadership team is totally inclusive – at Yeshivah Primary, there are 2 School Captains, 2 Vice Captains and committees including Sport, Environment, Jewish Life, Technology, Wellbeing and Tzedoko. The Year 6 students are encouraged to be a good role model, show school pride, be an effective leader and lead school assemblies. Throughout the year, the Year 6 leaders ran various fundraisers and school inclusion activities for the primary years such as Hot Dog Days, sporting competitions and well-being activities. In addition to the Year 6 Leadership Program, Yeshivah is proud to run an SRC (student representative council) which meets fortnightly to discuss issues relevant to school improvement.

Our Secondary students elected a school captain and vice-captain, and each year level then elected a class captain and vice-captain. Student Leadership meetings were held to discuss the various programs being run in the school. Student leaders organised fund raising activities throughout the year, as well as sporting activities and competitions.

STUDENT WELFARE AND DEVELOPMENT

An essential part of our school philosophy is to care for each individual student by being receptive to his needs, thus enabling him to thrive and reach his potential. Both our Primary and Secondary student well-being co-ordinators work meticulously with the school psychologists, education support team, teachers and parents. They also form part of the whole school welfare committee ensuring the wellbeing of not only the individual students but the family as a whole. Yeshivah is proud to be a partner school in the Respectful Relationships Program. The Respectful Relationships program is designed to support children of all ages in Emotional Literacy, Personal Strengths, Positive Coping

Strategies, Problem Solving, Stress Management and Help Seeking. The program is designed for all students from Foundation through to Year 6.

Yeshivah staff have reinforced our anti-bullying policy and practice in the Primary school with extensive staff training and student discussions and workshops. Simple and powerful anti-bullying posters have been mounted around the school to re-enforce the steps a student should take should they feel bullied. Social Skills Program at Yeshivah is a popular and enjoyable program which is designed to support students who need additional help in managing socially. The Head of Student Wellbeing, together with aides, runs numerous weekly activities and support groups to enhance the resilience and social and emotional development of students identified as needing social skills support.

Over the course of 2020, fundraisers were held and parents together with staff all pitched together to create a "Sensory Hub" space at Yeshivah Primary. The hub has been fitted out with sequin walls, chalk and Lego boards, a quiet corner and an inbuilt swing. In addition, every class received a box of sensory activities for students to utilise as needed during class.

EDUCATIONAL SUPPORT

Yeshivah College provides ongoing educational supports to all students through the collaboration of educators, parents, and external professionals. Support systems include a multi-disciplinary approach across Education Support and Inclusion, Early Intervention and Enrichment and Extension. Additional funding provided through the NCCD and JCAS (Jewish Children's Aid Society) has allowed us to expand our support systems and educational aids, who provide support within the classroom and through individual tutoring sessions when necessary. The Levelled Literacy Intervention Program and MSL Reading Program for Year 1 students and the 'Understanding Words' reading program for students in Year 3 to 6 has also been initiated.

Small group literacy and numeracy support as well as personalised learning tools is provided for every student. Ongoing formative assessment to inform the learning support program. Learning Enhancement Staff liaise regularly with teachers, therapists, external agencies and all stake holders. Opportunity for math enrichment and competitions occur during the year.

Teachers maintain a portfolio of samples of students' work in each area. The portfolio moves up with the students as they progress through school. Folders also contain specific assessment and standard checklists of student performance that support the teacher's assessment and are presented at parent teacher interviews.

Education Support in the Secondary school, took the form of either extending advanced and able students or supporting students in need of additional assistance either across the board or in various subjects. The extension included students taking a subject in a higher year level e.g. a Year 8 student in Year 10 mathematics, as well as extension within the classroom.

ORIENTATION

The best start on the road to success is to be prepared in advance. Valuable orientation sessions are held for our incoming foundation students, those entering high school, and their families include active expos, information evenings and thorough handovers and collaboration with the children's previous educators.

In the secondary school, regular meetings are held to guide our Year 10 students in their Work Experience Choices and our VCE students are provided ongoing information re subject selections, VET options, and tertiary courses and prerequisites. In addition, numerous workshops by external presenters were offered to our VCAL students in areas such as Leadership, Public Speaking and Stress Management.

EXTRA AND CO-CURRICULAR

Yeshivah students are given the opportunity to participate in a number of extra and co-curricular activities to support their formal and informal learning. Interschool sport competitions continue to be a popular activity with the students as does the bridge building competition. In addition, our music ensembles have grown in numbers and students regularly perform at school assemblies, soirees and externally at Aged Care Facilities.

All students have continued to participate in the Respectful Relationships program. Students have learned about recognising and managing emotions and strengths and weaknesses, enabling them to develop stronger relationships with other students.

Yeshivah College continues to encourage their students to be contributing members to both their school and the wider community through participation in charitable and community service programs. This includes fundraising events, visiting old age homes, a weekly out-reach program for the older students, assisting in cooking for the needy and other activities. The VCE students attended a special VCE Shabbaton, and all students have had the opportunity to take part in Year level weekend retreats, organised by our school youth workers.

Complementary and enhancing their curriculum, students in all year levels participate in numerous incursions, including guest speakers and presenters to both Jewish and General Studies classes, guest speakers at Melave Malkas, and excursions to present hands on experience in the topic being studied. These programs reinforce the subject matter in an enjoyable and informal manner.

Some of the activities provided through the Informal Education Program included:

- Alumni versus students sport competitions
- Attending the VAJAX ANZAC Memorial Service
- A Talent Quest competition
- School wide quizzes
- School sport leagues
- Guest Speakers e.g Rabbi Kaplan Pre Lag B'Omer
- School and Class Captains Induction and Lunch
- Shushan feast
- Fund raisers: Funny dress Day, Hot Dog days
- Davening focus campaign
- Rosh Chodesh Kislev BBQ
- MBP campaigns – included special lunch, hot dogs, pizza
- Houses sport competition lunchtime – volleyball
- Year 7-9 Students – Presentation by Victoria Police regarding cyber safety and cyber bullying

Regular School Assemblies with a Focused Purpose often including a Guest Speaker:

- Pre 11 Nisnon campaign – boys go to classes and teach a topic
- ANZAC DAY Assembly and Commemoration
- 28 Nissan Assembly – urgency of Moshiach
- Pre Shavuot Assembly
- Assembly for Yom Hazikaron
- Rosh Chodesh Av Assembly – Rabbi Gordon
- Holocaust Memorial – Erev Tisha B'Av
- Tu B'Av assembly – guest speaker – Yudi New charity fund
- Student presentations for Gimel Tammuz
- Presentations on Hilchos Bais Hebchiroh – Bais Hamikdosh
- Campaign for the last 12 days of Elul as a lead up for Rosh Hashonoh – students submit a survey describing the significance off each day
- Chai Elul assembly

Additionally, there is a special after-school program for Year 7 students entitled 'Man Up' that is aimed at the Bar Mitzvah aged boys (boys turning 13). It provides additional awareness of areas related to being Bar Mitzvah, hands on activities, guest speakers and fund-raising activities. This program enhances the boys' understanding of their responsibility to their community and the wider community.

The Shluchim (student mentors) have greatly contributed to the informal education program and have a very positive influence on the students.

The following are some of the activities that they organised over the year.

- Tishrei Mivtzoim and learning program (Rosh Hashana, Sukkos, and Simchas Torah Tahlucha)
- Pre-Yud Tes Kislev campaign
- Purim night festivities (In conjunction with Chabad Youth)
- Purim day Mivtzoim
- Pre-11 Nissan Campaign
- Pre Gimmel Tammuz Campaign
- Pre Yud Alef Nissan Campaign
- Pre Yomim Tovim crafts
- Buddy learning sessions
- Shavous learning drive
- Siyumim
- Birthday club

Year Long/ Long term:

- Daily Tanya Shiur (voluntary class)
- Daily Rambam Shiur
- Weekly Seder Sichos at Lunch
- Gumsh program for Mesivta (In conjunction with YG)
- Mivtza Torah- Gemarah learning incentive for Mesivta
- Class Mivtzas for Years 8,9,10 (this consisted of multiple events, learning programs and two Shabbatons)
- Consistent VCE minyan
- Farbrengens for respective grades
- Occasional Sunday activities and trips for respective grades
- One on one Shiurim
- Bar Mitzvah Tutoring and Test Revision
- Birthday outings
- Cocoa club
- Sefer Hamitzos
- Mincha Munch
- Tzivos Hashem (In conjunction with Chabad Youth)

RESOURCES

Yeshivah acknowledges the importance of reading and literacy and, as such, extensive literacy resources have also been rolled out for staff use, and staff have been provided with extensive development and ongoing coaching on the effective use of these materials, including how to incorporate and support their classroom teaching. The library staff have also brought a fresh and enthusiastic presence to the library, with author/illustrators presenting to the primary students and book week activities.

YESHIVAH BETH RIVKAH PARENTS ASSOCIATION (YBRPA)

The Yeshivah Beth Rivkah Parent's Association started 2020 on a strong foot. A very successful welcome back barbecue was held in February for both Yeshivah and Beth Rivkah Primary Families. It was an afternoon filled with entertainment and great food where children and parents and students could meet and mingle after the summer holidays. It also gave many the opportunity to meet the new Principal, Dr. Shimon Waronker for the very first time.

Fundraising initiatives included the sale of Purim cards as well as the very popular mango fundraiser, which was even more successful this time thanks to the offering a delivery option by volunteers. Unfortunately, due to COVID-19 our other initiatives could not go ahead as planned. Every dollar raised goes directly back into the school for specific projects.

We are grateful that we managed to hold the end the year event at Inflatable World which sold out very quickly and was a fantastic way to end 2020, given all the challenges that COVID-19 created!

Thank you to all our very dedicated volunteers for their time and effort in helping the YBRPA ensure all our initiatives are successful.

We look forward to continuing to foster a strong sense of community and pride in our schools by acting as a parent liaison between the parents, staff and school board when needed, and raising much needed funds for our Schools so that the students can benefit.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

Prior to COVID-19 senior staff were introduced to virtual classrooms through Microsoft Teams. Final training for Microsoft Teams coincidentally concluded 2 weeks prior to the forced lockdown and required implementation of remote learning.

Due to the investment in systems and infrastructure in 2019, YBR was in a position to lend out 600 devices to our students to facilitate the remote learning using MS Teams. SEQTA in conjunction with the 'Our School App' has continued to improve parents accessibility to their children's information, progress, homework and attendance. Furthermore, the ICT steering committees has continued to ensure ongoing communication between the educators and the IT department.

CHILD SAFETY

Yeshivah – Beth Rivkah Colleges has been at the forefront of ensuring we are providing a safe and nurturing environment for all our students. Our resolute commitment to, and our diligent focus on child safety and child protection, has ensured that all our policies and procedures are up to date and follow best practice. Since voluntarily undergoing and achieving accreditation with the Australian Childhood Foundation (ACF) as being a **'Safeguarding Children Organisation'**, we have undertaken a number of policy and practice reviews and ongoing training in numerous child protection areas such as recruitment & screening, peer to peer & sibling abuse, detection & reporting etc., confirming our comprehensive and all-encompassing approach to Child Safety.

As part of ongoing reviews of our Child Safety Policies, YBR undergoes an annual review and performs a Self-Assessment in line with our accreditation requirements, which is reviewed by the Australian Childhood Foundation (ACF).

All employees are required to undergo ACF Child Safe training and must hold a valid employee WWCC prior to commencing their employment. New compliance and HR software were implemented towards the end of last year to tighten our control on staff licensing and overseeing accurate and up to date Working With Children's Checks (WWCC). WWCC and VIT registrations are audited internally once per term. VIT audits are conducted VIT twice per annum by VIT.

During 2020 the school's motto and Child Safe mantra was "See something, say something. Don't think about it." Staff were provided with training on their reporting obligations i.e. mandated reporters as well as the Child Safe Practices reporting. The Welfare Committee, as part of COVID wellbeing, conducted regular mental health checks on both kids, families and staff members. All vulnerable children were supervised onsite.

4. FEEDBACK FROM KEY STAKEHOLDERS

STUDENT FEEDBACK

Heads of Students and other executive and middle management staff are continuously collecting feedback from students in order to evaluate the effectiveness of the school's curriculum effectiveness, welfare programs and the social environment in which the students interact. This has resulted in the revision of existing, or introduction of various new formal and informal programs in the areas of cultural connection, sport and arts and drama. Welfare programs are also continuously expanded as students feel more and more comfortable in speaking with senior staff.

STAFF FEEDBACK

During the year, despite the lengthy time away from the physical School environment, regular online and in person (when possible) meetings were held which provided avenues for staff to provide feedback to each other and to the school leadership. Regular information sessions were a must during the challenges that COVID-19 provided, and staff were able to ask questions and make comments for the Principal and Operational leaders to address directly.

Ongoing formal and informal check-ins remained a key function of evaluating and improving current processes and practices in all aspects of pedagogy, student and staff wellbeing and operational effectiveness.

Exit interviews were offered and conducted online, via email correspondence and in person where possible, to continue learning from the valuable feedback provided by staff who left the School in 2020. Retirement, new positions closer to home, and reassessment of personal circumstances following COVID-19 were all reasons cited within this data.

PARENT FEEDBACK

Parents are involved in their son's education through Parent-Teacher interviews, Information Nights for a) Transition Years 6-7 and Kindergarten-Foundation, b) VCE subject selections and VTAC course applications, c) Years 8, 9 & 10 Elective offerings and choices; school-parent email communications at the senior levels, meet and greet afternoon teas and our general "open door" policy that ensures parental discussion with the school administration.

NEW PRINCIPAL FOR 2020

In 2019 the Board recruited Dr Shimon Waronker as the new Yeshivah – Beth Rivkah school principal. Dr Waronker and his wife Malka arrived on New Years eve 2020. Dr. Shimon Waronker, a committed Lubavitcher Chosid, is a former U.S. Army Military Intelligence officer and has worked as an educator in a number of New York’s schools one of which was considered in the top 12 most challenging school in NYC. He has been awarded two fellowships: a Cahn Fellowship at Teacher’s College, Columbia University and a Presidential Fellowship at Harvard University. He holds two Bachelor degrees, two masters degrees and a doctoral degree at Harvard University. Numerous awards include: a Knighthood from the Government of France (Chevalier dans l’Ordre Palmes Academiques), the Humanitarian Lamplighter award, the National Urban Alliance Educational Leadership Award, as well as awards from the Brooklyn Borough President, the Bronx Borough Judges and a New York State Assemblyman.

A staff breakfast was held at the beginning of the year to introduce Dr Waronker to all the staff. Dr Waronker addressed all staff and spoke about the importance of having a “growth mindset” rather than a “fixed mindset”.

Dr Waronker made an effort to try and meet with each and every staff member and held PD sessions for each individual campus. He outlined his vision for developing his Strategic Plan. Five Transition Teams were established to work on the Instructional, Spiritual, Operational/Finance and Cultural visions. With the aim of increasing transparency and collaboration, these teams are chaired by Board members, and include Heads of School, Senior Leadership, Staff, Parents, Community Advisors and Students. Teams discuss initiatives driven by the Principal, as well as their own ideas, in order to develop their strategic plan. Each Team is researching, gathering data through a variety of means (including further consultation with relevant stakeholders where relevant).

BOARD OF MANAGEMENT

A robust, close working relationship continues to exist between the Principal and the Board of Management, with regular meetings between the Principal and Board Executive, weekly principal summary reports for the boards and full scale board reports on a periodic basis. These included follow up two way feedback sessions between the Principal and the Board.

MYSCHOOLS WEBLINK:

www.myschool.edu.au/school/46215/profile/2020

5. FINANCIAL PERFORMANCE

The summarised operating results for the 2020 year are presented below.

Yeshivah-Beth Rivkah Colleges Recurrent Income Sources as a percentage of total income 2020

INCOME

School Fees	18.97%
Donations and Fundraising	1.27%
Government Funding	78.79%
Other Income	0.97%

Yeshivah-Beth Rivkah Colleges Recurrent expense sources as a percentage of total expenses 2020

EXPENSES

Salaries and Staff Related	68.19%
Depreciation	5.79%
Finance Costs	0.28%
Administrative and Operating Expenses	23.09%
Teaching and Curriculum	2.65%

Yeshivah Beth Rivkah colleges is heavily reliant on Government support. A concerted effort continues to be made in attracting private inflows with school fees increasing as a percentage of recurrent income in 2020.

The majority of our expenses continue to be wages. We continue to streamline the operational side of the schools to devote more resources to educating the students and enhancing our delivery of education through technology solutions.

The Colleges have significant investment in land and buildings representing the majority of our assets. We have undertaken a number of major capital and upgrades projects in recent years. These upgraded facilities improve the quality of the schools educational offerings and the students' wellbeing.

In 2020, Yeshivah College was the recipient of the following Grants which facilitated professional learning:

Program
In Schools \$27,874
Special Education \$21,600
Developing Resiliency \$2,626
Financial Assistance Model - Students with disabilities \$366,089
CSEF Funding \$51,050

During the course of 2020, \$17,083.75 was spent on the provision of professional learning opportunities for our staff across Yeshivah-Beth Rivkah Colleges.

APPENDIX A

STAFF QUALIFICATIONS

Yeshivah Primary School Teaching and Non-Teaching Staff Qualifications 2020

Name	Qualification
R. BEN-ATAR	B.Ed.
J. BIHARY	Dip. Ed
M. APPELL	Dip. Ed
L. CLAPHAM	BA (Hons Psych) and a DPsych (clinical).
Rabbi Y. COHEN	Rabbinical Ordination deemed VIT registered
S. DAVIES	B. Ed
P. DUTTA	B. Ed, M. Ed.
J. FELDMAN	B.A. Dip.Ed. M.Ed.
S. GLIKSON	B.Ed.
L. GOLDSMITH	Dip. Ed
A. GROSS	Rabbinical Ordination deemed VIT registered
R. HILL	Dip. Primary Teaching. B.Ed.
Dr. S HIRSCHSON	PhD, D.Ed Educational Psychology, M.Ed Master of Education in Educational Psychology, Honours BA Clinical Psychology, BA Psychology & English
B. JACOB	B.A. Dip.Teaching
A. JAYES	B.Ed.
A. KALRA	B.A , Dip.Teaching, Grad Dip in Teaching, Grad Cert in Info Lit, M.Ed, Post Grad Cert
S. LAYTON	B.Ed.
S. LAZARUS	Masters of Teaching
L. LEBRANSKY	Dip.Teaching
R. LIPSON	B.A, B. SW, Masters of Teaching (Primary Education)
Rabbi M. LOEWENTHAL	Rabbinical Ordination deemed VIT registered
L. LOVEN	Higher Diploma Ed (Johannesburg)
R. LUFTIG	B.Ed.
J.MICHAELS	B.Ed. B.A. Adv.Dip.(Special Ed) M.Ed.(Special Educational Needs)
S. PIANKO	B.A DIP. Ed.
Rabbi Y. ROSENFELD	Rabbinical Ordination deemed VIT registered
T. RUBINSTEIN	Dip. Ed.
M. SMITH	Masters Teaching
J. VALLINS	Dip.Ed. Grad.Dip
R. WAISMAN	Bachelor of Primary Ed

Yeshivah Secondary Teaching and Non-Teaching Staff Qualifications 2020

Name	Qualification
J. BATES	Dip of business, Cert IV in Training & Assessing, Cert III in Commercial Cookery, Cert IV training and assessment, Grad Dip in Tertiary Education, Grad Cert in Tertiary Education
Rabbi S. BLESOFKY	Rabbinical Ordination deemed VIT registered
D. BRILLIANT	Grad Dip (Ed – secondary) Monash, 2013 Graduate – Royal Military College, Duntroon, 2005 Bachelor of Arts, UNSW, 2004
C. COCHRANE-DAVIS	Post Grad Dip Teaching, M.Ed
H. GILL	M.Sc. M.Phil (Physics), B.Ed, Dip.Ed.
Rabbi J GORDON	Rabbinical Ordination deemed VIT registered
Rabbi Y Green	Grad Cert in Rabbinical Studies Dip Practical Rabbinics Bachelor of Business, Griffith University M.PET, Deakin University
A. GROSS	Rabbinical Ordination deemed VIT registered
Z. KARTALIS	B.Sc. Dip.Ed.
A KALRA	BA, Grad Dip Teaching, M Ed.
K. KUPSCH	B.A. B.Ed.
K. LADD	B. EC, M EC, GRAD DIP SEC. ED, CERT IV T&A, CERT III LANG
Rabbi M. LIPSKIER	Rabbinical Ordination deemed VIT registered Certificate IV in Training and Assessment
V. REDDI	B.A.(Hons) Higher Dip.Ed
J. ROSEN	B.Ed. M.Ed. Certificate IV in Training and Assessment
T. RUBINSTEIN	Dip.Ed.
Rabbi B. SEREBRYANSKI	Rabbinical Ordination deemed VIT registered
S. STEINER	Bachelor of Science Education, University of Melbourne Masters of Education, Monash University
Rabbi C D Wilhelm	Dip Ed (Secondary) M. Ed. Certificate IV in Training and Assessment

