



# Yeshivah College Primary Handbook 2018

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## PRINCIPAL'S WELCOME MESSAGE

Approximately 2100 years ago, Rabbi Yehoshua Ben Gamala discerned the need to alter a fundamental Torah directive. The Torah clearly states "V'shinantam L'vanecha – You shall instruct your children" and "V'limaditem otam et B'neichem – and you shall teach them (Torah and Mitzvot) to your children"; it is a parent's responsibility to education their children. Rabbi Yehoshua realised that times had changed and there was a need for much of education to be outsourced, beyond the home, and as such he established the concept of 'The School' – a place, other than home, where children were taught Torah and instructed in the path of Mitzvos.

It is a great merit to follow in Rabbi Yehoshua's footsteps in providing your children with an education parallel to none. Hashem entrusted you with the upbringing of these precious Neshamos and we thank you for entrusting them to us. We commit to provide them with an environment in which:

- Menschlichkeit becomes second nature
- Love of learning and the skills of lifelong learning are at the core of all we do
- The love and care they receive fosters healthy social and emotional development
- Uncompromised excellence in Jewish and General Studies offerings.

We have four major focal points in our vision for our school:

1. Continuously improve student learning and development
2. Nurture and recruit inspirational staff
3. Foster strong parent/communal and school bonds
4. Resource management and enhancement.

With these four goals in mind we are excited to invite you to be an active part of your daughter's schooling. We enjoy receiving your feedback and we believe that together we can truly fulfil the Mitzvah of "V'shinantam L'vanecha" in a way that will make Hashem so proud he will send us the ultimate 'teacher' and educator Moshiach Tzidkeinu.

Sincerely,



**Rabbi Yehoshua Smukler**  
Teac Cert. (Bar Ilan), GradDipEd, MEd

# YESHIVAH COLLEGE PRIMARY SCHOOL

We welcome you and your son to Yeshivah College. This booklet will assist you in becoming more familiar with your son's school environment.

## Our Mission and Values

Yeshivah – Beth Rivkah Colleges strive to develop students who:

- As individuals – are respectful, resourceful, articulate, accomplished and resilient; are imbued with strong Jewish and Australian ideals and values, are dedicated to Torah study, and are inspired by the teachings of Chassidus; develop their 'whole person', as a result of the wide and varied activities they are presented with
- As learners – demonstrate intellectual curiosity, versatility and an ability to work independently and collaboratively; are lifelong, self-directed learners who can engage with the modern world; are imaginative and creative; are confident in their abilities
- As leaders – are role models, acting with self-assurance, tolerance and initiative and are able to practise and transmit Torah values to future generations
- As members of the community – have a sense of community responsibility and contribute positively to the society in which they live.

Our school fosters staff who are committed to excellence, innovative in approach and develop motivation and enjoyment in the learning process. The school values its partnership with parents who work collaboratively with the school in promoting their child's successful outcomes.

## Aims and Philosophy

Yeshivah College (Yeshivah Oholei Yosef Yitzchok Lubavitch) for boys, registered in 1955, is a community school affiliated with the world-wide Chabad movement. The school caters for children from Pre-School to Year 12 from every sector of the community. Its raison d'être is to educate a child to take his place in the wider world with a commitment to his religion and society.

Yeshivah prides itself on offering every boy attending the school, a full and challenging Jewish education and an exciting and demanding general education that is modelled on the best of traditional disciplines and modern methodology. We regard education as an all-encompassing process in which the classroom experience and extra-curricular activities contribute to the students' total development. Emphasis is placed on morals and ethics to enable the student to uphold and display appropriate social behaviours in their daily life.

The school provides a caring, supportive environment and strives to enhance the strengths of students to maximise their academic potential, whilst catering to individual needs.

Our students develop into young men who successfully take their places in society and are a credit to the community.



Lubavitcher Rebbe, founder of Yeshivah College, Melbourne.

# Yeshivah College Primary Leadership Team

**Rabbi Yehoshua Smukler**



Principal

**Rabbi Moshe Loewenthal**



Head of Primary,  
Yeshivah College

**Mrs Janice Shearer**



Head of Teaching & Learning,  
Yeshivah Primary

**Mrs Janet Feldman**



Head of Student Wellbeing,  
Yeshivah Primary

**Mrs Jodi Michaels**



Head of Learning Enhancement,  
Yeshivah Primary

## School Contact Details

Our School Staff have specific expertise and roles focused on their areas of responsibilities. Outlined below is the order in which staff should be contacted by parents for specific concerns or inquiries. This process will ensure that parents receive prompt and informative information and action.

### **General Administration Inquiries**

School Office: Telephone: 9522 8222 Email: [yp@ybr.vic.edu.au](mailto:yp@ybr.vic.edu.au)

### **Academic and Behavioural Enquiries**

All academic enquiries and issues relating to the classroom and playground should be directed to your child's classroom teacher as they are responsible for your son and spend the greatest amount of time with him. Teachers will, if necessary, refer any concerns and/ or questions to the relevant Senior Staff for advice and/ or assistance.

General academic, behavioural and social concerns should be directed to your classroom teacher. Please contact the school for email address details.

Enquiries of a general nature regarding teaching and learning should be directed to Ms Janice Shearer - [janice.shearer@ybr.vic.edu.au](mailto:janice.shearer@ybr.vic.edu.au)

### **Individual Needs and Program Support Group Enquiries**

Please direct any queries relating to your child's learning enhancement to Mrs Jodi Michaels – [jodi.michaels@ybr.vic.edu.au](mailto:jodi.michaels@ybr.vic.edu.au).

### **Student Welfare Enquiries and Concerns**

Information regarding any home matters that may impact your child and confidential welfare and social concerns should be directed to Mrs Janet Feldman, Head of Student Wellbeing – [janet.feldman@ybr.vic.edu.au](mailto:janet.feldman@ybr.vic.edu.au).

# STUDENT CODE OF CONDUCT

## Behaviour Policy

The College Behaviour policy aims to encourage appropriate relationships between teachers and students based on honesty, fairness, cooperation and respect for other people and their views. It aims to promote an atmosphere which values learning and the development of all students academically, personally, socially and spiritually.

To help support our students in accepting responsibility for their choices, Yeshivah Primary School has a behaviour management system. This system provides an overall consistency of approach in helping students manage their behaviour. This system is also flexible enough to ensure that individual plans can be devised for those students who need the support of a more specific program. Tied in with this management system is an award system for encouraging students when they have made good choices.

## School Goals

- I am Respectful
- I am a Learner
- I am Safe

## Rights and responsibilities

- Everyone has the right to feel safe and be safe
- Everyone has the right to learn and teachers have the right to teach
- Everyone has the right to be in a pleasant and stimulating environment
- Everyone has the right to be listened to and be treated justly and with respect.

## School Rules

- Follow directions
- Listen to the speaker without interrupting
- Speak appropriately
- Move safely at all times
- Keep hands, feet, objects to yourself at all times
- Treat property with care.

## Behaviour Management Process

- First Time: Warning
- Second Time: 2 – 5 minutes in time out area in the classroom or a buddy classroom
- Third Time: Sent to Leadership staff
- Fourth Time: Parents are called from Head of School's office

Students who are repeatedly disruptive or engage in physical behaviour may be suspended from school and parents will meet with senior staff to implement a behaviour plan.



## Zero Contact Policy

Physical contact between students is not acceptable. It is acknowledged that some forms of physical contact are unavoidable whilst students are engaged in sporting activities either during recesses or during sports lessons, however, there will be no excuse accepted for any other forms of physical contact between students, including play-fighting, friendly pushing-and-shoving, etc., as these often lead to more serious incidents.

## Anti-bullying Policy

*We aim to have a positive culture where bullying, harassment and intimidation are totally unacceptable.*

Yeshivah College will not tolerate bullying in any form whatsoever and has developed extensive preventative and management strategies. Students are educated regarding the process of reporting bullying or harassment, including cyber-bullying.

Parents should be wary about and monitor their child's access to online sites and reinforce what is suitable and appropriate online behaviour.

Our full Anti-Bullying/ Behaviour Policy is available to view via SEQTA/ Parent Portal (<https://parents.ybr.vic.edu.au/>).



## KEY SCHOOL INFORMATION

### School Calendar

The School Calendar can be accessed via our school website [www.ybr.vic.edu.au](http://www.ybr.vic.edu.au) or via the YBR "Our School" App.

### School Hours

School commences at 8.30am and concludes at 4.00pm, except on Fridays, when finish times are adjusted so that school always finishes two hours before candle lighting. School will, therefore, conclude at 2.45pm in the winter months and at 3.15pm during the remainder of the year. Parents will be advised when the earlier time commences.

Year 5 and Year 6 each have one day on which school concludes at 5.00pm.

Monday - Thursday	Foundation	8.30am - 3.45pm (February)
Monday - Thursday	Foundation - Year 4	8.30am - 4:00pm
Monday - Thursday	Years 1 - Year 4	8.30am - 4:00pm
Monday - Thursday	Years 5 and 6	8.30am - 4:00pm
Monday - Thursday	Years 5 and 6	4:00pm - 5:00/5:15pm After school sport / After School optional Jewish Studies
Friday (Summer)	Foundation - Year 6	8.30am - 3:15pm
Friday (Winter)	Foundation - Year 6	8.30am - 2:45pm

Please note that the school will take no responsibility for students left at school outside school hours (there is only supervision 15 minutes before and after the published school start and finishing times).

An aftercare program is available from 4:00pm until 6:30pm to students on application. Contact the school office for more information.

### Before-School Sport - optional

A before-school sport program is offered (subject to change) for students in Years x to Year 6 for those who wish to attend. It runs from 8am to 8.20am each day, on the Glick Family Oval or in the Werdiger Hall (weather dependant). Supervision at before-school sport is only for those participating.



## Optional Learning Programs – Jewish Studies

### Weekday Cheder

A Jewish Studies After-School Program is available for boys from Year 3 – Year 6 three afternoons a week from 4.15 – 5.00pm where students learn Mishnayos.

### Sunday Cheder

There is a Cheder program on Sunday available for boys from Year 1 to Year 6.

Sunday Cheder for Year 1 to Year 3 runs from 10.00am – 12.00pm, and Year 4 to Year 6 from 10.00am – 12.30pm.

### Mishnayos Ba'al Peh (Learning Mishnayos by heart)

Students from Years 3 to 6 are welcome to attend to learn Mishnayos Ba'al Peh at weekly evening sessions, where staff are available to test them on what they've learnt. Points are recorded and can be redeemed for prizes such as seforim. Year 1 and 2 students are also welcome to attend but need to be accompanied by an adult.

### Nach Shiur

A weekly session for students from Year 3 to Year 6 to learn sections of Nach.



## ATTENDANCE

### Absences or Lateness – Notifying the School

If your child will be absent or late on any given day please ensure you notify the school by email ([yp@ybr.vic.edu.au](mailto:yp@ybr.vic.edu.au)) or complete the Absentee Form (including 'time' fields if relevant) on the "Our School" App before 8.45am.

Unexplained absences will result in an SMS from the school querying your child's whereabouts and we request that you reply to this communication promptly.

Holidays during the academic year can often be disruptive for the students, and are not recommended.

Upon return to school following any absence, parents must provide an explanation for the absence to the class teacher, either in person, by email or a signed note. This information is used by the school office to mark the absence as 'resolved' on our files.

### Punctuality

Punctuality is an educational objective which we aim to foster from a very early age, and students are expected to be at school on time.

### Late Arrival Procedure

Any students arriving past 8.45am must attend the Primary Office, and they will be issued with a Late Pass (which should be provided to the class teacher).

Parents who deliver children to school late must not leave them outside the locked school gate, but must ensure that they enter the school grounds. Parents should accompany a late child into the school and sign them in at the Primary Office.

### Permission to Leave the School Premises

Primary school students are not permitted to leave the school grounds during school hours without written parental permission. Medical and dental appointments and out of school activities should be made outside of school hours as far as possible.

However, if it is necessary for a student to leave during school hours, parents must notify the class teacher in writing, and must sign the child in and out at the Primary School office before the child leaves school.

## TRANSPORT AND SAFETY AROUND OUR SCHOOL

### Travel to School

Children who walk or travel by public transport to and from school, should be taught to use the crossing correctly, and should be warned about any possible dangers en route. Remind children of the need for appropriate behaviour on the way to and from school.

Ensure your child wears a helmet when riding their bike. Discuss safe bicycle and scooter riding with your children – driveways at drop-off and pick-up times can be a hazard and children should be wary.

### Collecting Children After School

We encourage parents to collect their children promptly from the classroom or mutually agreed safe areas.

Until the end of Week 2, Foundation students will finish school at 3.45pm. Foundation teachers will supervise students in the classroom until 4.15pm and any students not collected by 4.15pm will be taken to after care. From Week 3, all Foundation students will finish school at 4pm and must be collected from the classroom during Term 1 unless by written arrangement.

Please contact the school office in case of delays or difficulties, or on a day when the responsibility of picking up your child has been delegated to someone else.

There will be supervision for 15 minutes before school commences each day and 15 minutes after the dismissal bell. Children who have after school classes need to leave school grounds at the conclusion of their lesson.

## Bicycles and Scooters

The school does not accept any responsibility for bicycles and/ or scooters brought onto the school grounds. Bicycles and scooters must be left in bike racks outside the school buildings and are not to be used during school time.

## Safety and Traffic Flow at Pick-Up and Drop-Off

Please allow your full attention at drop-off and pick-up times and respectfully follow instructions from driveway assistants, crossing guards, security personnel and school staff.

Ensure you carefully read and obey all traffic instructions, signage and road rules – including No Standing zones, Clearways and Permit Parking areas as per council requirements.

Please ensure that children are never left unattended in cars.

Courtesy of our neighbours in surrounding streets is imperative. Please ensure you do not stop in, park across or block driveways at any time.

## Yeshivah Primary Driveway Procedures & Rules

**The school drive through is open at the following times:**

### Mornings

8 – 9am

### Afternoons

3:55 – 4:20pm and 4:55 – 5:20pm (Mon – Thurs)

3:00 – 3:35pm (Fridays during 3:15pm close time)

2:40 – 3:05pm (Fridays during 2:45pm close time)

### Procedures and Rules

To ensure the safety of all children and efficient use of the drive through

- All drivers must stay in their cars.
- Cars must pull in to the next available parking spot
- Children should only enter and exit the vehicle on the footpath side when fully in the drive through
- No right turn is permitted out of the drive way

### Pick up Procedures

- All Children are to assemble and wait in the supervised designated area in front of the Family New building.
- ID cards (issued by Yeshivah Primary) should be displayed on the dashboard of the vehicle. Students will be called to their vehicle at the appropriate time.

- The drive through is a no parking zone. Parents will only be able to collect children who are waiting.
- If children are not waiting for their parents, parents will have to drive around the block (left into Hotham St, Left into Balaclava Rd, Left into Alexandra St, Left into Inkerman St, Left into Hotham St) and re-enter the drive through.
- Beth Rivkah students finish school at 4:05 / 4:10pm so parents who are collecting Beth Rivkah students should not enter the drive through before 4:15pm
- As this is a matter of safety, parents must respect instructions given by staff. Any parent who does not follow instructions will be unable to use the drive through.

Please ensure you obey all road rules and parking restrictions as per council requirements.

## SCHOOL COMMUNICATION

### YBR “Our School” App

“Our School” App for iPhone and Android – aims to enhance communication between our school and parents. It provides a real-time newsfeed of School Information, and easy access to School news, upcoming events and photographs. Parents are also able to easily notify the school of an absence via the App.

To download the App and receive your relevant School notifications and information simply search for “YBR” in your App Store and download the “Our School – YBR Communication” App. You will then use your Parent Portal/SEQTA login details to access the app.

### Newsletter

A general school newsletter is issued each Friday to the youngest child in each family. It showcases the week at school and we encourage all parents to take the time to read it. It also communicates various important dates and information.

The newsletter is also distributed via the school App and email each Friday morning.

### Personal Record Form

Please ensure the School is kept up to date with any relevant details relating to your child (any allergies etc) and any changes to your contact information.

If your contact details change during the year (including address, telephone number or emergency contact/s) please notify the school office immediately.

## ORIENTATION EVENINGS

### Pre-Foundation

Orientation programs are put in place to ensure that parents and students have minimal anxiety when entering a new phase of their educational journey. An Orientation session is held in the previous year to allow the parents of Pre-Foundation students to have the opportunity to meet with the Primary Leadership team & Foundation staff to discuss the requirements and expectations of the Foundation year. During Term 4 there are several orientation sessions and all Foundation teachers have the opportunity to spend time in the Pre-Foundation class. Sessions will also include classroom visits and the Foundation Expo.



## Foundation – Year 6

At the start of the school year each class has a 'Meet and Greet' parent/ teacher evening. This evening provides an opportunity for teachers to meet parents (and vice versa), and for parents to share information about their child.

## Year 6 Orientation for Year 7

During Term 3 parents and students of Year 6 are invited to an Orientation Evening during which the Year 7 school program is explained. There is a display of Year 7 work from the various subject areas and staff are available to answer questions after the presentation. The Year 6 classes also spend a day in the Secondary School to become familiar with a high school routine.



## UNIFORM POLICY AND STANDARD

The wearing of school uniform is compulsory and is an important part of the Yeshivah College ethos and tradition. School uniforms are a symbol of collective identity and assist their members in a feeling of pride, unity and purpose. The uniform need to be worn with respect and honour.

## General Dress Code

Boys are expected to wear complete school uniform, and be clean, well-groomed and presentable at all times.

## Uniform Shop

Most items of uniform can be purchased from the YBR Uniform Shop online store: [www.ybr.vic.edu.au/shop](http://www.ybr.vic.edu.au/shop) or at the Uniform Shop during opening hours (see the school website for opening hours).

## Yeshivah Uniform Items

- Tzitzis
- Dark blue or black yarmulke/ kippah



## Summer Uniform

- Summer School Shirt (short sleeve)
- Dark grey shorts or pants
- Grey socks
- Black enclosed school shoes
- School jumper/ jacket
- School sunhat (compulsory during recesses, P.E. lessons, and on excursions)

## Sports uniform

- School Sports Polo Top
- School Sports Shorts or Pants
- School Sports Jacket
- White socks
- Runners

This uniform is compulsory for all physical education classes.

## Winter Uniform

- Winter School Shirt (long sleeve)
- Dark grey pants
- Grey socks
- Black enclosed school shoes
- Dark blue parka

## Footwear

Children need strong, supportive waterproof footwear, and therefore we recommend leather lace up shoes. All items of clothing and other possessions should be clearly marked with the child's full name. No responsibility can be taken for unnamed articles.

## Footwear (Foundation & Year 1 students)

- Students in Foundation and Year 1 may wear runners every day, instead of school shoes.

## Incorrect School Uniform

Should your child attend school wearing any incorrect uniform item, please provide a signed note from a parent (on the same day) explaining the reason. Parents will be notified if there are repeated and/ or unexplained incidents of students wearing incorrect uniform.

## Casual Wear

Occasionally casual dress days are arranged when boys are allowed to come to school in casual wear. They are expected to wear modest clothing, including shirts/ t-shirts with sleeves and no inappropriate logos.

## Sunscreen Sunsmart

School and home are in partnership to ensure that our students are as sun-safe as possible. We are vigilant about sunhats. All students must wear a school sunhat during all recess and lunch play in Term 1 and Term 4. "No hat, no play" – students without a hat must sit in the shade.



We ask parents to provide a labelled preferably roll on sunscreen for their children and teach them to apply it properly and safely. The teachers will give student an opportunity to apply the sunscreen 15-20 minutes before they go outside.

## STUDENT WELLBEING

We aim to improve student wellbeing and create an inclusive and welcoming learning and teaching community.

### Child Safety and Child Protection

In 2014 Yeshivah – Beth Rivkah embarked on a comprehensive accreditation process with the Australian Childhood Foundation (ACF) and in early 2016 our organisation was accredited under the ‘Safeguarding Children Program’ (SCP).

Achieving Accreditation indicates that YBR complies with all seven standards of the SCP accreditation requirements and demonstrates Yeshivah – Beth Rivkah’s dedication and commitment to child safety.

We take seriously our responsibility to deliver a learning environment that is caring, nurturing and safe. We are committed to safeguarding children and young people from abuse and neglect.

Visibility and access to classrooms has been updated in line with best practice, and interactive and tailored programs for children and adolescents are in place to enhance the safety of all students. YBR places high priority on such initiatives.

There is a requirement for all at Yeshivah-Beth Rivkah College and the Pre-Schools (the Committee of Management, staff and volunteers) to understand the important responsibility they have to:

- protect children and young people from all forms of abuse, bullying and exploitation;
- be alert to incidents of child abuse and neglect occurring outside the scope of our operations and services that may have an impact on the children and young people to whom we provide a service; and
- create and maintain a child safe culture that is understood, endorsed and put into action by all the individuals who work for, volunteer or access our programs and services.

Parents may view our ‘Safeguarding Children Policies’ via the school website: [www.ybr.vic.edu.au/policies/](http://www.ybr.vic.edu.au/policies/). Alternatively please refer to the ‘Holistic Approach to Child Protection’ brochure. A copy can be obtained from the front office.

### Mandatory Reporting

Please note that, in line with Government legislation, the school is bound to report any observed instance of child abuse or neglect.

### Counselling Services

The Primary School engages the services of 2 Psychologists who deal with the needs of students, staff and parents. Additionally they provide programs aimed to help students learn about factors which promote the health and well-being of individuals, families and communities, and those factors which present a risk. Issues such as protective behaviours, harm minimisation and the provision and maintenance of safe, secure environments are examined in terms of personal and community responsibilities. Programs also promote effective relationships, and ways of managing transitions, changing demands, responsibilities and roles. Communication skills and interpersonal skills – listening, speaking, negotiating, assertiveness, questioning and presenting ideas – are emphasised. Parents with any concerns may contact them through the school.

## Social Skills Groups

We offer regular sessions to targeted students individually and in small groups to enhance their social skills through enjoyable activities done in a fun and non-threatening environment. Students are encouraged to explore their emotions and relate to others through role play and games which can then be applied in daily life.

## Educational Support

Learning support is provided by a team of Special Education teachers in both Jewish and General Studies, who work with class teachers within the classroom as well as withdrawing individuals or small groups of students.

## E.A.L.

English as an Additional Language (E.A.L.) is provided for newly arrived students to Yeshivah who are at various stages of learning English. The students participate in an intensive, English language program on an individual and/or group basis, both in and out of the classroom. The program aims to develop students' English skills and prepares them to cope in the mainstream classroom.

## Integration and Inclusion

In keeping with Yeshivah's educational goals and philosophy we aim to provide educational challenges for students of widely different abilities and widely divergent backgrounds. We work to help all students reach their full potential as individuals, through a curriculum that is to be flexible to cater for individual needs, differences and abilities.

Yeshivah regards it as its responsibility to provide support mechanisms to students from non-English speaking backgrounds, students with disabilities and students with other disadvantages.

All our integration students are full time members of the school community and participate in the full range of school curricula and extra-curricula activities. Regular pupil support group (PSG) meetings are held to discuss the students' progress and any particular concerns.

חנוך לנער על פי דרכו - "Educate each child according to her/his way." Proverbs

# CURRICULUM OUTLINE

Yeshivah College offers a curriculum that is designed to meet the needs of its students with both an outstanding, comprehensive, and where possible, integrated or mutually complementary approach to Jewish and General Studies. We anticipate that every Yeshivah student will be proud of his school, happily and confidently striving to reach his potential, and develop a love of learning – while maintaining and upholding our school values.

In all areas of our dual curriculum we aim to develop our students' confidence and self-esteem, perseverance, independence and a sense of responsibility. Through modelling and both formal and informal learning experiences the boys learn cooperative behaviours and develop an understanding of the need to be sensitive to the needs of others.

Thinking skills, research skills, social skills and values and attitudes are incorporated in all learning areas and an assortment of both formal and informal assessment strategies are used to monitor the progress of the students.

## Davening Program

As part of the school program all students daven with their class in the morning, however, in Year 5 and Year 6 boys have the opportunity to either daven with a minyan at 7.30am in the Shul under the supervision of a teacher or attend davening in a classroom at 8.00am or 8.30am. Students who daven prior to 8.30am have the choice of two shiurim, studying either Tanach or Chassidus until davening finishes at 9.15am.

## Jewish Studies

Yeshivah College offers a curriculum that is designed to meet the needs of its students, with both an outstanding and comprehensive, and where possible integrated or mutually complementary, approach to General and Jewish Studies. We anticipate that every Yeshivah student will be proud of his school, happily and confidently reach his potential, and develop a love of learning, while maintaining and upholding Yeshivah values.

In all areas of our dual curricula we aim to develop our students' confidence and self-esteem, perseverance, independence and a sense of responsibility. Through modelling and both formal and informal learning experiences the boys learn cooperative behaviours and develop an understanding of the need to be sensitive to the needs of others.

Thinking skills, research skills, social skills, values and attitudes are incorporated in all learning areas and an assortment of both formal and informal assessment strategies are used to monitor the progress of the students.

### Jewish Studies

The Jewish Studies curriculum comprises specific subject areas as outlined below.

In addition, values and ethics are constantly reinforced during Jewish studies classes. Students are encouraged to give charity daily and to show kindness, care and consideration for their parents, teachers, elders and peers.

## Tefillah

Davening is an integral part of every student's life and in the Primary school it is the first daily activity in every year level. In the Infant years, the students are familiarised with the siddur and learn how to navigate it. They are taught the broad meaning and significance of each of the prayers as they are introduced. As students progress through the year levels, they develop a proficiency in the reading of the prayers and an understanding of the meaning and relevance of the prayers they say. Inspirational stories and discussions foster an appreciation of the role of prayer in the life of a Jew.

In upper years of primary, students are introduced to the role of a Chazan in their classroom davening and by the time the boys reach Year 6, they have an opportunity to daven with a minyan.

## Hebrew Reading - Kriah

The teaching of this skill, which is intrinsic to all Jewish Studies, begins at Foundation level. Students are introduced to all the letters and vowels of the Hebrew alphabet, learning their names and the sounds produced when letters and vowels are combined. They are taught to blend two or more sounds and are able to begin reading.. Students read daily at school, and it is vital to consolidate and reinforce this skill through daily practice at home. A Siddur party celebrates the Foundation reading program. This reading program continues into Year 1, with consolidation and reinforcement of fluency and accuracy in reading skills, so that students achieve mastery.

Class sessions in oral reading continue throughout primary school, and regular reading practice at home is greatly encouraged.

## Hebrew Writing - Kesivah

Students are introduced to the script Hebrew alphabet at Foundation level and have formal writing exercise to ensure the correct formation of all Hebrew letters. At Year 1 and 2, formal writing exercises continue and students master and practise the Hebrew script alphabet, until they are proficient.

## Chumash

The Chumash curriculum is guided by the Zekelman standards, a set of guidelines with clear benchmarks and outcomes at every year level aimed at encouraging the students to become independent learners.

The study of the Torah in the original text begins at Year 1 and language skills develop over the years. Children are familiarised with a considerable amount of vocabulary before they begin a formal study of the text. Students are taught to analyse words and identify their grammatical components – the root, prefix and suffix, whether it is feminine or masculine and more.

Students learn to appreciate that the Chumash is not merely a history book, but a blueprint for our daily lives. Students are taught the historical aspect of the events they study, and an appreciation of the great personalities they encounter in the Chumash. Children learn from their deeds and are encouraged to emulate them.

## Rashi

Rashi is the preeminent commentator on the Chumash. Students are introduced to Rashi script in the latter part of Year 2, and the skills needed to learn Rashi are developed and refined in the upper primary grades. Students are encouraged to identify and analyse any possible anomalies or difficulties in the Pshat – the text of the Chumash, and then to read and understand Rashi's explanation and reconciliation of those perceived difficulties.

## Parsha

The weekly Torah portion is studied in increasing depth at each grade level. The content and values of each Parsha and their relevance to students' daily lives are discussed. In upper years (4, 5, and 6) students read sections of the Parsha and may research textual questions independently.

## **Yom Tov Dinim**

Before each Yom Tov-festival an exhaustive study is undertaken of the laws, customs and texts pertaining to that Yom Tov. Specific sections of holiday texts or prayers are practised both in school and as part of a home reading program to ensure accuracy and fluency. Life lessons derived from the Yom Tov and applicable to daily life throughout the year, are also discussed.

## **Torah SheBaal Peh**

The formal textual study of the Oral Torah includes the study of Mishna and Gemoro. The curriculum for these subjects are guided by the Zekelman standards for Torah SheBaal Peh, a set of guidelines with clear benchmarks and outcomes at each relevant year level aimed at encouraging the students to become competent learners of this area of Torah.

## **Mishna**

The textual study of Mishna is introduced at Year 3 and continues as part of standard classroom curriculum in Year 4 and as part of the afterschool and Sunday Cheder programs from Years 3 to 6. Students learn about the development and necessity of Oral Torah as integral to the understanding of the Written Torah and become familiar with important biographical information related to famous Tannaim – Sages quoted in the Mishna. They are introduced to the structure of Mishna and the variations between Mishnaic and Biblical Hebrew and are taught to analyse the varying components of an individual Mishna.

## **Gemoro -Talmud**

The textual study of Gemoro is the next level in the study of Torah SheBaal Peh, building on the skills and knowledge gained from the study of Mishna. This begins in Year 5 and includes the study of a new language - Aramaic. An emphasis is placed on teaching the foundational vocabulary, key structural words, concepts and skills needed to navigate and study this complex text.

## **General Dinim**

This subject includes laws and customs of daily Jewish life. The focus is on those laws of particular relevance to the students and includes study of the laws of daily life and prayer. The curriculum is offered through both formal, informal and extension programs.

## **General Knowledge – Yediah Klalis**

Students study general Jewish knowledge, which helps them to appreciate and be familiar with their Jewish heritage. This includes names and dates of all festivals, important personalities, quotes, terms and concepts in Judaism, names of key Jewish books and their authors, key places on a map of Eretz Yisroel and much more. Each class reviews the previous grade's material, and then studies the new material for their level.

## **Chassidus**

The Chassidus curriculum introduces students to the Chassidic movement, the Chabad movement and its Rebbeim, Chassidic philosophy, concepts, customs, special days, songs and stories. Elements of this curriculum also integrate with our Chumash, Yahadus and Yediah Klalis curriculum.

## **LOTE: Ivrit- Modern Hebrew**

Ivrit – Modern Hebrew is a spoken language founded on Loshon Kodesh - Biblical Hebrew. From Foundation to Year 3, students build their Hebrew vocabulary, and knowledge of grammatical structures for nouns, verbs and other words, through their study of Chumash. At Years 4 to 6, students are introduced to and develop spoken Hebrew, building upon their knowledge, skills and exposure to the Biblical foundation of this language in previous years.

## Jewish Studies Extension Programs

### Nach – Prophets and Writings

The study of this area of Tanach – Written Torah, begins at Year 3 as part of the Sunday Cheder program and continues throughout the primary Cheder program and in Year 6 as an elective in depth study. Students are familiarised with the narrative and given an appreciation of the main events and characters in all of the Neviim Rishonim – Early Prophets. In addition, two optional weekly evening classes are offered for in depth study of Nach, one for the Year 3 and 4 students, and a separate class for the Year 5 and 6 students.

### Mishnayos Baal Peh - MBP

In our daily recital of Shema we quote from the Torah that its words should be said “Bilechticha Vaderech - as you walk on your way”. The ability to repeat words of Torah where ever one is, also elevates the person and his environment, making the whole world holy. Yeshivah College has a world renowned Mishnayos Baal Peh program which encourages students to learn Mishnayos, Tanya as well as sections of Tefilah, Chumash and other general Jewish knowledge by heart. Students generally learn in their free time and are offered opportunities to be tested weekly and at other publicized occasions. An annual prize giving ceremony is held honouring the students' achievements.

## General Studies

The General Studies Curriculum is an integrated program which includes English, Mathematics, Science, Geography and History, Art, Music (F-Year 3), Information and Communications Technology (ICT), Physical Education. We have a continuing commitment to reviewing and evaluating our school curriculum in line with the Australian Curriculum.

### English

English is divided into three Strands:

- Speaking and Listening
- Reading and Viewing
- Writing

### Library

As part of our English program, all students have regular library lessons. We have a range of fiction and non-fiction books, both Jewish and General available for borrowing.

### Mathematics

Mathematics is taught from a base of concrete experiences with a strong focus on an inquiry approach to develop number sense in students and real world applications.

The Strands are as follows:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability



## **Humanities: Geography, History**

Students learn about the world around them, concepts of time, chronology, sequencing, change and continuity. The students learn about:

- the major elements of societies and their environments
- Australian history, geography and environment
- cultures and the contribution these make to a unified and diverse society
- ideas which enhance their self-knowledge and self-concept assisting them to participate in their society within a global context
- ways in which people in other times and other cultures have used the technology and resources available to them.

They also:

- develop the skills needed to investigate ideas/issues and communicate related information
- make reasoned and informed decisions and justify views
- develop knowledge of change and its impact on culture, social systems and environments.

## **Science**

Science is divided into four fields:

- Biological • Chemical • Earth and Space • Physical

Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. Together, these provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

## **The Arts**

The Arts are a fundamental means of expression and communication in all societies. In the Arts curriculum students learn ways of experiencing, developing, representing, presenting and understanding ideas, emotions, values and cultural beliefs. They learn to take risks, be imaginative, question and explore alternatives; they develop, practise and refine techniques, share opinions and engage in Arts criticism.

### *Music*

Students from Foundation to Year 3 learn music through the development of basic music concepts – duration, volume, pitch, timbre.

Students discover percussion instruments and music composition. Rhythm and notation are learned through song and rhyme. Creating and performing provides the students with a lifelong appreciation of music.

## **Health and Physical Education**

The Health and Physical Education program aims to promote and develop the health and well-being of individuals, families and communities. These include water safety and the provision and maintenance of safe, secure environments. The Physical Education program has been designed to provide an ongoing sequence of skills and motor development, taking into account the individual requirements and needs of growing students.

PMP - The Perceptual Motor Program takes place at the Foundation and Year 1 levels, where children develop their gross motor skills, gain confidence and establish their spatial awareness.

## Information and Communications Technology (ICT)

Technology is integrated across the curriculum, to support teaching and learning, with student access to iPads and laptops. Cyber Safety and being a responsible as well as skilled digital citizen is constantly reinforced.

## Specialist Subjects

Specialist teachers are responsible for providing lessons in **Physical Education, Music, Art and Library**. Students utilise iPads and Laptops to apply their ICT (Information and Computer Technology) skills to all aspects of the curriculum in both Jewish and General Studies, focussing on visualising thinking, creating and communicating.

The **Physical Education** program has been designed to provide an ongoing sequence of skills and motor development, taking into account the individual requirements and needs of growing students. The Perceptual Motor Program (PMP) takes place at the Foundation and Year 1 levels, where children develop their gross motor skills, gain confidence and establish their spatial awareness.

## Instrumental Music Lessons – available through the Music Department

The YBR instrumental music program gives students the opportunity to learn a variety of instruments with specialised music teachers. Currently on offer are lessons in flute, clarinet, saxophone, violin, cello, guitar, trombone, trumpet, drums, percussion and piano.

Individual music lessons offer students the unique opportunity to learn in a one-on-one setting. Students get a strong foundation in the basics before moving on to areas of personal interest, building skills in musical performance, technique and composition.

Our fantastic staff can provide guidance in instrument selection, and one-off trial lessons are available to students to help make an informed decision. For further information about the instrumental music program or to enrol, please contact us on 9522 8270 or [jaclyn.lanera@ybr.vic.edu.au](mailto:jaclyn.lanera@ybr.vic.edu.au)

**Art** is utilised as a creative way in which to express thoughts and understandings gained in the dual curriculum areas. Students learn ways of experiencing, developing, representing, presenting and understanding ideas, emotions, values and cultural beliefs. They learn to take risks, be imaginative, question and explore alternatives; they develop, practise and refine techniques and share opinions.

All the boys from Foundation to Year 6 have a regular **library** session. The school has a range of both Jewish and General studies fiction and non-fiction books and acquires new books regularly.

# ASSESSMENT AND REPORTING

Assessment and reporting is a vital component of the educational process and a key part of the partnership between parents and school. Pre and post assessment is conducted across the school in addition to strategically planned assessment throughout the year in order to effectively scaffold each boy's individual learning.

Parents are encouraged to contact the Heads of Primary if academic concerns arise. Assessment is continuous throughout the year and is made up of anecdotal observations, classwork, assignment and project work, oral and written presentations, and tests. Student progress is reviewed regularly throughout the year.

## Assessment

Parents are encouraged to contact the class teacher if they have a concern about any component of their son's progress. If the concern persists parents should contact the Student Wellbeing Co-ordinator.

## Student Reports and Parent/ Teacher Evenings

Detailed formal reports are issued to parents at the end of Semester 1 (Term 2) and at the end of Semester 2 (Term 4). In addition, Parent Teacher interviews with the class teachers are held in early Term 2 and Term 3. We strongly encourage parents to note and applaud their own child's progress and not be tempted to make comparisons with others. Parents will be notified of the date of these interviews and booking process (bookings are made via an online booking system called PTO – Parent Teacher Online).

# HOMEWORK

Homework assignments, reading practice in Hebrew and English and revision and completion of class work are an integral part of the planned curriculum and teachers aim to keep the amount of homework within reasonable limits. Long term assignments, covering several weeks will occasionally be given to students who will need to plan their time to allow for completion by the due date.

It is especially important for parents of Foundation – Year 2 students to spend a short amount of time every evening listening to their son read from the Jewish Studies and General Studies 'take home' readers.

## Background

Homework is an integral part of the planned curriculum. Homework benefits students by complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning. Homework is seen as a beneficial activity when directly related to classroom learning. It enables parents/guardians to develop an awareness of classroom practice and expectations and allows them to be actively involved in their child's learning.

Homework Principles:

- Homework should be relevant to the curriculum and be age appropriate.
- Homework should be acknowledged and assessed by teachers.
- Homework, in general, should not exceed the times set out below and must be coordinated between teachers to avoid excessive workload.
- It is acceptable for teachers to assign unfinished classroom activities as homework tasks.
- It is the responsibility of the parent, in partnership with the teacher, to monitor and support their child's homework.

- Failure to complete homework on a regular basis will be followed up with parents, e.g. phone call, diary note, email, etc.
- Good communication between home and school is extremely important, as there will be times when special circumstances need to be taken into account.
- Students and parents from non-English speaking backgrounds, or with limited Hebrew or Jewish studies background knowledge, will be supported with appropriate strategies.

### Implementation

- Students will be allocated homework diaries in Years 3-6.
- Each set task must be purposeful, meaningful and relevant to the current classroom curriculum.
- Homework will be given out regularly, i.e. weekly or daily.

### Homework Practices

#### Prep – Year 2

Homework will include: reading a reader or library book on a daily basis with parents/caregivers or older siblings. Other tasks may include the extension of class work by gathering additional information or materials, or other short tasks e.g. reviewing sight words, mathematical concepts covered in class, Chumash review, Kriah (Hebrew reading), Milim. Homework will generally not exceed 20 minutes per day and be equally divided between Jewish and General Studies.

#### Years 3-4

Homework will include: reading on a daily basis. Other tasks may include practise and extension activities in reading, maths, spelling, Chumash, Rashi, Mishna and Ivrit. Homework will not exceed 30 minutes a day and be equally divided between Jewish and General Studies.

#### Years 5-6

Homework will include: regular reading on an independent daily basis. Other tasks may include revision of classwork as well as projects, assignments and research. Homework will not exceed 40 minutes per day and be equally divided between Jewish and General Studies.

In addition, children may be given additional tasks that could include research work, reading in preparation for lessons, preparation for an oral presentation and written assignments. We also encourage children to talk about a topic at home prior to studying it in school.

As a general rule, homework will not be set over weekends and holiday breaks. However, students are encouraged to manage their own time to complete open-ended tasks, projects, assignments, etc, and may choose to work at these times. If students are struggling with timelines, due dates and managing their workload, please contact your son's classroom teacher.

Compulsory written homework will not be given over Yom Tov or term breaks. Reduced homework will be set during Chanukah week.

It is expected that all children will continue to read during the school holidays and that parents will ensure that their children have access to appropriate reading material.

# SCHOOL PROGRAMS AND EVENTS

## Excursions

Excursions, incursions, Shabbatonim, weekend seminars and camps are an exciting aspect of primary school life. Excursions and Incursions complement, and are an important extension of the educational programs offered at Yeshivah Primary and help develop an understanding that learning is not limited to school, and that valuable learning takes place in other environments.

Parents will be notified of any excursions scheduled to take place during the year, and must reply appropriately to the emailed permission form, in order to enable their child to attend. Permission to attend an excursion provided by telephone will not be accepted in lieu of a written permission slip.

## Programs on Offer

### For Students

- Chess
- Maths Competitions
- Foundation siddur Presentation
- Year 1 Chumash Presentation
- Rosh Chodesh Assembly Presentations
- Year 6 Leadership Program
- Student Representative Council
- Social Skills Program
- Resilience Project
- Buddies
- Art Exhibition
- Old Age Home visits
- Year 5 and 6 Lego Robotics program
- Instrumental Lessons
- Coding and Robotics
- Year 6 Camp
- Foundation to Year 6 Swimming Program
- Sports Day
- Cross Country
- Yom Tov Activities
- Foundation Orientation Program
- Year 6 to High School Orientation Program
- Year 6 Graduation Evening
- Book Week activities
- Mishnayos B'Al Peh
- Model Sedorim
- Excursions
- Incursions
- Year 5 Bridge Building

### For Parents

- Meet and Greet evening
- Parent teacher meetings
- After School Coffee (Pre – Purim and Pre – Chanuka)
- Foundation Barbeque Meet and Greet
- Rosh Chodesh Assemblies
- Information evenings (Resilience, Parenting, Safety, transition etc)



## Student Leaders

### Student Leadership Team

Students in Year 6 are given the opportunity to join the student leadership team. Areas of the school such as Tzedokoh (Charity), Jewish Life, Environment, Sport, Library, School Magazine and Technology are managed by our student leadership group who co-ordinate enjoyable activities for all students in the Primary School. All students in Year 6 attend a Leadership Conference at the beginning of the year.

## Student Representative Council (SRC)

Students in years 3 - 6 are given the opportunity to be a part of the SRC. The SRC assists heads of school in decision making about areas of the school needing improvement.

## School House Teams

All students from Foundation onwards belong to one of the four houses at Yeshivah Colleges. Sons of Old Collegians and brothers are usually allocated to the same House. The House teams infuse school spirit and friendly competition into many activities at our School. House activities are undertaken across a wide variety of areas in the school including in the classroom, sport, learning and school spirit.

## School Shluchim

Shluchim (at Yeshivah) are young adults who involve and motivate the students to feel positive about themselves, Judaism and Chabad Chassidus. They constantly contribute to the warm atmosphere around the school through their innovative programs and mentoring that they provide to the students.

The Shluchim support the staff in day to day activities as well as running special educational and lifestyle programs, organising festival celebrations, providing additional shiurim and attending school seminars and camps.

## BIRTHDAYS

### Birthday Club

Parents are encouraged to participate in the Birthday Club by donating a book to the school in honour of their son's birthday. Items donated will be inscribed with the child's name and donors will be acknowledged in the school newsletter. All students will receive a special certificate in the mail at the beginning of their Jewish Birthday month.

### Birthday Parties/ Classroom Celebrations

Simple classroom celebrations may be arranged in consultation with the class teacher. Only parve (ie neither meat nor dairy) food is to be purchased. Please check with the school for acceptable food shops and Kosher food items. All foods sent to school must be nut free.

### Parties Outside School

Invitations to parties held outside school may not be distributed in school unless all class members are invited, and the laws of Kashrus, Shabbos and Yom Tov are strictly observed. May we suggest that only parve food be served, and everything should be nut-free.



# FOOD

## School Lunches

We ask for parents' co-operation in providing their children with lunches and snacks that conform to the laws of Kashrus.

- Children are asked to not to share food
- No meat or meat products should be included in lunches brought into the school
- Parents are requested to ensure that their child's lunch and snacks do not to include nuts or nut products
- Parents should ensure that the lunch is nutritious, including a piece of fruit
- For safety reasons we request that parents do not send soups or minute meals that require the addition of boiling water in their child's lunch
- Food or drink in cans or glass bottles is not permitted at school.

Lunch is eaten in the classroom under teacher supervision and the boys are expected to wash their hands before lunch, and to bentch (say Birkos Hamazon) after lunch.

Boys from Year 3 – 6 are permitted to buy food from the tuck shop/canteen during their lunch break. All students, from Foundation – Year 6 are welcome to order their lunch from the school canteen. Orders should be detailed on an envelope with money enclosed and dropped into the classroom lunch order box. Lunches are delivered to the classroom at lunchtime.

The Yeshivah Tuck Shop menu and order form can be accessed via the Parent Portal or obtained from the Yeshivah Primary front office.

## HEALTH

Our full Illness/ Accident Policy is available to view via SEQTA/ Parent Portal (<https://parents.ybr.vic.edu.au/>).

### Anaphylaxis - No Nuts

Our school aims to create a safe environment for children who are allergic to nuts and products containing nuts. Nut allergies can be life threatening. As such, we strongly request that no nuts or products containing nuts are brought into school.

### Illness and Infection Control

All students are subject to Educational Department Health Regulations.

Please do not send your child to school if he shows any signs of illness. Any contagious or communicable illness should be reported to the class teacher.

The school will require a release from your child's physician if the child is returning to school after a communicable disease, such as conjunctivitis, chickenpox, diphtheria, viral hepatitis, impetigo, measles, meningococcal infection, mumps, whooping cough, poliomyelitis, ringworm, rubella (German Measles), scabies, streptococcal infections including scarlet fever, and hepatitis. If your child becomes ill during the school day and needs to be sent home, you will be notified accordingly.

Basic first aid is administered at school. Please note that children ill enough to require medication should not, in most cases, be attending school. Teachers will not dispense pain-killers (e.g. Aspirin, Panadol, etc.) to primary school students without parental permission.

## Child Injury/ Illness

All illness, injury/ accident occurrences are recorded in an Accident/ Illness Log which is kept in the front office. Basic first aid is administered at school. We have a number of staff members at Yeshivah Primary who have undertaken First Aid training.

Staff will contact a child's parent/s immediately following a serious accident, or if the child has symptoms of an illness (particularly if it may be infectious – eg a temperature  $>37.5$  degrees, vomiting, diarrhoea, rash, discharge from eyes).

Ill children will be sent to the front office and will be monitored by office staff (including a first aid person).

A parent will be notified if staff feels that a child is unwell and needs to go home. We will endeavour to make phone contact by contacting all parent phone numbers that have been provided.

If staff are unable to make contact and feel that a child still needs attention, then the emergency numbers supplied will be called.

If there is sufficient concern Hatzolah will be contacted.

## Medication

If your son needs medication during the school day, please hand the medication to his teacher in a labelled container with his name and clear instructions regarding dosage (including last dosage administered). Medication will be administered in the front office. Students are not to keep medication with them, or in the classroom.

## Medical Emergency

In the case of a medical emergency or serious accident Hatzolah (and ambulance if deemed necessary) will be called and parents will be notified.

## Vaccination

According to government health regulations, each student is required to provide a full vaccination certificate on enrolment, and as requested by the school. Immunisation history is available by contacting the Immunisation Register on 1800 653 809 or [www.medicareaustralia.gov.au](http://www.medicareaustralia.gov.au).

# Head Lice

Sometimes, even in the most meticulous of families, an outbreak of nits and lice can occur. There is no stigma attached to this, but as it is a highly contagious condition, a single case can soon escalate in a school.

Should you find evidence of nits and lice, please adopt the following procedure:

1. Inform the school immediately
2. Treat the condition with appropriate lotion or shampoo
3. Remove all lice and nits (eggs)
4. Continue to check your son's hair daily.

After an infestation occurs, further checks at school may be necessary.

When head lice is identified, the child will be isolated from other children immediately and parents will be phoned and asked to collect their child to clear the infestation.

We request that you make a practise of checking your child's hair regularly for lice or nits.

## EMERGENCY PROCEDURES

### Evacuation Procedure

Yeshivah College has a comprehensive Evacuation Policy which outlines safety procedures to be implemented in case of an emergency. Regular evacuation and enforced occupation drills/ security lock downs are conducted to prepare the students in case of an emergency.

Our full Emergency Procedure is available to view via SEQTA/ Parent Portal (<https://parents.ybr.vic.edu.au/>).

## CARE OF SCHOOL PROPERTY

Instilling respect for school property is part of our educational program. We enlist the aid of parents in emphasising these values in their children. Where damage is due to vandalism or negligence, the cost of repairs or replacements to school property will be charged to parents.

## PERSONAL PROPERTY

The school cannot accept responsibility for the loss of personal goods or valuables. Students should not bring large amounts of money or other valuables to school. If a larger sum has to be brought to school, it should be put in a clearly labelled envelope and handed to the class teacher or the office for safe keeping.

Potentially dangerous or offensive items are not permitted at school (for example roller skates or skateboards). iPods, chewing gum and liquid paper are not permitted.

### Mobile Phones

Yeshivah Primary recognises that there may be times when it may be necessary for a student to bring a mobile phone to school. Should your child need to bring a phone to school, for use before or after the school day only, he will need to ensure his phone is kept in his school bag or checked into the front office on arrival to school. Should a staff member observe your child in possession of a mobile phone, the phone will be confiscated and a parent will need to collect it from a Head of School. The school will accept no responsibility for loss, damage or theft of mobile phones brought to school.

Our full Mobile Phone/ Device Policy is available to view via SEQTA/ Parent Portal (<https://parents.ybr.vic.edu.au/>).

## Lost Property

All articles of clothing and personal property MUST be clearly labelled with the student's full name. Lost property will be kept in a Lost Property Box for a limited period of time. Unclaimed property will be handed either to the uniform shop or to a charitable organisation.

## PARENTS AS PARTNERS

We believe that the school and the home are partners in the child's education. Communication between the school and home is encouraged. Parents are urged to contact the teacher if circumstances at home alter, or if there are concerns about the student's work, progress, health or wellbeing. Appointments may be arranged through contact with the classroom teacher or a phone call to the Primary Reception office. Teachers will contact parents if they have concerns regarding a student.

### Parent Visits

Parents are asked to refrain from entering a classroom while teaching is in progress. Urgent messages can be left at the office.

Parents are always welcome to discuss matters concerning their child. However, teachers cannot be spoken to at short notice, as they cannot be called away from their teaching duties. Please arrange an appointment through the office or by email.

It would be greatly appreciated if parents who enter the school grounds are modestly attired. Men are expected to wear a head covering.

### Class Placement

Teachers and administration are involved in the allocation of children to classes. A number of criteria are considered to ensure effective learning for each individual student, as well as for the class as a whole.

It is not the school's policy to encourage individual requests for placements in a particular class or with a particular teacher. However, if parents have a valid and genuine concern they should submit this matter in writing to the Head of Primary School during the first week of Term 4 and it will be taken into consideration when planning classes for the following school year.

It is anticipated that parents will trust and respect the decision of teachers and administration in this matter.

## Yeshivah – Beth Rivkah Parents Association

The Yeshivah – Beth Rivkah Parents Association (YBRPA) invites all parents to join the dedicated committee of parent volunteers to help create and co-ordinate events, programs and fundraising activities throughout the year. All fundraising proceeds benefit our Schools.

For more information please contact [parents@ybr.vic.edu.au](mailto:parents@ybr.vic.edu.au).

## COMMUNITY SERVICE

Community service is encouraged and students hold fundraising activities such as walk-a-thons, popcorn days, hot dog days, guessing competitions and casual days.

# CHILDREN LEARN WHAT THEY LIVE

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with ridicule, they learn to be shy.

If children live with shame, they learn to feel guilty.

If children live with tolerance, they learn to be patient.

If children live with encouragement, they learn confidence.

If children live with praise, they learn to appreciate.

If children live with fairness, they learn justice.

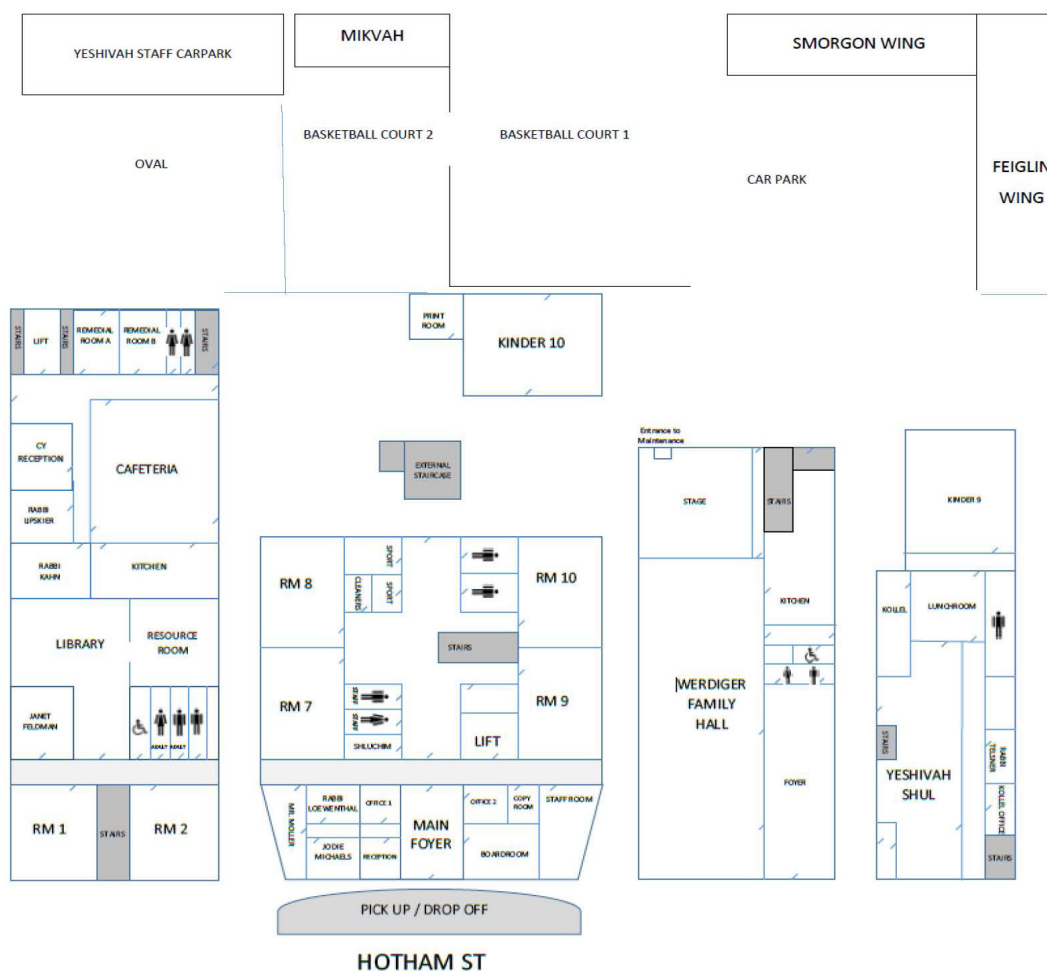
If children live with security, they learn to have faith.

If children live with approval, they learn to like themselves.

If children live with acceptance and friendship, they learn to find love in the world.

## SCHOOL SONG

אֲנִי מֵאֲמִין בְּאַמוּנָה שְׁלֵמָה בְּבִיאת הַמָּשִׁיחַ



# YESHIVAH – BETH RIVKAH & GELC TERM DATES 2018

## תשע"ח/ תשע"ט 5778/5779



בס"ד

ישיבת אהלי יוסף יצחק - ליובאוויטש - בית רבקה  
YESHIVAH-BETH RIVKAH COLLEGES

**\*\* Denotes GELC Childcare available**

TERM 1 – Thursday 1 February [students] – Tuesday 27 March (Friday Close 3.15pm)		
Mon 29 Jan – Wed 31 Jan	Staff Conference Days Jan 31 - Term 1 commences for all students in Foundation & Year 7 (Part Day) ; Yeshivah Secondary VCE 3 & 4 (Full Day)	
Thursday 1 February	Term 1 commences for students	
Wednesday 28 February	Ta'anis (Fast of) Esther	School closes 3.10pm **
Thursday 1 March	Purim	School open 9.15am – 11.15am
Friday 2 March	Shushan Purim	School begins 9.15am for all campuses**
Monday 12 March	Labour Day	School Open
Tuesday 27 March	School closes 1.00pm for Pesach and term vacation**	
<u>School Holidays and Childcare Availability:</u> Wednesday 28 – Thursday 29 March: School Closed - GELC Childcare available Friday 30 March: Erev Pesach - School closed; Shabbos 31 March – Shabbat 7 April: Pesach - School closed Monday 9 – Wednesday 11 April: School Closed - GELC Childcare available		

TERM 2 – Thursday 12 April - Friday 29 June (Friday Close 2.45pm)		
Thursday 12 April	Term 2 commences for staff & students	
Wednesday 25 April	ANZAC DAY	School Open with Commemorative Assemblies
Thursday 3 May	Lag B'Omer	School Open
Friday 18 May	Pre Erev Shavuot	School closes 1.00pm for Shavuot
Shabbos 19 May	Erev Shavuot	School Closed
Sunday 20 & Monday 21 May	Shavuot	School Closed
Tuesday 22 May	Mid-Term Break	School Closed ** Staff Reporting Day 9.00 – 1.00
Monday 11 June	Queen's Bday	Primary Campuses close 1.00pm (Staff PD 1 – 4pm); Secondary Campuses Full Day
Friday 29 June	School closes regular time for term vacation	
<u>School Holidays and Childcare Availability:</u> Monday 2 July – Monday 16 July School Holidays - School closed; GELC Childcare available Sunday 1 July: Fast of 17 Tammuz		

TERM 3 - Tuesday 17 July [students] – Friday 21 September (Fri Close 2.45pm first 5 weeks of Term 3. Resume 3.15pm close 24 Aug)		
Monday 16 July	Staff Conference Day	School Closed **
Tuesday 17 July	Term 3 commences for students	
Shabbos 21 July	Erev Tisha B'Av	School Closed
Sunday 22 July	Fast of Tisha B'Av	School Closed
Monday 23 July		School begins 9.15am for all campuses**
Sunday 9 September	Erev Rosh Hashana	School Closed.
Mon 10 & Tues 11 September	Rosh Hashana	School Closed
Wednesday 12 September	Tzom Gedalia	School begins 9.15am for all campuses**
Tuesday 18 September	Erev Yom Kippur	School Closed
Wednesday 19 September	Yom Kippur	School Closed
Thursday 20 September		School begins 9.15am for all campuses**
Friday 21 September	School closes regular time for term vacation	
<u>School Holidays and Childcare Availability:</u> Sunday 23 September: Erev Succos ; Monday 24 September – Tuesday 25 September: Succos – School Closed Wednesday 26 September – Sunday 30 September: Chol Hamoed Succos – School closed; Wed 26 – Fri 28 September GELC Childcare available; Monday 1 & Tuesday 2 October: Shmini Atzeres and Simchas Torah – School Closed Wednesday 3 - Friday 5 Oct:- School closed; GELC Childcare available		

TERM 4 – Monday 8 October – Wednesday 12 December [students] (Friday Close 3.15pm)		
Monday 8 October	Term 4 commences for staff and students	
Tuesday 6 November	Cup Day	School Open
Sunday 2 December	First Night Chanukah	Monday 3 – Monday 10 December: Chanukah
Wednesday 12 December	Last day students	School closes 1.00pm for summer vacation **
Friday 14 December	Last Day Staff	
Childcare is available for GELC students from 1.00pm Wednesday 12 December until Fri 28 December (except Tuesday 25 & Wednesday 26 Dec)		