

BETH RIVKAH LADIES 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. Beth Rivkah Ladies College remains committed to the continual review and improvement of all its practices, policies and processes.

We are suitably proud of the accomplishments 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, Yeshivah College. All other data relates specifically to Beth Rivkah.

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 menschen

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) was 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 discipline, 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% *.

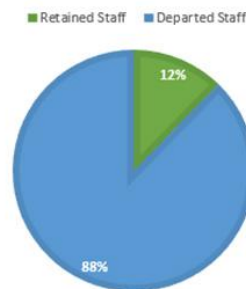
*This figure does not include days missed as a result of staff attending professional learning activities, or days missed by teachers on Long Service Leave or Family Leave where replacement teachers took over all of the relevant classes.

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

Staff at Beth Rivkah have an individual and professional commitment to undertake professional learning. Through the guidance of the Director of Learning and Teaching and Head of Studies, staff had considerable access to high quality professional development both within the College and from outside organisations. Below are the Professional Development activities undertaken by our staff.

PROFESSIONAL DEVELOPMENT:

BETH RIVKAH PRIMARY	BETH RIVKAH SECONDARY
<p>JEWISH STUDIES</p> <ul style="list-style-type: none"> • Hebrew reading evaluation at all class levels • Yocheved Debow Life values Education • Head of Jewish Studies meeting with teachers at each level to reinforce and discuss Chumash Zekelman Standards • Weekly meetings with Jewish Studies staff for professional development and curriculum planning 	<p>JEWISH STUDIES</p> <ul style="list-style-type: none"> • Virtual seminars with international and interstate speakers e.g Rabbi David Fohrman and Rabbi Michoel Gourarie • Virtual Yemei Iyun B'Tanach from Machon Herzog • Each faculty ran subject specific Professional Development in their scheduled meeting times • Curriculum and review
<p>GENERAL STUDIES</p> <ul style="list-style-type: none"> • Visible Thinking Karin Morrison • Weekly In house Professional Development, rotating between Visible Thinking, Learning Enhancement and Structured Word Inquiry Education • Spelling Scope sequence and approach • Fiona Hamilton workshops • Future Schools Expo • Independent Schools Victoria (ISV) Professional Development • Design/Stem training • Dave Vinegrad Circles and school Values • Trauma training Emma McCarthy • Social skills training, Partners in Communication • Curriculum Development: English, Maths, History, Science, Health • Team meetings at each year level <p>Lead Teacher meeting</p> <p>Reading and Comprehension Strategies – Pete Bowers spelling out loud</p> <ul style="list-style-type: none"> • Numicon training 	<p>GENERAL STUDIES</p> <ul style="list-style-type: none"> • VCE Policies & Processes • VCE Chief Examiner’s reports and subject specific conferences • STAV, HTAV, VATE and MAV Conferences • School Law conference • Each faculty ran subject specific PD in their scheduled meeting times • Curriculum mapping and review • VCE exam marking training • ISV – conferences on a range of topic including Cognizance Project, NCCD and curriculum

ALL STAFF

- Protective Behaviour – Guest Speakers and Circles Program
- Zones of regulation
- Cybersafety
- Understanding Autism Spectrum Disorder
- Dyslexia Support
- Security Professional Development
- Ongoing computer skills training
- Planning in SEQTA and One Note
- All staff completed in-house, online child protection in-services on detection, prevention, disclosures and mandatory reporting
- CPR and Anaphylaxis Training

ALL STAFF

- YBR Child Protection Policies
- Supporting Students with Individual Learning Needs
- Teaching students with dyslexia, dyscalculia
- Anaphylaxis & Asthma Update I Anaphylaxis & Asthma Update II
- Curriculum mapping and review
- Analysing NAPLAN data
- Metacognition
- CPR & ANAPHYLAXIS - Vic First Aid Certificate
- Technology training: Teams; OneNote; MyEd



2. KEY STUDENT OUTCOMES

At Beth Rivkah, we strive to for each individual to achieve their potential both personally and academically, while enjoying a positive educational experience. Students from a range of backgrounds are encouraged to develop in both their education and religious observance, through a comprehensive Jewish and General studies curriculum and experiences. Students are encouraged to work both collaboratively and independently and act as role models as they engage and contribute to the wider community.

The Primary School is proud to maintain a record number of new enrolments with Foundation, 1, 2, 3, 4, 5 year levels providing 3 streams.

STUDENT ATTENDANCE

The total student enrolment figures in 2020 were 583 students in Years Foundation to 12 at Beth Rivkah Ladies College. In 2020, students in the Primary and Secondary schools averaged approximately 94% 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	100	100	98	100	100
Year 5	100	100	100	100	100
Year 7	100	100	100	100	97
Year 9	100	100	100	100	100

COMPARISON OF STUDENT RESULTS ABOVE NATIONAL BENCHMARKS FROM 2018 AND 2017

2018

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	100	100	98	100	100
Year 5	96	100	100	100	100
Year 7	100	100	100	100	98
Year 9	100	85	100	100	100

2017

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	98	100	96	100	93
Year 5	93	98	95	98	95
Year 7	100	100	100	100	100
Year 9	100	95	92	100	100

SENIOR SECONDARY OUTCOMES

VCE RESULTS 2020

Beth Rivkah 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).

A very small number of students opt to undergo their final two years of secondary school without formal VCE assessment.

Highlights of the 2020 results include:

- 58 % of ATARs in the top 10% of the State
- Dux ATAR 99.35
- Median Study Score 37
- 2 Perfect Study Scores in Legal Studies

These are outstanding achievements for all of our students and we are justifiably proud of their efforts. Beth Rivkah ranked in the top 10 in the State for Medium Study Scores.

COMPARISON OF VCE RESULTS FOR 2017 - 2019

	VCE 2018	VCE 2019	VCE 2020
ENTER score of Dux	99.35	97.90	99.35
Median ENTER/ATAR score	82.75	90	91.75
Median study score	35	36	37

POST - SCHOOL DESTINATIONS:

33 students who applied for tertiary courses all received offers,
 66% received 1st preferences
 90% received 1st or 2nd
 100% received 1st, 2nd or 3rd

LAW	6
COMMERCE/BUSINESS	5
ARTS	2
TEACHING	1
HEALTH SCIENCES/NURSING/OT/PST	9
SCIENCE/BIOMEDICAL SCIENCE	5
DESIGN/DRAMA/MUSIC	4

VET

VCE VET Business was offered to students in Years 10-12 in 2020 with 75 students successfully completing the nationally recognized qualification. The course provides the knowledge and practical skills necessary to work efficiently in business/office environments.

VET Business Cert 2 – 27 students, Cert 3 – 29 students
Early Childhood Cert 3 – 6 students
Kitchen Operations Cert 2 – 13 students

The Trades Skill Centre saw students really engaged by VET Certificate II in Kitchen Operations. 14 Year 9 students and 4 Year 10 students, enrolled in this scored VCE course and successfully completed the course requirements. Units studies included Hygienic Practices, Food Preparation Equipment, Safe Kitchen Practices, Preparation of Dishes and the Operation of the Hospitality Industry.

The VCE VET program aims to:

- provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects within a broad range of business and industry settings
- enable students to gain a recognised credential and to make a more informed choice of vocation or career paths.

Employability skills are embedded within each unit of competency. They are as follows:

- Communication
- Team work
- Problem solving
- Initiative and enterprise
- Planning and organisation
- Self-management
- Learning
- Technology



3. VALUE ADDED

Students at Beth Rivkah are provided with a range of curriculum experiences to extend their skills and interests. In addition to Jewish studies and general academic studies, these co-curricular activities cover a range of areas including robotics, music, art, technology, sport, food and public speaking. In addition, services and support programs are available including pastoral care, counselling, special education and integration, extension through the scholars program, and literacy and numeracy development. Staff are continuously reflecting on the needs of their individual students, with the help of PAT and MYAT testing and are constantly developing their strategies and programs to help students reach their full potential.

At Beth Rivkah Ladies 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 WELLBEING AND DEVELOPMENT

Beth Rivkah Primary School is receptive to the individual needs of each student in order to support her to thrive and reach her potential. The Head of Student Welfare and Student Well-being coordinator work cohesively with the School psychologists, learning enhancement team, teachers and parents, as well as external service providers as required. They also form part of the whole school welfare committee ensuring the wellbeing of not only individual students, but also the family as a whole.

Beth Rivkah Primary School offers students a wide educational program conducted by both Jewish and General Studies classroom teachers as well as the Student Well-being coordinator. Lessons begin in Foundation, continue until the end of Year 6, and include a wide variety of topics. The topics covered include emotional literacy, mindfulness, personal strengths, gratitude, anti-bullying (responding to bullying and being an upstander), social thinking and social skills, self-regulation, protective behaviours, and friendship skills.

At Beth Rivkah Primary, we are very proud to use Restorative Practice as a means to resolve conflict. Restorative Practices help teachers, students and parents to build, maintain and restore relationships.

EDUCATIONAL SUPPORT

Beth Rivkah 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. Additional funding provided by the ISV and JSIP (Jewish Schools Integration Program) has allowed us to expand our support systems and educational aids, who provide support within the classroom and through individual or group tutoring sessions when necessary across all year levels.

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.

INCURSIONS, EXCURSIONS AND SPECIAL ASSEMBLIES OR PRESENTATIONS (BRP)

Each year level has one or more incursions, excursions, special assemblies or presentations related to their unit of study.

Some of these include:

- Science incursions- Monash University
- Planetarium Incursion
- Como House
- Australian Animals incursion
- Change Makers
- Exploring Biomes through the Melbourne Zoo
- Political Parties and Voting
- Parliament
- Holocaust Centre
- Siddur Presentation
- Chumash Presentation
- Rashi Play
- Bnot Chayil Evening
- Father Daughter Torah Morning
- Year 6 Graduation
- Courage to Care

ADDITIONAL PROGRAMS (BRP)

In 4-year-old kinder, parents are provided with an opportunity to attend a Foundation + School Readiness Evening.

The following programs enhance an already rigorous curriculum:

- Literacy Support (Foundation to 6)
- Numeracy Support (Foundation to 6)
- English reading support (Foundation and Year 1)
- Hebrew reading support – (Foundation and Year 1)
- JS remedial support
- Pre-prep testing before entering Foundation
- Hebrew Language support
- Ulpan program
- Swimming and athletics programme culminating in a swimming and athletics sports day
- Book week and associated activities
- Family Maths Evening
- Year 6 Chesed activities
- Year 6 Leadership programme
- Coding classes and STEM challenges – Foundation to Year 6
- Change Makers curriculum study and presentation Year 4
- Asian Expo Year 5
- Sound and Light exhibition Year 1
- Year 5 A Taste of Torah, Father & Daughter learning program
- Maths boards encouraging whole school maths exposure
- Courage to Care Exhibition- Holocaust and personal history study
- Civics and Citizen Study including a visit to Parliament House, school elections, visit by David Southwick MP
- Protective Behaviours Program – Foundation to Year 6
- Connections- Values Program – Foundation to Year 6
- Anti-bullying sessions 4-6 through Dave Vinegrad – Behaviour Matters
- Debating in Year 6
- “Olden Day” experience, Year 2
- Public speaking Year 5- culminating in a Public speaking competition
- Resiliency program, F - 6
- Special fundraising projects throughout the year
- Year 6 to Year 7 transition programs including sessions in the secondary school science laboratory and library skills research session
- Whole school program to integrate the use of technology and devices to support learning
- Whole school program to focus on Thinking Strategies to support learning in all areas.
- Year 5 instrumental programme where students will have the opportunity to learn 4 instruments over the year
- Drama program in Year 6
- Touch typing program – Years 2- 6
- Choir and instrumental groups
- GS enrichment
- Thinking Skills and discussion groups – Year 3
- Social Studies Research Group – Years 4 - 5
- Weekly JS enrichment sessions – Year 4 - 6
- Year 5 lunchtime Nach enrichment
- Restorative Justice

ADDITIONAL PROGRAMS (BRS)

PARENT INFORMATION/EVENTS

- Year 7-12 Parent Information Evening
- Parent – Teacher interviews each semester
- Weekly & holiday shiurim (Jewish studies educational sessions) for mothers
- Year 7 2021 Orientation Evening
- VCE Information Evenings
- Mother-Daughter learning
- Father-Daughter learning

WHOLE SCHOOL ASSEMBLIES

- School captains Induction
- ANZAC day
- Yom HaShoah, Yom HaZikaron, Yom HaAtzmaut, Yom Yerushalayim
- Chassidish Yomim Tovim

WHOLE SCHOOL PROGRAMS

- Alcohol and drug education program – Hatzolah
- Ba'al Peh – Impart by Heart Learning Program
- Pnimi self-improvement program fostering Yiddishkeit, chassidshkeit and menschlichkeit
- Chassidus in My Life international essay competition
- Jerusalem Science Competition
- Kabbalat Shabbat – School Service
- After school and lunchtime shiurim and farbrengens
- Shabbat Mevorchim tehilim
- Yamei d'pagra programs
- Early morning chassidus
- Arts & Technology Exhibition
- STAR melave malka
- Lag B'Omer hike
- Fundraisers
 - o YLIV – Volunteer Program
 - o MJCF
 - o White Night – Cancer Council
 - o Hachnasat Kallah Tikvah fund

YEAR LEVEL SPECIFIC

- Year level Shabbatons
- Year 7 & 8 Big Days in
- VCE Headstart program
- Elevate Education Study skills programs – Year 10-12
- Health and homeroom sessions at each year level
 - o Protective behaviours
 - o Healthy relationships
 - o Healthy living – eg yoga, relaxation techniques, pilates, nutrition
 - o Cybersafety
- B'NAI B'RITH Annual Jewish Art Competition



JEWISH STUDIES EXTRA-CURRICULAR PROGRAMS

SCHOOL CAMP AND SEMINARS

Due to COVID-19 scheduled school camps were cancelled.

PNINI PROGRAM

The Pnimi Program was first launched in early 2018 for Beth Rivkah Secondary students. The Pnimi Program aims to cultivate an atmosphere where students are constantly striving to improve themselves within areas of Yiddishkeit, Chassidishkeit and Mentschlichkeit. Run as an informal, optional Jewish Studies program, the Pnimi Program involves the contribution of Jewish Studies teachers and the school shluchoth, incorporating learning both within and outside formal classroom settings, with participation in farbrengens, lunchtime programs, shiurim and chesed programs being complemented by in-class involvement as well as incentives and prizes to encourage them along.

The program was launched to Year 10 students at the end of Term 1, 2020. Being led in conjunction with the BRS Shluchoth and with a team of Year 10 ambassadors, the program has attracted more than three quarters of students from Year 7 to 10, and a number of Year 11 and 12 girls also opting in to participate in the program.

SHLUCHOT PROGRAM

Selected former students run this valuable program in both Primary and Secondary offering student mentoring, tutoring, “big sister” connections, and after-school and weekend functions and social activities for all interested students. These girls also contribute and participate in many of the extra-curricular areas of the College.

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 the 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 parent's accessibility to their children's information, progress, homework and attendance. Furthermore, the ICT steering committee 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 Safe Safety Policies, YBR undergoes an annual review and performs a Self-Assessment inline 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.

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 daughters' 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, his wife Malka and 2 of their children arrived on New Year's 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 monthly basis. These included follow up two way feedback sessions between the Principal and the Board.

MYSCHOOLS WEBLINK:

www.myschool.edu.au/school/46216/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, Beth Rivkah Ladies 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

Beth Rivkah Primary Teaching and Non Teaching Staff Qualifications 2020

Name	Qualification
I. BAKER	B.ED, GRAD CERT (Special Education)
E. BERNSTEIN	B. MUS (HONS), GRAD DIP ED, L. MUS A (PIANO)
E. BLESOFKY	TPTC, GRAD DIP (ED ADMIN)
J. BIHARY	B.ED (PRIMARY)
M. ELBAUM	DIP ED
S. S. FINCH	B.TEACHING, UNDERGRADUATE DEGREE CREATIVE WRITING
T. GERSHMAN	B. ED, M. EDUCATION (Special Educational Needs)
B. GOLDMAN	HIGHER DIPLOMA PRIMARY ED / SPECIAL ED REMEDIAL
T. GORDON	B.ED (PRIMARY)
C. GRANIK	B.ED (PRIMARY) – provisional registration
R. HATCHUEL	HIGHER DIP ED
Dr. S HIRSCHSON	PhD, D.Ed Educational Psychology, M.Ed Master of Education in Educational Psychology, Honours BA Clinical Psychology, BA Psychology & English
N. HURVITZ	M. EDUCATION
G.JAFFE	HIGHER DIP ED
R. JOSEPH	B. TEACHING – LOTE
R. KAHN	HIGHER DIP ED
J. LANERA	B. MUSIC; POST GRAD DIP. ED; LEVEL 1 ORFF MUSIC TEACHERS TRAINING; LEVEL 1 KODALY MUSIC EDU T (Lower Primary)
D. LE BRANSKY	DIP ED, B.SPEC ED
R.LEVY	B.A ED, DIP SPEC ED
L. LIPSZYC	DIP ED, B.ED
S. LEWIS	B.ED
J. MALIN	BA SCI; NURSING CER (Clinical & Pediatric Nursing) GRAD DIP (Primary Education)
M.MIDLER	BA ED
S. MARKS	BA ED
M. MITCHELL	B.TEACHING
S. MOSHEL	B.A, POST GRAD COUNSELLING/SOCIAL SCIENCE
T. PAYKEL	B.A. ED, DIP SPEC ED
D. POULOS	B.A, DipEd Psych, MA PYSCH (educational)
A. RAPKE	B. APP SCI; B TEACHING
D. ROSENBERG	HIGHER DIP ED
J.ROTHSCHILD/FELDMAN	B.ED (PRIMARY)
S. SHEPHERD	HIGHER DIP ED
C. SMITH	B.ED
C. SOR	B.ED
M. TATARKA	B.ED (Judaic Studies)
R. TELLER	B.ED
A.WELSH	B.A., DIP ED, MA (Social Work)

Beth Rivkah Secondary Teaching and Non Teaching Staff Qualifications 2020

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
E. BERNSTEIN	B.A MUS, GRAD DIP ED, LICENTIATE OF MUSIC AUSTRALIA
C. BLESOFSKY	Licensed Life Coach
E. BLESOFSKY	TPTC, GRAD DIP (ED ADMIN)
L. BROOKS-DOWSETT	B.ED, POST GRAD (Special Education), GRAD DIP ED (Teaching Gifted Children), MA (Special Education)
E. CIECHANOWSKI (LEVER)	B.A, B.SC, DIP ED
H. CHAIT	BA ; HIGHER DIP ED; HIGHER DIP Library Science; Tesol ; MA (Peace & Conflict Studies)
R. COHEN	B.A, MASTERS OF EDUCATION PRIMARY AND SECONDARY
C. COWEN	B.A., M.Teach
Y. DAVID	B.A. (Visual Arts) B.ED (Secondary)
R. FEIGLIN	B.A, GRAD DIP LIB
K. FERNANDES	B.A, POST GRAD DIP (Editing and Communication, Museum Studies)
M. FRASER	B.A, DIP ED
Y. GLASMAN	B.A/B.ED, M.ED
R. GORELIK	B.A (HIGHER ED)
S. GREENBAUM	B.A, L.L.B.
L. GRODSKI	B.A, GRAD DRIP PSYCH, MA PSYCH
Y. HILEL	BB (Finance)
S. HIRTH	DIP APP SCI, POSTGRAD DIP ED (ICT)
B. KANTOR	"Morah Lgola" (Teacher for the Diaspora) qualification from the Israeli Ministry of Education
D. KAY	MA (Italian Language & Literature), Cert III Education Support
A. KENNEDY	B.A, DIP ED
K. LADD	B. EC, M EC, GRAD DIP SEC. ED, CERT IV T&A, CERT III LANG
J. LANERA	B.A MUS, POST GRAD DIP TEACHING
S. LEBOVITS	B.A.
J. LEES	B.A, DIP ED
S. LERNER	BSc Physics (UK), PGCE Secondary Teaching (Science) - UK
A. LESKI	B.A. (Hons), DIP ED
H. LEVIN	B.A (English Literature and Political Science), DIP ED
A. LINDELL	B.ED
D. LOWINGER	B.SC, DIP ED, GRAD CERT CAREER COUNSLER, CERT IV TRAINING AND ASSESMENT
G. MONDEL	B.ED
S. NAKULADEVA	B. SC (HONS) BIOCHEMISTRY
S. NATHAN	B.A (Applied Statistics, Applied Psychology), GRAD DIP (Teaching)
N. ORELOWITZ	M.Teach, B.A
M. PALUCH	B.A, B.ED
B. POON	B.SC, DIP ED, DIP COMP STUDIES
A.RAPKE	B.SC (PE) B. ED
Y. SCHNEIER	B.BIOMED SC, DIP ED, M.ED
E. SLAWINSKI	B. Teach, B.A.
B. TENENBAUM	B.A, GRAD DIP ED, M.ED
RABBI Y. SUFRIN	RABINICAL ORDINATION
S.WARREN	B.A., GRAD DIP (Education), Cert IV in Training & Assessment
E. WILHELM	B.A.