



YESHIVAH COLLEGE SECONDARY HANDBOOK 2018

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ישיבת אהלי יוסף יצחק ליובאוויטש
YESHIVA COLLEGE
תחת נשיאות כ"ק אדמו"ר מליובאוויטש

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 educate 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 Mitzvot.

In 1941, the Frierdiker Rebbe (previous Lubavitcher Rebbe – Rabbi Yoseph Yitzchak Schneerson) established the Beth Rivkah school system to educate women, the stalwarts of the future Jewish homes and community. These schools were led by the Rebbe, Rabbi Menachem Mendel Schneerson. In 1956, Beth Rivkah Ladies College was established to educate the future generations of young Jewish women in Melbourne.

Today we have the great merit to follow in Rabbi Yehoshua ben Gamala's footsteps, and to continue the legacy commenced by the Frierdiker Rebbe. Today we are proud to provide your children with educational opportunities parallel to none. Hashem entrusted you with the upbringing of these precious Neshamot and we thank you for entrusting them to us. We commit to provide them with an environment in which:

- Menschlichkeit becomes second nature
- Powerful Jewish identity is imbued with Chassidic values and joy in serving Hashem
- Love of learning and the skills of lifelong learning are at the core of all we do
- They are nurtured, loved and cared for, to foster 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

INTRODUCTION TO THE SECONDARY SCHOOL

Mission Statement

The mission of Yeshivah College is to offer a holistic and outstanding education catering to every aspect of our community's needs and providing excellence in both Jewish and General Studies.

Leadership Team



Rabbi Yehoshua Smukler
Principal



Mrs Juliette Rosen
Head of Teaching &
Learning & Co-VCE Year
Level Co-ordinator



Rabbi Leivi Morozow
Head of Jewish Studies
Head of Mesivtah



Rabbi Chaim Dovid Wilhelm
Student Well Being
Co-ordinator & Co-VCE Year
Level Co-ordinator



Ms Vasavi Reddi
Year 10 Level Co-ordinator



Rabbi Osher Broh
Year 9 Level Co-ordinator



Miss Katrina Kupsch
Co-Year 8 Level Co-ordinator



Rabbi Sholem Blesofsky
Informal Education
Co-ordinator &
Co-Year 8 Level Co-ordinator



**Mrs Christine
Cochrane-Davis**
Year 7 Level Co-ordinator



Mrs Lanie Goldberger
Personal Assistant
to the Principal



Ms Linda Polonsky
Personal Assistant to the
Senior Management Team



Mrs Simone Belnick
Personal Assistant to the
Senior Management Team

A Framework for Effective Learning

In order for our students to be effective learners they need to be able to master core skills and key knowledge, develop deep understanding of concepts and ideas and acquire habits of life-long learning and inquiry. We see effective learning requiring four key elements:

- effective learner behaviours, fostered by:
- effective teacher strategies and:
- effective design for learning, all supported by:
- an effective learning environment.

Philosophy

Entry into a Secondary school includes the “adolescent years” of student development and then preparation for future learning and vocation pathways in the upper secondary. It is during these years that there is significant physical, emotional and intellectual development. It is appropriate to see these years as a period of “transition” during which students pass from being “children” to being “young adults”. The philosophy of the School reflects the need for adolescents to feel they are individuals; to be treated as such by staff, students and all members of the school community.

Year Level Co-ordinators

The role of all Year Level Co-ordinators and Teachers within the Secondary School is to encourage students to develop skills essential for their future lives and to foster the development of their special interests and talents in Jewish and General Studies. The development of a school structure that enables the welfare of students to be linked to their physical and emotional development is essential for engagement and personal success. To provide individualised care the Secondary School is structured into year levels, each with a dedicated Year Level Co-ordinator.

Pastoral Care

The pastoral care of students is best achieved by fostering clearly defined expectations of student behaviour and achievement. This can be achieved by utilising the pre-existing culture of the School and the talents of the team of Secondary School teachers. Students should be given the opportunity to achieve in both academic and co-curricular activities with an emphasis on personal excellence. It is important that students feel that they can make valued contributions to their class and to their school.

Discipline

Discipline is fundamentally linked with student welfare. It is essential that students in the Secondary School realise and accept the consequences of their actions. Maintaining effective communication between students, Teachers, Year Level Co-ordinators, the Co-ordinator of Student Welfare, Parents and Counsellors, Heads of Teaching & Learning, Jewish and General Studies and the Principal will allow us to support and monitor the progress of all students. Any disciplinary action will reflect the severity of the incident and will be implemented in an appropriate manner to ensure that it is a learning experience for the student.

Bullying & Harassment

A fundamental aim of Yeshivah College is to provide students with a safe and comfortable environment. Harassment and bullying are not tolerated under any circumstances at school. If students feel they are being harassed or bullied they should speak to a teacher or a parent as soon as possible. The teacher will consult with the Year Level Co-ordinator who will follow the procedures set out in the Bullying Policy. All students will review the Policy early in the year.

Students should have an understanding of their responsibilities in creating an environment that is conducive to an excellent educational experience. The environment in the Secondary School should be nurturing, encouraging and harassment free to support each student's pursuit of personal excellence. Harassment, racism, and disruption of learning environments are totally unacceptable and all staff have a responsibility to deal with any incident immediately. Students should be familiar with the school policy on harassment and be aware of the likely responses to any such incidents.

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.

Curriculum Development

The development of curriculum within the Secondary School, led by the Head of Teaching & Learning and the Head of Jewish Studies. It is based on the understanding that all individuals have distinct learning styles that influence their ability to learn, process, practise and retain new and different information. Individual learning is achieved by a combination of the student's own self-assessment in combination with a diverse range of differentiated assessment by their teachers and peers.

Learning Behaviours

The development of student learning skills goes beyond subject disciplines. Our goal is to extend each student's ability to utilise a variety of approaches in his thinking, and to expand his communication and leadership skills. He should also be able to operate in 'strategy teams' which have the capacity to produce complex presentations and learning. Several educational researchers have described how these learning behaviours should be accommodated in school curriculum development. For example, Howard Gardner uses the analogy of the "Five Minds of the Future" and Arthur Costa uses the "Habits of the Mind". These and other learning models are generally based on the premise that effective 'action' depends on following certain patterns of behaviour that are developed through previous 'learning experience'.

Yeshivah College is working to develop a policy framework drawn from current educational research. This framework will be based on the belief that effective learning requires: diverse and engaging Teacher Strategies, an effective Learning Environment, Learning Behaviours, and Design for Learning. The design and implementation of our entire Secondary School program should be to maximise the opportunity for student engagement and development.

INFORMATION FOR STUDENTS AND PARENTS

Assemblies

Class Assemblies led by Level Co-ordinators and Secondary (Whole) School Assemblies alternate fortnightly.

Assessment and Reporting

Full formal assessments highlighting student progress are written at the end of each semester. At the end of Term 1 and Term 3 interim/progress reports will be available via the Parent Portal; these are a guide to progress during the semester. In both cases we encourage parents to discuss the comments and grades with their sons and to help them set some goals for the remainder of the semester or year. If the need arises parents will be contacted and an interview arranged. Parents are encouraged to make contact with their child's Year Level Co-ordinator or subject teachers if they have any queries or concerns arising from the report. Reports are very comprehensive documents and it is important for students to use these reports as the basis of goal setting for academic improvement.

Assessment/ Grade Boundaries

Semester report grades in Years 7 to 10 are awarded according to the following standards. Students are assessed on their performance against the objectives and assessment criteria set out for their subject and year level.

A+	90 – 100%
A	80 – 89%
B+	75 – 79%
B	70 – 74%
C+	65 – 69%
C	60 – 64%
D+	55 – 59%
D	50 – 54%
E	48 – 49%
UG	<48%

UG (Ungraded) is recorded where students have failed to submit an assessment task or where the response fails to meet any of the assessment criteria.

NA (Not Assessed) is recorded where a student has been unable to complete a task due to absence, illness or other approved reason.

Satisfactory Completion

In addition to letter grades indicating their level of achievement, students receive a statement of whether they have satisfactorily completed the requirements of a subject (S) or not (N).

'Satisfactorily completed' means that the student has:

- completed all the work requirements of a course to an acceptable standard and
- attained at least the minimum standard which will allow him to undertake the following year's study. In general, this means attaining a grade of D/50% or above.

A student who achieves an overall grade of D/D+ or better, but who has not completed all the work requirements of a subject will not be awarded an S. A student who has not achieved a D average on his assessment tasks but who, through re-submitted work or work completed after an assessment deadline, can demonstrate satisfactory completion, will be awarded an S.

Should your son receive an N for a subject, the teacher will explain the reason in the comment for that subject and would have contacted you prior to the report.

Non-Completion of Work

Yeshivah has implemented a 'non-completion of work' policy in the Secondary School which intends to give students a clear understanding of the consequences of not submitting work without due reason and to keep parents informed on progress. In summary, when work is not submitted on the due date, the task will be assigned a grade of zero; the student will then have one week to submit the task. The work will be assessed as normal but will be limited to a maximum grade of 50%. Work not submitted within the week will then be recorded as zero. Parents will be informed via an email/letter of the overdue work. Failure to complete work requirements could result in overall unsatisfactory subject grade achievement in the Semester Report and possible promotion consequences. Students who receive a Non-Completion of Work notice will be required to attend a School Academic Tutorial.

The requirements for submission of VCE student tasks (School Assessed Coursework), is prescribed by VCAA and specific Yeshivah policies will be distributed to students and families.

Attendance

Student attendance is monitored by a school network database system.

Absence	If a student is to be absent on a particular day, parents/guardians are asked to contact the Secondary Office by 9.00am via the *My School app, email or by phone. Parents will be contacted if a student has not arrived at school by 9.15am.
Lateness	If a student is to be late to school, parents/guardians are asked provide him with a signed note of explanation which he must present at the Secondary Office upon arrival at school, or to notify the school via the *My School app, email or by phone. Parents will be contacted by phone if a student has not arrived by 9.15am.
Early Departure	Students who need to leave school early must present a note of explanation signed by a parent/guardian and <u>detailing departure and return times</u> , to the Secondary Office, or notify the school via the *My School app, email or by phone. At the appointed time the student is to sign out at the Secondary Office. Parents are encouraged to avoid making appointments during school time.
Absence	Students returning to school after an absence of one or more days, must produce a note of explanation detailing the reason for the absence and signed by a parent/guardian, or parents can notify the school via the *My School app, email or by phone.
Extended Absence	Parents are required to submit a written request to the Principal regarding an extended student absence. Note that in order to ensure the continuity of student learning, it is not desirable for extended holidays or travel to be taken during term time.

We request that parents refrain from contacting their sons on their mobile phones during school time as students are not permitted to use their mobile phones whilst at school. Please contact the Secondary School Office if you wish to convey a message to your son.

Similarly, students are not permitted to contact parents directly via mobile phones during school hours. Students wishing to contact parents for any reason, should see the Secondary School Office staff.

*To connect to the *My School App, please contact ys@ybr.vic.edu.au*

To contact Yeshivah College Secondary School by email: ys@ybr.vic.edu.au

To contact Yeshivah College Secondary School by telephone (direct): 9522.8223

Code of Behaviour

Students are expected to behave in a thoughtful and respectful manner at all times. The Secondary School is based on a notion that good character development relies on honesty, respect, affirmation of personal and community success, pride and acceptance of personal responsibility. Every student within Yeshivah College has the right to feel safe at school and be able to discover his own individuality and strengths.

Computer Use and Information & Communications Technology (ICT)

The use of a computer both at school and home gives students the advantage of being able to access huge amounts of information and resources so that their work and daily organisation becomes efficient. By focusing on ICT learning opportunities they can aim to produce the best possible standard of work tasks. Students should regularly back up their work when using a computer so as to avoid the frustration and possible impact on assessment grades if their computer breaks down.

An emerging social issue is the safety and appropriate use of all levels of technology, including the internet, instant messaging, blogs, MySpace, Facebook and complex mobile phones. Yeshivah is constantly upgrading and implementing the ICT Appropriate Use Policy and Cybersafety Program that will further support our Responsible Use policy. Parents should contact the school if they have any queries or concerns on how best to maximise ICT learning opportunities within a safe cyber environment and practices.

Core Subject Selection

In the Secondary School students study a core group of subjects in Jewish and General Studies. The selection of optional studies to enhance their Jewish Studies or General Studies varies at each Year Level. More specific details will be published midyear for consideration and selection. A goal of Yeshivah College is the holistic education of all students and it is an expectation that all students will commit themselves in all aspects of their program.

Homework

In the Secondary School, students undertake a homework program to help them develop good study habits and organisation routines. It usually complements class work and can be presented in various forms such as: projects, models, essays, opinions, debate preparations, investigations, surveys, reviews and reading. Often students will need to revise their unit of work in preparation for tests or quizzes or simply complete unfinished class work at home.

Year Level Co-ordinators can assist in the development of a study plan and parents are encouraged to be involved by questioning their son about the week's requirements and occasionally reviewing what has been completed. There is no definitive answer as to how much is ideal but a rough guide is Year 7, 40-60 minutes each week night and Year 8 up to 75 minutes per week night, Year 9 & 10 up to 90 minutes. If the student is well organised there should not be any need to spend time on weekends with extra work. Some students take longer to complete the required work, particularly if they procrastinate and are slow to get started. Others spend far too much time decorating and being perfectionists. We ask that parents keep an eye out for sensible amounts with reasonable quality and suggest that distractions be kept to a minimum. If you feel your son is not handling his homework load, please contact his subject teacher or their Year Level Co-ordinator.

Most students find a desk with good lighting or a quiet environment is preferred; however the dining room or family room can be equally successful and enable parents to keep a check on homework progress. Inappropriate computer use can be a distraction and hindrance to progress in the Secondary School. Safe computer use can also be more effectively monitored in the family room.

In Year 7 students will be issued with a homework timetable to help them establish organised work habits but as they progress through the Secondary School they are given increasing independence to develop their own routines and achieve what is expected. Homework should be recorded on a daily basis. Parents are encouraged to regularly check on tasks and take an interest in the work being completed. If there are circumstances preventing a student from completing homework, a signed note explaining such circumstances will avoid a homework detention.

Homework Advice to Students:

- Record all set tasks together with due dates.
- Review your homework before leaving school to ensure you have correct equipment/books to complete tasks.
- Establish a regular routine and time to do your homework.
- Complete any unfinished class work that night to ensure that it is not forgotten and that you do not become further behind.
- Ensure that distractions are kept to a minimum, including avoidance of television, music, mobile phones and especially computer distractions.
- Attempt the more difficult tasks first.
- Organise appropriate time portions to each task and don't leave things to the last minute.
- Plan your study and homework time in advance. If you have a test or a deadline approaching, write down what you are going to do each night and stick to it.
- Be sure to plan around things such as sport training or family commitments to make sure that your plans are realistic.
- Re-check your homework to make sure everything has been completed.
- Don't spend too much time on the one task. If you are having difficulty with anything consult your subject teacher before the task is due.
- Read over your notes and write summaries before a test is imminent.
- Pack your school bag the night before so that everything is ready for the next day.
- Talk to your parents about what you have to achieve. Sometimes just explaining to parents helps you to remember and work out problems.
- Keep reading your English novels and other appropriate reading material when you have spare time.
- Ensure that you catch up on any work missed through absences. It is your responsibility to talk to your teachers about what you missed and what you need to do to catch up.
- Above all talk to Year Level Co-ordinator if you need assistance with anything.

Lockers

Every student in the Secondary School is allocated a locker. It is the student's responsibility to maintain his locker for the entire year. At no stage is graffiti to be written on the locker and students will incur a maintenance fee if the locker is wilfully damaged. All valuable items are to be locked inside the locker. There is sufficient space inside if the student is organised and neat. Padlocks are handed back to the School Administrator at the end of each year and lockers will be randomly inspected throughout the year by staff.

Secondary School students are not permitted to access lockers between lessons to collect/drop off books. Students should carry the books required for all periods prior to the next formal break. For example, at the beginning of Morning Recess they are to return their Period 1-3 books to their locker. They are to then collect their Period 4-6 books at the end of recess and return to the classroom.

Physical Education and Art are the only exceptions.

"Man Alive" Community Outreach Program

"I can, I will, I do, I am, I volunteer"

The "Man Alive" program focuses on community-based activities to help our students develop into community-minded, responsible citizens, and enhances the development of each teenager by allowing his individual personality to shine via community involvement.

Secondary School students are encouraged to sign up for this program. Registration forms are available from the Yeshiva Secondary Office or from Rabbi B Serebryanski.

"Man Up" Bar Mitzvah Program

Understanding the value of one's contribution to Judaism when entering 'manhood' is just one of the areas of study to be considered when preparing for a Barmitzvah. There are many and varied life-skills that are required for the long term development and success of the individual. Barmitzvah boys must learn the significance of this milestone, along with the associated responsibilities and how to apply these to their own lives.

We have introduced a program with a clear curriculum that will assist and advance the students' understanding and knowledge of being a 'man'.

Mitzvos

- To understand the inner formula of the making, writing, content and purpose of Tefillin
- To guide the students in their growth and awareness in Torah and Mitzvos

Tefillah

- To gain a better comprehension of Tefillah
- To develop a deeper connection to Hashem
- To encourage the students in their personal and community involvement.

In addition, after-school trips are organised, and dinner is provided at the conclusion of each program. All equipment is provided.

All of our students study for their Bar Mitzvah. They all prepare the reading of the Torah or their pilpul, speech, ma'amar and anticipate the day with great excitement. Our goal is to provide a worthwhile program to help guide the students through this journey into manhood.

Mivtzoim

Students of Year 9 visit members of the Jewish community to help them connect with their Jewish heritage. Pairs of students, often with an older boy acting as a mentor, participate in Mivtzoim. The Mivtzoim program develops a sense of responsibility and Ahavas Yisroel in our students. This is generally held on Friday afternoons.

Outdoor Education Program

Every second year, students will participate in an Outdoor Education Camp that will enable them to gain an appreciation of the outdoors, to become more aware of how to care for natural environments, to participate in a range of recreational activities, to look after themselves in an unfamiliar environment and understand how the natural environment can influence their experience at camp, and how to take measures to deal with those factors. These camps help to foster collegiality and social skills, and allow students and teachers to interact in an informal setting.

Parent/ Teacher Interviews

These are held bi-annually, usually in March and August. Students are encouraged to accompany their parents to these interviews.

Sport

All students attend regular sport lessons in a range of sports. Students are encouraged to participate in inter-House sporting activities, and to represent the school in inter-School competitions. These sports are scheduled throughout the year and are co-ordinated by the Sport Teacher/s. Students are responsible for catching up on any work missed when these events occur during class time.

Student Leadership

Within the Secondary School there are several opportunities for students to develop leadership skills. Class Captains are encouraged to promote and develop three major areas of leadership: Jewish Life, House & Sport, or Chesed Tzedokoh & Community. All students are encouraged to develop their leadership skills in our pastoral program.

Transition & Promotion

The range of curricular and extra-curricular activities at Yeshivah College should assist individual knowledge and skill development for successful transitions into and through the Secondary School. A particular focus of our program is the assistance of Year 7 students during the transition from a Primary School environment. Prior to beginning the year, a range of activities and opportunities exist for students to develop a better understanding of the School and to meet other students.

At the end of each year there is a comprehensive student handover meeting between the current and following year's Year Level Co-ordinators and teachers. This ensures that the new Year Level Co-ordinators will have better knowledge of the learning, behavioural and other individual strengths and concerns of students.

Students who complete a satisfactory academic, co-curricular program, participate in school activities, and demonstrate good studentship during the year will be eligible for automatic promotion.

Uniform

All students are expected to wear the school uniform correctly and with pride. A full listing of uniform requirements is available on the school website and particular school expectations have been summarised in the "start of year" letter to parents.

Within the Secondary School an incremental uniform detention system will be used within each term. The repeated incorrect wearing of uniform can result in a lunchtime Detention, After School Detention or an interview with parents.

The Secondary School has adopted a Sunsmart policy that requires all students to wear a hat during Terms 1 & 4.

Haircuts should be neat and respectable, and in keeping with the school ethos and Halacha. At the discretion of the school, students whose hair is considered too long, will be asked to get a haircut.

STUDENT SERVICES

School First Aid

The physical, social and emotional welfare of our students are as important as academic progress; hence our support of students during injury and illness is a vital role in the everyday life of students. If parents have concerns and information that the school needs to be aware of, we ask that you contact the relevant department to discuss as early as possible.

If a student becomes ill or injured during the day, he should report to the Secondary Office for assessment and treatment. If the School considers that the student is ill enough to go home a parent/guardian will be contacted to arrange for the student to be picked up from school. Students should not contact parents directly.

The School also assists in arranging periodic immunisations that are made available by the local Shire Council and State Health authorities.

School Psychologist

Students may request to see the Psychologist or be referred by a parent or staff member. Parental permission must be obtained prior to scheduling an appointment time.

The Psychologist is available to help students with personal problems, social difficulties, organisational concerns, or to assist in developing specific study techniques. It is important for parents to recognise that this service is limited and there may be a need for referral to an outside specialist.

Education Support Services (P-12)

The Education Support Team aims to create a nurturing, enjoyable, motivating and appropriate learning environment for the full range of diversity among students at Yeshivah College. Students are provided with school-wide enrichment opportunities within their classrooms to discover and develop their special abilities. The team works on establishing partnerships with all school professionals, therapists and parents whose contributions are valued and respected when gathering information to develop individual educational plans for students with special learning needs or special abilities.

Our student support service includes: Assessment of the student's academic achievement and recommendation of strategies/resources on learning difficulties, organisational/study skills and behavioural problems; Support within our capabilities for students who have Literacy and/or Numeracy based challenges, or difficulties with social, organisational and study skills; Collaborating with parents and a multi-disciplinary team of professionals to assist where there are concerns about a student's learning and addressing Special Education and Inclusion, Early Intervention, Collaboration among participants in the Transition process, English as a Second Language; Providing Intervention, enrichment or remediation primarily to increase the student's self-esteem and success at school. The development of an enrichment program is made through a differentiated curriculum in the classroom using models such as Gardner's Multiple Intelligence and Bloom's Taxonomy so as to cover curriculum in greater depth and breadth, providing a challenge through the use of higher order thinking skills and looking at issues in a more integrated manner and encouraging students to create conceptual links across disciplines, advances language skills, strength in abstract reasoning.

Student Welfare

Our Pastoral Care program aims to support and help develop individual students to their full potential. The program is implemented by Year Level Co-ordinators and supported by special activities, for example, invited guest speakers. Students will have fortnightly class meetings to explore pastoral issues; however, the Year Level Co-ordinator takes on a pastoral role at all times with his/her students. Any problems or concerns should be addressed to the Year Level Co-ordinator as the first point of contact.