

YESHIVAH COLLEGE 2021

SCHOOL PERFORMANCE REPORT



PERFORMANCE INFORMATION REPORT 2021

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

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

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

Vision

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

Our Values

Yeshivah – Beth Rivkah students will be inspired with:

Ahavas Yisroel: to

- Love and have concern for others
- Give to others

Pride in being Jewish: to

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

Respect: to

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

Striving for excellence: to

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

Empowerment: to

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

Our Mission

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

1. PROFESSIONAL ENGAGEMENT

STAFF ATTENDANCE

In 2021, Yeshivah – Beth Rivkah Colleges (YBR) have been privileged to have a staff committed to the development of all aspects of school life.

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

Teaching staff at YBR had an absenteeism rate in 2021 that was 2% *.

*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/Personal Leave where replacement teachers took over all of the relevant classes.

STAFF RETENTION

From 2020 to 2021, YBR had a staff turnover for all staff including teaching, administration, and support staff across the whole School equivalent to 11.70%.

* 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.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

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

PROFESSIONAL DEVELOPMENT:

YESHIVAH PRIMARY	YESHIVAH SECONDARY
<p>JEWISH STUDIES</p> <ul style="list-style-type: none"> • Jewish studies teachers engaged in sharing pedagogical ideas in staff meetings. • Variety of staff members attended various PD sessions including a session • Developing good behaviour in students / Using the Tzivos Hashem program 	<p>JEWISH STUDIES</p> <ul style="list-style-type: none"> • Using MyEd to facilitate learning • Regular Gemara Faculty meetings • Gemara Teacher Training • Regular Chumash Faculty meetings • Professional Development- Bloom's Taxonomy and Teaching Gemara • Professional Development - Cognitive Load Theory
<p>GENERAL STUDIES</p> <ul style="list-style-type: none"> • General Studies meetings were used as a professional discussion forums for a range of behavioural and pedagogical matters • Variety of staff members attended various Professional Development sessions Structured Word Inquiry by Fiona Hamilton of Word Torque • 1st AID 	<p>GENERAL STUDIES</p> <ul style="list-style-type: none"> • VCE Mathematics Conference at Melbourne University • MAVS: VCE Further Maths • VCE Assessment for Business Subjects (Legal Studies, Business Management and Economics) • Professional Development: Strategies and ideas to engage and develop junior English • VCE Assessment for Accounting • Professional Development: MAV Maths • Chemistry Conference, Meet the Examiners and Development of Chemistry SACS for Unit 3 and 4
<p>ALL STAFF</p> <ul style="list-style-type: none"> • Anaphylaxis Review • Series on Social Thinking • 16 week training on collaborative problem solving (CPS) • Child Protection & Child Safety Review • Lockdown / Evacuation Protocol • Behaviour management • Implementing Well Being Framework run by PIC 	<p>ALL STAFF</p> <ul style="list-style-type: none"> • Professional Development – Behaviour Management • Professional Development – Taking Ownership of Technology • Professional Development – Authentic Engagement • CPR training • Training Session Uploading LE Documents in SEQTA • Protecting Children- Mandatory Reporting and other Obligations • Anaphylaxis Management • Microsoft Teams training – various courses
<p>EDUCATION SUPPORT</p> <ul style="list-style-type: none"> • SEQTA Training which included one on one training if needed 	<p>EDUCATION SUPPORT: TEACHER</p> <ul style="list-style-type: none"> • Network meetings with Len Hain • LE Review and Moderation Sessions • Regular Staff Sessions
	<p>SHLUCHIM and EDUCATION SUPPORT: AIDES</p> <ul style="list-style-type: none"> • School Aides attended the JCAS Aide Training Day at the start of the year • Student Welfare Professional Development Session • Two day on-boarding process to familiarise Shluchim with policies, procedures and the like • Shluchim attended the weekend long Shluchim Conference via zoom

2. KEY STUDENT OUTCOMES

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

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

STUDENT ATTENDANCE

The total student enrolment figures in 2021 were 413 students in Years Foundation to 12 at Yeshivah. In 2021, students in the Primary and Secondary schools averaged approximately 93.76% 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. After having NAPLAN cancelled in 2020 students were able to sit for the NAPLAN Assessments in August. Please see below our 2021 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.

2021 NAPLAN RESULTS

2021

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	83	85	67	83	83
Year 5	88	85	93	90	88
Year 7	100	96	96	96	100
Year 9	100	96	100	100	100

COMPARISON OF STUDENT RESULTS ABOVE NATIONAL BENCHMARKS FROM 2019 AND 2018

2019

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

2018

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

SENIOR SECONDARY OUTCOMES

VCE RESULTS 2021

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

Highlights of the 2021 VCE results include:

- 40% of ATARS above 90
- Dux ATAR 99.15
- Median ATAR 84.30
- Median Study Score 36

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

COMPARISON OF VCE RESULTS FOR 2019 - 2021

COMPARISON OF VCE RESULTS	VCE 2019	VCE 2020	VCE 2021
Dux ATAR	99.50	98.15	99.15
Median ENTER/ATAR score	94.25	82.35	84.3
Median study score	36	33.5	36

POST - SCHOOL DESTINATIONS:

- 70% received 1st preferences
- 100% received an offer

COMMERCE/BUSINESS/ACCOUNTING	7
ENGINEERING	3
SCIENCE/BIOMEDICAL SCIENCE	4
DESIGN/ARCHITECTURE/MEDIA	2

VCAL / VET

In 2021 Yeshivah College had:

- 34 students doing VET/VCAL in Applied Rabbinics
- 10 students doing VET Hospitality Cert II
- 31 students doing VET Business Cert II

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



3. VALUE ADDED

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

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

STUDENT LEADERSHIP

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

The Student Leadership Program is very successful and boys look forward to participating each year. The Year 6 students attended an all-day Leadership Conference where they focused on their own strengths, how they see themselves as a school leader and a role model. Students had the opportunity to analyse Jewish leaders and their successes. The finale of the day is students breaking into their leadership groups and planning leadership activities for 2021. The leadership team is totally inclusive – at Yeshivah Primary, there are 2 School Captains, 2 Vice Captains and committees including Sport, Environment, Jewish Life, Technology, Wellbeing and Tzedoko. The Year 6 students are encouraged to be a good role model, show school pride, be an effective leader and lead school assemblies. Throughout the year, the Year 6 leaders ran various fundraisers and school inclusion activities for the primary years such as Hot Dog Days, sporting competitions and well-being activities. In addition to the Year 6 Leadership Program, Yeshivah is proud to run an SRC (student representative council) which meets fortnightly to discuss issues relevant to school improvement.

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

STUDENT WELFARE AND DEVELOPMENT

An essential part of our school philosophy is to care for each individual student by being receptive to his needs, thus enabling him to thrive and reach his potential. Both our Primary and Secondary student well-being coordinators work meticulously with the school psychologists, education support team, teachers and parents. They also form part of the whole school welfare committee ensuring the wellbeing of not only the individual students but the family as a whole.

Yeshivah is proud to be a partner school in the Social Thinking Program. The program is designed to support children of all ages in Emotional Literacy, Personal Strengths, Positive Coping Strategies, Problem Solving, Stress Management and Help Seeking. The program is designed for all students from Foundation through to Year 6.

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

In 2020 a “Sensory Hub” space at Yeshivah Primary was created. With additional fundraisers throughout 2021 the school has been able to continue to add various resources to enhance and add value to the sensory hub.

EDUCATIONAL SUPPORT

Yeshivah College provides ongoing educational supports to all students through the collaboration of educators, parents, and external professionals. Support systems include a multi-disciplinary approach across Education Support and Inclusion, Early Intervention and Enrichment and Extension. Additional funding provided through the NCCD and JCAS (Jewish Children’s Aid Society) has allowed us to expand our support systems and educational aids, who provide support within the classroom and through individual tutoring sessions when necessary. The MSL Sounds Write 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.

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

ORIENTATION

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

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

INCURSIONS, EXCURSIONS AND SPECIAL ASSEMBLIES OR PRESENTATIONS (Yeshivah Primary)

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
- Year 6 Graduation
- Courage to Care
- Shrine of Remembrance
- Sovereign Hill

ADDITIONAL PROGRAMS (Yeshivah Primary)

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
- 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
- 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

EXTRA AND CO-CURRICULAR

Yeshivah students are given the opportunity to participate in a number of extra and co-curricular activities to support their formal and informal learning. Interschool sport competitions continue to be a popular activity with the students as does the bridge building competition. In addition, our music ensembles have grown in numbers and students regularly perform at school assemblies, soirees and externally at Aged Care Facilities. Unfortunately, due to lockdowns in 2021, not all these activities went ahead as planned.

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

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

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

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

- Alumni versus students sport competitions
- A Talent Quest competition
- Shushan Feast and Purim Spiel
- School wide quizzes
- School sport leagues
- School and Class Captains Induction and Lunch
- Fund raisers: Funny dress Day, Hot Dog days
- Davening focus campaign
- Rosh Chodesh Kislev BBQ
- MBP campaigns – included special lunch, hot dogs, pizza
- School Houses sports competition lunchtime – volleyball and futsal
- Year 7-9 Students – Presentation by Victoria Police regarding cyber safety and cyber bullying

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

- ANZAC DAY Assembly and Commemoration
- 28 Nissan Assembly – urgency of Moshiach
- Pre Shavuot Assembly
- Assembly for Yom Hazikaron
- Rosh Chodesh Av Assembly – Rabbi Gordon
- Holocaust Memorial – Erev Tisha B'Av
- Tu B'Av assembly – Guest Speaker – Mr Yudi New Melbourne Jewish Charity Fund
- Student presentations for Gimel Tammuz
- Presentations on Hilchos Bais Hebchiroh – Bais Hamikdosh
- Campaign for the last 12 days of Elul as a lead up for Rosh Hashonoh – students submit a survey describing the significance of each day
- Chai Elul assembly

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

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

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

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

Year Long/ Long term:

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

RESOURCES

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

YESHIVAH BETH RIVKAH PARENTS ASSOCIATION (YBRPA)

Unfortunately, many of the YBRPA's annual events such as the welcome back BBQ were not able to go ahead in 2021 due to Covid restrictions and lockdowns. Other fundraising initiatives such as the sale of Purim Cards continued in 2021 and the YBRPA managed to initiate a new successful Mother's Day fundraiser. As always, every dollar that is raised goes directly back into the school for specific projects.

We look forward to a much more successful year in 2022. Thank you to all the very dedicated parents who volunteer their time and effort to ensuring that every initiative is a success. We hope to continue 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)

In 2021 the WIFI system was upgraded, with more access points being added allowing multiple devices to connect to the same access point and be used simultaneously. YBR also upgraded the internet to allow for more bandwidth which enabled increased internet upload and download speed. IT continued to train staff with using and implementing our new database, Synergetic, using it together with SEQTA- our software which provides parents with an overview of their child's learning and is a platform for communication between parents and teachers. Each year our 365 Office Portal and Adobe is updated to ensure maximum productivity and efficiency for staff.

CHILD SAFETY

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

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

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

During 2021 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.

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.

EMPLOYEE FEEDBACK

The year was categorised by alternating periods of time in and away from the physical School environment, and a need for our teachers and support staff to move quickly between in person and online learning models. Whilst this placed a lot of pressure on the entire School and Preschools team, a remarkable effort was made by all to ensure students and children were supported and learning was continuous.

Formal and informal feedback loops remained critical to ensuring employee needs and feedback were being addressed during this challenging year. During the periods of both online and in person learning throughout the year, regular meetings (in their most appropriate format) were held which provided avenues for teachers, leadership and support teams to provide feedback and make suggestions for continuous improvement.

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 2021. Vaccination mandates, new opportunities closer to home, and reassessment of personal circumstances given the ongoing COVID-19 pandemic, were all reasons frequently cited within this data.

PARENT FEEDBACK

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

DEPARTUE OF DR. WARONKER AND APPOINTMENT OF RABBI ELISHA GREENBAUM

Unfortunately our newly recruited school principal was unable to return to Australia in February and resume his position of principal of Yeshivah- Beth Rivkah Colleges. The Board quickly and swiftly moved to reinstate Mrs Barbara Belfer our Head of Yeshivah – Beth Rivkah Pre-schools as the interim principal. In July 2021 the Board announced that Rabbi Elisha Greenbaum had been appointed as the new school principal and would begin his role in October 2021.

In 2019 / 5779 Rabbi Greenbaum acted as Joint Interim Principal with Mrs Barbara Belfer. His time in Yeshivah – Beth Rivkah was widely considered a great success and he became known for the devotion he exhibited towards the smooth running and ongoing success of Yeshivah-Beth Rivkah, as well as the speed with which he mastered all facets of the Schools' operations. Rabbi Greenbaum built strong relationships and gained the respect of those who worked with him and, together with Mrs. Belfer, made a number of valuable staff appointments and introduced many positive developments.

Rabbi Greenbaum has led the Moorabbin Hebrew Congregation for the past 21 years and is co-director of L'Chaim Chabad- Kingston. In these roles he has been instrumental in guiding many families to seek out a Jewish education for their children and introduced many families to the school community. He is a community Mohel, a renowned orator, a widely published author and a skilled counsellor. He is widely respected in his ability to connect with people, a skill that he has utilised in a variety of public roles supporting the broader community. Rabbi Greenbaum is a graduate of Yeshivah College and he and his wife, Leah, are educating their children in our Schools. As a graduate and a parent, he is sensitive to the hopes, the values and the outcomes that we wish for our students. As someone who is passionate about education, who sets high standards and is committed to Chabad chassidus and the Rebbe's vision for our schools, we are confident that Rabbi Greenbaum's leadership will see the Schools continue to excel in providing a meaningful, relevant and outstanding Jewish and General education to all our students.

BOARD OF MANAGEMENT

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

MYSCHOOLS WEBLINK:

<https://www.myschool.edu.au/school/46215/profile/2021>

5. FINANCIAL PERFORMANCE

The summarised operating results for the 2021 year are presented below.

Yeshivah-Beth Rivkah Colleges Recurrent Income Sources as a percentage of total income 2021

INCOME

School Fees	20.59%
Donations and Fundraising	6.10%
Government Funding	69.05%
Other Income	4.26%

Yeshivah-Beth Rivkah Colleges Recurrent expense sources as a percentage of total expenses 2021

EXPENSES

Salaries and Staff Related	59.77%
Depreciation	6.09%
Finance Costs	0.20%
Administrative and Operating Expenses	30.16%
Teaching and Curriculum	3.78%

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 2021.

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 2021, Yeshivah College was the recipient of the following Grants which facilitated professional learning:

Program
In Schools \$125,674
Special Education \$11,880
Developing Resiliency \$2,575
Financial Assistance Model - Students with disabilities \$493,546
CSEF Funding \$53,600

During the course of 2021, \$63,706.34 was spent on the provision of professional learning opportunities for our staff across Yeshivah-Beth Rivkah Colleges.

APPENDIX A

STAFF QUALIFICATIONS

Yeshivah Primary School Teaching and Non-Teaching Staff Qualifications 2021

Name	Qualification
C. BERELOWITZ	B. Early Childhood and Primary Education, Masters in Special Needs Education
K CHANDRARAJ	Honours in Mathematics, Grad Dip Education (Primary, Grad Certificate Education
RABBI Y. COHEN	Rabbinical Ordination deemed VIT registered
N. GILBERT	Bachelor of Education
S. GLIKSON	B.Ed.
L. GOLDSMITH	Dip. Ed
A. GROSS	Rabbinical Ordination deemed VIT registered
R. HILL	Dip. Primary Teaching. B.Ed.
B. JACOB	B.A. Dip.Teaching
A. KALRA	B.A , Dip.Teaching, Grad Dip in Teaching, Grad Cert in Info Lit, M.Ed, Post Grad Cert
S. LAYTON	B.Ed.
C Lazarus	B.Ed Early Childhood and Primary
S. LAZARUS	Masters of Teaching
L. LEBRANSKY	Dip.Teaching
J Levy	Higher Diploma Ed (Johannesburg)
RABBI M. LOEWENTHAL	Rabbinical Ordination deemed VIT registered
L. LOVEN	Higher Diploma Ed (Johannesburg)
M. MEYER	Bachelor of Education
J.MICHAELS	B.Ed. B.A. Adv.Dip.(Special Ed) M.Ed.(Special Educational Needs)
Rabbi Y. ROSENFELD	Rabbinical Ordination deemed VIT registered
M. SMITH	Masters Teaching
M.TREMIGLIOZZI	B.Ed (Primary), Diploma of Teaching, Grad Dip Information Management
J. VALLINS	Dip.Ed. Grad.Dip
R. WAISMAN	Bachelor of Primary Ed

Yeshivah Secondary Teaching and Non-Teaching Staff Qualifications 2021

Name	Qualification
BATES, J	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
BLESOFKY, S	Rabbinical Ordination deemed VIT registered
BRILLIANT, D	Grad Dip (Ed – secondary) Monash, 2013 Graduate – Royal Military College, Duntroon, 2005 Bachelor of Arts, UNSW, 2004
CHEW, B	Post Grad Dip-Ed Bachelor of Social Sciences Bachelor of Arts
COCHRANE-DAVIS, C	Post Grad Dip Teaching, M.Ed
FEARN, T	Bachelor of Education Secondary
FLENNER, R	B.A. (Hebrew Literature and History), , Ben-Gurion University of the Negev, 2000 Certificate of Secondary School Teaching, in History, Ben-Gurion University of the Negev, 2000 Master of Arts, Hebrew University of Jerusalem, 2006
GILL, H	M.Sc. M.Phil (Physics), B.Ed, Dip.Ed.
GORDON, Y	Rabbinical Ordination deemed VIT registered
GREEN, Y	GradCert in Rabbinical Studies DipPractical Rabbinics Bachelor of Business, Griffith University M.PET, Deakin University
GROSS, A	Rabbinical Ordination deemed VIT registered
GROVER, N	2020, Master of Teaching (Secondary) Deakin University Chemistry, General Science 2009, Masters of Accounting and Financial Management, La Trobe University 2004, Bachelor of Education, Luthra College India, 2002, Master of Chemistry, Major: Chemistry, Minor: Maths, D.M College, India 2000, Bachelors of Science, D.M College India
KALRA, A	BA, Grad Dip Teaching, M Ed.
KUPSCH, K	B.A. B.Ed.
LADD, K	B. EC, M EC, GRAD DIP SEC. ED, CERT IV T&A, CERT III LANG
LIPSKIER, M	Rabbinical Ordination deemed VIT registered Certificate IV in Training and Assessment
PYKE, F	Masters of Secondary Teaching (Humanities & Languages) 2020 B.A., Archeology and Ancient Near Eastern Studies, Hebrew University, 1997
REDDI, V	B.A.(Hons) Higher Dip.Ed
ROSEN, J	B.Ed. M.Ed. Certificate IV in Training and Assessment
SCHNEIDER, K	Grad Diploma in Information Management, Melb Uni, 1991 B.Ed (Secondary), Melbourne College (MCAE) 1985
SEREBRYANSKI, B	Rabbinical Ordination deemed VIT registered
SIMONS, B	B.Ed (Secondary) Charles Sturt University, 2016 Diploma of Language (Classical Hebrew) Univ of Sydney, 2012 Diploma of Talmudic Studies, Yeshivah Gedola Melbourne, 2006 Bachelor of Commerce, Univ of New South Wales, 2009
S. STEINER	Bachelor of Science Education, University of Melbourne Masters of Education, Monash University
STONE, C	Master of Educational Leadership Bachelor of Secondary Education (English & Humanities) Cert IV in Workplace Assessment and Training Cert III in Systematic Theology
RABBI C D WILHELM	Dip Ed (Secondary) M. Ed. Certificate IV in Training and Assessment

