



Beth Rivkah Secondary Handbook 2019

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PRINCIPAL'S WELCOME MESSAGE

Approximately 2100 years ago, Rabbi Yehoshua Ben Gamala discerned the need to alter a fundamental Torah directive. The Torah clearly states "V'shinantam L'vanecha – You shall instruct your children" and "V'limaditem otam et B'neichem – and you shall teach them (Torah and Mitzvot) to your children"; it is a parent's responsibility to 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, BETH RIVKAH LADIES COLLEGE

School Philosophy

Beth Rivkah Ladies College is a Chabad community school affiliated with the world wide Chabad movement. The philosophy of the school is that through knowledge of our religion and heritage, students will flourish as Jewish women, able to deal positively with the challenge of an ever changing world.

Vision

The school provides a first class educational experience for all students. The caring and nurturing environment enhances their strengths and maximises their potential. A comprehensive Jewish and General studies curriculum, supported by extra-curricular activities, prepares our students to deal positively with the challenges of an ever-changing world.

The school strives to develop students who:

- as individuals, are respectful, resourceful, articulate, accomplished and resilient
- as learners, demonstrate intellectual curiosity, versatility and an ability to work independently and collaboratively
- as leaders, are role models, acting with self-assurance, tolerance and initiative and are able to practise and transmit Torah values to future generations
- as members of the community, contribute positively to the Jewish community, Eretz Yisrael and society at large
- as citizens in the community are able to engage in a full range of professions and careers

The school fosters a staff that is committed to excellence, innovative in approach and develops motivation and enjoyment in the learning process. Through the delivery of a comprehensive, supportive and varied education, they model the best disciplines and methodology. Teachers in our school are aware of the fundamental reasons for the school's existence and the part they play in upholding the values espoused in the school philosophy.

The school values its partnership with parents who work collaboratively with the school in promoting their daughters' successful outcomes.

To quote, the Lubavitcher Rebbe, founder of Beth Rivkah Ladies College, Melbourne.

“The aim of Beth Rivkah is to educate Jewish girls “al taharat hakodesh” (devoted to our holy tradition) so that the students should be imbued with the light of Torah and Mitzvot as they are illuminated by Torat Hachassidut (Chassidic Teachings), the learning of which brings them to ma’aseh - fulfilment and observance of Mitzvot.”



Beth Rivkah Secondary Leadership Team

Rabbi Yehoshua Smukler



Principal

Mrs Beruria Tenenbaum



Head of Secondary School

Mrs Chaya Cowen



Head of Learning & Teaching
(Jewish & General Studies)

Mrs Yamit Glasman



Head of Student
Well-Being

Mr Daniel Lowinger



Education Administration

Rabbi Yisroel Sufrin



YBR College Pastoral Rabbi/
Director of Informal Jewish
Education (BRS)

Mrs Bracha Kantor



Coordinator of
Co-curricular Programs

Administration

Mrs Sophie Zeglinas	PA to Head of School & Senior Management Team
Mrs Natalie Snelling	Front Office Administrator

Learning & Teaching

Mrs Chaya Cowen	Head of Learning & Teaching
Mrs Lorryne Brooks-Dowsett	Head of Learning Enhancement / Integration
Mr Daniel Lowinger	VCE Co-ordinator, Careers Advisor & Head of Sciences
Mr Peter Nicholls	VCE Administrator

Year Level Convenors and Student Welfare

To provide individualised care, the Secondary School is structured into year levels, each with a dedicated Year Level Convenor. Our Pastoral Care program aims to support and help develop individual students to their full potential. The program is implemented by the Year Level Convenors and supported by the Head of Student Wellbeing.

The convenors facilitate a one hour Health and Homeroom session once per fortnight in years 7-12.

During this time, convenors implement programs that focus on well-being issues and it is also a chance for the convenors to spend time with the girls in order to develop close relationships that enable discussion and reflection.

Any problems or concerns should be addressed to the Year Level Convenor as the first point of contact.

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 Convenors, Parents and Counsellors, Heads of Learning & Teaching, 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.

Who to Go To

There are many people with whom to discuss well-being or academic concerns. In the first instance the year level convenor should be contacted. If the issue is beyond the scope of the convenor's role, they will consult with the appropriate person

Issue of concern

Contact

In the first instance

Year Level Convenors

- Year 7 – Mrs. Suri Pollak
- Year 8 – Mrs. Chaya Sara Roth
- Year 9 – Mrs. Sarit Lebovits
- Year 10 – Mrs. Yael Schneier
- Year 11 – Mrs. Risha Feiglin
- Year 12 – Mrs Gillian Mondel

Subject Specific Classroom Teacher

Larger Learning and Teaching

- Head of Learning & Teaching – Mrs. Chaya Cowen
- Head of Learning Enhancement – Mrs. Lorraine Brooks-Dowsett

Student Well-Being

- Head of Student Well-Being – Mrs. Yamit Glasman
- School Psychologist – Mrs. Lindsay Grodski
- College Rabbi – Rabbi Yisroel Sufrin

Matters that can't be resolved through any of these channels will be referred to the Head of School.

BRS Middle Years programme (MYP)

Vision

To develop a Year 7 program which is focused on the student's needs and abilities through a collaborative and dynamic program which challenges, engages and inspires the student to develop, grow and learn.

Improving how Students learn and how Teachers teach

To create a Learning Environment where:

- Ease of transition from Primary to Secondary School;
- Encourages students to be self-motivated and engaged in their learning;
- Is student centred and caters for students learning needs and abilities;
- Jewish values are incorporated through a deep appreciation of Yiddishkeit;

Outcomes

- Higher order thinking, holistic learning, critical thinking, problem-solving and life-long learning;
- Integrated and disciplinary curricula that is negotiated, relevant and challenging;
- Cooperative learning and collaborative teaching; authentic, reflective, and outcomes-based assessment;
- Flexible students groupings;
- Emphasis on strong teacher-student and student-student relationships through extended contact with a small number of teachers and a consistent student cohort;

What does the program look like?

- HUMS (Humanities)—English, History, Geography, Commerce, Civics and the Arts
- STEM—Science, Technology and Mathematics
- Tanach—Chumash, Parsha, Navi
- Jewish Historical Studies— Jewish History
- Toshba—Chassidut and Yahadut
- Specialist Studies—Hebrew, Sport, Art, Music, Textiles, Food Technology and Drama

Year 7 – Teachers are allocated per subject area rather than per subject.

Contact: **MYP Facilitator – Mrs. Rishi Feiglin**



INFORMATION FOR STUDENTS AND PARENTS

SEQTA Overview

Over the past two and a half years, we have introduced SEQTA into Beth Rivkah Ladies College.

SEQTA is our Learning Management System that has three parts to it:

1. Teacher Portal
2. Student Portal
3. Parent Portal.

In the Parent portal, you will be able to see many features including policies and your daughter's:

- Attendance
- Coursework
- Learning programs
- Homework
- Reports

To login to SEQTA parent portal, please go to <https://parents.ybr.vic.edu.au/>

Your username is your email address and unless changed, your password should be your email address too.

With so many features, our teaching staff will be using SEQTA in a variety of ways throughout the year. Our teachers will keep you informed of what features are available for each subject.

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

Bullying & Harassment

Beth Rivkah is based on respect for the teaching of the Torah and respect for the students and staff as individuals who are entitled to feel safe, secure and supported in the learning and working environment provided by the School. Any form of bullying directly contravenes the teachings of the School and may have far reaching consequences for an individual's self-esteem, ability to learn, mental health and for the proper moral development of all students. Therefore, all forms of bullying are totally unacceptable.

Bullying is defined as "the wilful, conscious act of repeatedly hurting another person or placing her under distress". We believe students are entitled to pursue their education free from humiliation, oppression and abuse in what is a small caring school with high moral principles.

Beth Rivkah Ladies College is committed to dealing with bullying behaviours using preventative, proactive and reactive processes.

We recommend:

- That students who believe that they are being bullied and students who observe bullying, report the offence to either their Year Level Convenor, Head of Student Well-Being and/or School Psychologist immediately.
- That all parents and staff report incidents of bullying or suspected bullying to the Year Level Convenor and Head of Student Well-Being immediately.

Reports of bullying behaviour will be treated seriously. A set of formal procedures will then be followed by the relevant staff in dealing with the victim, the bully/ bullies and bystanders.

Child Protection Policy

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

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

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

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

There is a requirement for all at Yeshivah-Beth Rivkah Colleges and the Pre-Schools (The Board, staff and volunteers) to understand the important responsibility they have to:

- protect children and young people from all forms of abuse, bullying and exploitation;

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

Parents may view our 'Safeguarding Children Policies' via the school website: www.ybr.vic.edu.au/policies/.

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.

STUDENT ATTENDANCE POLICY

At Beth Rivkah Secondary we begin our school day with communal davening at 8:20am sharp. Morning davening is an integral part of our school day, as we believe it provides our students with the opportunity for a spiritual lift and focus to the day. Beyond this, we believe joining together as a whole school community is an excellent way to start the day.

It is crucial for the School to know of your child's whereabouts. To ensure that you as parents are aware and approve of your daughter not being in school, and that our records are always accurate for emergency purposes, please ensure you communicate absences (including lateness) of any sort to brs@ybr.vic.edu.au or 9522 8242 by 8:20am.

We strongly believe that punctual and consistent attendance will lead to a more fulfilling educational experience at Beth Rivkah Secondary. Our expectation is, unless a valid reason is provided, that all students are at school on time, every day.

Please ensure that all communication to the school includes the following and is clearly legible:

- Your daughter's full name
- Her arrival and/or departure time
- Date
- Reason for lateness or absence
- Year level
- Signed by a parent or guardian

Year 11 Student Attendance

Year 11 students are expected at school from 8:20am – 4:10pm. If your daughter has a free, she is expected to utilise this time to study at school. (See page 10 for Year 12 Student Attendance information.)

Absence	If a student is to be absent on a particular day, parents/ guardians are asked to contact the Secondary Office. Parents will be contacted by SMS if a student has not arrived at school by 10.00am. 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.
Lateness	If a student is to be late to school, parents/ guardians are asked provide her with a signed note of explanation which she must present at the Secondary Office upon signing in at school. Parents will be contacted by SMS if a student has not arrived by 10.00am.
Early Departure	Students who need to leave school early must present a note of explanation signed by a parent/guardian and detailing departure and return times, to the Secondary Office. At the appointed time the student is to sign out at the Secondary Office. Parents are encouraged to avoid making appointments during school time.
Extended Absence	Parents are required to submit details to the year level convenor 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.

Year 12 Student Attendance

Year 12 students may be permitted to sign in and out of the school during their free lessons. However, we encourage the students to stay at school to use this time to study and we consider this a privilege, not a right. If students abuse this policy by not signing out or utilising their time correctly, we will revoke this privilege.

If a year 12 student has 2 frees in a row in the morning, she is not expected to be at davening, but is expected to daven at home. It is crucial that all students come past the office to sign out. If students do not sign out through the office it poses significant Health and Safety risks as we are required to know who is present in the building at all times.

CURRICULUM DEVELOPMENT

The development of curriculum within Beth Rivkah Ladies College is led by the Head of Learning and Teaching and the Jewish Studies Co-ordinators. The learning program is developed collaboratively and is guided by the Australian Curriculum, the Victorian Curriculum and Assessment Authority and Jewish teachings. Beth Rivkah Ladies College understands and values that all individuals have distinct learning styles and different learning needs and that these influence a student's ability to learn, process, practise and retain new and different information. Personalised learning is achieved by a combination of the student's own self-assessment in collaboration with a diverse range of differentiated learning, teaching and assessment provided by their teachers and peers.

In the Secondary School students study a core group of subjects in Jewish and General Studies. The selection of elective studies to enhance their Jewish and General Studies varies at each Year Level. More specific details are published mid-year for consideration and selection. A goal of Beth Rivkah Ladies 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.

Subjects Offered

Year 7	Year 8	Year 9	Year 10
Subject	Subject	Subject	Subject
Hebrew	Chassidut	Chassidut	Art
Health & Home Room	Chumash	Chumash	Biology Units 1 & 2
English & Humanities	English	English	Chassidut
Jewish History	Hebrew	Hebrew	Chumash
Physical Education	Health & Home Room	Health & Home Room	English
Science Maths IT (STEM)	Humanities	Humanities	Hebrew
Tanach	Jewish History	Jewish History	Health & Home Room
Toshibah	Mathematics	Mathematics	History
Rotations:	Navi	Navi	Jewish History
Drama	Physical Education	Physical Education	Mathematics
Food Technology	Science	Science	Navi
Art	Yahadut	Yahadut	Physical Education
Textiles	Electives:	Electives:	Political and Economic Literacy
	Art	Art	Psychology Units 1 & 2
	Music	Music	Science
	Sport & Recreation	Sport & Recreation	Textiles
	Textiles	Textiles	VET Business
	Food Technology	VET Kitchen Operations	Yahadut
			VET Kitchen Operations

Year 11 & 12 VCE and Jewish Studies subjects are available in the Beth Rivkah VCE Handbook.

Health

Based on the international Life Values and Intimacy Education curriculum by Dr. Yocheved Debow, all students undertake a subject called 'Health.' Health covers three strands:

- Communication, which include respectful communication skills as well as the values behind the Torah approach to internet and media-based communications;
- Relationships, which cover topics such as friendships and hashkafos around dating;
- Healthy Living, which includes topics such as self-esteem and body image, tznius and decision-making.

The course is run during Health and Homeroom lessons, and is taught by a Jewish Studies teacher who liaises with the year level convenor. Students are given the opportunity to engage with the Torah perspective to many of the aspects of their lives beyond the walls of the classroom, as well as ask and have answered their own questions in regard to these topics.

Learning Behaviours

The development of student learning skills goes beyond subject disciplines. Our goal is to develop each student's capacity to utilise a variety of approaches to thinking and learning; to expand communication and personal leadership skills. A student at Beth Rivkah Ladies College is mentored educationally and pastorally to develop the capacity to demonstrate high levels of thinking and learning through their behaviours, interactions and work completion.

Educational researchers have described how these learning behaviours should be accommodated in school curriculum development through the explicit and modelled learning of theories such as Howard Gardner's "Five Minds of the Future", Arthur Costa's "Habits of the Mind" and learning which embeds critical and higher order thinking using Bloom's Taxonomy, Project Zero's Cultures of Thinking and Hattie's meta-analysis on Visible Thinking.

At Beth Rivkah Ladies College, our curriculum development and learning programs are based on the belief that high levels of effective learning require:

- diverse and engaging teaching strategies which are differentiated, personalised and developed in collaboration with the students
- that teachers and the College provide a conducive and effective learning environment, which encourages engagement, high levels of critical thinking and self-directed learning, so that all students have the opportunity to develop and grow into strong, independent and educated young women.

Homework

Homework is important for completing and consolidating work done in class, developing independent study habits, revising and reading. Homework includes both written work and study/ revision.

The aim of homework is for:

- Revision and critical reflection to consolidate learning of knowledge and skills
- Applying knowledge and skills in new contexts
- Pursuing knowledge individually and imaginatively
- Preparing for forthcoming classroom learning.

It is hoped that students will develop sound study habits and a love of learning that will help form the basis for success in the all their studies. The amount of time students are expected to dedicate to homework varies according to year level. Detailed below is the suggested time students should allocate to complete their homework. This is a guide only and may vary per student and at various times through the year.

Year Level	Time per night
Seven	1hr
Eight	1.5 hrs
Nine	2 hrs
Ten	2.5 hrs
VCE	3+ hrs

It is also understood that there may be reasons why, on some occasions, students will be unable to complete this work. On these occasions, parents and caregivers are requested to email the subject teacher and Year Level Convenor explaining the reason their daughter was unable to complete the homework.

Furthermore, it is not unusual for some students to take longer to complete homework than others due to individual abilities and other factors. In such cases, if the student has attempted the homework within the time guidelines mentioned above and been unable to finish the set work, parents are requested to email the subject teacher explaining this.

Homework Advice to Students

- Write everything down in your Student Diary when the task is issued, together with due dates.
 - Review your Student Diary 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 Student Diary 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 Convenor or subject teacher if you need assistance with anything.

Consequences if Homework is Not Completed

Students are expected to complete a minimum amount of homework and study as required each school evening. It is the student's responsibility to complete this work to the best of her ability. While it is understood that on some occasions a student may not be able to complete set work, if homework is NOT completed and there is no valid explanation, the subject teacher may inform the parent or guardian explaining that the work was not completed.

Suitable consequences may be enforced when homework is not completed.

Consistent failure to complete assigned work will result in an interview with the student's parents/ guardian and the Director of Learning and Teaching.

ASSESSMENTS

Re-sit Guidelines

A teacher may request the student complete a re-sit to demonstrate competency and satisfactory understanding of the work studied. If, through the re-sit, the student does demonstrate knowledge at or above 50%, the student will be allocated a 50 and a letter grade of E will be allocated. A student who re-sits cannot be allocated a grade higher than 50.

A student can complete as many re-sits as deemed necessary to demonstrate satisfactory understanding of the work studied and to gain a grade of 50% or an E.

The type of re-sit may be determined by the classroom teacher and include such things as homework tasks, tests, projects, verbal discussions, re-do of work submitted or worksheets.

Late Submission of Assessments

The onus is on students to make contact with their teacher if they are going to be late with an assessment item and need to negotiate a possible extension to the due date.

Extensions of the due date for any assessment item must be negotiated. Extensions are not automatically granted.

Extensions may be given at the discretion of the teacher in cases of illness or significant personal problems. The length of extension is at the discretion of the teacher.

Failure to complete the Assessment Program for a subject will result in a student being awarded an “F” (Years 7-10 Jewish and General Studies) or “N” (Years 11-12) for that subject, which in turn could seriously jeopardise Secondary graduation. This would only occur if the student has failed to complete the Assessment Program after sufficient opportunities have been provided by the College for the student to rectify this situation and communication has taken place with parents.

Absence during Assessments/ Exams

Years 7-12 Jewish Studies, Years 7-10 General Studies: If a student is absent on the day an assessment task is due the parent is to email the subject teacher notifying them of their daughter's absence. It is the student's responsibility to submit the assessment to the teacher immediately upon returning to the College.

VCE Units 1-4: If a student is absent on the day an assessment task/ SAC is due the parent is to email the subject teacher notifying them of their daughter's absence and a doctor's certificate will need to be provided. It is the student's responsibility to submit the assessment/ SAC to the teacher immediately upon returning to the College.

GRADING

Assessment Tasks and Learning Outcomes are graded using the College grading scale of:

Grade	Percentage Range	Grade	Percentage Range
A+	95 – 100	A	90 – 94
B+	85 – 89	B	80 – 84
C+	75 – 79	C	70 – 74
D+	65 – 69	D	60 – 64
E+	55 – 59	E	50 – 54
F (Fail)	0 – 49		
NA (Not Assessed)	Recorded where a student has been unable to complete a task due to absence, illness or other approved reason.		

Reporting is important for school accreditation and for teachers to inform parents and guardians of student progression and performance in learning. Reporting is to communicate what the student has achieved as well as inform areas for improvement and provide strategies for consideration.

Formal documented reports are completed by teachers two times per year. These reports are provided to parents and guardians via our Parent Portal.

Continuous Reporting

Teachers will issue results and comments on student assessments throughout the term, which parents are encouraged to view on the SEQTA Parent App - SEQTA Engage.

Semester Reports

The mid-year and end of year reports provide a detailed and comprehensive overview of a student's performance and include:

1. Description of the Subject and what was studied
2. Overall grade (A+ to F) based on assessment weightings
3. Individual grades allocated to Assessment Tasks, based on student performance
4. Individual grades allocated to Learning Outcomes, based on student performance
5. Detailed comment reflecting Approaches to Learning, academic performance and strategies for improved outcomes.

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 her to undertake the following year's study.

Should your daughter 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.

Full formal assessments highlighting student progress are written at the end of each semester. At the end of Term 1 and Term 3 parents will be sent interim/ progress reports; 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 Convenor 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.

PARENT/ TEACHER INTERVIEWS

The purpose of Parent/Teacher interviews is to allow parents and teachers to discuss the student's progress and develop strategies for improvement.

The College provides Parent/Teacher interviews twice per year. These are scheduled for *Mid Term 1* and *Mid Term 3*.

Parents and Guardians are able to book 5 minute appointments with Subject Teachers and Convenors via the online booking system.

STUDENT TRANSITION & PROMOTION

The range of curricular and extra-curricular activities at Beth Rivkah Ladies 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 meet other students.

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

It is therefore most important that the uniform is always clean and strictly conforms to the following rules:

Students are not automatically promoted from year to year. Promotion is based on the academic performance of students in their subjects and at the discretion of the College.

If a student is at risk of failing and not being promoted, the College will:

- Contact the parents
- Engage in intervention strategies to support the student and their learning
- Be placed on a Student Academic Plan so that progress and achievement can be monitored
- Pathways discussions will be had between the College and the parent or guardian and the student.

EXTRA-CURRICULAR OPPORTUNITIES

Yad L'ezra iVolunteer

Yad L'ezra was established over 20 years ago in Beth Rivkah, to service the need for help in the community. High school girls were engaged to volunteer in assisting families within the community during the week, in whatever way they needed. Joining forces with Chabad Youth, Yad L'ezra iVolunteer continued to grow to encompass other aspects of need within the community, and it now has 5 divisions with over 100 girls from Beth Rivkah High School involved on a weekly basis.

Yad L'ezra iVolunteer aims to empower students to make a difference by volunteering in various ways for our community. Whether it is helping in a home, tutoring or mentoring a primary student, visiting the elderly or fundraising for Tzedaka, students experience the beauty of giving. This promotes an atmosphere of giving and ensures responsible, caring and compassionate individuals.

Volunteering Divisions

- Help at Home • Visiting the elderly • Tutoring • Fundraising
- Big Sister Little Sister (BSLS)

Contact: Program Coordinator – Mrs. Miri Lipskier

Pnimi Program

The Pnimi Program gives students the opportunity to become a 'Pnimi' - a person who is willing to introspect, care about who they are inside and work on themselves. Featuring personalised daily self growth check lists, learning programs, farbrengens and amazing prizes, we encourage every student to sign up to become the best they can be.

Student Leadership

Student leadership is encouraged for the role in plays in personal development and contribution to the wider community.

Active student leadership opportunities start in Year 9 and then increase with committees in Year 11 and then School Captains in Year 12.

- Year 9 – Lunch Club – Club Leadership, led by Mrs. Bracha Kantor
- Year 10 – Song & Dance – Leadership, Script, Choir, Dance, Drama, Sets & Props, Costumes, Programs
- Year 11 & 12 – Sports Captains, Health and Wellbeing, Tzedakah Captains, School Captains.

Song and Dance

The bi-annual Song and Dance production has proven to be the highlight for students of BRS years 7-10. The rehearsal period takes place towards the end of term two and culminates in two evening shows in the Solowiejczyk Hall for the enjoyment of women and girls. Having recently adopted the three-house format to most effectively accommodate the growing student body, students participate in a highly polished performance under the management of the year ten leaders and specialised staff. The production enables students to showcase their many talents across numerous areas. Opportunities include singing, acting, dancing, ensemble, writing, photography, choreography, sewing and set design. The Beth Rivkah Song and Dance is a unique initiative in that the new skills and concepts, leading and working together with their peers is available to every single student.

BETH RIVKAH DRUG EDUCATION POLICY

Beth Rivkah Ladies College is a community school affiliated with the worldwide Chabad movement with a commitment to cater for the needs of each individual as well as for the whole community. The aim is to ensure the well-being of each community member. We also see ourselves as part of a larger community with responsibilities towards it.

In this context we recognise that the use of drugs for both medical and recreational reasons is common in the wider society, and that our students may be exposed to drug related issues at home, school and in the general community.

As a school, we have the responsibility to provide our students with the opportunity to gain the skills and knowledge necessary to make informed choices about drug use. Education directed at how to act upon these choices in ways that result in the least risk to themselves and others is essential.

Beth Rivkah Ladies College will not tolerate any drug use which is detrimental to the health and well-being of students or which is not sanctioned by medical authorities. Students will be liable to severe consequences in the event of misuse and/ or illegal activity.

MOBILE PHONE POLICY

At the start of the school year all students and parents will need to verify by way of a signed document whether or not a student has a mobile phone device, as well as the student's phone details. This will enable the school to regulate student mobile phone access and usage.

Years 7-9

In order to maximise learning and social development, students are not permitted to possess a mobile phone device during school hours. At the start of lesson one each day, an allocated staff member will circulate the years 7, 8 and 9 classrooms with mobile phone boxes allocated to each class. Students will deposit their phones in the boxes and they will be stored in the front office for the duration of the day, until 4:10pm when they are to be retrieved. Any student found with a mobile phone during school hours will have their phone confiscated overnight. Multiple infractions will result in extended periods of confiscation. Alternatively, students may opt to leave their phones at home.

*If students need to contact a parent or caregiver during school hours, they are permitted to use the phone at the front office or the convenor office with permission.

Years 10 - 12

Students are not permitted to access their mobile phones during lesson times. Phones should be kept away and switched off to avoid unnecessary distraction. Any student found accessing a mobile phone during class without permission will result in the phone's confiscation until the end of the day. Multiple infractions will result in extended periods of confiscation.

*Please Note: Smart Watches including Apple watches and the like are no longer permitted at school.

UNIFORM POLICY

The school dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, assists in developing their pride in representing school, and reflects the school's values.

It is therefore most important that uniform is always clean and strictly conforms to the following rules: Please Note:

- No makeup or nail polish
- Hair below shoulder length must be tied back. Only navy or black hair accessories may be worn
- No unnatural coloured hair or extreme hairstyles
- Plain sleepers or studs only may be worn in the earlobes
- No tattoos or body piercings
- No visible jewelry.

Winter Uniform (Terms 2 and 3)	Summer Uniform (Terms 1 and 4)	Sports Uniform
<ul style="list-style-type: none">• School skirt – length below the knee• Approved blue shirt (tucked in to the skirt). Only a white T-shirt may be worn under the shirt• Official school jumper• Navy tights or navy knee-high socks• Optional - Navy or black scarf; Dark blue jacket (plain jacket not denim)• Black school shoes	<ul style="list-style-type: none">• School dress – length below the knee, sleeves below the elbow• White knee high socks or opaque white tights• Black school shoes	<ul style="list-style-type: none">• Sports skirt – length below the knee• Sports polo• Sports shoes <p>Sports Uniform is to be brought to school when Sport is scheduled on the timetable – students will change at school.</p>

Year Level Convenors will conduct a thorough, grade-wide uniform inspection at the start of each term. Students whose uniforms do not satisfy the standards will be escorted to the HoST's office with a friend during recess/lunchtime the day of uniform inspection to assist in the lowering of dress/skirt hems. Class convenor will send an email home to inform parents that this has taken place. If there is no hem to lower or after lengthening the uniform the length is still unsatisfactory, the convenor will call home and request that a new uniform be purchased immediately. (on the app, purchase and pick up from BRS front office is under a week)

Student will be sent home to change into an appropriate uniform at which point she is welcome to return to school. If it is not possible for a student to return home or she does not have an appropriate uniform, she will borrow a second hand uniform from the HoST which must be returned within 10 days, after which she will not be allowed to return to school until a new uniform is purchased. This will all be communicated home via email to parents.

Any student who arrives at school in casual clothing that does not comply to the laws of modesty will be sent home to change immediately. The student is welcome to return to school once dressed in appropriate clothing and with a parent signed note explaining the casual attire.

Students who arrive to school with socks that do not reach the knee will be provided with a new pair of appropriate school socks from the HoST's office at the cost of \$5.

Sport Uniform

Sport uniform skirts must cover the knee. If the skirt is too short the PE teacher will send the student back to their classroom to change into their regular school uniform. Year level Convenors will indicate to parents via email that a new sport uniform needs to be purchased, until which point the student must wear their regular school uniform to PE lessons.

Excursions and Out of School Activities

Students taking part in excursions must conform to school rules about dress and behaviour. A Parent or Guardian must complete and sign the official Permission Forms for each excursion by the due date in order for excursions to proceed.

Please note:

- All events, including but not limited to the above, are considered compulsory
- If your daughter is going to miss one of these events, please contact the school as soon as possible, so that we can arrange the relevant resources
- If your daughter cannot attend something due to a medical condition, please provide a certificate from the relevant practitioner

Food

- All food brought to school must conform to the laws of Kashrut (refer to the Kashrut List in the School Office for queries).
- No meat or meat products may be brought onto the school premises.
- The Cafeteria is certified under Kosher Australia, and is open daily at recess and lunchtime.

Lockers

Every student in the Secondary School is allocated a locker. It is the student's responsibility to maintain her 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.

Students should only access their lockers during recess and lunch breaks, not between lessons, as this wastes valuable learning time.

Sport

All students attend regular sport lessons in a range of sports and are required to change into the school sport uniform during these sessions. 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 SERVICES

Computer use and Information & Communication 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. VCE students have access to school wi-fi so they have the tools and resources they need to optimise their learning both in and out of class.

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, Facebook and complex mobile phones. YBR 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.

Education Support Services (7 - 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 Beth Rivkah Ladies 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 services within Jewish and general studies include:

- 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, 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 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. Referrals are accepted from parents and teachers for Learning Enhancement support.

School First Aid

The physical, social and emotional welfare of our students is as important as academic progress, hence our support of students during injury and illness is a vital part of caring for the everyday life of students. Please communicate as soon as possible with the Head of Student Well-being or your daughter's year level convenor regarding any social, emotional or medical issues that may affect your daughter's experience at school. If a student becomes ill or injured during the day, she 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 themselves to arrange to leave school.)

Students may only leave school once the year level convenor or Head of Student Well-Being has been consulted.

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 school psychologist or be referred by a parent or staff member. Parental permission must be obtained prior to scheduling an appointment time for students in Years 7 & 8. 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.

The school psychologist also runs programs dealing with age appropriate issues at the different year levels.