

YESHIVAH COLLEGE

2019

SCHOOL PERFORMANCE REPORT



PERFORMANCE INFORMATION REPORT 2019

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

Broadening their minds and life experiences, Yeshivah- Beth Rivkah students are well prepared for a life of accomplishment, contribution and personal fulfilment.

Our Values

Jewish values and community responsibility are amongst the core values that distinguish Yeshivah - Beth Rivkah students. At Yeshivah - Beth Rivkah Colleges we nurture and promote: Engaging young minds, adventurous learning, strong Jewish identity, academic excellence and community responsibility.

Our Mission

We are committed to supporting the individual achievement and personal growth of each of our students.

Delivering excellence in Jewish and General studies, a rich and nurturing environment and a welcoming community, our students develop a deep appreciation of Yiddishkeit (their Jewish identity) and Torah study.



1. PROFESSIONAL ENGAGEMENT

STAFF ATTENDANCE

In 2019, 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 behavioural 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 2019 that was 1.33% *.

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

STAFF RETENTION

From 2018 to 2019, YBR had a staff turnover for all staff including teaching, administration, and support staff of around 10.32%*.

* Staff turnover figures are calculated on the basis of 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. • Kinaesthetic Kria for F-2 Review • Dr Rosenfeld- Planning a unit of Chumash • Variety of staff members attended various PD sessions • sensing our senses- understanding sensory processing disorder • Zones of Regulation • Developing good behaviour in students / Using the Tzivos Hashem program • Managing discipline in the classroom • How to maintain a positive attitude when the going gets tough • Intimacy Education- Dr Yocheved Debow 	<p>SENIOR MANAGEMENT TEAM:</p> <ul style="list-style-type: none"> • All of the SMT attended a Session with Dr Waronker • Leadership at Laguna: From Challenge to Opportunity <p>JEWISH STUDIES</p> <ul style="list-style-type: none"> • Using My Ed to facilitate learning • Regular Gemarah Faculty meetings • Halacha Faculty Meetings to review curriculum • Using One-Note in the Classroom • Training Certificate IV in Training and Assessment TAE 40116 • 2 Day PD entitled 'Mind Set – I Am Enough'
<p>GENERAL STUDIES</p> <ul style="list-style-type: none"> • General Studies meetings were used as a professional discussions forum for a range of behavioural and pedagogical matters • Variety of staff members attended various PD sessions • Recent Advances in Understanding Word-Level Reading Problems • sensing our senses- understanding sensory processing disorder • High Impact Teaching Strategies • MSL Reading • Fountas & Pinnell Benchmark Assessment System: Professional Development Workshop • Personalising Learning for Gifted and Talented Students • 1st AID 	<p>GENERAL STUDIES</p> <ul style="list-style-type: none"> • Maths: The Key Ideas and Strategies that Underpin in Multiplicative Thinking • All General Studies Staff: Comprehension Working: Reading for Meaning • Building Relationships with your Students • Art: I Can Draw • Effective Strategies for Teaching Students with Dyscalculia • VCAA GAT training for markers • VCE Mathematics Conference at Melbourne University • Mathematics and Science Faculties: Planning Sessions • STAV VCE Physics Conference • PD with the customer service representative from Cambridge. Purpose: making decision about the choice of Science texts for 2020 • 'Learn Energise Connect' professional development event by Texas Instruments: Purpose: Workshops on the use of CAS calculator in Mathematics to implement in 2020 classes • Chemistry Conference, Meet the Examiners and Development of Chemistry SACS for Unit 3 and 4 • English Teachers' Conference- 2 day: AATE (Australian Association for the Teaching of English) National Conference covering: 1. Role of traditional literary forms and reading practices in students' English educational experience. 2. An examination of the current 'state of play' in the country's educational institutions with respect to the teaching of writing in Australia. • English Department Meetings: 1. Reviewing and updating our current selection of Australian literature with a focus on the inclusion of multi-modal texts and selection of new texts for 2020. 2. A whole school approach to improving NAPLAN results. 3. Extending English students. 4. Developing essential skills for VCE English • 21st Century Literacy Behaviours • Making the Hidden Curriculum Visible • Moderation and Rubrics

	YS GENERAL STUDIES CONT... <ul style="list-style-type: none"> • Tech Workshop – 3D Printing, Collaborating and Differentiation with Microsoft Tools • Annual Psychology Conference (CDES 1 whole day training). Session with Macmillan regarding online learning. • Meeting with Psychology teacher from another school (30 minutes) per week. • Weekly Psychology Network Teachers Association Communication, newsletter and Social Media communication with a Psychology Teachers Network of Facebook. • JETS 3D teaching and Learning • Dyslexia presentation and Immersive Reader Instructions • Professional learning session: Differentiation Lorraine Brooks-Dowset • CPR training • VCE Vet Kitchen Operations examiner PD full day training • November 2019 Kitchen Operations exam marking • AIET VET PD and Validation day at Monee Valley Racecourse • VCE VET Scored Assessment • Full day Indonesian Cookery Class with Nusandra Ubud Bali • Great Chefs dinners William Angliss: 6 sessions
ALL STAFF <ul style="list-style-type: none"> • Anaphylaxis Review • Child Protection Review • Lockdown / Evacuation Protocol • Behaviour management • Implementing the Behaviour Matrix in your classroom • Social thinking framework – Dana Goldsmith • Discrimination Act – Laurette Brown 	ALL STAFF <ul style="list-style-type: none"> • Differentiation in the Classroom • Dyslexia: How to Assist a Student with Dyslexia • NCCD: Inclusive Education • Training Session SEQTA: Entering Adjustments for the NCCD – Information and Documentation • Protecting Children- Mandatory Reporting and other Obligations • Anaphylaxis Management
EDUCATION SUPPORT <ul style="list-style-type: none"> • Sue Larkey- ASD PD • SEQTA Training which included one on one training if needed 	EDUCATION SUPPORT: TEACHER <ul style="list-style-type: none"> • Network meetings with Len Hain • NCCDSSD Moderation Meeting at ISV • Regular Staff Sessions
	SHLUCHIM and EDUCATION SUPPORT: AIDES <ul style="list-style-type: none"> • School Aides attended the JCAS Aide Training day at the start of the year • Student Welfare PD • Two day on-boarding process to familiarise Shluchim with policies, procedures and the like • Shluchim attended the weekend long Shluchim Conference in Sydney

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 2019 were 420 students in Years Foundation to 12 at Yeshivah. In 2019, students in the Primary and Secondary schools averaged approximately 92.57% 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. In 2019 we had the following percentages of our students AT OR ABOVE the national benchmarks.

National benchmarks have been supplied to the School in the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

2019 NAPLAN RESULTS

2019

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	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	100

COMPARISON OF STUDENT RESULTS ABOVE NATIONAL BENCHMARKS FROM 2017 AND 2018

2017

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	100	100	100	100	100
Year 5	100	100	100	100	100
Year 7	96	88	92	96	100
Year 9	100	81	100	100	100

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 2019

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 2018 VCE results include:

- 43% of ATARS above 90
- 33% of all grades were A or A+
- Dux ATAR 99.50
- Median ATAR 94.25
- Median Study Score 36
- 80% of our Yeshivah students have also ranked in the top 15% of the State
- Two of our students completed Tertiary Mathematics, with one of them achieving a top score, ranking them equal first in the state for Semester 2.

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

COMPARISON OF VCE RESULTS FOR 2017 - 2019

	VCE 2017	VCE 2018	VCE 2019
Dux ATAR	99.95	98.95	99.50
Median ENTER/ATAR score	89	87.35	94.25
Median study score	37	33	36

POST - SCHOOL DESTINATIONS:

4 students who applied for tertiary courses all received offers,

- 50% received 1st preferences
- 75% received 1st or 2nd
- 100% received an offer

LAW	
COMMERCE/BUSINESS	2
ENGINEERING	1
TEACHING	
HEALTH SCIENCES/NURSING/OT/ PST	
SCIENCE/BIOMEDICAL SCIENCE	1
SOCIAL WORK/CRIMINOLOGY	
DESIGN/ARCHITECTURE/MEDIA	

VCAL / VET

In 2019 Yeshivah College had:

- 18 students doing VET/VCAL in Applied Rabbinics
- 6 students doing VET Applied Ivrit Cert III
- 6 students doing VET Hospitality Cert II
- 6 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 2019. 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 co-ordinators 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 Respectful Relationships Program. The Respectful Relationships

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.

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 Levelled Literacy Intervention Program and MSL Reading Program for Year 1 students and the 'Understanding Words' reading program for students in Year 3 to 6 has also been initiated.

Small group literacy and numeracy support as well as personalised learning tools is provided for every student. Ongoing formative assessment to inform the learning support program. Learning Enhancement Staff liaise regularly with teachers, therapists, external agencies and all stake holders. Opportunity for math enrichment and competitions occur during the year.

Teachers maintain a portfolio of samples of students' work in each area. The portfolio moves up with the students as they progress through school. Folders also contain specific assessment and standard checklists of student performance that support the teacher's assessment and are presented at parent teacher interviews.

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

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.

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.

All students have continued to participate in the Respectful Relationships 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:

- Year 10 Work Life Week: Setting students up for future success as balanced adults with pride in their Judaism and Work ethic.
 - Year 7 and 8 Students: Click Against Hate Program: Organised via the ADC. Two days of intense sessions with our Year 7 & 8 students regarding online hate speech, social media, online safety, cyber bullying etc.
 - Year 10: Hugos Heroes. First Aide Training for our Year 10 students, organised via Hatzolah
 - Year 10 – 12: Breakfast and Learn Sessions in memory of the late Chaim New, throughout the year with inspirational business people who have combined Yiddishkeit with their successful career. This was also to assist students in creating a network for their eventual entry into the business world
 - In addition to the Breakfast sessions, regular guest speakers from the frum business world spoke to the boys
 - Father and Son learning sessions
 - Alumni versus students sport competitions
 - Attending the VAJAX ANZAC Memorial Service
 - A Talent Quest competition
 - School wide quizzes
 - Visiting the Holocaust Museum
 - School sport leagues
 - Guest Speakers e.g Rabbi Kaplan Pre Lag B'Omer
 - Lag B'Omer hike: 1000 Steps
 - Essay writing Competition
 - School and Class Captains Induction and Lunch
 - Shushan feast
 - Fund raisers: Funny dress Day, Hot Dog days
 - Visits to Garry Smorgon house – Year 9 students
 - Concert Grand Siyum Horambam.
 - Davening focus campaign
 - Rosh Chodesh Kislev BBQ
 - MBP campaigns – included special lunch, hot dogs, pizza
 - Houses sport competition lunchtime – volleyball
 - Staff students indoor cricket match
 - Interschool competition with KDS and Yavneh futsal
 - Term 3 and 4 Futsal training and competition with Maccabi
- Regular School Assemblies with a Focussed Purpose often including a Guest Speaker:**
- 60 day Adar campaign – students work daily on-line with regular prizes
 - Pre 11 Nissan campaign – boys go to classes and teach a topic
 - ANZAC DAY Assembly and Commemoration
 - 28 Nisvon Assembly – urgency of Moshiach
 - Pre Shavuot Assembly
 - Assembly for Yom Hazikaron
 - 12 Tammuz Assembly – Singer Shmully Hurwitz, speaker S Gurewicz

- Rosh Chodesh Av Assembly – Rabbi Gordon
- Holocaust Memorial – Erev Tisha B'Av
- Tu B'Av assembly – guest speaker – Yudi New charity fund
- Farewell Shluchim Assembly – Mr Warlow-Shill
- Assembly about the San Diego shooting
- Student presentations for Gimel Tammuz
- Presentations on Hilchos Bais Hebchiroh – Bais

- Campaign for the last 12 days of Elul as a lead up for Rosh Hashonoh – students submit a survey describing the significance off each day
- Whole school (YS and YP) assembly which contains a cross high school and primary play and a YS and YP video on the theme of Tishrei. Chai Elul assembly
- 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)
- Post Succos Yeshivas Kayitz with Rabbi Serebreyanski
- Pre-Yud Tes Kislev campaign
- Purim night festivities (In conjunction with Chabad Youth)
- Purim day Mivtzoim
- Pre-11 Nissan Campaign
- Lag B'Omer Party (in conjunction with Chabad Youth)
- Shavuos night learning (In conjunction with Chabad Youth)

- Pre Gimmel Tammuz Campaign
- Pre Yud Alef Nissan Campaign
- Pre Yomim Tovim crafts
- Buddy learning sessions
- Middos program
- 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.

YBRPA

The Yeshivah – Beth Rivkah Parents' Association (YBRPA) kicked off 2019 with a welcome back BBQ for primary school students and their families. The afternoon gave everyone an opportunity to mingle and get to know each other a little better at the beginning of the school year.

Fundraising initiatives included Purim cards, Mother's and Father's Day stalls as well as soup days and a Mango fundraiser.

The YBRPA in conjunction with the school held its second annual Corporate breakfast in November where they hosted Th Hon. Josh Frydenberg MP, Treasurer of Australia and the Deputy leader of the Liberal Party. The event at the Crown Palladium drew a capacity crowd of over 350 guests including Members of Parliament, Corporate leaders and distinguished guests. The year's end was celebrated with a family carnival held at Inflatable world.

The YBRPA act as a liaison between the parent body, staff and school board and work to foster a strong sense of community. All funds raised have been used to develop and improve the facilities and education equipment in Yeshivah College, Beth Rivkah College and the Gurewicz Early Learning Centre.

We thank all the dedicated parent volunteers for their time and efforts in assisting the YBRPA to ensure all their initiatives succeed.

ICT

2019 showed a continued investment in the schools ICT infrastructure and resources. Most teaching staff have their own laptops or computers. Class sets of iPads are available to each primary class as well as interactive projectors. With the 'Our School app' and SEQTA in use, parents now have greater accessibility to their children's information, progress, homework and attendance. Furthermore, the ICT steering committees has continued to ensure ongoing communication between the educators and the IT department.

CHILD SAFETY

Yeshivah – Beth Rivkah Colleges has been at the forefront of ensuring we are providing a safe and nurturing environment for all our students. Our resolute commitment to, and our diligent focus on child safety and child protection, has ensured that all our policies and procedures are up to date and follow best practice. Since voluntarily undergoing and achieving accreditation with the Australian Childhood Foundation (ACF) as being a **'Safeguarding Children Organisation'**, we have undertaken a number of policy and practice reviews and ongoing training in numerous child protection areas such as recruitment & screening, peer to peer & sibling abuse, detection & reporting etc., confirming our comprehensive and all-encompassing approach to Child Safety. In 2019 we underwent a full review and received a renewed 3-year accreditation. Accreditation was finalized after a panel meeting with the ACF, Board Chair, COO, Interim Principals and Executive Manager. In their report, the Panel recognised "the commitment from the Board and an approach that is both comprehensive and realistic to the ongoing implementation of child safety in the organisation."

This achievement, however, does not mean that we now rest on our laurels. We remain uncompromising in our implementation of best practice in relation to our Safeguarding strategies, policies and implementation, recognising, as acknowledged by the accreditation Panel, "the need to remain vigilant, be cognisant of the dynamic changing child protection operational environment and continually strengthen their robust strategic focus on child safety from all levels of government".

New Compliance software and HR software were implemented in 2019 to tighten our control on staff licensing and overseeing accurate and up to date Working With Children's Checks.

Our Welfare Committee, with representatives from all campuses, work together to ensure a holistic and consistent approach to Child Safety matters. They continued throughout 2019 to hold annual staff and age appropriate 'Protective Behaviour' student training sessions, utilising internal and external experts, as well as targeted parent information sessions. The High Schools also continued working on creating and implementing their 'Healthy Relationships' curriculum for our senior students, including training staff in its effective implementation.

4. FEEDBACK FROM KEY STAKEHOLDERS

STUDENT FEEDBACK

Heads of Students and other executive and middle management staff are continuously collecting feedback from students in order to evaluate the effectiveness of the school's curriculum effectiveness, welfare programs and the social environment in which the students interact. This has resulted in the revision of existing, or introduction of various new formal and informal programs in the areas of cultural connection, sport and arts and drama. Welfare programs are also continuously expanded as students feel more and more comfortable in speaking with senior staff.

STAFF FEEDBACK

Regular whole school, year level and faculty staff meetings continue to be held, providing avenues for staff to provide feedback on curriculum and student management and allowing for current processes and practices to be evaluated and improved.

Professional Development activities, and regular informal discussions between the Leadership of the College and staff, initiatives and processes have been developed in many aspects of school life.

Exit interviews continue to provide staff who are leaving the School with the opportunity to provide feedback on the reasons for their departure and to make recommendations regarding potential improvements the School could make. The majority of staff who departed during 2019 expressed their regret that personal circumstances had led to their departure, and commented on their overall satisfying experiences at the School. Reasons for staff departures in 2019 included retirement, moving to positions in other schools, and personal relocation.

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.

2018 SCHOOL STAKEHOLDER SURVEY RESULTS ANALYSED IN 2019

In 2018, a comprehensive School Stakeholder Survey was undertaken by MYP, an external provider who conducted our previous survey in 2014. It was decided to retain MYP so as to enable comparison reports to be made to evaluate responses from 2014 and 2018. In 2019, we have analysed and begun looking at areas to work on based on the feedback from the stakeholder survey.

2019 – APPOINTMENT OF INTERIM PRINCIPALS AND NEW PRINCIPAL FOR 2020

In 2019, Rabbi Smukler notified the board of his resignation, effective June 2019. Whilst the Board sought a new candidate to fill the position of Principal, they appointed Mrs Barbara Belfer and Rabbi Elisha Greenbaum as interim Co-Principals. Mrs Barbara Belfer, the Head of our highly acclaimed Preschools has over four decades of educational and leadership experience. She has been the driver of success in our Pre-schools and has nurtured thousands of students, including the overwhelming majority of our current school population and many of their parents. Rabbi Elisha Greenbaum is internationally renowned for his Rabbinic and community leadership, as well as his writings and teachings on a vast array of Torah Topics. He is a talented teacher and sought-after presenter.

The Board identified and considered nearly 80 local and international candidates and interviewed nearly 30 applicants for the role of Principal for our schools. The Board engaged local and international recruitment firms to assist the Principal-search sub-committee to cast a wide net to find the highest quality contender to help our schools progress and grow. The ideal candidate was someone who was a proven educator, had a track record of success in a variety of settings and schools, who could command respect from both our Jewish and General studies staff and be committed to achieving excellence in both Jewish and General studies. More importantly, the candidate could lead by example as someone who lives according to Chabad ideals. After shortlisting a number of educators, the Board identified Dr. Shimon Waronker as the lead candidate in terms of educational qualifications, experience and personal qualities. After multiple long-distance interviews towards the end of 2019, the Board brought Dr. Waronker and his wife Malka, to Melbourne, to introduce him to our schools and interview him in person.

Dr. Shimon Waronker, a committed Lubavitcher Chosid, is a former U.S. Army Military Intelligence officer and has worked as an educator in a number of New York's schools one of which was considered in the top 12 most challenging school in NYC. He has been awarded two fellowships: a Cahn Fellowship at Teacher's College, Columbia University and a Presidential Fellowship at Harvard University. He holds two Bachelor degrees, two masters degrees and a doctoral degree at Harvard University. Numerous awards include: a Knighthood from the Government of France (Chevalier dans l'Ordre Palmes Academiques), the Humanitarian Lamplighter award, the National Urban Alliance Educational Leadership Award, as well as awards from the Brooklyn Borough President, the Bronx Borough Judges and a New York State Assemblyman.

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:

www.myschool.edu.au/school/46215/profile/2019

5. FINANCIAL PERFORMANCE

The summarised operating results for the 2019 year are presented below.

Yeshivah-Beth Rivkah Colleges Recurrent Income Sources as a percentage of total income 2019

INCOME

School Fees	21.14%
Donations and Fundraising	4.74%
Government Funding	70.60%
Other Income	3.52%

Yeshivah-Beth Rivkah Colleges Recurrent Expense Sources as a percentage of total expenses 2019

EXPENSES

Salaries and Staff Related	64.74%
Depreciation	5.34%
Finance Costs	1.00%
Administrative and Operating Expenses	24.51%
Teaching and Curriculum	4.41%

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 2019.

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 projects & upgrades in recent years. These upgraded facilities improve the quality of the schools educational offerings and the students' wellbeing.

In 2019, Yeshivah College was the recipient of the following Grants which facilitated professional learning:

Program
Australian Government Funds
VET
In Schools \$14,117
Victorian Government Programs
Special Education \$27,600
Developing Resiliency \$1,334
Financial Assistance Model - Students with disabilities \$113,772
Facilitation Teacher Replacement
CSEF Funding \$57,050

During the course of 2019, \$81,789.88 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 2019

Name	Qualification
R. BEN-ATAR	B.Ed.
J. BIHARY	Dip. Ed
M. APPELL	Dip. Ed
L. CLAPHAM	BA (Hons Psych) and a DPsych (clinical).
Rabbi Y. COHEN	Rabbinical Ordination deemed VIT registered
S. DAVIES	B. Ed
P. DUTTA	B. Ed, M. Ed.
J. FELDMAN	B.A. Dip.Ed. M.Ed.
S. GLIKSON	B.Ed.
L. GOLDSMITH	Dip. Ed
S. GOLDMAN	B.Ed.
A. GROSS	Rabbinical Ordination deemed VIT registered
R. HILL	Dip. Primary Teaching. B.Ed.
Dr. S HIRSCHSON	PhD, D.Ed Educational Psychology, M.Ed Master of Education in Educational Psychology, Honours BA Clinical Psychology, BA Psychology & English
B. JACOB	B.A. Dip.Teaching
A. JAYES	B.Ed.
J. KAPLAN	B.Ed.
Z. KAREL	B.A., Dip. Ed Primary, Dip Ed. Secondary, Grad B. Ed (psych, special Ed), Grad DipEd psychotherapy
A. KALRA	B.A , Dip.Teaching, Grad Dip in Teaching, Grad Cert in Info Lit, M.Ed, Post Grad Cert
T. KENNY	B.A Marketing, B.A of Psych, Grad dip psych, M.A of PYSCH
S. LAYTON	B.Ed.
S. LAZARUS	Masters of Teaching
L. LEBRANSKY	Dip.Teaching
R. LIPSON	B.A, B. SW, Masters of Teaching (Primary Education)
Rabbi M. LOEWENTHAL	Rabbinical Ordination deemed VIT registered
L. LOVEN	Higher Diploma Ed (Johannesburg)
R. LUFTIG	B.Ed.
J.MICHAELS	B.Ed. B.A. Adv.Dip.(Special Ed) M.Ed.(Special Educational Needs)
S. PIANKO	B.A DIP. Ed.
C. ROSENBERG	B.Ed. M.Ed.(Special Educational Needs)
S. ROSENFELD	DIP TEACH, GRAD DIP DEAF STUDIES, M.ED , PhD ED
Rabbi Y. ROSENFELD	Rabbinical Ordination deemed VIT registered
T. RUBINSTEIN	Dip. Ed.
J. SHEARER	B.Tch., B.A. (Psych), M. Ed.
M. SMITH	Masters Teaching
J. VALLINS	Dip.Ed. Grad.Dip
R. WAISMAN	Bachelor of Primary Ed

Yeshivah Secondary Teaching and Non-Teaching Staff Qualifications 2019

Name	Qualification
Rabbi P. ASH	Rabbinical Ordination deemed VIT registered Certificate IV in Training and Assessment
J ADAMS	Bachelor of Economics, Dip Ed. (Monash University)
J. BATES	Dip of business, Cert IV in Training & Assessing, Cert III in Commercial Cookery, Cert IV training and assessment, Grad Dip in Tertiary Education, Grad Cert in Tertiary Education
Rabbi S. BLESOFKY	Rabbinical Ordination deemed VIT registered
D. BRILLIANT	Grad Dip (Ed – secondary) Monash, 2013 Graduate – Royal Military College, Duntroon, 2005 Bachelor of Arts, UNSW, 2004
C. COCHRANE-DAVIS	Post Grad Dip Teaching, M.Ed
T. COHEN	B Arts. M Arts, Diploma of Acc. Cert III in Carpentry Certificate IV in Training and Assessment
Rabbi Y. DORON	Rabbinical Ordination, B.Arts, Grad.Dip.Ed. M.Ed
H. GILL	M.Sc. M.Phil (Physics), B.Ed, Dip.Ed.
Rabbi J GORDON	Rabbinical Ordination deemed VIT registered
A. GROSS	Rabbinical Ordination deemed VIT registered
Z. KARTALIS	B.Sc. Dip.Ed.
A KALRA	BA, Grad Dip Teaching, M Ed.
K. KUPSCH	B.A. B.Ed.
K. LADD	B. EC, M EC, GRAD DIP SEC. ED, CERT IV T&A, CERT III LANG
V. LEE	B.Comm. B.Ed.
Rabbi M. LIPSKIER	Rabbinical Ordination deemed VIT registered Certificate IV in Training and Assessment
V. REDDI	B.A.(Hons) Higher Dip.Ed
J. ROSEN	B.Ed. M.Ed. Certificate IV in Training and Assessment
T. RUBINSTEIN	Dip.Ed.
Rabbi B. SEREBRYANSKI	Rabbinical Ordination deemed VIT registered
S. STEINER	Bachelor of Science Education, University of Melbourne Masters of Education, Monash University
Rabbi C D Wilhelm	Dip Ed (Secondary) M. Ed. Certificate IV in Training and Assessment

