

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

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

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

Vision

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) was privileged to have a staff committed to the development of all aspects of school life.

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

Teaching staff at YBR had an absenteeism rate in 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 across the whole School equivalent to 10.32%.

* 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

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

PROFESSIONAL DEVELOPMENT:

BETH RIVKAH PRIMARY	BETH RIVKAH SECONDARY
<p>JEWISH STUDIES</p> <ul style="list-style-type: none"> • Hebrew reading evaluation at all class levels • Yocheved Debow Life values Education • Head of Jewish Studies meeting with teachers at each level to reinforce and discuss Chumash Zekelman Standards • Weekly meetings with JS staff for professional development and curriculum planning 	<p>JEWISH STUDIES</p> <ul style="list-style-type: none"> • Lunch & Learn program with international and interstate speakers • Targeted personal professional development with Mrs. Michal Kaufman • Yemei Iyun B'Tanach • Each faculty ran subject specific PD in their scheduled meeting times • Curriculum mapping and review
<p>GENERAL STUDIES</p> <ul style="list-style-type: none"> • Visible Thinking Karin Morrison • Weekly In house PD, rotating between Visible Thinking, LE and Positive Education • Spelling Scope sequence and approach • Matt Glover Writing workshop • Future Schools Expo • Jen Bowden Maths Association Victoria • ISV Professional Development • Carmel Delahunty Maths consultant • Design/Stem training • Dyslexia training • Dave Vinegrad Behaviour Management • Dave Vinegrad Circles and school Values • Trauma training Emma McCarthy • Social skills training, Partners in Communication • Curriculum Development: Eng, Maths, History, Science, Health • Team meetings at each year level • Curriculum Development: English, Maths, History, Science, Health • Reading and Comprehension Strategies • Social Thinking Michelle Garcia Winner • Social Thinking Framework Intensive • Sensory issues in students Bev Kadish • Numicon training 	<p>GENERAL STUDIES</p> <ul style="list-style-type: none"> • VCE Policies & Processes • VCE Chief Examiner's reports and subject specific conferences • Targeted personal professional development with Mrs. Michal Kaufman • STAV, HTAV, VATE and MAV Conferences • School Law conference • Each faculty ran subject specific PD in their scheduled meeting times • Curriculum mapping and review • VCE exam marking training • ISV- Strategies for auditing curriculum, Highly Effective Maths Teaching, NCCD: The importance of a whole school approach, Cultures of Thinking Conference • Hawker Brownlow- Thinking and Learning Conference • Monash University- Addressing Challenging Behaviour • Critical Agendas- Behaviour Management in Schools • ACV- Acceptance and Commitment Therapy • Jewish Care- Family Violence and the Rabbi • Caulfield Shul- Regulations at the Commission for Children & Young People

ALL STAFF

- Protective Behaviour – Guest Speakers and Circles Program
- Zones of regulation Dana Berger
- Cybersafety
- Understanding Autism Spectrum Disorder
- Dyslexia Support
- Security PD
- Ongoing computer skills training
- Planning in Seqta and One Note
- All staff completed in-house, online child protection in-services on detection, prevention, disclosures and reporting
- Greg Mitchell – strategies for handling challenging behaviours
- CPR Training

ALL STAFF

- CPR & ANAPHYLAXIS- Vic First Aid Certificate
- Literacy Across the Curriculum – 3 part program with Helen Schiele from ISV: Planning for Literacy; Formative Assessment; Moderation and Rubrics
- Visible Thinking & the Adolescent Brain
- Critical & Creative Thinking
- Technology training: One Note Training, 3D printing, collaborating and differentiating with Microsoft tools
- YBR Child Protection Policies
- Supporting Students with Individual Learning Needs
- Teaching students with dyslexia, dyscalculia
- Anaphylaxis & Asthma Update I Anaphylaxis & Asthma Update II
- Curriculum mapping and review
- Analysing NAPLAN data



2. KEY STUDENT OUTCOMES

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

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

STUDENT ATTENDANCE

The total student enrolment figures in 2019 were 591 students in Years Foundation to 12 at Beth Rivkah Ladies College. In 2019, students in the Primary and Secondary schools averaged approximately 93.30% 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	100	100	98	100	100
Year 5	100	100	100	100	100
Year 7	100	100	100	100	97
Year 9	100	100	100	100	100

COMPARISON OF STUDENT RESULTS ABOVE NATIONAL BENCHMARKS FROM 2018 AND 2017

2018

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

2017

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

SENIOR SECONDARY OUTCOMES

VCE RESULTS 2019

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

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

Highlights of the 2019 results include:

- 76 % of ATARs in the top 20% of the State
- Dux ATAR 97.90
- Median Study Score 36
- 50's in Religion & Society

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

COMPARISON OF VCE RESULTS FOR 2017 - 2019

	VCE 2017	VCE 2018	VCE 2019
ENTER score of Dux	97.9	99.35	97.90
Median ENTER/ATAR score	86.15	82.75	90
Median study score	35	35	36

POST - SCHOOL DESTINATIONS:

15 students who applied for tertiary courses all received offers,
 20% received 1st preferences
 74% received 1st or 2nd
 94% received 1st, 2nd or 3rd

LAW	1
COMMERCE/BUSINESS	3
ARTS	2
TEACHING	1
HEALTH SCIENCES/NURSING/OT	3
SCIENCE/BIOMEDICAL SCIENCE	4

VET

VCE VET Business was offered to students in Years 10-12 in 2019 with 66 students successfully completing the nationally recognized qualification. The course provides the knowledge and practical skills necessary to work efficiently in business/office environments.

VET Business Cert 2 – 34 students, Cert 3 – 24 students

Early Childhood Cert 3 – 2 students

Kitchen Operations Cert 2 – 18 students

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

The VCE VET program aims to:

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

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

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



3. VALUE ADDED

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

At Beth Rivkah Ladies College, we firmly believe that value to its students comes not only in the form of providing ways to enhance academic achievement, but also concerning personal welfare and safety, and social wellbeing.

STUDENT WELLBEING AND DEVELOPMENT

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

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

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

EDUCATIONAL SUPPORT

Beth Rivkah provides ongoing educational supports to all students through the collaboration of educators, parents, and external professionals. Support systems include a multi-disciplinary approach across Education Support and Inclusion, Early Intervention and Enrichment and Extension. Additional funding provided through the NCCD and JCAS (Jewish Children's Aid Society) has allowed us to expand our support systems and educational aids, who provide support within the classroom and through individual tutoring sessions when necessary. The Levelled Literacy Intervention Program and MSL Reading Program for Year 1 students and the 'Understanding Words' reading program for students in Year 3 to 6 has also been initiated.

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

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

Education Support in the Secondary school, took the form of either extending advanced and able students or supporting students in need of additional assistance either across the board or in various subjects. The extension included students taking a subject in a higher year level e.g. a Year 8 student in Year 10 mathematics, as well as extension within the classroom. Additional funding provided by the ISV and JSIP (Jewish Schools Integration Program) has allowed us to expand our support systems and educational aids, who provide support within the classroom and through individual or group tutoring sessions when necessary across all year levels.

ORIENTATION

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

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

INCURSIONS, EXCURSIONS AND SPECIAL ASSEMBLIES OR PRESENTATIONS (BRP)

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

Some of these include:

- Science incursions- Monash University
- Planetarium Incursion
- Como House
- Australian Animals incursion
- Night of the Notables
- Polly Woodside
- Ballarat
- Exploring Biomes through the Melbourne Zoo
- Political Parties and Voting
- Parliament
- Holocaust Centre
- Siddur Presentation
- Chumash Presentation
- Rashi Play
- Mother Daughter evening
- Father Daughter Torah Morning
- Year 6 Graduation
- Courage to Care

ADDITIONAL PROGRAMS (BRP)

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

The following programs enhance an already rigorous curriculum:

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

ADDITIONAL PROGRAMS (BRS)

PARENT INFORMATION/EVENTS

- Year 7-12 Parent Information Evening
- Parent – Teacher interviews each semester
- Weekly & holiday shiurim (Jewish studies educational sessions) for mothers
- Tikkun Leil Shavuot program
- Year 7 2019 Orientation Evening
- VCE Information Evenings
- Mother-Daughter learning
- Father-Daughter learning

WHOLE SCHOOL ASSEMBLIES

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

WHOLE SCHOOL ASSEMBLIES

• Song and Dance Production – ‘If These Walls Could Talk’
Students have the ability to express their talents in all areas of drama, dance and singing, together with their artistic talents on creating their own scenery and backdrops.

- Alcohol and drug education program – Hatzolah
- Swimming Carnival
- Sports Carnival
- Ba'al Peh – Impart by Heart Learning Program
- Pnimi self-improvement program fostering Yiddishkeit, chassidshkeit and menschlichkeit
- Chassidus in My Life international essay competition
- Jerusalem Science competition
- Lunchtime clubs program
 - o Book club
 - o Sports club
 - o Art club
 - o Drama club
 - o STAR club
 - o Ensemble
- Kabbalat Shabbat – School Service
- After school and lunchtime shiurim and farbrengens
- Shabbat Mevorchim tehillim
- Yamei d'pagra programs
- Early morning chassidus
- Whole School Camp
- Arts & Technology Exhibition
- STAR melave malka
- Lag B'Omer hike
- Fundraisers
 - o Keren Malki Supersale
 - o YLIV – Volunteer Program
 - o MJCF
 - o White Night – Cancer Council
 - o BRS Camps and Co-Curricular
 - o Hachnasat Kallah Tikvah fund
- Extra-curricular sports
 - o Combat
 - o Yoga
 - o Pilates
 - o Trekky brekky



YEAR LEVEL SPECIFIC

- Year level Shabbatons
- Class melave malkas
- Excursions year level and subject specific
- Guest speakers; Rabbi Aron Moss, Prof. Avraham Steinberg
- LSV Lifesaving program – Year 7 and 10
- VCE Jewish Studies Conference Day
- DAV inter-school debating - Year 8, 9 and 10 teams
- Inter-house debating competition
- Chassidus in my life – International Writing Competition
- Year 9 Canberra Trip
- Year 9 City Experience
- Year 9 First Aid training – Hugo's Heroes
- Year 10 Driver's Education program
- Year 10 Work Experience
- Year 11-12 Jewish Studies Conference Day
- Year 7 & 8 Big Days in
- John Button essay writing competition
- AI for Good competition
- Westpac Math Competition
- VCE Headstart program
- Elevate Education Study skills programs – Year 10-12
- Health and homeroom sessions at each year level
 - o Protective behaviours
 - o Healthy relationships
 - o Healthy living – eg yoga, relaxation techniques, pilates, nutrition
 - o Cybersafety
- B'NAI B'RITH Annual Jewish Art Competition



JEWISH STUDIES EXTRA-CURRICULAR PROGRAMS

SCHOOL CAMP AND SEMINARS

Beth Rivkah places great emphasis on our camps and seminars and we aim to educate our students in the value of spending time together as a “family”, the importance of planning and preparation, the power of speech, the importance of self- reflection, and team building.

Year 7 – 12 students attended a whole school camp, themed “Belonging”, enabling students to look at different levels of Belonging – to your peers, your community, your society.

Year 9 students participated in a 4 day Canberra trip. The overall theme for the trip was ‘Responsibility- Me and My Democracy’. Students delved into their different spheres of influence and identity such as: themselves as individuals; their community; their wider society and lastly their world. Along with museum visits and tours students also had many ‘classes’ on the trip that allowed them to deepen their understanding of these concepts. After visiting many government institutions students analysed the varied approaches of Halacha (Jewish Law) development and Australian law.

PNIMI PROGRAM

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

The program was launched to Year 10 students at the end of Term 1, 2019. Being led in conjunction with the BRS Shluchot and with a team of Year 10 ambassadors, the program has attracted more than three quarters of students from Year 7 to 10, and a number of Year 11 and 12 girls also opting in to participate in the program.

SHLUCHOT PROGRAM

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

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

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/46216/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 and upgrades projects in recent years. These upgraded facilities improve the quality of the schools educational offerings and the students' wellbeing.

In 2019, Beth Rivkah Ladies 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

Beth Rivkah Primary Teaching and Non Teaching Staff Qualifications 2019

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

Beth Rivkah Secondary Teaching and Non Teaching Staff Qualifications 2019

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