

# BETH RIVKAH LADIES COLLEGE

# 2018

## SCHOOL PERFORMANCE REPORT



## PERFORMANCE INFORMATION REPORT 2018

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 2018, 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 2018 that was 1.85% \*.

\*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 2017 to 2018, YBR had a staff turnover for all staff including teaching, administration, and support staff across the whole School equivalent to 7%.

\* 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><b>JEWISH STUDIES</b></p> <ul style="list-style-type: none"> <li>• Hebrew reading evaluation at all class levels</li> <li>• Yocheved Debow Life values Education</li> <li>• Head of Jewish Studies meeting with teachers at each level to reinforce and discuss Chumash Zekelman Standards</li> </ul>	<p><b>JEWISH STUDIES</b></p> <ul style="list-style-type: none"> <li>• MYP practices</li> <li>• Dikduk / Grammar for Tanach teaching</li> <li>• Rabbi David Katz – Teaching controversial topics in Tanach</li> <li>• Rabbi Aharon Moss – Teaching Values</li> <li>• Targeted personal professional development with Mrs. Michal Kaufman</li> <li>• Yemei Iyun B'Tanach</li> <li>• Each faculty ran subject specific PD in their scheduled meeting times</li> <li>• Curriculum mapping and review</li> </ul>
<p><b>GENERAL STUDIES</b></p> <ul style="list-style-type: none"> <li>• Visible Thinking Karin Morrison</li> <li>• Weekly In house PD, rotating between Visible Thinking, LE and Positive Education</li> <li>• Spelling Scope sequence and approach</li> <li>• David Hornsby 3 Sessions</li> <li>• Future Schools Expo</li> <li>• Jen Bowden Maths Association Victoria</li> <li>• Autism Spectrum Disorder</li> <li>• First aid and CPR</li> <li>• ISV Professional Development</li> <li>• Carmel Delahunty Maths consultant</li> <li>• Design/Stem training</li> <li>• Dyslexia training</li> <li>• Dave Vinegrad Behaviour Management</li> <li>• Dave Vinegrad Circles and school Values</li> <li>• Trauma training Emma McCarthy</li> <li>• Curriculum Development: Eng, Maths, History, Science, Health</li> <li>• Team meetings at each year level</li> <li>• Curriculum Development</li> <li>• Reading and Comprehension Strategies</li> <li>• Social Thinking Michelle Garcia Winner</li> <li>• Social Thinking Framework Intensive</li> <li>• Sensory issues in students Bev Kadish</li> <li>• Numicon training</li> </ul>	<p><b>GENERAL STUDIES</b></p> <ul style="list-style-type: none"> <li>• VCE Policies &amp; Processes</li> <li>• MYP practices</li> <li>• VCE Chief Examiner's reports and subject specific conferences</li> <li>• Targeted personal professional development with Mrs. Michal Kaufman</li> <li>• STAV, HTAV, VATE and MAV Conferences</li> <li>• School Law conference</li> <li>• Each faculty ran subject specific PD in their scheduled meeting times</li> <li>• Curriculum mapping and review</li> </ul>

## ALL STAFF

- Protective Behaviour – Guest Speakers and Circles Program
- Zones of regulation Dana Berger
- Cybersafety
- Understanding autism Spectrum Disorder
- Dyslexia Support
- Downs Syndrome Australia
- Security PD
- Ongoing computer skills training
- Planning in Seqta and One Note
- Seqta PDs 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

## ALL STAFF

- CPR & ANAPHYLAXIS- Vic First Aid Certificate
- Continuous Reporting in SEQTA
- AITSL Standards
- Critical & Creative Thinking
- One Note Training
- Work Life Balance
- Continuous Reporting
- Camp training
- YBR Child Protection Policies
- Teaching Students with ASD
- Rethinking Our Classrooms: Makerspace
- Supporting Students with Individual Learning Needs
- Apps & IT For Learning
- Explicit Instruction
- Greg Mitchell, Classroom Management
- Anaphylaxis & Asthma Update 1 Anaphylaxis & Asthma Update 11
- 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 2018 were 580 students in Years Foundation to 12 at Beth Rivkah Ladies College. In 2018, students in the Primary and Secondary schools averaged approximately 92.05% 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 2018 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.

## 2018 NAPLAN RESULTS

### 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

## COMPARISON OF STUDENT RESULTS ABOVE NATIONAL BENCHMARKS FROM 2017 AND 2016

### 2016

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	96	100	92	100	94
Year 5	95	93	95	93	95
Year 7	100	95	98	100	100
Year 9	100	83	90	95	97

### 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 2018

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 2018 results include:

- 59 % of ATARs in the top 20% of the State
- 52% of all grades A+ or A
- Dux ATAR 99.35
- Median Study Score 35
- 50's in Text & Traditions and Classical Hebrew

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

## COMPARISON OF VCE RESULTS FOR 2016 - 2018

	VCE 2016	VCE 2017	VCE 2018
<b>ENTER score of Dux</b>	99.6	97.9	99.35
<b>Median ENTER/ATAR score</b>	90.6	86.15	
<b>Median study score</b>	36	35	35

## POST - SCHOOL DESTINATIONS:

27 students who applied for tertiary courses all received offers,  
 51% received 1st preferences  
 67% received 1st or 2nd  
 81.5% received 1st, 2nd or 3rd

<b>LAW</b>	2
<b>COMMERCE/BUSINESS</b>	6
<b>ARTS</b>	4
<b>TEACHING</b>	1
<b>HEALTH SCIENCES/NURSING/OT</b>	4
<b>SCIENCE/BIOMEDICAL SCIENCE</b>	3
<b>SOCIAL WORK/CRIMINOLOGY</b>	3
<b>DESIGN/ARCHITECTURE/MEDIA</b>	4



## VET

VCE VET Business was offered to students in Years 10-12 in 2018 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 – 27 students, Cert 3 – 14 students

Early Childhood Cert 3 – 5 students

Sport & Recreation Cert 3 – 2 students

Kitchen Operations Cert 2 – 17 students

Events Cert 3 – 1 student

The Trades Skill Centre saw students really engaged by VET Certificate II in Kitchen Operations. 8 Year 9 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 drama, 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, 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 Co-ordinator 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 Co-ordinator. 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 Schools Integration Program) 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

## **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 One
- Hebrew reading support – Foundation and One
- 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 Chesed activities
- Year 6 Leadership programme
- Year 6 Leaders
- Coding classes and STEM challenges – Foundation to year 6
- ChangeMakers 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

- Year 7-12 parent information Evening
- Parent – Teacher interviews each semester
- Weekly & holiday shiurim (Jewish studies educational sessions) for mothers
- Year 7 2019 Orientation Evening
- VCE Information Evenings

### WHOLE SCHOOL ASSEMBLIES

- School captains Induction
- ANZAC day
- Yom HaShoah, Yom HaZikaron, Yom HaAtzmaut

### WHOLE SCHOOL PROGRAMS

- Alcohol and drug education program – Hatzolah
- Swimming carnival
- Sports Carnival
- Whole school assemblies
  - o Leadership- School captains Induction
  - o ANZAC day
  - o Yom HaShoah, Yom HaZikaron, Yom HaAtzmaut
- Ba'al Peh – Impart by Heart Learning Program
- Lunchtime clubs program
  - o Book club
  - o Sports club
  - o Art club
  - o Drama club
  - o STAR club
  - o Ensemble
- Kabbalat Shabbat
- After school and lunchtime shiurim and farbrengens
- Shabbat Mevorchim tehillim
- Whole School Camp
- STAR melave malka
- Lag B'Omer hike
- Fundraisers
  - o Shaarei Tzedek
  - o YLIV
  - o Move-a-thon
  - o White Night – Cancer Council
  - o Yad Eliezer
  - o The Great Chop – Zichron Menachem
- Extra-curricular sports
  - o Zumba
  - o Yoga
  - o Bootcamp
  - o Trekky brekky





## YEAR LEVEL SPECIFIC

- Year 12 Shabbaton
- Class melave malkas
- Excursions year level and subject specific
- Guest speakers
- LSV Lifesaving program – Year 7 and 10
- Jewish Studies Conference Day
- DAV inter-school debating - Year 8, 9 and 10 teams
- Inter-house debating competition
- Holocaust Museum Elie Weisel essay writing competition
- Year 9 Canberra Trip
- Year 9 City Experience
- Year 10 First Aid training – Hugo's Heroes
- Year 10 Driver's Education program
- Year 10 Work Experience
- Year 7 & 8 Big Days in
- 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
- Year 10 Purim Spiel – a relatable spin off of the Purim Story- 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.



## 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 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, 2018. 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 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) ended a successful year of fundraising and events with a vibrant End of Year Carnival on the last day of the 2018 school year. Other initiatives spearheaded by the YBRPA in 2018 included popular mango fundraiser, doughnut day, soup days and mothers and father's day stalls. In June, the YBR Move-a-thon captured the attention of and inspired involvement from Yeshivah and Beth Rivkah students of all ages including a Father/Son Soccer Match, an afternoon at Inflatable World, Zumba and Personal Training Sessions and more. A Corporate Breakfast held in November, with His Excellency Mr Mark Sofer (Ambassador of Israel to Australia) as keynote speaker, filled the River Room at Crown Casino and proved to be a morning of illuminating and informative addresses mixed with mingling and networking. Funds raised from all the YBRPA events are injected straight back into our schools, and as such YBR extends gratitude to all the parent volunteers who dedicate their time and efforts for this end.

## **ICT**

2018 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. We passed our 2018 internal ACF review, and will undergo a full accreditation renewal in 2019.

We also underwent a regulatory review in 2018 of all our Child Safety Policies and Practices by our Governing Body, the VRQA, where all our policies and practices in relation to the Ministerial Order 870 and minimum standard requirements were endorsed. This includes endorsement of our policies and their implementation (including security and recruitment), our training programs for staff, students and parents, the ways in which we communicate our child safety procedures with our stakeholders, assessing our reporting procedures in instances of suspected child abuse and measuring the ways in which the school supports a child-safe culture.

Our Welfare Committee, with representatives from all campuses, work together to ensure a holistic and consistent approach to Child Safety matters, and remain trained as part of the Project ChaiTeam since undertaking the emergency first responder training for trauma and tragedy. They continued throughout 2018 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, have increased the avenues for staff to provide feedback on curriculum and student management, 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 provide staff who are leaving with the opportunity to put forward any reason for their departure. Majority of staff who departed during 2018 expressed their regret that personal circumstances had led them to their departure, and commented on their satisfying experiences at Beth Rivkah. Staff retention on the whole continued to be very high, and is a measure of the general satisfaction level of staff. Reasons for staff departures included retirement, moving to advancement positions in other schools, and relocation to overseas countries.

### 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

In addition to the regulars forms of feedback presented to all stakeholders, a comprehensive School Stakeholder Survey was undertaken towards the end of 2018 by MYP, the same external provider who ran the 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. The survey was sent to primary parents, secondary parents, staff and students in years 5 – 12. It looks at various different demographics on the different stakeholders and looked at various areas including reporting, school communication, parent engagement, values and culture, homework, curriculum, teaching standards, student engagement, student transition, learning environment, resources and facilities, co-curriculum, leadership and direction, pastoral care and wellbeing and learning and extension and (for staff) work-life balance. Summary results to be distributed to stakeholders in 2019.

### BOARD OF MANAGEMENT

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

### MYSCHOOLS WEBLINK:

<https://www.myschool.edu.au/school/46216/profile/2018>

## 5. FINANCIAL PERFORMANCE

The summarised operating results for the 2018 year are presented below.

Yeshivah-Beth Rivkah Colleges Recurrent Income Sources as a percentage of total income 2018

### INCOME

School Fees	26.38%
Donations and Fundraising	2.78%
Government Funding	68.76%
Other Income	2.1%

Yeshivah-Beth Rivkah Colleges Recurrent expense sources as a percentage of total expenses 2018

### EXPENSES

Salaries and Staff Related	65.62%
Depreciation	6.71%
Finance Costs	1.15%
Administrative and Operating Expenses	22.34%
Teaching and Curriculum	4.18%

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 2018.

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 2018, Beth Rivkah Ladies College was the recipient of the following Grants which facilitated professional learning:**

<b>Program</b>
Australian Government Funds
VET
In Schools
Victorian Government Programs
Special Education
Developing Resiliency
Financial Assistance Model - Students with disabilities
Facilitation Teacher Replacement
CSEF Funding

**During the course of 2018, \$124,800.64 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 2018

Name	Qualification
I. BAKER	B.ED
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. GECELER	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 of SCI and Nursing CER in Clinical and pediatric nursing G Dip in Primary Ed
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. And Master of Social Work

**Beth Rivkah Secondary Teaching and Non Teaching Staff Qualifications 2018**

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
B. BLANCKENBERG	LL.B., Grad Dip Psych., M. TEACH
E. CIECHANOWSKI	B.A, B.SC, DIP ED
B. KOMENDERA	B. SC (HONS), B. Ed
R. FEIGLIN	B.A, GRAD DIP LIB
C. FRANZE	B.A., Grad Dip. Ed. Grad Cert Ed. Leadership, M.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
S. HIRTH	DIP APP SCI, POSTGRAD DIP ED (ICT)
D. KEEN	B.A, B.A ED, CERT IV TRAINING AND ASSESMENT
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. LEOVITS	B.A
A. LESKI	B.A. (Hons), DIP ED
A. LINDELL	B.ED
R.LOK	M. TEACH., GRAD DIP ED, B.A.
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
P. NICHOLLS	B.SC, DIP ED
N.ORELOWITZ	M.Teach, B.A
M. PALUCH	B.A, B.ED
B. POON	B.SC, DIP ED, DIP COMP STUDIES
S. PIANKO	B.A, DIP ED
A.RAPKE	B.SC (PE) B. ED
S. ROSENFELD	DIP TEACH, GRAD DIP DEAF STUDIES, M.ED , PhD ED
Y. SCHNEIER	B.BIOMED SC, DIP ED, M.ED
R. SKOVRON	B.A, GRAD DIP ED
E. SLAWINSKI	B. Teach, B.A.
N.STUART	B.SC, B.ED
B. TENENBAUM	B.A, GRAD DIP ED, M.ED
RABBI Y. SUFRIN	RABINICAL ORDINATION
S.WARREN	B.A., Grad Dip. Ed, Cert IV in Training & Assessment
V. WIJESOMA	B.A (Social Sciences), M Teach (Sec)