

YESHIVAH 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. 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 2018, 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 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 of around 7%*.

* 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"> • Rabbi Gourarie – Differentiation in Chumash, Mishna and Gemoro • Jewish studies teachers engaged in sharing pedagogical ideas in staff meetings. • Rabbi Heidingsfeld – Kinaesthetic Kria for F-2 • Dr Rosenfeld- Planning a unit of Chumash • Variety of staff members attended various PD sessions • Teaching Holocaust Studies • 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 	<p>JEWISH STUDIES</p> <ul style="list-style-type: none"> • External Presenter: Inculcating Values in the Religious Studies Curriculum • Increasing Student Engagement within Value System • Jewish Studies teachers have weekly PD sessions in Gemorah or Chumash—matching their instruction, assessment and Reporting with the Zekelman Standards
<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 • Introduction to Big Write and VCOP • Inspiring Literacy and Numeracy in Early Years • Highly effective Mathematical Teaching • The agile learner – Assessment literacy and design • High Impact Teaching Strategies 	<p>GENERAL STUDIES</p> <ul style="list-style-type: none"> • Three JSIP Network Meetings (Information and Consultation) • NCCD Funding Review Session • NCCD Training meeting ISV • VCE Physics teacher attended STAV Physics Conference • PD by Physics Chief Assessor Report VCE 2017 Physics Exam • VCE Meet the Examiners, Mathematics discussion of the processes for setting and marking the examinations and student responses and difficulties. • Science Faculty meetings • Maths Faculty meetings • Regular English Faculty meetings: Content development • Digitech Faculty meetings: STEM integration: STEM and IT in the Classroom • Integrating STEAM • Using Microbit – 2 sessions • History teacher attended HTAV Annual Conference • Comview conference attended by Accounting, Legal studies/ Economics teachers • Annual VATE conference • VCE Meet the Assessors : English • Economics teachers attended a conference for Victorian Commercial Teachers • Psychology teachers attended the Psychology Teachers conference • Chemistry Teachers’ Conference: Feb 2018 • English teachers attended OUP Curriculum training Implementation and VATE Conference • Jewish Educators Conference • Assessment-Anat Wilson, Swinburn University • Weekly Hebrew team meeting • Dealing with Dyslexia • Maths teacher attended MAV Conference and Catholic University Maths Conference

<p>ALL STAFF</p> <ul style="list-style-type: none"> • Anaphylaxis Review • Child Protection Review • Lockdown / Evacuation Protocol • Behaviour management • Gifted Education, Gail Byrne (Exceptional Children) • Implementing the Behaviour Matrix in your classroom • Using STEAM in the classroom by Gil Poznansky • Zones of Regulation – Bev Kadish 	<p>ALL STAFF</p> <ul style="list-style-type: none"> • Four staff members upgraded their Cert IV in Training and Assessment • iChris Familiarisation • PD by Dr Eisenmajer for support staff and all teachers on understanding and answering the needs of children on the ASD Spectrum • PD with Gil Poznanski in relation to introducing a STEAM (Science, Technology, Engineering, Art, Maths) component into the curriculum. • Staff updated and refresher training on First Aid Anaphylaxis • Staff PD SEQTA • Staff PD MYED
<p>EDUCATION SUPPORT</p> <ul style="list-style-type: none"> • Turning Knowledge into Action – Down Syndrome Victoria • SEQTA Training which included one on one training if needed 	<p>EDUCATION SUPPORT</p> <ul style="list-style-type: none"> • SEQTA Training which included one on one training if needed



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 2018 were 407 students in Years Foundation to 12 at Yeshivah. In 2018, students in the Primary and Secondary schools averaged approximately 91.55% 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	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

COMPARISON OF STUDENT RESULTS ABOVE NATIONAL BENCHMARKS FROM 2017 AND 2016

2016

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	98	100	96	100	93
Year 9	100	87	98	94	100

2017

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	100	100	100	100	100
Year 9	100	81	100	100	100

SENIOR SECONDARY OUTCOMES

VCE RESULTS 2018

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:

- 31% of ATARs in top 10% of State
- 33% of all grades were A or A+
- Dux ATAR 98.95
- Median ATAR 87.35
- Median Study Score 33

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
ENTER score of Dux	99.95	99.55	98.95
Median ENTER/ATAR score	93	89	87.35
Median study score		37	33

COURSE OFFERS TO YEAR 12 APPLICANTS BY TERTIARY INSTITUTION

	Monash University	The University of Melbourne	RMIT	Victoria University	Deakin University	TAFE	Other
Year 12 2016	70%	10%	10%				10%
Year 12 2017	34%				34%	17%	15%
Year 12 2018	54%	6.6%	6.6%	6.6%	13%	13%	

COURSE OFFERS TO YEAR 12 APPLICANTS BY TERTIARY INSTITUTION COURSE AND BY TYPE OF COURSE

Course name	Institution	Preference Level
Science Advanced-Research (Honours)	Monash University	1
Engineering (Honours)/Science	Monash University	1
Business/Accounting	Monash University	1
Marketing/Arts	Monash University	1
Business	Monash University	1
Commerce/Actuarial Science	Monash University	1
Computer Science (Professional)	Swinburne University of Technology	1
Business (Sport Management)	Deakin University	2
Design	University Of Melbourne (The)	1
Games and Interactivity	Swinburne University of Technology	2
Entrepreneurship	RMIT University	3
Business/Marketing	Monash University	1
Business/Accounting	Monash University	1
Commerce/Business Analytics	Deakin University	2
Construction Management (Honours)	Victoria University	1

VCAL / VET

In 2018 Yeshivah College had:

- 19 students doing VET/VCAL in Applied Rabbinics
- 8 students doing VET Applied Ivrit Cert III
- 9 students doing VET Hospitality Cert III
- 3 students doing VET Business Cert III
- 1 Year 12 student doing VET Hospitality at Holmesglen.

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. Friday lunchtime weekly Student Leadership meetings were held to discuss the various programs being run in the school. Student leaders organised fund raising activities throughout the year, 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 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.

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. We continued our participation in Chess competitions and bridge building competitions and have been very successful. In addition, our music ensembles have grown in numbers and students regularly perform at school assemblies, soirees and externally at Old Age Homes.

All students have participated 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. This year separate school camps were held for Years 7&8 and Years 9&10, 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:

- 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

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
- School camp- 9,10, Mesivta
- Purim night festivities (In conjunction with Chabad Youth)
- Purim day Mivtzoim
- Pre-11 Nissan Campaign
- School camp- 6 7&8 and 9&10
- Lag B'Omer Party (in conjunction with Chabad Youth)
- Shavuot 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
- Shavuos 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
- Critical thinking training
- Designing Tefillin bags
- 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) 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 Chai Team 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 Yeshivah. 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 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

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/46215/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 projects & upgrades in recent years. These upgraded facilities improve the quality of the schools educational offerings and the students' wellbeing.

In 2018, Yeshivah College was the recipient of the following Grants which facilitated professional learning:

Program
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

Yeshivah Primary School Teaching and Non-Teaching Staff Qualifications 2018

Name	Qualification
R. BEN-ATAR	B.Ed.
L. CLAPHAM	BA (Hons Psych) and a DPsych (clinical).
Rabbi Y. COHEN	Rabbinical Ordination deemed VIT registered
J. FELDMAN	B.A. Dip.Ed. M.Ed.
S. GLIKSON	B.Ed.
A. GROSS	Rabbinical Ordination deemed VIT registered
R. HILL	Dip. Primary Teaching. B.Ed.
B. JACOB	B.A. Dip.Teaching
A. JAYES	B.Ed.
J. KAPLAN	B.Ed.
Z. KAREL	B.A., Dip. Ed Primary, Dip Ed. Secondary, Gard B. Ed (psych, special Ed), Grad DipEd psychotherapy
T. KENNY	B.A Marketing, B.A of Psych, Grad dip psych, M.A of PYSCH
S. LAYTON	B.Ed.
L. LEBRANSKY	Dip.Teaching
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)
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.
Rabbi B. SEREBRYANSKI	Rabbinical Ordination deemed VIT registered
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 2018

Rabbi P. ASH	Rabbinical Ordination deemed VIT registered Certificate IV in Training and Assessment
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
D. FELBEL	B.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.
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
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