



Yeshiva College Cheder Chabad

ABN 14 129 848 595

36 Flood Street (PO Box 18) Bondi NSW 2026, Australia

Phone: (02) 9387 3822 Fax (612) 9387 5774

Dean & Spiritual Leader: Rabbi Pinchus Feldman OAM

Principal: Mrs Pnina Feldman

Annual Report 2011

Table of Contents

	Page
A message from key school bodies	2
Contextual information about the school	5
Student outcomes in standardised national literacy and numeracy testing	7
Student performance in state-wide tests and examinations and Senior secondary outcomes	8
Professional learning and teacher standards	9
Workforce composition	10
Student attendance and management of non-attendance	11
Retention of Year 10 to Year 12 (where relevant)	11
Post-school destinations	11
Enrolment policies and characteristics of the student body	12
School policies	14
School determined improvement targets	16
Initiatives promoting respect and responsibility	17
Parent, student and teacher satisfaction	17
Summary of financial information	18

BS"D

A message from key school bodies

Message from the Consultant Principal

Yeshiva College Bondi is the first school in Australia where Torah Studies are given the same status as General Studies. We accomplish this by including Board of Studies outcomes within our Integrated Jewish Studies program.

Yeshiva College began the process of becoming a Registered and Accredited Primary School (for Years K to 6) in 2007. Since then it has added Years 7 to 10 as Registered but not Accredited classes. For Year 11 and 12 students, the school offers an Accredited Diploma Course in Advanced Jewish Studies. Graduates of the school are accepted into the finest Jewish tertiary educational institutions worldwide. In addition, they have university credits towards some subjects if they choose to go to university.

The school is focused on Jewish Studies and Torah learning with sufficient General Studies so that our graduates can study further in any tertiary institution. From among our first High School graduates, one student has been given two years of credits towards her Bachelor of Arts degree through the Diploma of Advanced Jewish Studies she earned at Yeshiva College. She was able to enter university without an HSC, and has been given credit for her Diploma.

Our Registration process was initiated at my direction and was achieved through the efforts of our dedicated and professional staff in developing this unique curriculum, lead by Rabbi Leib Aber, Gavriella Aber and Shaina Feldman.

Education in Australia is experiencing huge changes from preschool through Primary, Secondary and all the way up to Teacher Professionalism. New laws have been introduced in all sectors. All of these changes impact upon Yeshiva.

- The quality and standards of care of Preschool ages are undergoing a huge upgrade with the introduction of the National Quality Standards. This means that we have had to reapply for our licenses for Out of School Hours Care and Long Daycare under these new standards. It also means that teachers for our future Long Daycare services need to earn certain qualifications.
- Primary and Secondary schools are experiencing a full overhaul of the curriculum as it becomes a national, rather than a state by state syllabus. These changes impact on Yeshiva's syllabus also.
- New laws require teachers to have higher levels of educational training than previously and to undergo Accreditation at the point of employment. We have several teachers to whom this relates at Yeshiva.
- The new standards expect training in Child Protection and First Aid, which many teachers at Yeshiva have undergone.

With all the new regulations in Education, there is a lot of work going on behind the scenes at Yeshiva, of which parents are unaware!

There are also other aspects of the school's development which are not public knowledge, which this Annual Report gives us the opportunity to share. Here are some of the accomplishments which did not go in the report categories for this report, but which we are proud to highlight:

DONE	Date(s)	Accomplishments
✓	August 2011	We were inspected by the NSW Board of Studies and achieved our 5-year goal of full Registration from Year K to Year 10. Our license to operate as a K – 10 NSW School attracts full government grants and is valid until 2014, when we renew the entire license with a full inspection.
✓	September 2011	The government ran a routine complete audit on the school. The audit was very satisfactory. Thank you to the Administrative staff and School Board members who worked so hard to provide the required documentation.
✓	October 2011	We supported a Sydney University Master's intern with mentoring and observations for her final term. This work was supported with an Association of Independent Schools grant under the Smarter Schools National Partnerships Independent Schools Internship Grant Program.
✓	November 2011	We successfully installed solar panelling at the Flood Street campus, implementing a \$50,000 Climate Change Grant.
✓	November 2011	We achieved licensing for government funding of Before School Care, After School Care and Long Daycare at both campuses. Because Yeshiva has school on Sundays, we are also eligible for Before and After School Care on Sundays.
✓	November 2011	Our Yeshiva Prayer Program (Before School Care) became operational immediately, with government grants subsidising a large portion of the budget for davenning teachers every day.
✓	December 2011	We achieved licensing for government funding of Vacation Care at both campuses. Throughout the 2011 summer, the Yeshiva Camps Program (Vacation Care) ran programs with longer hours for more student age groups for more weeks as a result of government assistance. These expanded services will continue from now on, G-d willing.
✓	January 2012	A complete upgrade of the Staff Handbook was undertaken to include many new areas of expanded legislation (as sent to member schools by the Association of Independent Schools).
✓	January 2012	During the summer of 2012, as the Staff Handbook was revised, an administrative structure was created by the School Board, including job descriptions for all Administrative staff.
✓	January 2012	The Girls' High School area (the uppermost floor) of the campus at 255 Old South Head Road was successfully converted from one huge classroom to three separate areas for learning. At the start of Term 2, our Year 7 girls' class moved to the new building in accordance with their new status as high school students.
✓	January 2012	Our Yeshiva Enrichment Program (After School Care) became operational for several age groups. The program continues to grow.
✓	Term 4 2011, Term 1 2012 (warm terms)	Swimming lessons were arranged at a local swim school to teach and strengthen swimming skills in our students in many classes. These lessons were very appreciated by students and their parents.
✓	February 2012	We began to hire the Kidsport program as a weekly feature in many classes to teach the students many essential skills in a fun way. This program makes the kids' hearts beat and do a proper workout for the best fitness in every lesson.

✓	February 2012	We earned a grant for our Remedial Program through the Association of Independent Schools National Partnerships for Literacy and Numeracy. As a result we were able to hire a trained remedial teacher who has assessed and is assisting many students successfully in an ongoing basis.
✓	February 2012	Our Diploma class went on their Chof Bais Shvat excursion to the Lubavitch Girls' Convention in New York. It was a tremendous source of excitement and inspiration as they prepared with spiritual endeavours, experienced life near 770 and returned full of Chassidic fervour which impacted favourably on the entire high school.
✓	March 2012	New playground equipment (beautiful new swings, climbing equipment and a sand pit with a thick safety mat underneath) was donated for the infant classes by the Parent Committee from money they raised and a generous parent added in the rest of the funds needed.
✓	March 2012	Our order from Coles Sports for Schools arrived. This year the students and parents were very active in the campaign and as a result we earned dozens of balls, jump ropes, vests for teams, hurdles and lots of other equipment to enhance our sports programs in all classes.
✓	April 2012	Application for a Security grant was successful. This grant will allow Yeshiva to build security walls, refurbish flooring and improve the safety and security of the grounds in many essential ways.
✓	May 2012	The Administrative offices of the school moved downstairs to the Boys' School premises. This relocation allows for readier access to the school, enabling more consolidated and efficient work.
✓	June 2012	Application was made for Out of School Hours Care licensing and Nominated and Certified Supervisors as required by the new National Quality Standards of ACECQA.
✓	June 2012	Yeshiva became participants of the AEDI (Assessment of Educational Development Indicators), which is a voluntary process to assess our Year K students in five developmental areas. This is the second national round of these assessments. In 2009, Yeshiva did not participate, since we were in the midst of curriculum development for Registration and it was beyond our scope. Happily, this year, we are more settled as a school and have joined the national assessment team.

There was also a major challenge which Yeshiva faced this year. In April 2012, we had a tremendous setback in the form of a flood of the Adler building. Due to the tremendous rains, with water pouring into several floors in the Administration offices, some carpets, flooring and computers were in need of repair. In addition, the electric wiring in the entire building needed replacement. As the parent body will remember, this disaster required a week's delay in starting school in Term 2, as the computers, server and phone lines were down and it was impossible to ensure our Duty of Care to students under these circumstances.

We are grateful to our loyal parent body which showed understanding about the crisis. We owe a great debt of gratitude to the teaching staff, whose lives were disrupted. And we are also thankful that the Administrative staff, many of whom were without their own computers for a month, managed to get the school records back in order, the paperwork together for the insurance claim and the many regular government deadlines for July in on time. The entire Yeshiva family managed to rise to this challenge so admirably.

BS"D

This report will outline many more accomplishments at Yeshiva. (Make sure to notice our Naplan results!) We hope the report brings you pride and confidence in our dedicated staff, who are working very hard (and have succeeded on many fronts) to create the best institution of Jewish education possible.

Mrs Pnina Feldman
Consultant Principal



Contextual information about the school

<http://www.myschool.edu.au/MainPages/SchoolProfileRep.aspx?SDRSchoolId=43725&DEEWRIId=0&CalendarYear=2011&RefId=bKMYCfK7T2aAdrg81XhkfA%3d%3d>

Yeshiva College began the process of becoming a Registered and Accredited Primary School (for Years K to 6) in 2007. Since then it has added Years 7 to 10 as Registered but not Accredited classes (not eligible for School Certificate). For Year 11 and 12 students, the school offers an Accredited Diploma Course in Advanced Jewish Studies. Graduates of the school are accepted into the finest Jewish tertiary educational institutions worldwide. In addition, they have university credits towards some subjects if they choose to go to university.

The school offers a Torah-centred curriculum where courses in the NSW BOS KLAs are integrated within Jewish Studies subjects. In addition, a General Studies program is taught to ensure all BOS syllabus outcomes are adequately addressed. All learning is presented within a Jewish framework. The school operates over an extended daily timetable to allow sufficient time to satisfy Board curriculum requirements.

The school follows Jewish Chassidic Orthodox traditions, ethos and practice. Some ways these values manifest themselves: the school has a boys' department separate from the girls' department; the school participates in many community programs to encourage other Jewish people to connect to their Jewish heritage; the discipline system is based on Torah values.

The School has a campus in Flood Street, Bondi. It has also obtained council approval to undertake significant renovations for expansion. Recently, Yeshiva purchased a property on Old South Head Road, Bondi, to house the secondary girls' classes.

The parent body are comprised of Rabbis and Jewish Community leaders and others who want their children educated at a very high standard of Jewish Studies, some of whom intend on having the learning apply towards future community leadership. The majority of students live in Sydney's Eastern Suburbs.

BS"D

Several students have even been sent from interstate to take advantage of the College's ground-breaking education program.

The school enjoys enormous support from the Sydney-wide Jewish community, and from a young age students are engaged in community projects. Throughout the year at community celebrations of Jewish festivals and the like, the students plan events, offer presentations and provide support to Jewish community centres hosting celebrations.

In the short time the school has been active, the NAPLAN results have been very impressive. In 2009, the school was ranked among the top three Jewish day schools in NSW. In 2010, the school results were above state average in every almost test for every grade level. In 2011, our school was ranked in the top 10% of schools in NSW in both Primary and High School categories!

In 2011, the College submitted a proposal for a Remedial Program to assist our students in integrating two languages (Hebrew and English) in the best possible way. We have on staff an expert in reading assessment who has been given many hours to work with students to diagnose and treat any deficiencies. This proposal was allotted grant money from the National Partnerships for Literacy and Numeracy.

The Yeshiva College model - of having Studies reflect the cultural and religious heritage of the students while achieving a high standard of governmental expectations - is likely to form a basis for similar initiatives around the Jewish world, as orthodox parents seek a very high standard of Jewish learning, while not neglecting their child's secular studies.



BS"D

Student outcomes in standardised national literacy and numeracy testing

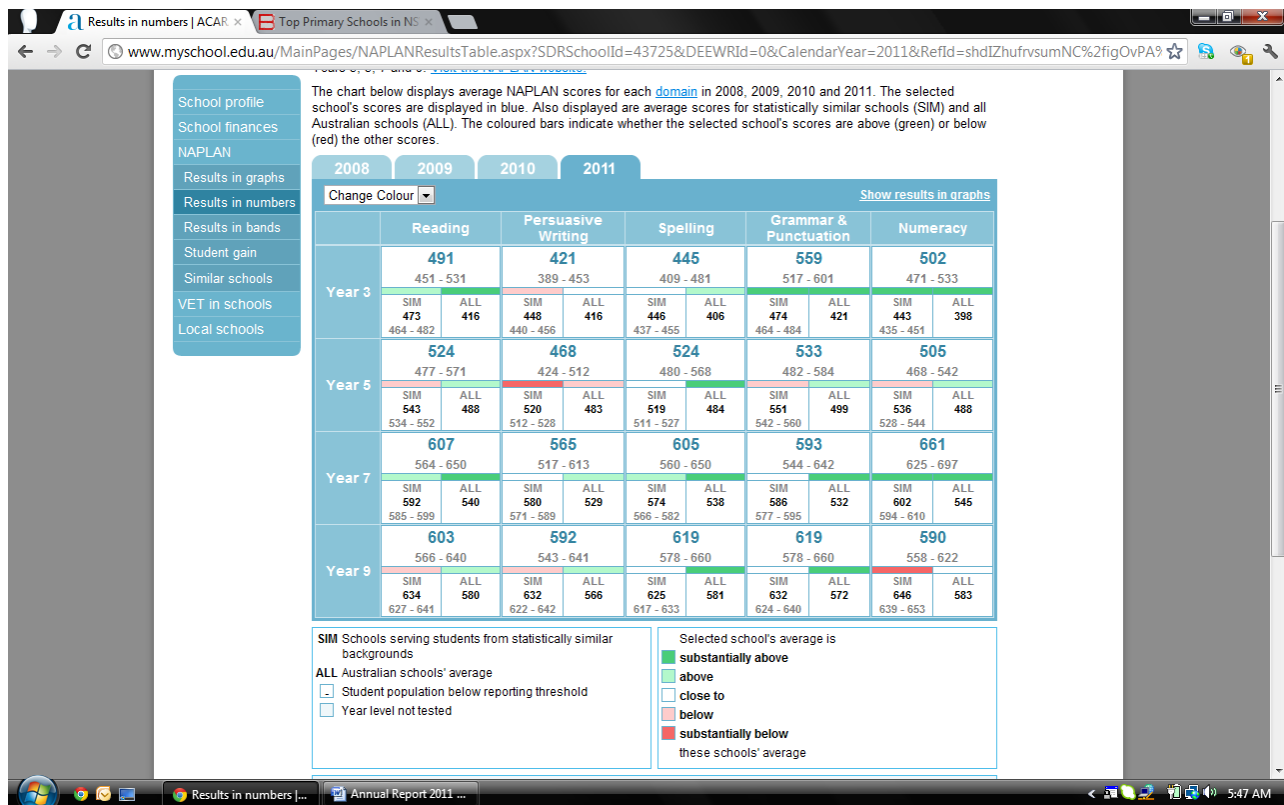
<http://www.myschool.edu.au/MainPages/NAPLANResultsTable.aspx?SDRSchoolId=43725&DEEWRId=0&CalendarYear=2011&RefId=shdIZhufvsumNC%2figOvPA%3d%3d>

Our school has been participating in the Naplan tests since 2008. Each year we have been pleasantly surprised to see that our results in the National testing of Literacy and Numeracy show that our school is delivering a solid secular education, comparable to other NSW schools.

At Yeshiva College, our students take the Naplan tests every year; one year is their real admission to the government and one year is a test to give them practice for the coming year. Many schools use this technique, but it is particularly apt in our school where we have composite classes of two grade levels – some students need to be submitted and other don't until the following year.

This year's results (2011) were particularly good. We were ranked in the top 10% of schools in NSW both in Primary and Secondary categories. The actual rankings were 65th school out of 783 High Schools and 192nd out of 2070 Primary Schools. (See details in chart below comparing local Jewish schools).

Below is a chart of our Naplan results: (go to the myschool link above for more details)



Here is a chart comparing our results with other local Jewish day schools:

NSW PRIMARY SCHOOLS (out of 2070 schools)

SCHOOL	Grammar	Numeracy	Reading	Spelling	Writing	OVERALL RANKING
Yeshiva	453	703	406	299	1519	192
KTC	737	561	484	299	103	179
Moriah	171	61	166	331	103	139
Masada	3	17	60	170	31	4
Mt Sinai	86	19	97	97	79	48
Emanuel	113	123	166	180	272	132

BS"D

NSW HIGH SCHOOLS (out of 783 schools)

SCHOOL	Grammar	Numeracy	Reading	Spelling	Writing	OVERALL RANKING
Yeshiva	81	315	179	96	178	65
KTC	49	51	35	77	190	111
Moriah	86	80	120	101	72	87
Masada	Unlisted	Unlisted	Unlisted	Unlisted	Unlisted	Unlisted
Emanuel	46	80	66	77	81	76

Our school was also ranked overall by a site called www.bettereducation.com.au.

In the Primary School category in NSW, our results were as follows (compared to other local Jewish schools):

School	English	Maths	State Percentile
Yeshiva College Bondi	5 out of 5	5 out of 5	97%
Masada	5 out of 5	5 out of 5	100%
Mount Sinai	5 out of 5	5 out of 5	99%
Moriah	5 out of 5	5 out of 5	98%
Emanuel	5 out of 5	5 out of 5	98%
Kesser Torah College	5 out of 5	4 out of 5	96%

In the High Schools in NSW category:

School	English	Maths	State Percentile
Yeshiva College Bondi	5 out of 5	5 out of 5	97%
Masada	4 out of 5	5 out of 5	98%
Moriah	4 out of 5	5 out of 5	96%
Emanuel	4 out of 5	5 out of 5	97%
Kesser Torah College	4 out of 5	4 out of 5	95%

These amazing results show that a focus on Jewish Studies is not a detriment to success, but actually enhances good results! Considering that our courses of study across all grade levels are based on Jewish knowledge and that the great majority of each school day is spent learning our Integrated Jewish Studies courses, these fabulous ratings are quite spectacular!

Student performance in statewide tests and examinations and Senior secondary outcomes

Yeshiva College does not sit and is not eligible for the School Certificate or the Higher School Certificate. Our High School is Registered, but not Accredited. Instead, our year 10 students sit an internal assessment of academic achievement in all areas. Our year 11 and 12 students qualify for a VET Accredited Diploma in Advanced Jewish Studies with components in Aged Care, Youth Care and Leadership. If our graduates wish to pursue these subjects at university, this Diploma can be used for university credits towards their degree.

For 2013, our Diploma Course is expanding to include the option of other Accredited VET courses in: Special Needs, Computer/IT Studies, Business Studies and Community Services. In addition, the school will offer students the opportunity to earn the Certificate III in Child Care so they will be eligible for work in this field upon graduation from our High School if they so choose.

All our graduates apply for at least a year of tertiary study in Jewish Yeshivas or Seminaries world-wide. This year, our graduates were accepted in Melbourne, Montreal, USA and Israel.

BS"D

A graduate two years ago of our Diploma program is currently pursuing a Bachelor degree at an online university. When she went to apply, she was granted two years of credits for her courses from our Diploma Course.



Professional learning and teacher standards

Yeshiva College staff includes teachers at the following levels of qualifications delivering the KLA outcomes in either secular or Integrated Jewish studies:

Level	Number of staff
(i) Having teacher education qualifications from a higher education institution within Australia or as recognised within AEI-NOOSR guidelines	10
(ii) Having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	5
(iii) Not having qualifications described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 and as a 'teacher' during the last five years in a permanent, casual or temporary capacity.	0

Once full Registration of the school was achieved in August 2011, the school focus shifted to improved professionalism and upgrading standards for excellence in education. Several courses were offered to staff in this regard.

BS”D

Child Protection

In November 2011 and January 2012, Yeshiva hosted two units of child protection training for the staff (knowing that these courses are becoming required for the National Quality Standards). We had the Association of Independent Schools come deliver a course (Child Protection Compliance Workshop) on the legalities of child protection in the teaching profession. In addition, we had the NSW Commission for Children & Young People give their Child Safe Organisations seminar. The seminar defined what risk management strategies an organisation needs to adopt to help make it Child Safe. The session included information on keeping kids safe from abuse in our organisation and our obligations under the Working With Children Check. 83% of the Yeshiva staff attended these courses in Child Protection.

Professional Development in Teaching

In the 2011 fiscal year, Yeshiva hosted a four-part series given by an expert from the Association of Independent Schools in various aspects of teaching. These courses were accredited by the NSW Institute of Teachers. Participants achieved several outcomes from the Professional Teaching Standards of the NSW Institute of Teachers, which can be counted as credits in their professional development. Our Primary and High School staff attended these courses in: 1) Student Motivation and Engagement, Attendance Keeping, 2) Assessment and Reporting, 3) Assessment and Record Keeping and 4) The Unit of Work.

In July, 2011, Yeshiva hosted a hook-up to America with a world-renowned educator in Teaching Alef Bais and Kriyah According to Mesorah. 95% of Primary staff attended.

In September, 2011, a dynamic speaker from the University of Sydney was invited to give a course (meeting outcomes of the Professional Teaching Standards of the NSW Institute of Teachers) called, Engaging Students – Relationship-Centred Learning. 87% of Primary and High School staff attended.

In September, 2011, the school’s parent body funded a program by the “Bully Busters” – Insideout Educational Programs. All staff, students and parents were invited to attend their sessions. 92% of staff, 99% of students and a large representation of parents attended. Please see Initiatives promoting respect and responsibility section to read about the results of the course.

In January, 2012, six staff members updated or earned their First Aid Certification.

School Executive participated in the following Seminars conducted by the Association of Independent Schools:

- Supervising New Scheme Teachers
- Using Professional Teaching Standards to Improve Teaching and Learning
- Industrial Agreements in Independent Schools Workshop
- Briefing for OSHC Services
- AEDI Data Collection in 2012.

The average expenditure per accredited teacher on professional learning in 2011 was \$630.

Workforce composition

<http://www.myschool.edu.au/MainPages/SchoolProfileRep.aspx?SDRSchoolId=43725&DEEWRId=0&CalendarYear=2011&RefId=ba3aUmlymKQwYubPoCFfyw%3d%3d>

The workforce at Yeshiva College comprises 15 staff members who are responsible for delivery of the NSW Board of Studies Key Learning Areas Outcomes, which are also delivered through our Integrated Jewish Studies program at Yeshiva. We also employ other teachers who deliver Jewish Studies classes which are not included in our syllabus requirements for Registration.

BS"D

0% of our staff are of indigenous descent.

Student attendance and management of non-attendance

Student attendance rates in the fiscal year 2011 are listed in the chart below:

Year Level	Male Attendance Rate %	Female Attendance Rate %
Kindergarten	98	98
Year 1	96	96
Year 2	NA	NA
Year 3	98	97
Year 4	NA	NA
Year 5	91	95
Year 6	NA	NA
Year 7	87	88
Year 8	NA	NA
Year 9	87	93
Year 10	93	88
School Overall 2011		95
School Overall 2010		99

Management of non attendance

When students do not attend school, accurate records are recorded on our database system. Students who do not arrive by 11am are marked absent (and if they arrive later, it is changed to reflect the time of arrival). Parents of students who are absent are called by Reception or texted or emailed. The school follows up with a periodic written letter to parents in cases of un-validated absences.

Absences are monitored by the school's database system, which alerts school Administration when unacceptable thresholds are reached. Parent and student conferences are held to resolve the non-attendance. Mandatory reporting procedures apply where absences are extended or the student may be at risk.

Retention of Year 10 to Year 12 Students

We did not have year 10 graduates this past fiscal year.

94% of the Year 11 cohort continued on to the Year 12 program in our school. One student decided to drop out for vocational study before continuing on to overseas study this coming year at a Jewish tertiary institution.

Post-school destinations

The year 12 graduates this year all chose to pursue continued study at a Jewish tertiary institution around the world in this coming year.

One of our graduates from 2010 has enrolled in an online university degree after her year abroad at a Jewish tertiary institution and was accepted with credits for two years from her Advanced Diploma earned at Yeshiva College.

These post-school destination figures are consistent with previous years.

BS"D

Enrolment policies and characteristics of the student body

Characteristics of the Student Body

Yeshiva College will accept applications for enrolment from any family looking for an education based upon the specific teachings of Lubavitch, a Chassidic branch within Judaism. Yeshiva College Bondi caters to students whose families seek a very high standard of Jewish education. By achieving NSW Board of Studies Key Learning Area outcomes primarily through the teaching of Integrated Jewish Studies, the college provides higher quality and greater quantity of Jewish Studies than other schools.

We welcome and consider all enrolment applications without undue delay, with confidentiality and with open communication between school and parents. We process applications to the interview stage, at the discretion of the Principal, only after all enrolment forms have been completed and the payment of the enrolment application fee is received. Yeshiva College, within the parameters of our Chabad framework, complies with all government enrolment requirements.

At Yeshiva College, we believe that learning is enhanced when the values of the home and school are aligned and when home and school support each other. Therefore, Yeshiva College requires that all parents allow their child to engage in the full life of the school, with due consideration to the child's abilities and background. This includes spiritual, academic, physical, cultural, off-site and social events. Families (including grandparents) of new students are encouraged to enter fully into the life of the school through participation in school programs, events, excursions, camps and assistance plans, and through involvement in school activities as appropriate.

Yeshiva College values the richness of individual difference, justice and compassion, confidentiality, harmony between the needs / desires of children and the resources / context of the school, procedural fairness and the interaction of children with exceptional talent and those who experience learning challenges.

Enrolment of students relies upon considering the welfare of the whole school community, the school's ethos and the capacity of the school to cater for the individual needs of an applying student.

Applications from Aboriginal students will be processed in the same way as any other application. Students from different faiths are expected to attend all classes scheduled for their peers.

Special Needs Applicants

The college will accept enrolment applications from students with special needs. These needs may be learning giftedness or challenge, physical talent or difficulty. As part of the enrolment process, the school will be forthright in indicating whether it is able to meet a child's needs. The assessment procedure for students with special needs will assist in understanding:

- The anticipated needs of the individual student throughout their schooling
- The anticipated resources and costs required to meet those needs
- The individual program required to meet those needs
- The school's capacity to provide those resources and individual programs
- The impact of meeting those individual needs on the existing class and school community

The school may not be able to meet the needs of all prospective students in the short or long term, and hence, may decline enrolment. Any decision of the school to decline enrolment is final.

BS”D

Enrolment Policies

Enrolment is at the discretion of the School Board. Maintenance of class sizes is at the discretion of the School Board. The Board has the capacity to accept students on pastoral grounds, even if the student does not fulfil all prerequisites. If there is no available position in a class, the child is placed on a waiting list. The school will contact parents promptly when a position arises.

Enrolment to Year K is subject to the minimum age of students as determined by the State government or at the discretion of the School Board and subject to individual special circumstances. The starting age for Year K students is five years old as at 30 April in the year of admission. All Year K applicants must be assessed for requisite development and skills by a member of the Infants’ educational team at Yeshiva College. A staff member meets with the prospective student to explore school readiness, literacy skills, numeracy skills, social skills, academic ability, areas of giftedness, special needs and a variety of other relevant issues. Exceptions to the starting age will be at the discretion of the school.

If there is a vacancy in a class, an offer of enrolment will be based on factors in the following order, but always at the discretion of the School Board or its representative(s), subject to individual assessment and subject to the date of application within each category:

- the applying students is from a family with a sibling who attends or has attended Yeshiva College Bondi;
- the applying student is from a family who is known as a member of the local Jewish community;
- the applying student is from another family who agrees to actively support the ethos of Yeshiva College.

Yeshiva College will, when possible, seek to accommodate those families for whom the school fees would impose a financial burden. Any requests for financial assistance, payment plans or fee relief will be made to the School Board at the time of application for enrolment. Applicants might be asked for immediate and regular proof of financial difficulty. The School Board’s decision in these matters is final.

Yeshiva College reserves the right to terminate the enrolment of a student who undermines the school’s ethos, engages in serious, unacceptable behaviour, repeatedly disrupts learning, jeopardises the welfare of other students (see Suspension and Expulsion Guidelines in the school diary) or who is known to watch television and/or engage in activities which contravene Jewish law.

One term’s notice in writing of intention to withdraw enrolment from the school is required. If not provided, a term’s fees are required (or the proportion of the term in which notice is not provided before the withdrawal). A position will not normally be reserved for a student who leaves the school temporarily. Any changes to this procedure are at the School Board’s discretion.

Advertising for enrolments may occur from time to time as needed. Any advertising will forthrightly and clearly declare the school’s Lubavitch ethos.

Enrolment Requirements

All enrolment applicants must present:

- a completed Enrolment Application for each child
- the non-refundable Enrolment Fee per application
- each child’s original birth certificate, immunisation records, copies of previous school reports (if applicable)
- the Marriage Certificate of parents

BS”D

- proof of Australian citizenship or permanent resident status
- the Centrelink Customer Reference Number (CRN) of the child, the CRN and birth date of the parent who is linked to the child at Centrelink (Human Services).

In addition, all applicants are required to contact Centrelink (Human Services) regarding assessment and registration for and payment of Child Care Benefit (CCB) and Child Care Rebate (CCR) and any other relevant government grants for their child(ren) attending Yeshiva. When registering for these grants, Yeshiva parents are to request from Centrelink that the CCB and CCR grants are “paid to the service provider.”

Our printed enrolment information includes required enrolment details, agreement to enrol the student simultaneously to the Before and After School Care programs at Yeshiva, guidance information about our school, (such as books and supply list, uniform code, etc) and about beginning school (for Year K applicants). In order for the application to be considered, the non-refundable Enrolment Application fee must accompany the application.

Permission for the school to consult third parties regarding a child whose family is applying for enrolment will be sought in writing with due consideration to discrimination, privacy and other relevant laws.

Parents may appeal the decision to decline enrolment by lodging a written appeal with the School Board. The School Board’s decision is final.

School policies

Yeshiva College has policies on Student Welfare, Discipline and Complaints and Grievances which were all upgraded during the summer break in January 2012. Our Student Handbook was formed for Registration and there have been significant changes in practice in the four ensuing years. The policies were rewritten and edited to reflect these changes. The entire Staff Handbook has been submitted to the Association of Independent Schools for thorough review, as many new government policies were included in the new edition and we want to ensure that we have understood the new legislation properly.

Student Welfare

At Yeshiva College, the welfare of our students is considered an essential obligation, no less important than their actual education. In Chassidic thought, it is a truism that without taking a fellow’s physical needs seriously, one is not able to meet the fellow’s spiritual needs. So too, without assuring the welfare of a student – physically, emotionally and in terms of security – any education Yeshiva offers would be flawed.

To this effect, we have written or revised our policies in this past year to reflect further research and changes in government policy for the following areas related to Student Welfare:

Abuse, Neglect and Child Protection, Bullying Policy and Philosophy, Corporal Punishment and Threats, Duty of Care, Health, First Aid, Sick Bay, Medication, Parent’s Role, Pastoral Care, Required Reporting, Safe Conduct, Security and the Student Welfare Assessment Grid and Planning Sheet.

All of these policies are in the Staff Handbook and some are also listed in the Student Diary. The new policies have been tabled and discussed at Staff Meetings.

Over all, Yeshiva expects staff to be on alert about circumstances which or people who might cause undue stress on students, with the goal of defusing or neutralising these negative forces.

As is apparent in our Discipline Policy and Philosophy, at Yeshiva we aim to coach students to react maturely in every situation to the best of their ability. The Welfare Committees (which exist in each

BS"D

section of the school – Girls' Primary, Boys' Primary, Girls' High and Mesivta) meet periodically and in times of need to proactively plan how to counter any negative forces in classes and among peers, and find ways to empower the students to choose appropriate behaviours.

Discipline

Students at Yeshiva College are coached in appropriate behavioural choices from the youngest ages all the way through high school. Our Discipline Policy and Philosophy are based on the Previous Lubavitcher Rebbe's Discourse called, Principles of Guidance and Education, which advocates empowering students with the skills and knowledge to lead their lives in a responsible, mature and moral manner.

We have many documents in our Staff Handbook which relate directly or indirectly to our Discipline Policy and Discipline Philosophy documents. The most obviously linked ones are: Bullying Policy and Philosophy, Corporal Punishment and Threats, Duty of Care, Teacher's Role, Supervision Responsibilities, Homework, Pastoral Care, Playground Expectations, Safe Conduct and Student Code of Conduct.

It is understood that at Yeshiva we do not condone or permit corporal punishment and that disciplinary measures are based on procedural fairness.

Complaints and Grievances

Yeshiva College has updated its Complaints and Grievances Policy this year while the entire Staff Handbook was updated. The policy describes the expected procedure for complaints of parents, staff and students. All complaints and grievances will be treated with Procedural Fairness. The Staff Handbook also has a section called Procedural Fairness, where the rights of complaining parties are detailed.



BS”D

School determined improvement targets

In our Annual Report of 2010, we set four targets (listed in the column to the left in the chart below). The right column gives a comment about the progress since then.

<i>2010 Target</i>	<i>Progress</i>
Expand buildings	<p>The \$850,000 BER grant was intended to expand the Adler building in a \$2million dollar project, approved by Council, which would have housed 4 additional classrooms as well as an outdoor rooftop playground. We are in great need of this expansion. Sadly, works were stopped due to expansion of the Electric Works on Angelsea Street And we are now in consultation with the Government to see how this matter should proceed.</p> <p>After much planning and effort to meet all requirements, Council approved plans for the renovation of the campus at 255 Old South Head Road for our Long Daycare facilities in December 2011. Works were started, but funds were insufficient to complete the job. We now await further funding to make the premises into a state-of-the-art facility for pre-school children.</p>
Register Long Daycare Centres (in process)	<p>Both applications to register Long Daycare Services at Yeshiva (one on each campus) were granted in November, 2011. However, the license to operate cannot be used until we have adequate premises.</p>
Achieve accreditation for all provisionally accredited teachers	<p>The School Executive attended AIS courses to create our Yeshiva Policy for Accreditation of New Scheme Teachers. All our New Scheme Teachers have been briefed on the process of Accreditation, Yeshiva’s Policy and what is required of them. Each New Scheme Teacher is currently at various stages of progress in the process.</p>
Continue improved and thorough documentation of units of work in each stage of each subject	<p>There has been some progress in documenting units.</p>

In the coming year, our goals are high. Some of these aims will depend on financial funding.

School Determined Improvement Targets in 2012
Upgrade the Diploma Course to include new VET courses and the Certificate III in Child Care for 2013
Finish the renovations at 255 Old South Head Road and begin using our LDC license
Raise the funds for the Adler building renovations to occur, including the LDC
Have all potential LDC teachers complete Certificate III in Child Care
Upgrade computer system for speed and to link all staff areas
Review the new Staff Handbook with all staff during staff meetings
Strengthen the Parent Committee for fundraising and support their charity box campaign
Continue our aims for the Literacy and Numeracy program
Continue our Accreditation of teachers

BS"D

Initiatives promoting respect and responsibility

Judaism requires constant self assessment and improvement strategies from each person. At Yeshiva College, we promote habits that reflect this requirement. Teachers coach the students in appropriate respectfulness towards Rabbis, their teachers and authorities in general.

In addition, students are trained in showing respect to their fellow students – especially in instances where disrespectful behaviour has taken place.

These goals are the heart of proper Jewish education.

In October 2011, the Parent's Association sponsored the visit of the Bully Busters program to the school. Dedicated parents sponsored a three-pronged program to enhance the positive atmosphere at Yeshiva. The program educated staff, parents and students in techniques to minimise and eliminate bullying. Two experts were flown in from Melbourne to give workshops to staff, parents and several batches (in different age groups) of our students. It was a highly successful presentation, offering the students techniques to form positive relationships, react appropriately to bullying and assist each other as bystanders against negative interactions. Since the presentation, students often use the principles that were presented.

Parent, student and teacher satisfaction

Parent satisfaction

In November 2011, a group of parents held a raffle to raise money for property improvement needs at the school.

In January 2012, a parent collected donations towards expansion of the library and school teaching resources in honour of a departed relative.

In May 2012, a small group of parents gathered to design a school brochure and a school charity box for distribution. A start was made to both these projects, but it needs follow-up.

In June 2012, a new Parent Committee was formed to manage the operating costs of the school.

Parents regularly express satisfaction with the warm atmosphere and the nurturing of each child that takes place at Yeshiva, even among difficult conditions with financing the renovations and planned improvements of the premises. Although the facilities are not improving at the desired rate, due to lack of funding, the parents are strong supporters, forming committees and raising money.

Student satisfaction

It was expressed by the students at the Year 12 graduation this year that "Yeshiva is not just a school, but a family for each of us students." This comment elicited a long round of applause and cheers from the parents, staff and student body in the audience.

The extra-curricular programs at the school, for all ages, enjoy a very high rate of attendance by most students. This shows that the students like to come to the campus and be with their classmates.

Teacher satisfaction

A teacher who taught a few years ago at Yeshiva, left for another job and then returned to Yeshiva. The teacher noted that since coming back, having previously taught at the very beginning of the Registration process, the level of professionalism and the expectations on students had risen so dramatically that it was

BS'D

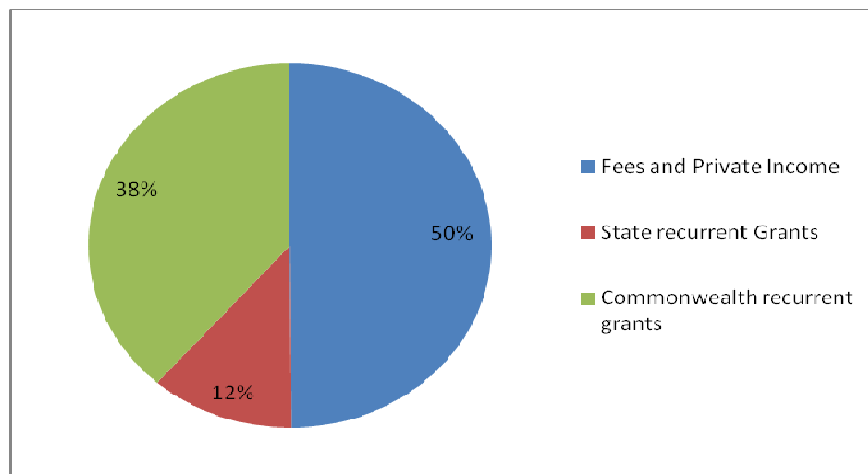
hard to tell it was the same school! It was clear, said the teacher, that major improvements had taken place and that the students are extremely focused on learning.

Overall, teachers have shown great dedication to Yeshiva in the face of the flood in Term 2 and other challenges which arise in a rapidly increasing and evolving school.

Summary of financial information

Income

• Fees and Private Income	\$882,361	50%
• State recurrent Grants	\$204,416	11.5%
• Commonwealth recurrent grants	\$681,883	38.5%
Total	\$1,768,660	



Recurrent/Capital Expenditure

• Salaries	\$1,158,589	64.6%
• Non Salary	\$ 576,440	32.2%
• Capital Expenditure	\$ 57,820	3.2%
Total	\$1,793,119	

