



# Yeshiva College Cheder Chabad

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

## YESHIVA COLLEGE CHEDER CHABAD ANNUAL REPORT 2019

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### Message from the CEO & Acting Principal

This year we have been able to enjoy even more the new expansive school facilities of open outdoor spaces that allow children to play in a safe and protected environment. These spaces are flexible and can be used by classes for a variety of learning activities. It still is our goal at Yeshiva College to provide the best Jewish and secular education. Our modern and comfortable learning spaces also allow for our students to concentrate on their learning and reach our goal of providing the best Jewish and Secular education.

I thank the staff at Yeshiva College for their endless hard work and commitment. They have worked industriously to ensure that the students are engrossed in their learning and holistic growth. I also thank the parents for their faith and confidence in the school's ethos and assistance in our various events.

Yeshiva College continues to have engaging space for students to learn in and be immersed in rich educational experiences. We look forward to a prosperous future at Yeshiva.

Rabbi Dr Dovid Slavin

## School Profile

Please see the link: <http://www.myschool.edu.au/>

Yeshiva College offers a Torah-centred curriculum. The General Studies program is taught to a high standard, in line with the NESA syllabus outcomes. All learning is presented within a Jewish framework. The school operates on an extended daily timetable to allow sufficient time to satisfy NESA curriculum requirements.

The school follows Jewish Chassidic Orthodox traditions, ethos and practice. 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 behaviour management system is based on Torah values. This system guides a person to refine and govern his or her every act and feeling through wisdom, comprehension and knowledge.

The parent body is comprised of Rabbis, Jewish Community leaders and other community members who want their children educated at a very high standard of studies. The majority of students live in Sydney's Eastern Suburbs.

Throughout the year, the students plan events, offer presentations and provide support to many Jewish community centres, displaying and strengthening their leadership qualities.

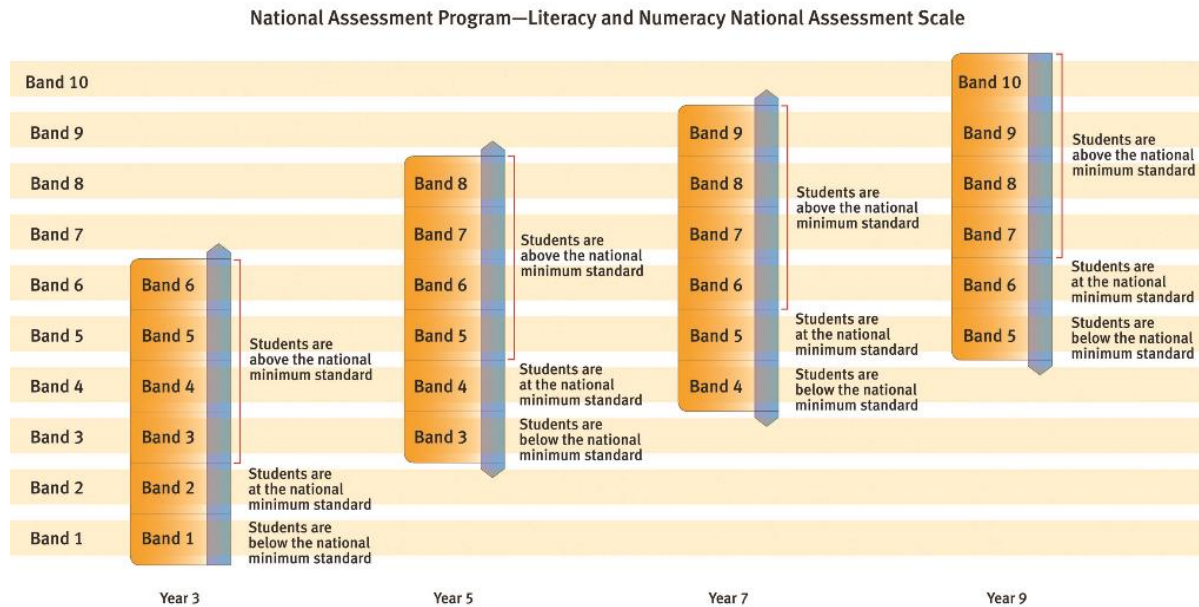
Yeshiva College strives to achieve a high standard of education that encumbrances the cultural and religious heritage of the students and orthodox parents/community, while achieving a high standard of NESA expectations.

# Student outcomes in standardised national literacy and numeracy testing

Please see the link: <https://www.myschool.edu.au/school/43725/naplan/results>

For NAPLAN results, a national minimum standard is defined and located on the assessment scale for each year level. Band 2 is the minimum standard for Year 3, band 4 is the minimum standard for Year 5, band 5 is the minimum standard for Year 7 and band 6 is the minimum standard for Year 9. These standards represent increasingly challenging skills and require increasingly higher scores on the NAPLAN scale.

The minimum standards and common scales for NAPLAN results across all year levels are illustrated in the picture below:



## 2019 NAPLAN Results Overview – Yeshiva College Bondi

Total Number of students that sat NAPLAN in 2019	
Grade	Total
Year 3	3
Year 5	3
Year 7	3
Year 9	2

Students Above National Minimum Standard					
Grade	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	3	3	3	3	3
Year 5	3	3	3	3	3
Year 7	3	2	3	3	3
Year 9	2	2	2	2	2
<b>Total</b>	<b>11</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>11</b>

<b>Students at National Minimum Standard</b>					
<b>Grade</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar and Punctuation</b>	<b>Numeracy</b>
<b>Year 3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Year 5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Year 7</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Year 9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Students Below Minimum Standard</b>					
<b>Grade</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar and Punctuation</b>	<b>Numeracy</b>
<b>Year 3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Year 5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Year 7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Year 9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Notes:**

- 11 students from YCB completed NAPLAN testing in 2019.
- 11 students were above the National Minimum Standard for Reading
- 10 students were above the National Minimum Standard for Writing
- 11 students were above the National Minimum Standard for Spelling
- 11 students were above the National Minimum Standard for Grammar and Punctuation
- 11 students were above the National Minimum Standard for Numeracy
  
- In Years 3, 5, 7 and 9, 100% of students were at or above the National Minimum Standards in all areas (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy).
  
- In Year 3, 5 & 9, 100% of students were at or above the National Minimum Standards in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.
  
- In Year 7, 1 student was at National Minimum Standard for writing.

## Student performance in state-wide tests and examinations and senior secondary outcomes

Yeshiva College Primary, for years K – 10 is a Registered but not Accredited School. Yeshiva College students are not eligible to sit for the NSW Record of School Achievement (RoSA) or the Higher School Certificate (HSC). The parents are informed of this fact at the point of Enrolment, in Annual Reports, in annual email or in newsletters and in curriculum documents.

## Professional learning and teacher standards

Yeshiva College staff includes teachers at the following levels of qualifications delivering the KLA outcomes:

<i>Level</i>	<i>Number of staff</i>
(i) Having teacher education qualifications from a higher education institution within Australia or as recognised within AEI-NOOSR guidelines 5	3
(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 4	1
(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	1



## Professional Learning 2019 (K-10)

Activity
Online Child Protection Awareness Training course (NSW Govt, Dept of Education)
Obligations in Identifying and Responding to Children and Young People at Risk - Online Module
The Principles of Purposeful Programming – Online Module
K-6 Curriculum Registration Requirements – Head of Departments
Individual weekly Programming and Resource Sessions
Registration Requirements for all Schools – Head of Departments
Child Protection Training by EduCARE
Weekly Staff meetings to plan, collaborate and share resources and ideas
Staff Scope and Sequence Development Meetings – Head of Departments
Welfare Sessions on strategies for individual student improvement plans with AIS consultant – all Staff
Jewish Studies Curriculum planning meetings – Head of Departments



## **Workforce composition**

<http://www.myschool.edu.au/SchoolProfile/>

The workforce at Yeshiva College comprises 5 staff members who are responsible for delivery of the NSW Education Standards Authority Key Learning Areas Outcomes. We also employ other practitioners who deliver Jewish Studies classes.

The proportion of full time staff retained in 2019 was 90%

0% of our staff are of indigenous descent.

## Student attendance and management of non-attendance

Student attendance rates in the year 2019 are listed in the chart below:

Year Level	Male Attendance Rate %	Female Attendance Rate %
Kindergarten	96	93
Year 1	NA	NA
Year 2	96	96
Year 3	90	94
Year 4	95	NA
Year 5	86	90
Year 6	95	92
Year 7	91	NA
Year 8	96	72
Year 9	91	79
Year 10	NA	NA
School Overall 2018		90
School Overall 2017		89

### Management of non-attendance – Unexplained Absence

Unexplained absence is where a student has been absent without a note prior or after the absence from a doctor or a parent. When a child has had unexplained absences for 30 days out of 100 the following procedure is required:

Reception will notify the Principal in writing immediately once the absence exceeds 20 days out of 100. The Principal will then undertake the following steps:

- a) Contact the parent/guardian by phone
- b) If unsuccessful send email to parent/guardian
- c) If contact is successful the Principal will begin discussion and seek to identify issue/s that are causing absence so that the correct policy can be implemented to rectify the problems.
- d) Should a student be absent for more than 30 days in 100, the Principal will access the Keep Them Safe website (on [www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au)) and determine whether a report is required.

### Management of non-attendance – Unsatisfactory Absence

Parents are responsible for the regular attendance of students at school. Principals and school staff, in consultation with students and their parents will attempt to resolve problems of non-attendance.

A student is considered to have an unsatisfactory school attendance when they have:

- regular absences without explanation (despite follow-up from the school)
- regular absences and explanations provided by parents are not accepted by the Principal, or
- extended periods of absence without an explanation or the explanation is not accepted by the Principal. An extended period of absence may be consecutive or irregular patterns of non-attendance

Should a student be identified as having unsatisfactory school attendance the first point of resolution is for the Principal to contact the parents/guardian by phone to resolve the issue. If this does not create a positive result the following actions may take place as decided by the Principal:

- Meeting with student and parents
- Development of an attendance improvement program with the student and parents
- Referral to a counsellor
- Requesting and sharing information and working collaboratively with other government and non-government agencies

In managing attendance concerns consideration should be given to whether the pattern of unsatisfactory attendance may be on its own or with other risk factors impact on the safety, welfare or wellbeing of the student. In this instance, contact needs to be made with the appropriate body such as FACS or Children's helpline.

All communication should be documented by the Principal and placed in the student file. Notes should also be placed on the student electronic file.

Where unsatisfactory class or school attendance is identified, the attendance issue and any action taken are recorded, as appropriate, on the student file.

Unsatisfactory attendance is defined in two ways – continued late arrival to school and continual absence. If a student arrives to school after 10.00am 3 days in a row the administrative officer is to notify the Principal. The Principal will then contact the parent/guardian to discuss the situation and see what resolution can be made. Discussion and resolution will be documented by the Principal and placed in the student file.

If a student is ill for 3 days in a row the administrative officer will contact the family to obtain further information on the status of the student. This will be emailed to the Principal who will determine what follow up is required. The phone call is to be documented by the administrative office and put in the student file.

## **Post-school destinations**

We had 100% of our Year 10 students leave to enter further Torah learning and / or to do secondary or tertiary or VET studies locally or interstate.

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

# 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 in NSW.

We welcome and consider all enrolment applications. 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 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 scheduled classes.

## 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.

## 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 circumstances. The starting age for Year K students is five years old as at 30 June 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 the following factors and always at the discretion of the School Board or its representatives:

- the applying student 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) 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
- enrolment in our before and after care programs
- 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 regarding assessment and registration for any relevant government child care benefits for their child(ren) attending Yeshiva.

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**

School policies are upgraded and revised on the agreed upon timeframe. Seldomly, policies are updated at an earlier time to aligned with new legislation or to clarify old guidelines.

College Policies for Enrolment, Student Welfare, Anti-Bullying, Discipline, Child Protection, Privacy, Parent Code of Conduct and Complaints and Grievances are available in soft and hard copies at the College office.

### *Student Welfare / Discipline*

At Yeshiva College, we consider it a big part of our mission to train students in self-mastery and about making good choices. We also highly value teaching good communication skills.

Our behaviour philosophy at Yeshiva is based on the 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.

### *Anti-Bullying*

At Yeshiva College, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we students, staff and parents all share a responsibility for preventing it.

This policy builds on the Yeshiva College's Safe and supportive Environment Policy and Behaviour Management and Discipline Policy to provide clear procedures and strategies to prevent, reduce and respond to bullying.

### *Complaints and Grievances*

Yeshiva College's Complaints and Grievances Policy describes the expected procedure for complaints of parents, staff and students. All complaints and grievances are treated with Procedural Fairness.



## School determined improvement targets

In our Annual Report of 2017, we set targets (listed in the column to the left in the chart below). The right column gives a comment about the progress since then.

School Determined Improvement Targets	Progress
Work with AIS School Improvement Team to determine school priorities	In Progress
Ongoing Teacher training	In Progress
Upgrade the library to become a resource centre and an area of learning and a place to develop the enjoyment of reading and exploring knowledge.	In Progress
Design KLA Guide to Making Judgements for assessments	In Progress
Proceed with obtaining approval for Long Day Care centre	In Progress
Upgrade Scope and Sequence documentation across all areas of learning	Completed
Complete upgrade of onsite facilities	Completed

In the coming year, the goals we aim to achieve along with finalising the above goals are as follows:

<b>School Determined Improvement Targets</b>
Increase Professional Development of Staff
Upgrade of Physical Barriers, Security Lighting, CCTV, Swipe Access Control and Armed guards.
Strategic Plan to Increase School Pride and Increase Numbers of Students
Quality Improvement and Development plan for Writing Skills
Enhance Staff Resource Room

## **Initiatives promoting respect and responsibility**

Weekly 'student of the week' are awarded to students who display respect towards peers, teachers and environment and for overall diligence and punctuality. The certificates are presented at weekly assemblies. Annual awards include 'Role Model of Good Middos', awarded to students who excel in good character traits, especially kindness and respect.

Our vibrant Tzivos Hashem Program has progressed in quality and student participation. New additions include a large screen in the foyer, which displays promotions and updates for Tzivos Hashem, an electronic scanning station where students can scan their cards which they receive from teachers for kind behaviour and for fulfilling daily missions, which promote self-motivated learning and responsibility.

A middos tovos initiative was introduced in various classes which encourage positive speech, positive outlook and care for each other, promoting mutual kindness and respect. The students grade themselves and earn stickers and prizes.

The senior students mentor the younger students to learn leadership skills. They also role model mature behaviour.

Our students are also called upon often to go out in the wider community to offer religious services like blowing the shofar on Rosh Hashono as well as reading the megillah on Purim. The high school students produce a quality weekly magazine on the Parsha of the week, as well as a few interesting stories. These are distributed to Jewish Businessmen and businesses weekly, enabling Jewish pride and traditions to be spread to the wider Jewish community. Students regularly go to visit hospitals and old age homes to cheer up the residents and patients with Jewish songs and activities. They also help to prepare, cook and pack parcels for the wider community at Our Big Kitchen and volunteer at Chabad Houses with events. These activities educate and model students on how to think of others and use their talents, skills and resources to assist others.

## Summary of financial information

### Income

Fees and Private Income	\$ 857,305	49%
State recurrent grants	\$ 376,112	22%
Commonwealth recurrent grants	<u>\$ 513,307</u>	29%
Total	<u>\$1,746,454</u>	

### Operating Expenditure

Employment Expenses	\$ 1,467,590	85%
Non Salary	<u>\$ 248,239</u>	15%
Total	<u>\$ 1,715,829</u>	