



Yeshiva College Cheder Chabad

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

YESHIVA COLLEGE CHEDER CHABAD ANNUAL REPORT 2021



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Message from the Executive Director

This year provided many challenges for the College community including our looming fears of the continued spread of COVID -19, but it also showcased what a united and supportive community we are part of. Remote learning continued for terms 3 and first half of term of 2021 and returned back to face to face learning in second half of term 4 2021. Lessons learnt from the last 18 months quickly transferred to the classroom and continue to thrive.

Despite all of the events in 2021, we at Yeshiva College still strive to provide the best Jewish and secular education. Our updated and flexible learning spaces allow for our students to concentrate on their learning and reach our goal.

In late 2021 the Yeshiva College Board of Directors made the decision to appoint a Compliance Officer to Yeshiva College. Reporting to the Executive Director and Board of Directors on matters relating to Governance and Compliance, the sole purpose of this appointment is to ensure that all Policies and Procedures meet requirements set by NSW Education Standards Authority (NESA). I am pleased to say that our choice of Mrs Portelli is proving to have lifted our compliance to great heights.

Further to this the Board of Directors also approved for Mr North to move away from face to face teaching into curriculum development.

A major task undertaken by the School Board in 2021 was the review of long-term planning and updating of the Five-Year Strategic Plan that sets improvement directions for the school.

I thank the staff at Yeshiva College for their endless commitment and dedication. They have worked extremely hard to ensure that the students are engaged 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. A special thank you to Morah Shaina for giving her all to the school and the children.

A special thank you to our patron and life-governor Mr Harry O. Triguboff AO, wishing him good health and continued success.

Yeshiva College continues to have engaging space for students to learn in and be immersed in rich educational experiences. We continuously strive to reach the standards set for us by our dear Rebbe and his teachings continue to be our guide.

Regards

Rabbi Dr Dovid Slavin



Message from Acting Principal

First of all, I must thank my college staff and community for their patience and understanding in 2021 as we all responded to this once in a lifetime experience. This very sense of community has proved to be our best asset and tool to overcome the challenges that have occurred and will present themselves possibly moving forward.

In 2021 the Student Welfare Council (SWC) comprised of Head of Boys, Head of Girls and the Principal.

The SWC represented the school at a number of events including for College staff a webinar by Rabbi Yaakov Chaiton, Director of Chinuch through Connection.

In this interactive webinar we learnt identifying the drama triangle, understanding its danger, tools to avoid it, and effectively getting yourself past it. This was extremely successful as staff became aware that behind every single behavior there is a need, some stronger than others, that is often misinterpreted causing the educator to be sucked into a space from which they can't be of help.

The SWC organised a number of events for students which has provided a 'common language' amongst staff on how to care, nurture and provide pastoral care for Yeshiva College Bondi students.

Yeshiva College Bondi continues to strive to deliver a world class Jewish Education based on the strong foundations of the Torah. We also promote excellence in education and a love of lifelong learning in the 21st century world, an essential blend for nurturing remarkable young Australian Jewish leaders who will serve the Chabad cause at home and internationally.

Our main and continued purpose is to ensure children learn, grow, question, and discover the amazing world around them in the best environment possible established upon a strong Torah foundation. Evidence of this has been the consolidation of the previous year of implementing and implementing the knowledge base at Yeshiva College Bondi –

1. Growing understanding of a Culture of Thinking / Inquiry-Based learning.
2. Inquiry based learning in teaching programs, for example the Math Problem Solving in our Mathematics teaching to now be extended to real life examples that engaged students and have them become active participants in their life long journey as learners.
3. Pastoral Care methods of Peer Mediation, Shared Concern and Restorative practice was extremely successful as it became evident in the reduced items for discussion in SWC meetings.
4. First NAPLAN online.

Learning Experiences included:

1. The establishment of our very own STEAM centers in both the Girls' & Boys' schools. These centers were kitted out with new furniture that encouraged and facilitated collaborative learning. Furthermore, each lab was fitted with multiple new iMac laptops where students were able to explore scientific exploration, online word processing and initial stages of coding. The essential focus on a new form of literacy and coding has also been started in the early stages of learning with the exploration of using the well regarded 'Bee Bots'.
2. Years 2 - 9 Boys students enjoyed healthy activity when a round-robin sports gala was held at the Indoor Waverley Oval sports center. This included sports such as Basketball, Soccer and Dodgeball.
3. Chanukah-themed lessons where we designed Chanukah themed Candle Decorating, designed and created a label for a Chanukah Olive Oil bottle and poetry/short story Chanukah-themed literature

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4. Excursions to Featherdale Farm where the students consolidated their integrated learning Unit of Birds.
5. Challah baking on Fridays to be given out to less fortunate.

As well as the above learning experiences our students participated in:

1. Athletics.
2. Regular hot lunches provided by OBK.
3. Tzvivos Hashem international competitions- Yeshiva ranking among the top schools in monthly and annual competitions.
4. Outreach trips and visits by students on Friday afternoons.
5. Before and after school Care Programs.
6. Sunday Cheder enrichment program.
7. Weekly Mishmor Club, facilitated by the high school students, using the peer support model.
8. Lag BaÓmer – preparations for and taking part in a Parade around the streets of Bondi
9. Purim carnival and incursion where we had outside entertainment.

Students represented our school:

1. The International Chidon Sefer Hamitzvos which was held on zoom.
2. High school boys produced a professional weekly magazine which they distributed to the wider community on a weekly basis.

Students developed a sense of empathy and learnt about social responsibility through our close association and proximity with Our Big Kitchen. The students have had regular opportunities to prepare and cook meals for the less fortunate, as well as making special foods related to Jewish holidays and Shabbat, which were delivered to patients in various hospitals, bringing them joy on the Jewish festivals.

These range of activities are used as tools to enhance student's learning of the national curriculum. They also gave the student's a strong sense of identity and wellbeing and taught them to be effective communicators, confident and involved learners, giving them a sense of responsibility to contribute and connect with the world around them in a positive way.

I look forward to participating in the continuation and growth in all areas of the school.

Mrs. S Feldman

Acting Principal

Morah Shania Feldman



School Profile - Contextual information about the school and characteristics of the student body

Please see the link: <http://www.myschool.edu.au/>
Website: <https://yeshivacollege.nsw.edu.au/>

Yeshiva College offers a Torah-centered 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 composed of Rabbis, Jewish Community leaders and other community members who want their children educated at a very high standard of Jewish education. 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 (NAPLAN)

Despite unplanned lock down in the second half of 2021 we still had students who completed the NAPLAN testing.

Yeshiva College total school numbers for each level is very small therefore results have not been published on the My School website.

Should you wish for further information please contact the Acting Principal, Morah Shaina Feldman. Students Years 3, 5, 7 and 9 NAPLAN tests for previous years are available via the My School website. (except for 2020 as, due to COVID-19, NAPLAN was cancelled)

To access Yeshiva College Bondi NAPLAN results

1. Click on the My School link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search



3. Click on 'View School Profile' of the appropriate school to access the school's profile

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9
3. Individual children's results are sent to parents once they have been received by the school.

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

Yeshiva College Primary, for years K – 10 is a Registered School but not Accredited School for the RoSA or HSC. Therefore, reporting of RoSA or HSC results is not applicable for the school.

Parents of children enrolled at Yeshiva College are informed of this fact at the point of Enrolment, in Annual Reports, in Annual Emails or in newsletters and curriculum documents.

Teacher professional learning, accreditation and qualifications

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

<i>Level of Accreditation</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	2
(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	6

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<i>Level of Accreditation</i>	<i>Number of Teachers</i>
Proficient	7
Conditional	2
Total	9

Professional Learning 2021

Description of Professional Development Learning
Online Child Protection - Webinar
Professional Development presentation with Rabbi Chaiton on Conscious Discipline
Child Protection presentation by Mr Kendall
Different pastoral strategies by Mr Kendall - Discrimination, Harassment and Bullying statement, Email, Electronic Facilities and Social Networking Websites & Disability Discrimination
Development of school assessment tracking
Emergency Evacuation, Assessment and Planning & Reporting on Student Achievement
Adjusting teaching during COVID-19 (Accredited by NESAs)
NAPLAN Narrative Writing Marking Online Training
Annual Child Protection Training – Amalia Portelli – Yeshiva Policy, Procedure and Code of Conduct relating to Child Protection

Workforce composition

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

Yeshiva College Bondi provides facilities and personnel to teach Jewish studies at the standard required by fervently orthodox families, as well as providing a relevant and engaging experience in their Secular Studies.

Yeshiva College is a registered independent school that caters for Kindergarten to Year 6 and Year 7 through to Year 9.

Yeshiva College Bondi is committed to development of a school which sanctifies G-d's name by example, in word and deed; is an integral part of the wider Jewish community; proclaims Jewish pride through public festival celebration programs; welcomes and involves parents as partners; helps other Jews through outreach activities to enrich their religious lives; encourages students to assist people in need; equips its students to meet all the curriculum and credentialing requirements across the Key Learning Areas; prepares students to contribute to the Australian community via religious and secular professions; equips students who desire to enter Jewish or other tertiary institutions to meet the appropriate entry requirements.

The workforce at Yeshiva College comprises 17 teaching staff members comprising of teachers who deliver the NSW Education Standards Authority Key Learning Areas Outcomes and those who deliver Jewish Studies.

None of our staff are of indigenous descent.

Teacher counts are based on the Census Summary Report (August) and are as follows:

<u>Staff</u>							
Type	Count				FTE		
	Primary	Secondary	Both	Total	Primary	Secondary	Total
Principal	0	0	1	1	0.2	0.7	0.9
Teaching	6	4	7	17	8.2	4.2	12.4
Non-teaching	0	0	0	0	0.0	0.0	0.0

Note:

NESA Accredited Teachers = 9

Judaic Teachers = 8

Student attendance and management of non-attendance

Student attendance rates in the year **2021** are listed in the chart below:

Year Level	Male Attendance Rate %	Female Attendance Rate %
Kindergarten	30	61
Year 1	100	100
Year 2	100	93
Year 3	100	53
Year 4	-	-
Year 5	-	100
Year 6	93	99
Year 7	100	N/A
Year 8	100	94
Year 9	95	92
Year 10	N/A	N/A
School Overall 2020		90
School Overall 2019		91
School Overall 2018		90
School Overall 2017		89

Source:

School Hub and My School website: <https://www.myschool.edu.au/>

Note: for Year K Yeshiva College manages attendance rates via Yeshiva School Student Management System SAS2000 – Report “Absences Analysis”

Yeshiva College has no indigenous students enrolled

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 NSW Mandatory Reporter Guide (MRG) <https://reporter.childstory.nsw.gov.au/s/mrg> from the Communities and Justice website 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 will be made with Family and Community Services.

Unsatisfactory attendance is defined in two ways – continued late arrival to school and continual absence. If a student arrives at school after 10.00am 3 days in a row the administrative officer will notify the Principal. The Principal will then contact the parent/guardian to discuss the situation and see if resolution can be made or if further action is required.

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.

For further information relating to Yeshiva Attendance Policy this may be found on the Yeshiva College website: <https://yeshivacollege.nsw.edu.au/>

Post-school destinations

We had 100% of our Year 10 students leave to enter further Torah learning and/or to do secondary, 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 quantity of Jewish Studies than other schools in NSW.

We welcome and consider all enrollment 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 any 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

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

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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 Bondi. 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 that may be found in Yeshiva's Discipline Policy) 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 Yeshiva College Bondi 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

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Our printed enrolment information includes required enrolment details, agreement to enroll the student simultaneously in the Before and After School Care programs at Yeshiva College Bondi, 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.

Further information relating to Enrolment maybe found on the Yeshiva College Bondi website: <https://yeshivacollege.nsw.edu.au/enrolment/>

The following table below are documents relating to enrolling a child into Yeshiva College:

Policy	2021 /2022 - Version	Commentary
Student Enrolment Policy	V2.2	Changes made to document stationery and version control. Includes flow chart of Enrolment Process
Yeshiva College Bondi Enrolment Form	2021/2022	Changes made to document stationery and version control
Yeshiva College Bondi Parent and Student Handbook	2021/2022_V1.0	Changes made to document stationery and version control. Aligns with published Policies and Procedural Documents that can be found on the Yeshiva College Bondi Website
Consent Form - B	V1.0	Changes made to document stationery and version control
Contact Information Form - C	V1.0	Changes made to document stationery and version control

School policies

Yeshiva College Bondi Ltd seeks to provide a safe and supportive environment which:

- supports the physical, social, academic, spiritual and emotional development of students.
- provides student welfare policies and programs that develop a sense of self-worth, fosters personal development, minimizes risk of harm and ensures students feel secure.

School policies are upgraded and revised on agreed timeframes or to align with new legislation.

College Policies for Enrolment, Student Welfare, Bullying and Harassment (anti-bullying), Discipline, Child Protection, Privacy, Parent Code of Conduct and Complaints and Grievances are available in soft copy form or in hard copy from the College admin office.

Student Welfare / Discipline

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

Our behaviour philosophy 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.

Yeshiva College Bondi's Discipline Policy is based on principals of procedural fairness and involves parents in the processes of procedural fairness in the event suspension or expulsion is being considered.

Yeshiva College Bondi confirms that it does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons.

Bullying and Harassment

At Yeshiva College Bondi, 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 students, staff and parents all share a responsibility for preventing it from occurring.

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 Bondi'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.

Informal complaints may be raised by a complainant directly with the person involved. However, if the complainant does not feel comfortable doing so or the matter is one where it may not be appropriate to do so a complaint can be made to the Principal. Any complaint about the conduct of a staff member should be raised directly with the Principal in the first instance.

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Should the matter not be resolved through informal processes, the complainant may raise the matter formally with the school. A formal complaint can be made in writing to the Principal, via email principal@yeshivacollege.nsw.edu.au.

Where a person wishes to make a formal complaint against the Principal the complaint should be made in writing to the Executive Director, via email Rabbi@obk.org.au. In this situation, the references in this policy relating to the role of the Principal should be read as references to the Executive Director.

To ensure that all aspects of this mission are met, Yeshiva College Bondi provides students with the following policies and procedures. These are continuously being reviewed and made available on the Yeshiva College Bondi website: www.yeshivacollege.edu.nsw.au.

Policy	2021 /2022 - Version	Commentary
Child Protection Policy	V3.1	Enhanced: Reporting procedures relating to Mandatory Reporter, Staff Training, Mandatory Reporting and definitions. Changes made to document stationery and version control
Welfare Policy	V2.0	Changes made to document stationery and version control
Discipline Policy	V2.1	Changes made to document stationery and version control. Document includes communication relating to behaviour to parent and child. Mention of use of Behavioural Card
Complaints Handling Policy	V2.0	Changes made to document stationery and version control. Includes reference of Complains form and Work flow of management of Complaint.
Complaints Form	V2.0	Changes made to document stationery and version control. Support statements within the Complaints Handling Policy and management of Complaints Handling work flow
Bullying and Harassment Policy	V2.0	Changes made to document stationery and version control
Whistle blower Policy	V2.0	Changes made to document stationery and version control
Child Safety Statement of Commitment	V1.2	Changes made to document stationery and version control
Attendance Policy	V4.0	Changes made to document stationery and version control. Includes step by step work flow of attendance workflow, recording keeping and attendance exemptions.
Mobile phone Policy	V1.0	Changes made to document stationery and version control. Updates to include advancement of technology such as wrist phone watches.
Student Enrolment Policy	V2.2	Changes made to document stationery and version control. Note: further documents relating to Enrolment of Students and Student and Parent Handbook may be found by clicking on the following link: https://yeshivacollege.nsw.edu.au/enrolment/ Refer Section on Enrolment in this Annual Report.

School determined improvement targets

In our Annual Report of 2020, we set targets (listed in the column to the left in the chart below). The right column gives a status since then.

Goal	Status
School Determined Improvement Targets	On Going
Work with AIS School Improvement Team to determine school priorities	Completed
Ongoing Teacher training	Ongoing
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.	Completed
Upgrade Scope and Sequence documentation across all areas of learning	Completed
Complete upgrade of onsite facilities	Completed
Information Technology	Completed

2021

Our goals for 2021 have largely been met, but some are carried over into our goals for 2022. Both these sets of goals are determined by our strategic plan. The extended lockdown of in 2021 did mean that we had to adjust our goals and delay the implementation of some of those to 2022. The goals for 2021 which have been met are:

	Status	Commentary
Upgrading of Library in 2020	Completed	2020 Upgrade allowed for Curriculum and Programing to integrate IT, Creation of Tech Lab and new furniture.
On – Line: Learning Plan – to enhance learning due to extended COVID - 19 lock down	Completed	
New Approaches to Discipline and Welfare (PD relating to Discipline - Conscious Discipline - Rabbi Chaiton)	Completed	On site delivery to teachers was undertaken which enhanced positive discipline and understanding the children's individual needs.
Official naming of Welfare Council	Completed	Supported by a grant from the AIS, this assisted teachers and monitoring to meet needs of individual children.

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Combination of classes	Completed	This pier support program assisting in social behavior of younger children.
Utilizing external play areas to improve sports	Completed	Engaging with council allowed for sports class to be hosted off site.
Play grounds require more soft areas improvements	Ongoing	
Maintenance has been regulated and improved, appointment of Site Manager to complete on spot repairs	Completed	This is addressed in the Yeshiva Facility Policy which has been implemented.
Parent involvement, creating a quiet space increasing number of Newsletters to parents during term	Completed	Parents Newsletter frequency to be increased in 2022.
Teacher and Staff Portal - Development	Ongoing	To be launched in staff PD January 2022 Objective – Enhancement of Staff access to School Policies and Procedures.
Continuous Improvements against Yeshiva Website - Enhancement	Ongoing	Website clarity on Enrolment Procedure and Policies and ease of navigation on school website Expected completion Term 1 - 2022

In the coming year 2022, the goals we aim to achieve along with finalising the above goals are as follows:

Increase Professional Development of Staff & hiring additional NESA accredited teachers.
Enhancing of Yeshiva College Website and Teacher and Staff Portal
Increasing number of Student and parent Newsletters
Use of external providers for Professional Development

Initiatives promoting respect and responsibility

A 'student of the lesson' award is presented to students who display respect towards peers, teachers and environment each lesson. They receive a sticker after each lesson block and when they complete a chart they receive a certificate as well as a special prize. End of term awards include respect effort and diligence.

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 displaying 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 promotes self-motivated learning and responsibility.

The older students mentor the younger students to learn leadership skills and role model mature behaviour.

In 2021 Yeshiva College undertook the following initiatives:

"Weekly Wednesdays" – a weekly evening get together where we invite upper primary and high school students from other schools to participate in a weekly learning together. This encourages positive behavior and effective role modeling.

Our students are often called upon to go out in the wider community to offer religious services like blowing the shofar on Rosh Hashanah 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 interesting stories. These are distributed to Jewish businesses weekly, enabling Jewish pride and traditions to be spread to the wider Jewish community. Subject to Covid restrictions, the 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.

Parent, and teacher satisfaction

Teacher Satisfaction

"I've just started teaching recently, it's been an awesome experience so far, the kids are energetic and headstrong, every day is a new learning experience and I'm looking forward to the coming term"

"I am very grateful to be a teacher here at Yeshiva College. I really appreciate the colleagues I work with and the extra steps both Morah Leah and Morah Shania go too"

"Yeshiva college is a very positive place to work, teach and impart important values. The students have a pure good energy that it ready to be used for the good. The admin really care and are very dedicated to the values of the school."

Parent Satisfaction

"B'H

Thanks so much for all you do for our kids in the school. They learn a lot B'H and come home with beautiful things before Shabbos and Yomtov.

The students are excited to go to school B'H they get a great education. There is individual attention and creative ways of teaching. There are extra-curricular programs for different festivals and hot lunches which are exciting for the kids.

The teachers are patient and kind to the kids B'H. There is a lot of hard work which goes into the school and we appreciate it!

Thank you so much"

Summary of financial information

Recurrent /capital income		Percentage
Fees and Private Income	\$1,094,206	48.87%
State recurrent grants	\$249,337	11.13%
Commonwealth recurrent grants	\$895,643	40%
Total	\$2,239,186	100%

Recurrent/capital expenditure		Percentage
Employment Expenses	\$1,164,730	60.99%
Non Salary	\$692,675	36.27%
Capital expenditure	\$52,273	2.74%
Total	\$1,909,678	100%