

# BETH RIVKAH LADIES COLLEGE

# 2022

## SCHOOL PERFORMANCE REPORT



## PERFORMANCE INFORMATION REPORT 2022

This document is designed to report to the public key aspects identified by the State and Commonwealth Governments as linked to the performance of Schools in Australia. Beth Rivkah Ladies College remains committed to the continual review and improvement of all its practices, policies and processes.

We are suitably proud of the accomplishments of our students, and the efforts of our staff to strive for excellence in teaching and outcomes.

*Please note: Any data referencing Yeshivah – Beth Rivkah Colleges (or YBR) is data combined with our partner school, Yeshivah College. All other data relates specifically to Beth Rivkah.*

### Vision

To provide an affordable, high-quality, Jewish education so our students can succeed in all spheres of their lives and positively impact the world.

### Our Values

Yeshivah – Beth Rivkah students will be inspired with:

Ahavas Yisroel: to

- Love and have concern for others
- Give to others

Pride in being Jewish: to

- Be G-d fearing
- Be inspired by the Rebbe and his teachings
- Feel a personal connection to Hashem
- Be Torah-committed
- Love their Torah studies, especially Chabad Chassidus

Respect: to

- Be welcoming
- Have respect for themselves, others and the environment
- Be mentschen

Striving for excellence: to

- Demonstrate persistent commitment to learning
- Pursue the highest quality education
- Fulfil their potential

Empowerment: to

- Take risks
- Demonstrate initiative
- Think positively to engender positive results (tracht gut vet zein gut)
- Encourage themselves and others
- Engage in lifelong learning

# Our Mission

To refine each student's character, to foster a passion for Judaism inspired by Chabad Chassidus and to produce outstanding academic and personal results in all endeavours.

## 1. PROFESSIONAL ENGAGEMENT

### STAFF ATTENDANCE

In 2022, Yeshivah – Beth Rivkah Colleges (YBR) was privileged to have a staff committed to the development of all aspects of school life.

Teaching methods were thorough, innovative and motivating, and there was involvement in improving discipline, curricula, professional standards and maintaining the duty of care of which the school is proud.

Teaching staff at YBR had an absenteeism rate in 2022 that was 2% \*.

\*This figure does not include days missed as a result of staff attending professional learning activities, or days missed by teachers on Long Service Leave or Family/Personal Leave where replacement teachers took over all of the relevant classes.

### STAFF RETENTION

From 2021 to 2022, YBR had a staff turnover for all staff including teaching, administration, and support staff across the whole School equivalent to 11.70%.

\* Staff turnover figures are calculated on the basis of the number of staff members and are independent of whether staff are part time or full time. It includes permanent staff only and not casuals. Staff turnover calculations include all new positions that have occurred during the course of the entire year. Turnover figures do include replacement positions to cover staff on maternity leave.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Staff at Beth Rivkah have an individual and professional commitment to undertake professional learning. Through the guidance of the Director of Learning and Teaching and Head of Studies, staff had considerable access to high quality professional development both within the College and from outside organisations. Below are the Professional Development activities undertaken by our staff.

## PROFESSIONAL DEVELOPMENT:

BETH RIVKAH PRIMARY	BETH RIVKAH SECONDARY
<p><b>JEWISH STUDIES</b></p> <ul style="list-style-type: none"> <li>• Hebrew reading evaluation at all class levels</li> <li>• Yocheved Debow Life values Education</li> <li>• Head of Jewish Studies meeting with teachers at each level to reinforce and discuss Chumash Zekelman Standards</li> <li>• Weekly meetings with Jewish Studies staff for professional development and curriculum planning</li> </ul>	<p><b>JEWISH STUDIES</b></p> <ul style="list-style-type: none"> <li>• Virtual seminars with international and interstate speaker, Rabbi Michoel Gourarie</li> <li>• Virtual Yemei Iyun B'Tanach from Machon Herzog</li> <li>• Each faculty ran subject specific Professional Development in their scheduled meeting times</li> <li>• Curriculum mapping and review</li> <li>• The Essence of Everything (chassidus)</li> <li>• Using Dikduk Skills for Meaning</li> <li>• Workshopping Tishrei – Concept Based Learning</li> </ul>
<p><b>GENERAL STUDIES</b></p> <ul style="list-style-type: none"> <li>• Visible Thinking Karin Morrison</li> <li>• Weekly In house Professional Development, rotating between Visible Thinking, Learning Enhancement and Structured Word Inquiry Education</li> <li>• Spelling Scope sequence and approach</li> <li>• Fiona Hamilton workshops</li> <li>• Future Schools Expo</li> <li>• Independent Schools Victoria (ISV) Professional Development</li> <li>• Design/Stem training</li> <li>• Dave Vinegrad Circles and school Values</li> <li>• Trauma training Emma McCarthy</li> <li>• Social skills training, Partners in Communication</li> <li>• Curriculum Development: English, Maths, History, Science, Health</li> <li>• Team meetings at each year level</li> <li>• Lead Teacher meeting</li> <li>• Reading and Comprehension Strategies – Pete Bowers spelling out loud</li> <li>• Numicon training</li> <li>• Zones of regulation</li> <li>• Math PD</li> <li>• Team meetings with Year level head teachers</li> </ul>	<p><b>GENERAL STUDIES</b></p> <ul style="list-style-type: none"> <li>• VCE Policies &amp; Processes</li> <li>• VCE Chief Examiner's reports and subject specific conferences</li> <li>• STAV, HTAV, VATE and MAV Conferences</li> <li>• School Law conference</li> <li>• Each faculty ran subject specific PD in their scheduled meeting times</li> <li>• Curriculum mapping and review</li> <li>• VCE exam marking training</li> <li>• ISV – conferences on a range of topic including Cognizance Project, NCCD and curriculum</li> <li>• Analysis of New English Study Design</li> <li>• Assessment Scaling in Humanities</li> <li>• Analysing NAPLAN Data</li> <li>• Subject specific external workshops</li> <li>• VCE assessor training</li> </ul>

## ALL STAFF

- Protective Behaviour – Guest Speakers and Circles Program
- Zones of regulation
- Cybersafety
- Understanding Autism Spectrum Disorder
- Dyslexia Support
- Security Professional Development
- Ongoing computer skills training
- Planning in SEQTA and One Note
- All staff completed in-house, online child protection in-services on detection, prevention, disclosures and mandatory reporting
- CPR and Anaphylaxis Training
- Auditory processing
- ADHD with Rebecca Perkins
- Protective Behaviours
- VIC First Aid CPR and anaphylaxis certificate
- Student Agency
- Learning Enhancement Processes
- Child Safety Policies and processes
- Resilience
- Resilience & Thinking Traps
- Cognizance
- Inspiration for Creative Writing in the Classroom
- How to Write a Good Exam Paper
- Report Writing
- Anaphylaxis Training
- Classroom Management
- Concept Based Learning
- Designing Hands On Learning
- Excel workshop
- Visible Thinking workshops
- Continuous Reporting
- Mental Health First Aid Training
- Curriculum mapping and review

## ALL STAFF

- CPR & ANAPHYLAXIS- Vic First Aid Certificate
- ISV Cognizance Project- Metacognition
- Technology training: Teams; OneNote; MyEd
- YBR Child Protection Policies
- Supporting Students with Individual Learning Needs
- Teaching students with dyslexia, dyscalculia
  - Rethinking Rigor
  - Active Engagement
  - Resilience for Educators
  - Mentoring training
- Anaphylaxis & Asthma Update I Anaphylaxis & Asthma Update II
- Curriculum mapping and review
- Analysing NAPLAN data

## 2. KEY STUDENT OUTCOMES

At Beth Rivkah, we strive for each individual to achieve their potential both personally and academically, while enjoying a positive educational experience. Students from a range of backgrounds are encouraged to develop in both their education and religious observance, through a comprehensive Jewish and General studies curriculum and experiences. Students are encouraged to work both collaboratively and independently and act as role models as they engage and contribute to the wider community.

The Primary School is proud to maintain consistent new enrolments with each year level with 3 streams provided in years 4 & 6.

### STUDENT ATTENDANCE

The total student enrolment figures in 2022 were 529 students in Years Foundation to 12 at Beth Rivkah Ladies College. In 2022, students in the Primary and Secondary schools averaged approximately 92% attendance.

Sample data on attendance figures are forwarded to the Australian Government, as part of the funding accountability.

### NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY NAPLAN TESTING DATA

NAPLAN assessment is administered by the Victorian Curriculum Assessment Authority (VCAA) for students across Victoria in Years 3, 5, 7 and 9 to provide a measure of student numeracy and literacy skills. Please see below our 2022 percentages of our students AT OR ABOVE the national benchmarks. National benchmarks have been supplied to the School in the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

### 2022 NAPLAN RESULTS

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	97	100	97	100	97
Year 5	100	97	92	100	88
Year 7	98	98	100	100	100
Year 9	100	100	100	100	100

## COMPARISON OF STUDENT RESULTS ABOVE NATIONAL BENCHMARKS FROM 2021 AND 2019

### 2021

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	100	100	98	100	100
Year 5	96	100	100	100	100
Year 7	98	98	98	100	100
Year 9	100	94	100	100	100

### 2019

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	100	100	98	100	100
Year 5	100	100	100	100	100
Year 7	100	100	100	100	97
Year 9	100	100	100	100	100

## SENIOR SECONDARY OUTCOMES

### VCE RESULTS 2022

Beth Rivkah has an open entry policy in VCE, with students in year 10 receiving ongoing advice on suitable subject selection and career aptitude through testing (optional).

A very small number of students opt to undergo their final two years of secondary school without formal VCE assessment.

Highlights of the 2022 results include:

- 33 % of ATARs in the top 10% of the State
- Dux ATAR 98.50
- Median Study Score 34
- 1 Perfect Study Scores in Legal Studies

These are outstanding achievements for all of our students and we are justifiably proud of their efforts. Beth Rivkah ranked in the top 10 in the State for Medium Study Scores.

**COMPARISON OF VCE RESULTS FOR 2020 - 2022**

	<b>VCE 2020</b>	<b>VCE 2021</b>	<b>VCE 2022</b>
<b>ENTER score of Dux</b>	99.35	98.15	98.50
<b>Median ENTER/ATAR score</b>	91.75	84.95	83.65
<b>Median study score</b>	37	35	34

**POST - SCHOOL DESTINATIONS:**

23 students who applied for tertiary courses all received offers,  
78% received 1st preferences  
86% received 1st or 2nd  
96% received 1st, 2nd or 3rd  
100% received 1st, 2nd, 3rd or 4th

<b>LAW</b>	2
<b>COMMERCE/BUSINESS</b>	4
<b>ENGINEERING</b>	1
<b>HEALTH SCIENCES/NURSING/OT/PSY</b>	9
<b>EDUCATION</b>	0
<b>SCIENCE/BIOMEDICAL SCIENCE/IT</b>	3
<b>DESIGN/ARCHITECTURE/MEDIA</b>	3



## VET

VCE VET Workplace Skills and VCE VET Small Business Operations was offered to students in Years 10-12 in 2022 with students successfully completing the nationally recognised qualification. The course provides the knowledge and practical skills necessary to work efficiently in business/office environments.

The VCE VET program aims to:

- provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects within a broad range of business and industry settings
- enable students to gain a recognised credential and to make a more informed choice of vocation or career paths.

Employability skills are embedded within each unit of competency. They are as follows:

- Communication
- Team work
- Problem solving
- Initiative and enterprise
- Planning and organisation
- Self-management
- Learning
- Technology



### **3. VALUE ADDED**

Students at Beth Rivkah are provided with a range of curriculum experiences to extend their skills and interests. In addition to Jewish studies and general academic studies, these co-curricular activities cover a range of areas including robotics, music, art, technology, sport, food and public speaking. In addition, services and support programs are available including pastoral care, counselling, special education and integration, extension through the scholars program, and literacy and numeracy development. Staff are continuously reflecting on the needs of their individual students, with the help of PAT and MYAT testing and are constantly developing their strategies and programs to help students reach their full potential.

At Beth Rivkah Ladies College, we firmly believe that value to its students comes not only in the form of providing ways to enhance academic achievement, but also concerning personal welfare and safety, and social wellbeing.

### **STUDENT WELLBEING AND DEVELOPMENT**

Beth Rivkah Ladies College is receptive to the individual needs of each student in order to support her to thrive and reach her potential. The Head of Student Welfare and Student Well-being coordinator work cohesively with the School psychologists, learning enhancement team, teachers and parents, as well as external service providers as required. They also form part of the whole school welfare committee ensuring the wellbeing of not only individual students, but also the family as a whole.

Beth Rivkah Primary School offers students a wide educational program conducted by both Jewish and General Studies classroom teachers as well as the Student Well-being coordinator. Lessons begin in Foundation, continue until the end of Year 6, and include a wide variety of topics. The topics covered include emotional literacy, mindfulness, personal strengths, gratitude, anti-bullying (responding to bullying and being an upstander), social thinking and social skills, self-regulation, protective behaviours, and friendship skills.

At Beth Rivkah Primary, we are very proud to use Restorative Practice as a means to resolve conflict. Restorative Practices help teachers, students and parents to build, maintain and restore relationships.

In Beth Rivkah Secondary, the student well-being and development program includes: weekly/fortnightly homeroom sessions run by the school psychologist and the year level convener; workshops run by external providers such as Toolbox and Elevate; and the Health Curriculum taught from years 7-12. This program addresses topics including cyber-safety, protective behaviours, consent, relationships, bullying, self regulation, study skills and physical and emotional health.

### **EDUCATIONAL SUPPORT**

Beth Rivkah provides ongoing educational supports to all students through the collaboration of educators, parents, and external professionals. Support systems include a multi-disciplinary approach across Education Support and Inclusion, Early Intervention and Enrichment and Extension. Additional funding provided through the NCCD and JCAS (Jewish Children's Aid Society) has allowed us to expand our support systems and educational aids, who provide support within the classroom and through individual tutoring sessions when necessary. The Levelled Literacy Intervention Program and MSL Reading Program for Year 1 students and the 'Understanding Words' reading program for students in Year 3 to 6 has also been initiated.

In both the Primary and Secondary schools, small group literacy and numeracy support as well as personalised learning tools is provided. Ongoing formative assessment informs the learning support program. Learning Enhancement Staff liaise regularly with teachers, therapists, external agencies and all stake holders. Opportunity for math enrichment and competitions occur during the year.

Education Support in the Secondary school, took the form of either extending advanced and able students or supporting students in need of additional assistance either across the board or in various subjects. Extension program included Chidon, Maths extension classes, debating, the Jerusalem Science Contest and Year 7-10 Scholars' Program.

## **ORIENTATION**

The best start on the road to success is to be prepared in advance. Valuable orientation sessions are held for our incoming foundation students, those entering high school, and their families include active expos, information evenings and thorough handovers and collaboration with the children's previous educators.

In the secondary school, an orientation program helps acclimate the Year 7 students to secondary school in the lead up to their start and through Term 1 of the year. Regular meetings are held to guide our Year 10 students and our VCE students with ongoing information re subject selections, VET options, and tertiary courses and prerequisites. This involves VCE 'Taster Days' where students are able to sit in VCE classes and experience the lessons before making their subject choices and information evenings.

## **INCURSIONS, EXCURSIONS AND SPECIAL ASSEMBLIES OR PRESENTATIONS (BETH RIVKAH PRIMARY))**

Each year level has one or more incursions, excursions, special assemblies or presentations related to their unit of study.

Some of these include:

- Science incursions- Monash University
- Como House
- Australian Animals incursion
- Change Makers
- Exploring Biomes through the Melbourne Zoo
- Political Parties and Voting
- Parliament
- Holocaust Centre
- Siddur Presentation
- Chumash Presentation
- Rashi Play
- Bnot Chayil Evening
- Father Daughter Torah Morning
- Year 6 Graduation
- Courage to Care
- Scienceworks
- Brochos Program
- Backflips against bullying

## **ADDITIONAL PROGRAMS (BETH RIVKAH PRIMARY)**

In 4-year-old kinder, parents are provided with an opportunity to attend a Foundation + School Readiness Evening.

The following programs enhance an already rigorous curriculum:

- Literacy Support (Foundation to 6)
- Numeracy Support (Foundation to 6)
- English reading support (Foundation and Year 1)
- Hebrew reading support – (Foundation and Year 1)
- JS remedial support
- Pre-prep testing before entering Foundation
- Hebrew Language support
- Ulpan program
- Swimming and athletics programme culminating in a swimming and athletics sports day
- Book week and associated activities
- Family Maths Evening
- Year 6 Chesed activities
- Year 6 Leadership programme
- Coding classes and STEM challenges – Foundation to Year 6
- Change Makers curriculum study and presentation Year 4
- Asian Expo Year 5
- Sound and Light exhibition Year 1
- Year 5 A Taste of Torah, Father & Daughter learning program
- Maths boards encouraging whole school maths exposure
- Courage to Care Exhibition- Holocaust and personal history study
- Civics and Citizen Study including a visit to Parliament House, school elections, visit by David Southwick MP
- Protective Behaviours Program – Foundation to Year 6
- Connections- Values Program – Foundation to Year 6
- Backflips against bullying
- Debating in Year 6
- “Olden Day” experience, Year 2
- Public speaking Year 5- culminating in a Public speaking competition
- Resiliency program, F - 6
- Special fundraising projects throughout the year
- Year 6 to Year 7 transition programs including sessions in the secondary school science laboratory and library skills research session
- Whole school program to integrate the use of technology and devices to support learning
- Whole school program to focus on Thinking Strategies to support learning in all areas.
- Year 5 instrumental programme where students will have the opportunity to learn 4 instruments over the year
- Touch typing program – Years 2- 6
- Choir and instrumental groups
- GS enrichment
- Thinking Skills and discussion groups – Year 3
- Social Studies Research Group – Years 4 - 5
- Weekly JS enrichment sessions – Year 4 - 6
- Year 5 lunchtime Nach enrichment

## ADDITIONAL PROGRAMS (BETH RIVKAH SECONDARY)

### PARENT INFORMATION/EVENTS

- Year 7-12 Parent Information Evening
- Parent – Teacher interviews each semester
- Weekly & holiday shiurim (Jewish studies educational sessions) for mothers and community members
- Year 7 2022 Orientation Evening
- VCE Information Evenings
- Mother-Daughter learning
- Father-Daughter learning
- Year 12 Graduation

### WHOLE SCHOOL ASSEMBLIES

- School Captain's Induction
- ANZAC day
- Yom HaShoah, Yom HaZikaron, Yom Yerushalayim
- Yomim Tovim and Chassidish Yomim Tovim

### WHOLE SCHOOL PROGRAMS

- Alcohol and drug education program – Hatzolah
- Toolbox Wellbeing Education
- Pnimi self-improvement program fostering Yiddishkeit, chassidshkeit and menschlichkeit
- Jerusalem Science Competition
- Kabbalat Shabbat – School Service
- Rosh Chodesh Events and Programs
- Lunch time Clubs
- After school and lunchtime shiurim and farbrengens
- Shabbat Mevorchim tehillim
- Yamei d'pagra programs
- Early morning chassidus
- STAR Melave Malka
- Girls' Night In – Cancer Fundraiser and Melave Malka
- Self Defense
- Lag B'Omer hike
- Big Sister, Little Sister Tutoring
- B'NAI BRITH Annual Jewish Art Competition
- Captain Fundraisers
- YLIV- Volunteer Program: Help at Home, Old Age Home visits, Posh Opp Shop, Fundraising
- The Big Deal fundraiser
- Women's Week
- Athletics Carnival
- Trekky Brekky

### YEAR LEVEL SPECIFIC

- School camps
- Chidon Shabbaton – Year 7-9
- Scholar's Program– Year 7-10
- Year 7 & 8 Big Days in
- Year 9 City Experience
- VCE Headstart program
- Elevate Education Study skills programs – Year 10-12
- Year 7- 9 swimming carnival
- Excursions and Incursions eg: Forensic Science, Wood Working, Supreme Court, Top Arts, CSIRO
- Health and homeroom sessions at each year level  
Protective behaviours, Healthy relationships, Healthy living – eg yoga, relaxation techniques, pilates, nutrition, Cybersafety
- Mentoring program for Year 10-12 students
- Year 9 Cognizance Project
- Year 9 Canberra Trip





## SCHOOL CAMP AND SEMINARS

### **JEWISH STUDIES EXTRA-CURRICULAR PROGRAMS**

School camps were held for Years 7- 8 in Alambee, Year 9 in Canberra and Years 10- 12 in Wombat Corner.

### **PNIMI PROGRAM**

The Pnimi Program was first launched in early 2018 for Beth Rivkah Secondary students. The Pnimi Program aims to cultivate an atmosphere where students are constantly striving to improve themselves within areas of Yiddishkeit, Chassidishkeit and Mentschlichkeit. Run as an informal, optional Jewish Studies program, the Pnimi Program involves the contribution of Jewish Studies teachers and the school shluchot, incorporating learning both within and outside formal classroom settings, with participation in farbrengens, lunchtime programs, shiurim and chesed programs being complemented by in-class involvement as well as incentives and prizes to encourage them along.

The program empowers Year 10 students to, in conjunction with the BRS Shluchot be ambassadors of the program. The program has attracted the involvement of over half of the student body from Years 7-12.

### **SHLUCHOT PROGRAM**

Selected former students run this valuable program in both Primary and Secondary offering student mentoring, tutoring, “big sister” connections, and after-school and weekend functions and social activities for all interested students. These girls also contribute and participate in many of the extra-curricular areas of the College.

### **YESHIVAH - BETH RIVKAH PARENTS ASSOCIATION (YBRPA)**

The Yeshivah – Beth Rivkah Parent’s Association (YBRPA) ended a successful year of fundraising and events with a family event at Inflatable World. A major highlight of the year was the Celebrate YBR event, where all faculties and programs were showcased at a major event at St Kilda Town Hall. Hundreds of attendees flocked to the venue to view just a sample selection of all the wonderful offerings at our school. There was an incredible raffle and a live auction making the evening a great success.

Other initiatives spearheaded by the YBRPA in 2022 included our annual welcome BBQ, Purim cards and a Purim Costume stall, Shavuot flowers, Mother’s Day stall, Soup Day, Father’s Day Stall and our annual Mango fundraiser. As always, every dollar that is raised goes directly back into the school for specific projects.

We look forward to an even more successful year in 2023. Thank you to all the very dedicated parents who volunteer their time and effort to ensuring that every initiative is a success. We hope to continue to foster a strong sense of community and pride in our schools by acting as a parent liaison between the parents, staff and school board when needed, and raising much needed funds for our Schools so that the students can benefit.

## INFORMATION COMMUNICATION TECHNOLOGY (ICT)

IT continued to train staff with using and implementing our new database, Synergetic, using it together with SEQTA- our software which provides parents with an overview of their child's learning and is a platform for communication between parents and teachers. Each year our 365 Office Portal and Adobe is updated to ensure maximum productivity and efficiency for staff.

## CHILD SAFETY

Yeshivah - Beth Rivkah Colleges has been at the forefront of ensuring the provision of a safe and nurturing environment for all our students. Our resolute commitment to, and our diligent focus on child safety and child protection, has ensured that all our policies and procedures are up to date and follow best practice. Since voluntarily undergoing and achieving accreditation with the Australian Childhood Foundation (ACF) as being a **'Safeguarding Children Organisation'**, we have undertaken a number of policy and practice reviews and ongoing training in numerous child protection areas such as recruitment & screening, peer to peer & sibling abuse, detection & reporting etc. This further confirms our comprehensive and all-encompassing approach to Child Safety.

As part of ongoing reviews of our Child Safety Policies, YBR undergoes an Annual Review and performs a Self-Assessment in line with our accreditation requirements. This self-assessment reviewed by the Australian Childhood Foundation (ACF).

Furthermore, YBR has undertaken the following key initiatives:

- Ensured the implementation of Child Safe Standards and Ministerial Order 1358
- Establishment of a new role for YBR – Risk & Governance Officer (the primary focus of the role being Child Safety)

All employees are required to undergo ACF Child Safe Training and must hold a valid employee Working With Children Check (WWCC) prior to commencing their employment. New employee contracts require the acknowledgment and agreement by new employees of an expanded "Commitment to Safeguarding Children and Young People". Compliance and HR software is continually reviewed and updated to ensure the tight control of staff licensing and overseeing accurate and up to date WWCC's. WWCC and Victorian Institute of Teaching (VIT) registrations are audited internally once per term. VIT audits are conducted twice per annum by VIT.

During 2022 the school's motto and Child Safe mantra of "See something, say something. Don't think about it" was reinforced. Staff were provided with training on their reporting obligations i.e., as Mandated Reporters along with our Child Safe Practices.

## **4. FEEDBACK FROM KEY STAKEHOLDERS**

### **STUDENT FEEDBACK**

Heads of Students and other executive and middle management staff are continuously collecting feedback from students in order to evaluate the effectiveness of the school's curriculum effectiveness, welfare programs and the social environment in which the students interact. This has resulted in the revision of existing, or introduction of various new formal and informal programs in the areas of cultural connection, sport and arts and drama. Welfare programs are also continuously expanded as students feel more and more comfortable in speaking with senior staff.

### **EMPLOYEE FEEDBACK**

Formal and informal feedback loops remained critical to ensuring employee needs and feedback were being addressed. Regular meetings and surveys (in their most appropriate format) were held which provided avenues for teachers, leadership and support teams to provide feedback and make suggestions for continuous improvement.

Exit interviews were offered and conducted online, via email correspondence, and in person where possible, to continue learning from the valuable feedback provided by staff who left the School in 2022.

### **PARENT FEEDBACK**

Parents are involved in their daughters' education through Parent-Teacher interviews, Information Nights for a) Transition Years 6-7 and Kindergarten-Foundation, b) VCE subject selections and VTAC course applications, c) Years 8, 9 & 10 Elective offerings and choices; school-parent email communications at the senior levels, meet and greet afternoon teas and our general "open door" policy that ensures parental discussion with the school administration.

### **BOARD OF MANAGEMENT**

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

### **MYSCHOOLS WEBLINK:**

[myschool.edu.au/school/46216/profile/2022](https://myschool.edu.au/school/46216/profile/2022)



## 5. FINANCIAL PERFORMANCE

The summarised operating results for the 2022 year are presented below.

### Yeshivah-Beth Rivkah Colleges Recurrent Income Sources as a percentage of total income 2022

#### INCOME

School Fees	31.25%
Donations and Fundraising	7.69%
Government Funding	59.42%
Other Income	1.64%

### Yeshivah-Beth Rivkah Colleges Recurrent expense sources as a percentage of total expenses 2022

#### EXPENSES

Salaries and Staff Related	72.67%
Depreciation	4.45%
Finance Costs	0.20%
Administrative and Operating Expenses	18.80%
Teaching and Curriculum	3.86%

Yeshivah - Beth Rivkah Colleges is heavily reliant on Government support. A concerted effort continues to be made in attracting private inflows with school fees increasing as a percentage of recurrent income in 2022.

The majority of our expenses continue to be wages. We continue to streamline the operational side of the schools to devote more resources to educating the students and enhancing our delivery of education through technology solutions.

The Colleges have significant investment in land and buildings representing the majority of our assets. We have undertaken a number of major capital and upgrades projects in recent years. These upgraded facilities improve the quality of the schools educational offerings and the students' wellbeing.

### In 2022, Beth Rivkah Ladies College was the recipient of the following Grants which facilitated professional learning:

Program
In Schools \$94,421
Special Education \$21,000
Developing Resiliency \$2,529
Financial Assistance Model - Students with disabilities \$444,257
CSEF Funding \$45,050

During the course of 2022, \$60,912.54 was spent on the provision of professional learning opportunities for our staff across Yeshivah-Beth Rivkah Colleges.

## APPENDIX A

### STAFF QUALIFICATIONS

#### Beth Rivkah Primary Teaching and Non Teaching Staff Qualifications 2022

Name	Qualification
I. BAKER	B.ED, GRAD CERT (Special Education)
T. BERKOWITZ	DIP ED (PRIMARY)
E. BERNSTEIN	B. MUS (HONS), GRAD DIP ED, L. MUS A (PIANO)
E. BLESOFKY	TPTC, GRAD DIP (ED ADMIN)
J. BIHARY	B.ED (PRIMARY)
M. ELBAUM	DIP ED
B. GOLDMAN	HIGHER DIPLOMA PRIMARY ED / SPECIAL ED REMEDIAL
C. GRANIK	B.ED (PRIMARY)
R. HATCHUEL	HIGHER DIP ED
N. HURVITZ	PhD, D.Ed Educational Psychology, M.Ed Master of Education in Educational Psychology, Honours BA Clinical Psychology, BA Psychology & English
G. JAFFE	M. EDUCATION
R. JOSEPH	B. TEACHING – LOTE
R. KAHN	HIGHER DIP ED
I. LANDAU	Mteach
J. LANERA	B. MUSIC; POST GRAD DIP. ED; LEVEL 1 ORFF MUSIC TEACHERS TRAINING; LEVEL 1 KODALY MUSIC EDU T (Lower Primary)
D. LE BRANSKY	DIP ED, B.SPEC ED
L. LIPSZYC	DIP ED, B.ED
S. LEWIS	B.ED
N. MANKUS	B.ED (PRIMARY)
M.MIDLER	BA ED
M. MITCHELL	B. TEACHING
S. MOSHEL	B.A, POST GRAD COUNSELLING/SOCIAL SCIENCE
T. NEWFIELD	B.ED (PRIMARY)
T. PAYKEL	B.A. ED, DIP SPEC ED
R. PINCUS	Mteach
A. RAPKE	B. APP SCI; B TEACHING
S. SHEPHERD	HIGHER DIP ED
C. SOR	B.ED
M. TATARKA	B. ED (Judaic Studies)
R. TELLER	B.ED
A. WELSH	B.A., DIP ED, MA (Social Work)

## Beth Rivkah Secondary Teaching and Non Teaching Staff Qualifications 2022

M. BACHER	BACHELOR OF COMMUNICATION DESIGN, CURRENTLY STUDYING - BACHELOR OF EDUCATION (HONOURS) IN SECONDARY EDUCATION AND BACHELOR OF ARTS
J. BATES	DIP OF BUSINESS, CERT IV IN TRAINING & ASSESSING, CERT III IN
E. BERNSTEIN	B.A MUS, GRAD DIP ED, LICENTATE OF MUSIC AUSTRALIA
R. BENSIMON-GUTNICK	DEC IN EARLY CHILDHOOD EDUCATION, TEACHERS DIPLOMA (MONTREAL, CANADA)
N.BLEICHMAN	B.ED, M.ED
C. BLESOFKY	LICENCED LIFE COACH
E. BLESOFKY	TPTC, GRAD DIP (ED ADMIN)
E. CIECHANOWSKI (LEVER)	B.A, B.SC, DIP ED
H. CHAIT	BACHELOR OF ARTS; HIGHER DIPLOMA IN EDUCATION; HIGHER DIPLOMA IN LIBRARY SCIENCE; TESOL; MASTERS IN PEACE AND CONFLICT STUDIES
L. COHEN	BACH OF TEACHING (SEC), BACH OF ARTS
R. COHEN	B.A, MASTERS OF EDUCATION PRIMARY AND SECONDARY
B. COHNEY	BACHELOR OF VISUAL ARTS AND DESIGN; DIPLOMA OF TEACHING
C. COWEN	B.A., M. Teach
D. D'VIER	BA- FINE ART , ART THERAPY – MICET , TEACHER COLLEGE – ISRAEL
Y. DAVID	B.A. (VISUAL ARTS) B.ED (SECONDARY)
R. FEIGLIN	B.A, GRAD DIP LIB
R. FLENNER	BACHELOR OF ARTS DEGREE IN LITERATURE AND HISTORY; MASTER'S DEGREE IN JEWISH HISTORY; CERTIFIED IN HIGH-SCHOOL EDUCATION FOR THE SUBJECT OF HISTORY
K. FERNANDES	B.A, POST GRAD DIP (Editing and Communication, Museum Studies)
T. GORDON	BACHELOR OF PRIMARY EDUCATION
Y. GLASMAN	B.A/B.ED, M.ED
R. GORELIK	B.A (HIGHER ED)
S. GREENBAUM	B.A, L.L.B.
L. GRODSKI	B.A, GRAD DRIP PSYCH, MA PSYCH
Y. HILEL	B.B (Finance) ENROLLED IN M.ED
S. HIRTH	DIP APP SCI, POSTGRAD DIP ED (ICT)
B. KANTOR	"MORAH LGOLA" (Teacher for the Diaspora) qualification from the Israeli Ministry of Education
D. KAY	MA (ITALIAN LANGUAGE & LITERATURE), CERT III EDUCATION SUPPORT
A. KENNEDY	B.A, DIP ED
M. KINDERMAN	ENROLLED IN B.ED
K. LADD	B. EC, M EC, GRAD DIP SEC. ED, CERT IV T&A, CERT III LANG
J. LANERA	B.A MUS, POST GRAD DIP TEACHING
S. LEOVITS	B.A.

A. LESKI	B.A. (Hons), DIP ED
A. LINDELL	B.ED
S. LIPSKIER	BACHELOR OF ARTS; MASTER OF MARRIAGE AND FAMILY THERAPY
M. LIU	BACHELOR OF COMMERCE POSTGRADUATE DIPLOMA IN TEACHING
M. LOEBENSTEIN	RESIDENTIAL PLANNING DIPLOMA, TRAINED IN INTERIOR DESIGN AND STUDIED AT THE ART INSTITUTE.
D. LOWINGER	B.SC, DIP ED, GRAD CERT CAREER COUNSLER, CERT IV TRAINING AND ASSESMENT
L. MALLIGAN-PAUL	BACH OF SCIENCE, DIP OF EDUCATION
G. MONDEL	B.ED
K. MORDECH	BACHELOR OF ARTS (MAJORING IN PSYCHOLOGY). MASTERS IN SECONDARY TEACHING (PSYCHOLOGY AND HEALTH)
S. NATHAN	B.A (APPLIED STATISTICS, APPLIED PSYCHOLOGY), GRAD DIP (TEACHING)
M. PALUCH	B.A, B.ED
M. PERETZ	DIPLOMA OF EARLY CHILDHOOD EDUCATION & CARE 2018, CURRENTLY ENROLLED IN BACHELOR OF EDUCATION (EARLY CHILDHOOD AND PRIMARY), CERT II IN KITCHEN OPERATIONS
J. PINCUS	BA PSYCHOLOGY (HEALTH SCIENCES AND SOCIAL SERVICES), PGCE (SECONDARY AND FURTHER EDUCATION TRAINING), BED HONOURS (EDUCATIONAL PSYCHOLOGY)
S. POLLAK	MISRAD HACHINUCH TEACHING DEGREE (ISRAEL)
B. POON	B.SC, DIP ED, DIP COMP STUDIES
A.RAPKE	B.SC (PE) B. ED
R. SCHACHNA	BACH OF COMMERCE (FINANCE) AND BACHELOR OF SCIENCE (PSYCHOLOGY)
Y. SCHNEIER	B. BIOMED SC, DIP ED, M. ED
E. SLAWINSKI	B. TEACH, B.A.
D. SMART	BSc (Hons)
RABBI Y. SUFRIN	RABINICAL ORDINATION
L.SUSSKIND	B.A B. TEACH
B. TENENBAUM	B.A, GRAD DIP ED, M.ED
C. TAYAR	CURRENTLY STUDYING BACHELOR OF ARTS/ MASTERS OF EDUCATION
H.VOIDIS	B.A GRAD DIP ED.
M. WATKINS	B.ED
E. WILHELM	B.A. (History and International Studies)

