

YESHIVAH COLLEGE 2024

SCHOOL PERFORMANCE REPORT



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PERFORMANCE INFORMATION REPORT 2024

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

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

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

Vision

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

At Yeshivah – Beth Rivkah Colleges we live our values through CARES:

Community & Jewish Pride

- We contribute positively to the school and broader community
- We lovingly embrace Torah, Mitzvos & the Rebbe's teachings

Ahavas Yisroel

- We go out of our way to help and show heartfelt compassion for others
- We listen patiently to others and speak with care

Respect

- We value all people and treat every person with dignity and fairness
- We care for the physical and emotional wellbeing of all people and property

Empowerment

- We believe in ourselves & others & celebrate our strengths and successes
- We share Ideas and work collaboratively with others

Striving for Excellence

- We challenge ourselves to succeed
- We work hard to achieve our personal best

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.

PROFESSIONAL ENGAGEMENT

STAFF ATTENDANCE

In 2024, Yeshivah – Beth Rivkah Colleges (YBR) have been privileged to have a staff committed to the development of all aspects of school life.

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

Teaching staff at YBR had an absenteeism rate in 2024 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 2023 to 2024, YBR had a staff turnover for all staff including teaching, administration, and support staff across the whole School equivalent to 14.20%.

* 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

Yeshivah staff participate in regular Professional Development throughout the year. This is overseen by the Senior Staff and can take the form of organised conferences and professional development outside the school, presenters within the school, webinars and online forums and sessions as part of regular staff meetings, covering a range of activities and educational advancements.

PROFESSIONAL DEVELOPMENT:

YESHIVAH PRIMARY

JEWISH STUDIES

- Jewish studies teachers engaged in sharing pedagogical ideas in staff meetings.
- Variety of staff members attended various PD sessions including a session on Developing good behaviour in students / Using the Tzivos Hashem program
- Multi sensory reading approach

GENERAL STUDIES

- General Studies meetings were used as a professional discussion forums for a range of behavioural and pedagogical matters
- Structured Word Inquiry by Fiona Hamilton of Word Torque
- First AID
- David Hornsby Grammar in Context
- Math PD -MAV
- Team meetings with Year level head teachers
- Identifying Receptive and Expressive Language Difficulties
- CPR
- NCCD updated policy
- Rob Vingerhouts maths
- Ange Rogers Maths
- Genovieve Grovios – Vertical Abacus
- Susan McLear and Cindy Kree – Behaviour Approach in a Social Media World

ALL STAFF

- Anaphylaxis Review
- Series on Social Thinking
- Child Protection & Child Safety Review
- Lockdown / Evacuation Protocol
- Behaviour management
- Implementing Well Being Framework run by PIC
- Auditory processing
- ADHD with Sue Larkey
- Protective Behaviours

EDUCATION SUPPORT

- SEQTA Training which included one on one training if needed

YESHIVAH SECONDARY

JEWISH STUDIES

- Using MyEd, Kahoot, Quizlet and Blooket to facilitate learning
- Regular Gemara Faculty meetings
- Gemara Teacher Training
- Regular Chumash Faculty meetings
- Halacha and Chassidus Curriculum Workshops
- Assessment and Exam Writing Discussions and Workshops

GENERAL STUDIES

- MAVS: VCE Further Maths, Maths Methods, Spec Maths
- VCE Assessment for Business Subjects (Legal Studies, Business Management and Economics)
- Professional Development: MAV Maths
- Chemistry Conference, Meet the Examiners and Development of Chemistry SACS for Unit 3 and 4
- ISLearn: Chemistry – Teaching VCE Chemistry Units 3 and 4
- ISLearn: Creating & Structuring SACS Application Task (Methods & Spec)
- MAVS: Mini Conference – Maths
- VCAA Assessors Training
- 2024 VATE State Conference
- STAV- Chemistry

ALL STAFF

- Psychological Safety and Resilience for Staff, Dr Luke Rowe
- Working with neurodiverse students, Sue Larkey
- Learner Agency, James Anderson
- Managing ADHD, Rebecca Perkins
- Child Safety & Code of Conduct
- Professional Development – Behaviour Management
- CPR training
- Training Session Uploading LE Documents in SEQTA
- Protecting Children- Mandatory Reporting and other Obligations
- Anaphylaxis Management
- Lockdown/Evacuation Protocol

EDUCATION SUPPORT: TEACHER

- Network meetings with Len Hain
- LE Review and Moderation Sessions
- Regular Staff Sessions
- JCAS meetings and sessions

SHLUCHIM and EDUCATION SUPPORT: AIDES

- School Aides attended the JCAS Aide Training Day at the start of the year
- Student Welfare Professional Development Session

- Two day on-boarding process to familiarise Shluchim with policies, procedures and the like
- Shluchim Conference

KEY STUDENT OUTCOMES

Yeshivah College students enjoy a positive schooling experience and are continually striving to achieve improvement, both academically and personally, to develop the ability to work independently and collaboratively, to act as role models and leaders in the school and in the community and to contribute positively to the school and to society at large.

The students come from a variety of backgrounds in terms of their education and religious observance, but all are catered for in the comprehensive Jewish and General Studies curricula.

STUDENT ATTENDANCE

The total student enrolment figures in 2024 were 376 students in Years Foundation to 12 at Yeshivah. In 2024, 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 note: In line with the 2023 changes to NAPLAN reporting, the performance summary in the Annual Report has been updated. The measures are now reported as follows:

- 2023 and 2024 NAPLAN: Reports the percentage of students in the Strong or Exceeding proficiency levels.
- 2022 NAPLAN: Reports the percentage of students in the top 3 bands.

2024

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	80	88	88	80	92
Year 5	75	77	84	92	93
Year 7	65	61	65	55	73
Year 9	50	70	52	64	76

2023

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	77	79	61.1	50	70
Year 5	78.2	76	77.2	68.2	80
Year 7	60	53.8	60	65	75
Year 9	90	80	76.7	90	90

COMPARISON OF STUDENT RESULTS ABOVE NATIONAL BENCHMARKS FROM 2022

2022

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	93	95	95	95	89
Year 5	95	91	81	91	90
Year 7	100	97	100	97	100
Year 9	90	88	100	97	100

SENIOR SECONDARY OUTCOMES

VCE RESULTS 2024

Yeshivah 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 2024 results include:

- 55 % of ATARs above 90
- Dux ATAR 99.60
- Median Study Score: 37
- Ranked 6th in State

These are outstanding achievements for all of our students and we are justifiably proud of their efforts.

COMPARISON OF VCE RESULTS FOR 2021 – 2024

	VCE 2021	VCE 2022	VCE 2023	VCE 2024
Dux ATAR	99.15	97.90	98.45	99.6
Median ENTER/ATAR score	84.3	87.05	89.4	92.7
Median study score	35	36	34	37

POST - SCHOOL DESTINATIONS:

21 students made applications for tertiary courses.

76% received an offer to their first preference.

90% received their 1st or 2nd preference.

COMMERCE/BUSINESS	7
SCIENCE/ BIOMEDICAL SCIENCE/ NURSING/ MEDICINE	3
ENGINEERING/ IT	10
LAW	1
PSYCHOLOGY	1

VET

VCE VET Workplace Skills and VCE VET Practical Rabbinnics was offered to students in Years 11 in 2024 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

VALUE ADDED

The school program offers a range of social and recreational activities such as seminars and camps, in addition to Jewish studies and general academic studies. An inclusive Jewish studies and general studies program is offered, whilst equally encouraging the acquisition of a wide variety of skills and interests. This broad-based and well-balanced program creates a positive environment in which our students can flourish.

At Yeshivah College, students undertake a wide range of additional activities and programs in numerous academic areas including sport, art, music, drama, chess, choir and debating, to broaden their developing skills and interests. Furthermore, there have been significantly effective new programs introduced to enhance our already successful support programs in areas such as pastoral care, counselling, special education and integration, extension/enrichment, and literacy and numeracy development. At Yeshivah College, we firmly believe that value to its students comes not only in the form of providing ways to enhance academic achievement, but also concerning personal welfare and safety, and social wellbeing.

STUDENT LEADERSHIP

At Yeshivah we believe in the boys receiving a well-rounded education that prepares them for the challenges that face them in the real world and have consequently encouraged our students to gain a sense of leadership during their studies. This has many advantages as it supports the boys with the confidence and skills required to be able to stand up for themselves, while empowering them to take on a sense of 'ownership' in keeping with our school values of, 'I am respectful', 'I am a learner', 'I am safe'.

The Student Leadership Program is very successful and boys look forward to participating each year. The Year 6 students attended an all-day Leadership Conference where they focused on their own strengths, how they see themselves as a school leader and a role model. Students explored the lives and achievements of various Jewish leaders. The day concluded with students breaking into their leadership groups to plan activities for 2024.

At Yeshivah Primary, the leadership program is fully inclusive. Students can join committees such as Sport, Environment, Jewish Life, Technology, Wellbeing, and Tzedoko, as well as take on roles like sport captains.

The Year 6 students are encouraged to be good role models, show school pride, be effective leaders and lead school assemblies. Throughout the year, the Year 6 leaders ran various fundraisers and school inclusion activities for the primary years such as Hot Dog Days, sporting competitions and well-being activities.

Our Secondary students elected a school captain and vice-captain, and each year level then elected a class captain and vice-captain. Student Leadership meetings were held to discuss the various programs being run in the school. Student leaders organised fund raising activities throughout the year, as well as sporting activities and competitions.

STUDENT WELFARE AND DEVELOPMENT

An essential part of our school philosophy is to care for each individual student by being receptive to his needs, thus enabling him to thrive and reach his potential. Both our Primary and Secondary student well-being coordinators work meticulously with the school psychologists, education support teams, teachers and parents. They also form part of the whole-school welfare committee ensuring the wellbeing of not only the individual students but the family as a whole.

Yeshivah is proud to be a partner school in the Social Thinking Program. The program is designed to support children of all ages in Emotional Literacy, Personal Strengths, Positive Coping Strategies, Problem Solving, Stress Management and Help Seeking. The program is designed for all students from Foundation through to Year 6.

Yeshivah staff have reinforced our anti-bullying policy and practice in the Primary school with extensive staff training and student discussions and workshops. Simple and powerful anti-bullying posters have been mounted around the school to re-enforce the steps a student should take should they feel bullied. Social Skills Program at Yeshivah is a popular and enjoyable program which is designed to support students who need additional help in managing socially. The Head of Student Wellbeing, together with aides, runs numerous weekly activities and support groups to enhance the resilience and social and emotional development of students identified as needing social skills support.

EDUCATIONAL SUPPORT

Yeshivah College provides ongoing educational supports to all students through the collaboration of educators, parents, and external professionals. Support systems include a multi-disciplinary approach across Education Support and Inclusion, Early Intervention and Enrichment and Extension. Additional funding provided through the NCCD and JCAS (Jewish 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 MSL Sounds Write program for Year 1 students and the 'Understanding Words' reading program for students in Year 3 to 6 has also been initiated.

Small-group literacy and numeracy support, along with personalised learning tools, are provided for every student. Ongoing formative assessment is used to guide and refine the learning support program.

Learning Enhancement staff work closely with teachers, therapists, external agencies, and all stakeholders to ensure a coordinated approach. In addition, students have opportunities throughout the year to participate in mathematics enrichment activities and competitions.

Education Support in the Secondary school took the form of either extending advanced and able students or supporting students in need of additional assistance either across the board or in various subjects. The extension included students taking a subject in a higher year level e.g. a Year 8 student in Year 10 mathematics, as well as extension within the classroom.

ORIENTATION

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

In the secondary school, regular meetings are held to guide our Year 10 students in their Work Experience Choices and our VCE students are provided ongoing information re subject selections, VET options, and tertiary courses and prerequisites. In addition, numerous workshops by external presenters were offered to our VCE VM students in areas such as Leadership, Public Speaking and Stress Management.

CAMPS

Off-campus camping experiences encourage team building, Torah learning, Ahavas Yisroel and resilience outside the classroom setting. They enable children to thrive outside of academics and are a highlight of the Primary School experience.

- Year 4 – overnight camp
- Year 5 – overnight camp
- Year 6 – 3 day camp
- Year 7 and 9 - 3-night camp
- Mesivtah Shabbaton
- Year 12 Shabbaton

EXTRA AND CO-CURRICULAR

Yeshivah students are given the opportunity to participate in a number of extra and co-curricular activities to support their formal and informal learning. Interschool sport competitions continue to be a popular activity with the students as does the bridge building competition. In addition, our music ensembles have grown in numbers and students regularly perform at school assemblies, soirees and externally at Aged Care Facilities.

All students have continued to participate in the Social Thinking curriculum. Students have learned about recognising and managing emotions and strengths and weaknesses, enabling them to develop stronger relationships with other students.

Yeshivah College continues to encourage their students to be contributing members to both their school and the wider community through participation in charitable and community service programs. This includes fundraising events, visiting old age homes, a weekly out-reach program for the older students, assisting in cooking for the needy and other activities. The VCE students attended a special VCE Shabbaton, and all students have had the opportunity to take part in Year level weekend retreats, organised by our school youth workers.

Complementary and enhancing their curriculum, students in all year levels participate in numerous incursions, including guest speakers and presenters to both Jewish and General Studies classes, guest speakers at Melave Malkas, and excursions to present hands-on experience in the topic being studied. These programs reinforce the subject matter in an enjoyable and informal manner.

Some of the activities provided through the Informal Education Program included:

- Alumni versus students sport competitions
- A Talent Quest competition
- Shushan Feast and Purim Spiel
- School-wide quizzes
- School sport leagues
- School and Class Captains Induction and Lunch
- Fund raisers: Funny dress Day, Hot Dog days
- Davening focus campaign
- Rosh Chodesh Kislev BBQ
- MBP campaigns – included special lunch, hot dogs, pizza
- School Houses sports competition lunchtime – volleyball and futsal
- Year 7-9 Students – Presentation by Victoria Police regarding cyber safety and cyber bullying

Regular School Assemblies with a Focused Purpose often including a Guest Speaker:

- ANZAC DAY Assembly and Commemoration
- 28 Nissan Assembly – urgency of Moshiach
- Pre Shavuot Assembly
- Assembly for Yom Hazikaron
- Rosh Chodesh Av Assembly – Rabbi Gordon
- Holocaust Memorial – Erev Tisha B'Av
- Tu B'Av assembly – Guest Speaker – Mr Yudi New Melbourne Jewish Charity Fund
- Student presentations for Gimel Tammuz
- Presentations on Hilchos Bais Hebchiroh – Bais Hamikdosh
- Campaign for the last 12 days of Elul as a lead up for Rosh Hashonoh – students submit a survey describing the significance off each day
- Chai Elul assembly

INCURSIONS, EXCURSIONS AND SPECIAL ASSEMBLIES OR PRESENTATIONS (Yeshivah Primary)

Some of these include:

- Science incursions- Swinburne University
- Como House
- Change Makers
- Exploring Biomes through the Melbourne Zoo
- Political Parties and Voting
- Parliament
- Scienceworks
- Brochos Program Toolbox Education
- Holocaust Centre
- Siddur Presentation
- Chumash Presentation Year 6 Graduation
- Courage to Care

- Shrine of Remembrance Sovereign Hill
- Backflips against bullying

ADDITIONAL PROGRAMS (Yeshivah 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)
- 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
- Sound and Light exhibition Year 1
- 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 Social Thinking Curriculum
- Values Program - Foundation to Year 6
- Anti-bullying sessions 4-6 through Dave Vinegrad – Behaviour Matters
- 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 5-6 instrumental programme where students will have the opportunity to learn 6 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

Additionally, there is a special after-school program for Year 7 students entitled 'Man Up' that is aimed at the Bar Mitzvah aged boys (boys turning 13). It provides additional awareness of areas related to being Bar Mitzvah, hands on activities, guest speakers and fund-raising activities. This program enhances the boys' understanding of their responsibility to their community and the wider community.

The Shluchim (student mentors) have greatly contributed to the informal education program and have a very positive influence on the students.

The following are some of the activities that they organised over the year.

- Tishrei Mivtzoim and learning program (Rosh Hashana, Sukkos, and Simchas Torah Tahlucha)
- Pre-Yud Tes Kislev campaign
- Purim night festivities (In conjunction with Chabad Youth)
- Purim day Mivtzoim
- Pre-11 Nissan Campaign
- Pre Gimmel Tammuz Campaign
- Pre Yud Alef Nissan Campaign
- Pre Yomim Tovim crafts
- Buddy learning sessions
- Shavous learning drive
- Siyumim
- Birthday club

Year Long/ Long term:

- Daily Tanya Shiur (voluntary class)
- Daily Rambam Shiur
- Weekly Seder Sichos at Lunch
- Gumsh program for Mesivta (In conjunction with YG)
- Mivtza Torah- Gemarah learning incentive for Mesivta
- Class Mivtzas for Years 8,9,10 (this consisted of multiple events, learning programs and two Shabbatons)
- Consistent VCE minyan
- Farbrengens for respective grades
- Occasional Sunday activities and trips for respective grades
- One on one Shiurim
- Bar Mitzvah Tutoring and Test Revision
- Birthday outings
- Cocoa club
- Sefer Hamitzos
- Mincha Munch
- Tzivos Hashem (In conjunction with Chabad Youth)

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. 15 other initiatives spearheaded by the YBRPA in 2024 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 a donut day.

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 2025. 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)

YBR upgraded the internet to allow for more bandwidth which enabled increased internet upload and download speed. 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.

Our Child Safety Committee meets regularly to promote a culture of child safety across the school. They serve as the first point of contact to respond to and actively address any issues as they arise.

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 2024 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.

FEEDBACK FROM KEY STAKEHOLDERS

STUDENT FEEDBACK

Heads of Students, together with executive and middle management staff, regularly gather feedback from students through discussions, observations, and surveys. This feedback is used to evaluate the effectiveness of the school’s curriculum, welfare programs, and the social environment in which students interact.

As a result, a number of formal and informal initiatives have been introduced or revised, particularly in the areas of cultural connection, sport, arts, and drama. Welfare programs have also been steadily expanded, as students grow increasingly confident in engaging with senior staff and sharing their experiences.

EMPLOYEE FEEDBACK

To capture staff experiences and feedback, surveys were conducted twice during the year.

Formal and informal feedback loops remained critical to ensuring employee needs and feedback were being addressed during this challenging year. During the periods of both online and in person learning throughout the year, regular meetings (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 2024.

PARENT FEEDBACK

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

BOARD OF MANAGEMENT

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

MYSCHOOLS WEBLINK:

<https://www.myschool.edu.au/school/46215/profile/2024>

FINANCIAL PERFORMANCE

The summarised operating results for the 2024 year are presented below.

Yeshivah - Beth Rivkah Colleges Recurrent Income Sources as a percentage of total income 2024

INCOME

School Fees	27.96%
Donations and Fundraising	4.24%
Government Funding	54.07%
Other Income	11.79%

Yeshivah - Beth Rivkah Colleges Recurrent expense sources as a percentage of total expenses 2024

EXPENSES

Salaries and Staff Related	70.47%
Depreciation	4.02%
Finance Costs	0.26%
Administrative and Operating Expenses	22.42%
Teaching and Curriculum	3.01%

Yeshivah - Beth Rivkah Colleges is heavily reliant on Government support. A concerted effort continues to be made in attracting private inflows in spite of falling enrolments which impacted School Fees income.

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 2024, Yeshivah - Beth Rivkah Colleges was the recipient of \$44,550 from CSEF funding.

During the course of 2024, \$76,256 was spent on the provision of professional learning opportunities for our staff across Yeshivah - Beth Rivkah Colleges.

APPENDIX A

STAFF QUALIFICATIONS

Yeshivah Primary School Teaching and Non-Teaching Staff Qualifications 2024

Name	Qualification
ADLER, R	B.ED (PRIMARY)
ALBERT, T	Foundation Phase Education and Honours in Inclusive Education
BERELOWITZ, C	B. Early Childhood and Primary Education, Masters in Special Needs
BERNSTEIN, E	B. MUS (HONS), GRAD DIP ED, L. MUS A (PIANO)
BIHARY, J	B.ED (PRIMARY)
COHEN, RABBI Y	Rabbinical Ordination deemed VIT registered
DAVIS, C	B.Ed. (Physical Education), TAFE SA Cert IV in Fitness
DEEPAK, R	B.A (Psychology), M.Ed
FREEDMAN, S	Master of Education (Special Educational Needs), B.Ed.
GILBERT, N	Bachelor of Education
GLIKSON, S	B.Ed.
GOLDSMITH, L	Dip. Ed
GRIFFITHS, L	B.ED (PRIMARY)
GROSS, A	Rabbinical Ordination deemed VIT registered
HANNA, Z	B.SC (PSYCHOLOGY)
HEALY, J	B.SOC SCI, B.APP SCI (NURSING), B.ED (READING RECOVERY/LEARNING SUPPORT TEACHING), M.COUNSELLING
JACOB, B	B.A. Dip.Teaching
KREE, C	B.SOC WORK, POST GRAD DIP BUS ADMIN
LANERA, J	B. MUSIC; POST GRAD DIP. ED; LEVEL 1 ORFF MUSIC TEACHERS TRAIN- ING; LEVEL 1 KODALY MUSIC EDU T (Lower Primary)
LAZARUS, S	Masters of Teaching
LEBRANSKY, L	Dip.Teaching
LEVY, J	Higher Diploma Ed (Johannesburg)
LEWIS, S	B.ED
LOEWENTHAL, RABBI M	Rabbinical Ordination deemed VIT registered
LOVEN, L	Higher Diploma Ed (Johannesburg)
MILSOM, R	B.A
RENNIE, B	B.A (SPORTS COACHING & DEVELOPMENT), GRAD DIP TEACH (PRIMARY)
ROSENFELD, RABBI Y	Rabbinical Ordination deemed VIT registered
SEIFMAN, A	BA (PSYCH MAJOR) /B ED., MASTERS OF SPECIAL EDUCATIONS INTERVEN- TION AND INCLUSION
SMITH, M	Masters Teaching

TREMIGLIOZZI, M	B.Ed (Primary), Diploma of Teaching, Grad Dip Information Management
VALLINS, J	Dip.Ed. Grad.Dip
WAISMAN, R	Bachelor of Primary Ed

Yeshivah Secondary Teaching and Non-Teaching Staff Qualifications 2024

Name	Qualification
BARANIESKI, B	Grad - Hafford Central School - Hafford, Saskatchewan, Canada Post Grad - English & History (Secondary) - University of Saskatchewan - College of Education
BATES, J	Dip of business Cert IV in Training & Assessing Cert III in Commercial Cookery Cert IV training and assessment Grad Dip in Tertiary Education Grad Cert in Tertiary Education
BLESOFSKY, S	Rabbinical Ordination deemed VIT registered
BLUM, A	Master of Social Work 2017 Monash University Bachelor of Fine Arts, 2013 RMIT
COCHRANE-DAVIS, C	Post Grad Dip Teaching M.Ed
COHEN, M	Bachelor of Arts University Education Diploma (Post Graduate Teachers Diploma) BA Hons BEd (Post Graduate, Honours equivalent degree in Education) PHd
COYLE, GILL	Mstrs of Edu in Student Wellbeing Bachelor of Science Masers in Toxicology Grad Dip of Edu Secondary
CUSSEN, A	Adv Dip in Law & Edu Mstrs of Edu in Leadership and Management Prof Dip in Educational Studies Prof Mstrs of Edu Bachelor of Science
DEMPSTER, T	Bachelor of Arts Graduate Diploma of Edu
DOWLING, R	BSc BA Bed CertTEFLA
FORD, A	BSc M.Sc Doctor of Edu Grad Dip in Theology
GILL, H	M.Sc. M.Phil (Physics) B.Ed Dip.Ed

GOODUR, K	Mstrs of Teaching Double Math Masts of Edu B.Ed Mathematics BSc Math & Compute Science Equivalent to VCE
GORDON, Y	Rabbinical Ordination deemed VIT registered
GREEN, Y	GradCert in Rabbinical Studies DipPractical Rabbinics Bachelor of Business, Griffith University M.PET, Deakin University
GROSS, A	Rabbinical Ordination deemed VIT registered
HARDING, M	Degree in Linguistics PGCE in Post compulsory education and training with English and Literacy
HOOPER, R	Post Grad Dip Student welfare, Diploma of Edu, BA Political Science and Gov
JOHNSON, RABBI Y	Bachelor of Accounting, Kollel Chassidus – Jerusalem, Israel 5763/4 (2003) Kollel Yitzchak Yehudah – New York 5767-5771 (2006/10)
KALRA, A	B.A Dip.Teaching Grad Dip in Teaching Grad Cert in Info Lit M.Ed Post Grad Cert
LIPSKIER, M	Rabbinical Ordination deemed VIT registered Certificate IV in Training and Assessment
MANNIX, K	Bachelor of Fine Arts Post Grad Dip of Edu Art Therapy Practitioner
McINTYRE, S	Honrs BA in Edu & Design, teaching
NEWMAN, J	Master of Education, 2020, University of Melbourne Bachelor of Arts/Education, 2014, Monash University Cert IV Youth Work 2014, Oten Tafe
NORMAN, D	2001 Graduate Diploma of Education English/TESOL - University of Melbourne, Melbourne 2000 Certificate IV of Small Business Administration - Northern Metropolitan Institute of Technology 1990 – 1995 Bachelor of Arts (Hons) English Language and Literature - Monash University, Melbourne
OAKLEY, M	Grad Dip in Counselling Grad Dip in Edu BA Psychology & Edu
PLEUNIK, A	Post Grad Dip of Teaching - Humanities & History Masters of Arts BA
REDDI, V	B.A.(Hons) Higher Dip.Ed

ROGERS, M	Dip of Teaching Bachelor of Edu Bachelor of Arts Economics & Psychology M.Ed, Vic Fit Accreditation Accreditred Disc Practitioner
ROSEN, J	B.Ed. M.Ed. Certificate IV in Training and Assessment
ROZEN, R	B.Sc 1974-76 (Melbourne University) B.Sc (Hons) 1977 (Melbourne University) Dip. Ed. 1978 (Melbourne University) Grad Dip Comp Sci 1987-91 (Melbourne University) M. Ed. (Melbourne University) 2000-02 Certificate IV in Training and Assessment RMIT 2005 Certificate IV in Assessment and Workplace Training RMIT 2011
SCHNEIDER, K	Grad Diploma in Information Management, Melb Uni, 1991 B.Ed (Secondary), Melbourne College (MCAE) 1985
SEREBRYANSKI, B	Rabbinical Ordination deemed VIT registered
SIMONS, B	B.Ed (Secondary) Charles Sturt University, 2016 Diploma of Language (Classical Hebrew) Univ of Sydney, 2012 Diploma of Talmudic Studies, Yeshivah Gedola Melbourne, 2006 Bachelor of Commerce, Univ of New South Wales, 2009
THANAPAL, S	Master of Arts in Social and Political Thought Post Grad Dip in Edu, B. Soc. Sci. in Political Science, English Literature and Philosophy
WILHELM, CD	Dip Ed (Secondary) M. Ed. Certificate IV in Training and Assessment
WOOD, M	Grad Dip-Ed (Secondary) Grad Cert in Religious Education Bachelor of Business Advanced Dip of Accounting
YOONG, J	Master of TESOL, 2023, Monash University Certificate IV in Training and Assessment, 2021 Master of Teaching, 2019, Victoria University Bachelor of Business/Arts 2017, Monash University Bachelor of Business Commerce/ Communication, 2014, Monash University