

# BETH RIVKAH LADIES 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. 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

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) 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 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

Staff at Beth Rivkah have an individual and professional commitment to undertake professional learning. Through the guidance of the Head 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

#### *JEWISH STUDIES*

- Hebrew reading evaluation at all class levels • Yocheved Debow Life values Education
- Head of Jewish Studies meeting with teachers at each level to reinforce and discuss Chumash Zekelman Standards
- Weekly meetings with Jewish Studies staff for professional development and curriculum planning • Multi sensory reading approach

#### *GENERAL STUDIES*

- Weekly In house Professional Development, rotating between Numeracy, Well-Being, Visible Thinking, Learning Enhancement and Structured Word Inquiry Education
- Spelling Scope sequence and approach
- Fiona Hamilton workshops - Structured Word Inquiry
- Future Schools Expo
- Independent Schools Victoria (ISV) Professional Development
- Design/Stem training
- Dave Vinegrad Circles and school Values
- Trauma training Emma McCarthy
- Social skills training, Partners in Communication
- Curriculum Development: English, Maths, History, Science, Health
- Team meetings at each year level
- Lead Teacher meeting
- Reading and Comprehension Strategies – Pete Bowers
- Spelling out loud
- Numicon training
- Zones of regulation
- Math PD
- Team meetings with Year level head teachers
- David Horsnby Teaching Grammar in Context
- Body Bright Body Image

#### *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

## BETH RIVKAH SECONDARY

### *JEWISH STUDIES*

- Teaching Tefillah
- Teaching the new Health Curriculum
- Lifnei v'lifnim
- Curriculum mapping and review

### *GENERAL STUDIES*

- VCE Policies & Processes
- VCE Chief Examiner's reports and subject specific conferences
- STAV, HTAV, VATE and MAV Conferences
- Each faculty ran subject specific PD in their scheduled meeting times
- Curriculum mapping and review
- Analysing NAPLAN Data
- Subject specific external workshops
- VCE assessor training
- VCE data analysis
- Subject specific guest presenters and workshops in fortnightly faculty meetings
- New teacher mentor program

### *ALL STAFF*

- CPR & ANAPHYLAXIS- Vic First Aid Certificate
- YBR Child Protection Policies

- Supporting Students with Individual Learning Needs
- Anaphylaxis & Asthma Update I
- Anaphylaxis & Asthma Update II
- Curriculum mapping and review
- NCCD updated policy
- Technology in the Classroom
- Child Safety
- Modification & Differentiation
- Reporting and Using AI
- Boundaries & Relationships in the Age of Social Media
- Teaching Students with ADHD
- Dialogue on Eating Disorders
- Reflective Practice: Personal Best
- Reflective Practice: Pedagogy
- Reflective Practice: Assessment
- Creating culture change
- Responding to Grief & Loss
- Exam writing workshop

## 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 3 streams provided in year 6.

## STUDENT ATTENDANCE

The total student enrolment figures in 2024 were 508 students in Years Foundation to 12 at Beth Rivkah Ladies College. 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 NAPLAN RESULTS

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	87	100	59	85	87
Year 5	91	82	85	69	76
Year 7	90	78	78	82	80
Year 9	78	68	73	65	68

### 2023 NAPLAN RESULTS

Year Level	Reading (%)	Writing (%)	Spelling (%)	Punctuation & Grammar (%)	Numeracy (%)
Year 3	72.3	91.7	61.2	69.5	61.1
Year 5	88.2	86.5	76.4	66.4	66
Year 7	89.2	72.1	82.8	80	76.5
Year 9	82.7	78.4	75.8	72.8	63.6

## COMPARISON OF STUDENT RESULTS ABOVE NATIONAL BENCHMARKS FROM 2022

2022

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

## SENIOR SECONDARY OUTCOMES

### VCE RESULTS 2024

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). In 2023, we introduced the new VCE (Vocational Major) program for students who wished to complete their VCE without an ATAR

Highlights of the 2024 results include:

- 33% of ATARs in the top 10% of the State
- Dux ATAR 98.80
- Median Study Score 35
- 1 perfect study score in Text & Tradition
- Ranked 24<sup>th</sup> in State

### COMPARISON OF VCE RESULTS FOR 2022 – 2024

	Median ATAR	Highest ATAR	% ATAR above 90	No. of Year 12 students	Median Study Score	Subjects with perfect study score of 50	Premier's Awards
VCE 2024	84.70	99.80	33	32	35	Text & Tradition	Text & Tradition
VCE 2023	86.05	98.65	37	37	35	Psychology	Text & Traditions; Psychology
VCE 2022	83.65	98.5	33	39	34	Legal Studies	Text & Traditions

## POST - SCHOOL DESTINATIONS:

- Total number of students: 32
- 19 Students who applied to tertiary studies: 58% received first preference
- 100% received an offer to one of their preferences

COMMERCE/BUSINESS	2
SCIENCE/ BIOMEDICAL SCIENCE/ NURSING/ MEDICINE	8
ENGINEERING/ IT	1
LAW	2
PSYCHOLOGY	5

## VET

VCE VET Workplace Skills and VCE VET Small Business Operations was offered to students in Years 10-12 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
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organisation
- Self-management
- Learning
- Technology

## 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 technology 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 sessions
- 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 2024 Orientation Evening
- VCE Information Evenings
- Mother-Daughter learning
- Father-Daughter learning
- Year 12 Graduation

## WHOLE SCHOOL ASSEMBLIES

- School Captains' 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
- Girls' Night In – Cancer Fundraiser and Melave Malka
- Mental Health panel
- The Great Chop fundraiser for Zichron Menachem
- Self Defence
- 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
- Athletics Carnival
- Trekky Brekky

## YEAR LEVEL SPECIFIC

- Chidon Shabbaton – Year 7-9
- Scholar's Program– Year 7-10
- Year 7 & 8 Big Days in
- Year 9 City Experience
- Maths Competition – Year 7-10
- Road Smart driver ed – Year 10
- VCE Headstart program
- Year 7- 9 swimming carnival

- Excursions and Incursions e.g. Supreme Court, Pentridge, Kryal Castle, NGV Top Arts, CSIRO
- Health and homeroom sessions at each year level Protective behaviours, Healthy relationships, Healthy living – e.g. yoga, relaxation techniques, pilates, nutrition, Cybersafety
- DAV Interschool debating competition
- Year 9 Canberra Trip

## JEWISH STUDIES EXTRA-CURRICULAR PROGRAMS

### *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 Ballarat camp
- Year 6 – 3-day camp
- Year 7 & 8 School Camp
- Year 9 Canberra Trip
- Year 10, 11, 12 School Camp
- Year 12 Shabbaton

### *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. 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)

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 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 2024.

### 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:**

<https://myschool.edu.au/school/46216/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

*Beth Rivkah Primary Teaching and Non Teaching Staff Qualifications 2024*

Name	Qualification
BAKER, I	B.ED, GRAD CERT (Special Education)
BENDET, M	B.ED (EARLY YEARS)
BERNSTEIN, E	B. MUS (HONS), GRAD DIP ED, L. MUS A (PIANO)
BLESOFKY, E	TPTC, GRAD DIP (ED ADMIN)
DENTON, P	B.FINE ART (SCULPTURE), GRAD DIP ED
DHAR, A	BA (HONS) PSYCHOLOGY, MASTERS OF COUNSELLING (MCOUNS)
ELBAUM, M	DIP ED
GOLDMAN, B	HIGHER DIPLOMA PRIMARY ED / SPECIAL ED REMEDIAL
GRANIK, C	B.ED (PRIMARY)
HATCHUEL, R	HIGHER DIP ED
HURVITZ, N	PH.D, D.ED (EDUCATIONAL PSYCHOLOGY), M.ED (EDUCATIONAL PSYCHOLOGY), HONS B.A (CLINICAL PSYCHOLOGY), B.A (PSYCHOLOGY & ENGLISH)
JAFFE, G	M. EDUCATION
JOSEPH, R	B. TEACHING – LOTE
KAHN, R	HIGHER DIP ED
KAPLAN, G	B.A ED
LANDAU, I	Mteach
LANERA, J	B. MUSIC; POST GRAD DIP. ED; LEVEL 1 ORFF MUSIC TEACHERS TRAINING; LEVEL 1 KODALY MUSIC EDU T (Lower Primary)
LE BRANSKY, D	DIP ED, B.SPEC ED
LIPSZYC, L	DIP ED, B.ED
LOWINGER, J	B.ED (EARLY CHILDHOOD & PRIMARY), DIP EARLY CHILDHOOD ED
MIDLER, M	BA ED
MITCHELL, M	B. TEACHING
MOSHEL, S	B.A, POST GRAD COUNSELLING/SOCIAL SCIENCE
NEWFIELD, T	B.ED (PRIMARY)
PAYKEL, T	B.A. ED, DIP SPEC ED
PINCUS, R	Mteach
RAPKE, A	B. APP SCI; B TEACHING
SHAPIRO, C	B.ED (PRIMARY)
SHEPHERD, S	HIGHER DIP ED
SOR, C	B.ED
TATARKA, M	B. ED (Judaic Studies)
TELLER, R	B.ED

*Beth Rivkah Secondary Teaching and Non Teaching Staff Qualifications 2024*

<b>Name</b>	<b>Qualification</b>
BACHER, M	BACHELOR OF COMMUNICATION DESIGN, B.A., B.Ed.BBB.A., B.ED
BENSIMON- GUTNICK, R	DEC IN EARLY CHILDHOOD EDUCATION, TEACHERS DIPLOMA (MONTREAL, CANADA)
BERNSTEIN, E	B.A MUS, GRAD DIP ED, LICENTIAE OF MUSIC AUSTRALIA
BERRY, E	BA Education; M. Education
BLESOFSKY, C	LICENCED LIFE COACH
BLESOFSKY, E	TPTC, GRAD DIP (ED ADMIN)
CIECHANOWSKI, E	B.A, B.SC, DIP ED
COHEN, R	B.A, MASTERS OF EDUCATION PRIMARY AND SECONDARY
COHNEY, B	BACHELOR OF VISUAL ARTS AND DESIGN; DIPLOMA OF TEACHING
COWEN, C	B.A., M. Teach
DAVID, Y	B.A. (VISUAL ARTS) B.ED (SECONDARY)
DEREN, S	M.Teach (almost complete)
FEIGLIN, R	B.A, GRAD DIP LIB
FERNANDES, K	B.A, POST GRAD DIP (Editing and Communication, Museum Studies)
GLASMAN, Y	B.A/B.ED, M.ED
GORELIK, R	B.A (HIGHER ED)
GREENBAUM, S	B.A, L.L.B.
GRODSKI, L	B.A, GRAD DRIP PSYCH, MA PSYCH
HILEL, Y	B.B (Finance) ENROLLED IN M.ED
KANTOR, B	"MORAH LGOLA" (Teacher for the Diaspora) qualification from the Israeli Ministry of Education
KATZ, L	B.Comm; B.Laws; M.Laws; M.Teach
KAY, D	MA (ITALIAN LANGUAGE & LITERATURE),
KENNEDY, A	B.A, DIP ED
LAZARUS, T	B.Sc (Hons); PGCE
LEBOVITS, S	B.A.
LESKI, A	B.A. (Hons), DIP ED
LICHTIG, G	B.A., M. Teach
LIU, M	BACHELOR OF COMMERCE POSTGRADUATE DIPLOMA IN TEACHING
LOWINGER, D	B.SC, DIP ED, GRAD CERT CAREER COUNSLER, CERT IV TRAINING AND ASSESMENT
MAROM, N	B.A. , Cert IV in Training & Assessment
MONDEL, G	B.ED
MORDECH, K	BACHELOR OF ARTS (MAJORING IN PSYCHOLOGY). MASTERS IN SECONDARY TEACHING (PSYCHOLOGY AND HEALTH)
MORRISON, L	B.A Economics (Hons); B.A Psychology
ORELOWITZ, N	B.A, B.Ed, Grad Dip Psych
PINCUS, J	BA PSYCHOLOGY (HEALTH SCIENCES AND SOCIAL SERVICES), PGCE (SECONDARY AND FURTHER EDUCATION TRAINING), BED HONOURS (EDUCATIONAL PSYCHOLOGY)

POLLAK, S	MISRAD HACHINUCH TEACHING DEGREE (ISRAEL)
POON, K	B.SC, DIP ED, DIP COMP STUDIES
RIEWOLDT, R	B.Sc (Hons), Grad Dip Ed (Sec)
SCHNEIER, Y	B. BIOMED SC, DIP ED, M. ED
SEREBRO, S	B.A., B.Sc (Hons)
SEREBRYANSKI, M	B.A. , M.Teach
SMART, D	BSc (Hons)
SUFRIN, R	RABBINICAL ORDINATION
SUSSKIND, L	B.A B. TEACH
TENENBAUM, B	B.A, GRAD DIP ED, M.ED
TENENBAUM, L	RABBINICAL ORDINATION
WATKINS, M	B.ED
WILHELM, E	B.A. (History and International Studies)