

YESHIVAH COLLEGE

2025

SCHOOL PERFORMANCE REPORT



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Principal's Message

It is with great pleasure that we present our Annual Report for 2025, reflecting on another year of learning, growth and achievement across our school community.

This report provides an opportunity to celebrate the many successes of our students, recognise the dedication of our staff, and acknowledge the invaluable support of our families and wider community. Together, we continue to foster a school where every student is encouraged to learn, thrive and reach their full potential as a Jew, a Chossid and a proud and knowledgeable Australian.

Throughout the year, our students embraced opportunities to challenge themselves, contribute to school life and grow both academically and personally. Their achievements were made possible through the dedication of our staff, the support of our families and the partnerships we share with our wider community.

This report highlights the many ways our school pursued excellence across teaching and learning, student wellbeing, dual-curriculum programs and community engagement. It also reflects our ongoing commitment to continuous improvement and responsible stewardship of the resources entrusted to us.

I extend my sincere thanks to our staff for their professionalism and care, to our families for their partnership, and to our School Board for its guidance and support. Most importantly, I congratulate our students, whose curiosity, resilience and determination remind us each day why our work matters.

As we reflect on the achievements of the past year, we also look ahead with optimism. We remain committed to our purpose of Educating for Life, providing an education that prepares every student not only for success at school, but also for the opportunities, challenges and responsibilities that lie beyond it. Together, we remain committed to providing exceptional learning opportunities and preparing our students with the knowledge, skills and confidence they need to flourish in an ever-changing world.

I invite you to read this report and celebrate the collective achievements of our school community. Thank you for your continued partnership and commitment to our shared vision of excellence in education.

Rabbi Elisha Greenbaum
Principal

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 and 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 and others and 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

In 2025, Yeshivah – Beth Rivkah Colleges continued to be supported by staff committed to the development of all aspects of school life. Teaching and support staff contributed to high-quality learning, student wellbeing, curriculum development, professional standards and the School's duty of care.

Staff Retention

The following whole-school workforce data excludes casual employees:

Measure	2025 result
Active headcount at 1 January 2025	400
Active headcount at 31 December 2025	360
Retained throughout 2025	313
Departed during 2025	87
New starters during 2025	47
Retention rate	78.2%

Expenditure and Teacher Participation in Professional Learning

Yeshivah staff participated in regular professional development throughout the year. This was overseen by senior staff and included conferences, external workshops, in-school presenters, webinars, online forums and professional learning delivered through regular staff and faculty meetings.

Across Yeshivah – Beth Rivkah Colleges, \$76,262 was spent on professional learning opportunities during 2025.

Professional Development

Yeshivah Primary

Jewish Studies

- Sharing pedagogical ideas through staff meetings
- Developing positive student behaviour and using the Tzivos Hashem program
- Multisensory reading approaches
- Reading professional development with Chani Karp

General Studies

- Structured Word Inquiry with Fiona Hamilton of Word Torque
- Grammar in Context with David Hornsby
- Mathematics professional learning through MAV, Rob Vingerhouts, Ange Rogers and Genovieve Grovios
- Identifying receptive and expressive language difficulties
- Behaviour approaches in a social media world with Susan McLean and Cindy Kree
- Teaching through mentor texts with Matt Glover
- First aid, CPR and NCCD policy updates
- Year-level team meetings

All Staff

- Anaphylaxis review
- Trauma professional learning with Andi Green
- Bio Hacking Learning with Andrew Fuller
- Consistency professional learning with Rachita Deepak
- Social Thinking series

- Child protection and child safety review
- Lockdown and evacuation protocols
- Behaviour management
- Implementation of the CARES values
- Auditory processing
- Protective Behaviours workshops

Education Support

- SEQTA training, including individual support
- Weekly technology tips
- Artificial intelligence training

Yeshivah Secondary

Jewish Studies

- Using MyEd, Kahoot, Quizlet and Blooket to facilitate learning
- Cognitive Load Theory
- Regular Gemara and Chumash faculty meetings
- Gemara teacher training
- Halacha and Chassidus curriculum workshops
- Assessment and examination-writing workshops

General Studies

- VCE mathematics professional learning through MAV
- VCE assessment for Legal Studies, Business Management and Economics
- Regular English faculty meetings
- Chemistry conferences, examiner sessions and SAC development
- ISLearn sessions for VCE Chemistry, Mathematical Methods and Specialist Mathematics
- VCAA assessor training
- 2025 VATE State Conference
- STAV Chemistry professional learning

All Staff

- Working with neurodiverse students
- Child Safety and Code of Conduct
- Student wellbeing workshops
- Behaviour management
- CPR and anaphylaxis management
- SEQTA Learning Enhancement document training
- Mandatory reporting and child protection obligations
- Lockdown and evacuation protocols

Education Support Teachers, Aides and Shluchim

- Network meetings with Len Hain
- Learning Enhancement review and moderation sessions
- JCAS meetings and training
- JCAS Aide Training Day
- Student welfare professional learning
- Two-day Shluchim onboarding
- Shluchim Conference

Key Student Outcomes

Yeshivah College students enjoy a positive schooling experience and continually strive to improve academically and personally. Students develop the capacity to work independently and collaboratively, act as role models and leaders, and contribute positively to the School and wider community. Students come from a range of educational and religious backgrounds and are supported through comprehensive Jewish and General Studies curricula.

Student Attendance

In 2025, Yeshivah College enrolled 362 students from Foundation to Year 12. The average student attendance rate was 89.5%. Across Yeshivah–Beth Rivkah Colleges and the Early Learning Centre, total enrolment was 1,097, comprising 489 Beth Rivkah students, 362 Yeshivah students and 246 children in the Early Learning Centre.

National Assessment Program – Literacy and Numeracy (NAPLAN)

NAPLAN is administered by the Victorian Curriculum and Assessment Authority for students in Years 3, 5, 7 and 9. Results below show the percentage of participating students who achieved the Strong or Exceeding proficiency levels.

2025 NAPLAN Results

Year level	Reading (%)	Writing (%)	Spelling (%)	Grammar and punctuation (%)	Numeracy (%)
Year 3	72	88	72	68	88
Year 5	76	85	90	70	95
Year 7	73	69	69	82	95
Year 9	73	65	64	56	78

Numeracy was a particular strength in 2025, with 95% of students in both Years 5 and 7 achieving the Strong or Exceeding proficiency levels. Year 7 improved across all five NAPLAN domains compared with 2024, while Year 9 reading also recorded a significant improvement. The results support the College’s ongoing focus on evidence-informed teaching, targeted intervention and extension.

2024 NAPLAN Results

Year level	Reading (%)	Writing (%)	Spelling (%)	Grammar and punctuation (%)	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

Comparison of Student Results Above National Benchmarks from 2022

Year level	Reading (%)	Writing (%)	Spelling (%)	Grammar and punctuation (%)	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

Note: The 2022 results used the previous NAPLAN reporting measure, percentage of students in the top three bands, and are not directly comparable with the 2024–2025 proficiency measures.

Senior Secondary Outcomes

VCE Results 2025

Yeshivah has an open-entry policy in VCE. Students in Year 10 receive ongoing advice regarding subject selection and career aptitude, including optional testing. A small number of students may complete their final two years of secondary school without formal VCE assessment. The 2025 results reflect a strong senior secondary performance, led by a median ATAR of 91.7, with 31% of ATARs above 95 and a perfect study score in English.

- **31% of ATARs were above 95**
- **Dux ATAR: 98.85**
- **Median ATAR: 91.7**
- **Median study score: 34**
- **A perfect study score was achieved in English**

Comparison of VCE Results for 2021–2025

Measure	2021	2022	2023	2024	2025
Dux ATAR	99.15	97.90	98.45	99.60	98.85
Median ATAR	84.3	87.05	89.4	92.7	91.7
Median study score	35	36	34	37	34

Post-school Destinations

Fourteen students applied for tertiary courses. Fifty per cent received an offer for their first preference, and importantly, 100% of applicants received an offer for one of their preferences. Students progressed to a broad range of pathways, with strong representation in commerce and business, engineering and IT, and law.

Field of study	Students
Commerce/Business	6
Engineering/IT	3
Law	3
Psychology	1
Science/Biomedical Science/Nursing/Medicine	0

VET

VCE VET Practical Rabbinics was offered to Year 11 students in 2025, with students successfully completing the nationally recognised qualification. Some students also undertook VET courses through external providers, including Sport, Recreation and Aquatics.

The VCE VET program supports students to develop nationally recognised competencies, enhance employment prospects and make informed vocational and career choices. Employability skills include communication, teamwork, problem-solving, initiative and enterprise, planning and organisation, self-management, learning and technology.

Student Leadership

Yeshivah encourages students to develop confidence, responsibility and a sense of ownership through inclusive leadership opportunities. Primary students participate in committees including Sport, Environment, Jewish Life, Technology, Wellbeing and Tzedoko, while Year 6 students serve as role models, lead assemblies and organise fundraising and inclusion activities. In Secondary, students elect school and class captains who contribute to student programs, fundraising, sporting activities and school events.

Student Welfare and Development

An essential part of Yeshivah's philosophy is to care for each student by responding to his individual needs and enabling him to thrive. Primary and Secondary wellbeing coordinators work closely with wellbeing teams, Education Support, teachers and parents and contribute to whole-school welfare processes that support students and their families.

In Primary, the Social Thinking program supports emotional literacy, personal strengths, positive coping strategies, problem-solving, stress management and help-seeking. Anti-bullying practices are reinforced through staff training, student discussions, workshops and clear reporting guidance. Targeted social-skills activities and support groups help students strengthen resilience and social and emotional development.

Educational Support

Yeshivah provides educational support through collaboration among educators, parents and external professionals. Support systems include Education Support and Inclusion, early intervention, and enrichment and extension. NCCD and JCAS funding supports classroom assistance and individual tutoring where required. Primary initiatives include MSL Sounds-Write for Year 1 and Understanding Words for Years 3–6.

Small-group literacy and numeracy support and personalised learning tools are informed by ongoing formative assessment. Learning Enhancement staff coordinate with teachers, therapists, agencies and families. Secondary support includes extension through higher-year-level subjects and differentiated classroom learning, alongside targeted assistance for students requiring additional support. This approach reflects the College's commitment to differentiated and inclusive learning, with adjustments, targeted support and extension responsive to individual student strengths and needs.

Operational and Campus Development

During 2025, Yeshivah – Beth Rivkah Colleges continued to invest in the systems, facilities and infrastructure that underpin educational quality and the student experience. This included continued investment in technology-enabled learning, facilities improvements including the construction and opening of the crèche, and targeted safety and security upgrades. Physical measures such as impact-resistant windows and upgraded gates and boom access were complemented by enhancements to security technology, including licence plate recognition. These investments strengthen day-to-day operations and help provide a safe, contemporary and well-supported learning environment.

Feedback from Key Stakeholders

Yeshivah – Beth Rivkah Colleges values the perspectives of students, families, staff and the School Board. Feedback is gathered through formal and informal channels including parent-teacher interviews, surveys, information evenings, student leadership groups, staff meetings, professional discussions, Board meetings, enrolment and exit interviews, and regular conversations with members of the school community. Feedback informs planning, identifies strengths, evaluates existing initiatives and supports continuous improvement.

Student Feedback

Student feedback is gathered on an ongoing basis by Heads of Students and leadership staff through discussions, observations and surveys. In 2025, this feedback contributed to refinements in co-curricular offerings, including cultural activities, sport, arts and drama, and to the continued development of student wellbeing initiatives.

Employee Feedback

Employee insights continued to shape the School's work throughout 2025. Two formal staff surveys were conducted, supported by ongoing informal feedback channels. Regular meetings provided opportunities for teachers, leaders and support staff to share experiences, raise concerns and contribute ideas. Human Resources remained available as a dedicated point of contact, and senior leaders held scheduled feedback meetings with staff groups. Exit interviews were offered online and in person.

Parent Feedback

Parents engaged with the School through parent-teacher interviews, information evenings for key transition points, subject-selection and course-information sessions, and ongoing communication channels. An online parent survey conducted at the end of 2025 provided additional feedback on parent experience and priorities, which was considered in planning and decision-making.

Board of Management

The School Board provides strategic governance and oversight and works closely with the Principal to support the School's ongoing development. Regular Board and Board Executive meetings, weekly updates and comprehensive reports support open communication, informed decision-making and effective oversight of strategic and operational priorities. During 2025, Board oversight also encompassed child safety, strategic planning, risk management, financial sustainability and facilities improvement, supporting proactive governance and long-term stewardship of the Colleges.

My School Weblink

<https://www.myschool.edu.au/school/46215/profile/2025>

Financial Performance

The summarised operating results for the 2025 year are presented below. These figures relate to Yeshivah – Beth Rivkah Colleges as a whole.

Recurrent income source	Percentage of total income
School fees	31.07%
Donations and fundraising	5.85%
Government funding	57.12%
Other income	5.96%

Recurrent expense source	Percentage of total expenses
Salaries and staff-related expenses	71.04%
Depreciation	4.24%
Finance costs	0.28%
Administrative and operating expenses	21.19%
Teaching and curriculum	3.25%

Yeshivah – Beth Rivkah Colleges remains focused on maintaining long-term financial sustainability while continuing to invest in educational excellence, student wellbeing, technology and facilities. Strategic financial management and prudent stewardship of resources remain key priorities. Government funding continues to be an important component of the Colleges' income mix, complemented by school fees, philanthropy, fundraising and other income.

During 2025, \$76,262 was spent on professional learning opportunities across Yeshivah – Beth Rivkah Colleges.

Staff Qualifications

Staff qualifications summary, 2025

Highest qualification recorded	Number of staff	Percentage
Doctoral qualification	1	1.8%
Master's qualification	21	38.2%
Graduate or postgraduate qualification	4	7.3%
Bachelor or honours qualification	17	30.9%
Diploma or recognised teaching credential	3	5.5%
Rabbinical ordination or equivalent recognised credential	9	16.4%
Total staff records included	55	100%



Yeshivah College’s staff bring a strong combination of academic, professional and Jewish Studies expertise to their roles. Almost half (47%) have completed postgraduate, master’s or doctoral-level study. The staff cohort also includes educators with bachelor and honours degrees, recognised teaching credentials and rabbinical ordination. This breadth of qualifications supports the College’s dual curriculum and its commitment to high-quality General and Jewish Studies education.