

BETH RIVKAH LADIES 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

Staff at Beth Rivkah maintained an individual and professional commitment to ongoing learning. Through the guidance of school leadership, staff accessed high-quality professional development delivered internally and by external organisations.

Approximately 7% of the annual teaching and learning budget in Beth Rivkah Secondary was allocated to professional development.

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

Professional Development

Beth Rivkah 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

Beth Rivkah Secondary

Jewish Studies

- Unpacked Education: teaching multiple perspectives
- Curriculum mapping and review
- Subject-specific workshops
- Professional learning with Yocheved Debow

General Studies

- VCE policies and processes
- VCE Chief Examiner reports and subject conferences
- STAV, HTAV, VATE and MAV conferences
- Faculty-based professional learning
- NAPLAN and VCE data analysis
- VCE assessor training
- New teacher mentor program
- Introduction to Elastik for English and mathematics

All Staff

- CPR and anaphylaxis certification
- YBR child protection policies
- Supporting students with individual learning needs
- Curriculum mapping and review
- Partnering with Learning Enhancement
- Teaching executive functioning
- Building effective partnerships and relationships
- Teacher-student relationships
- Technology in the classroom
- Examination-writing workshop

Key Student Outcomes

At Beth Rivkah, each student is encouraged to achieve her personal and academic potential while enjoying a positive educational experience. Students from a range of backgrounds develop through comprehensive Jewish and General Studies curricula and experiences, working collaboratively and independently and contributing as role models within the School and wider community.

Student Attendance

In 2025, Beth Rivkah Ladies College enrolled 489 students from Foundation to Year 12. The average student attendance rate was 91.2%. 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	89	100	89	89	89
Year 5	81	100	69	89	71
Year 7	77	77	76	80	77
Year 9	79	87	87	82	77

Writing was a particular strength in 2025, with 100% of Year 3 and Year 5 students achieving the Strong or Exceeding proficiency levels. At Secondary level, Year 9 results showed strong year-on-year improvement, particularly in writing, spelling, grammar and punctuation, and numeracy. These results provide valuable evidence to inform ongoing teaching priorities and targeted support.

2024 NAPLAN Results

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

Comparison of Student Results Above National Benchmarks from 2022

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

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

Beth Rivkah has an open-entry policy in VCE. Students in Year 10 receive ongoing advice regarding suitable subject selection and career aptitude, including optional testing. The VCE Vocational Major provides a pathway for students who wish to complete the VCE without an ATAR. The 2025 cohort achieved particularly strong outcomes, including a Dux ATAR of 99.55, two perfect study scores and a Premier’s Award, reflecting both high achievement and the breadth of opportunity available to students.

- **41% of ATARs were in the top 10% of the State**
- **Dux ATAR: 99.55**
- **Median ATAR: 83.25**
- **Median study score: 34**
- **Perfect study scores were achieved in Religion and Society and Psychology**
- **A Premier’s Award was received for Religion and Society**

Comparison of VCE Results for 2022–2025

Year	Median ATAR	Highest ATAR	ATARs above 90 (%)	Year 12 students	Median study score	Perfect study score subjects	Premier’s Awards
2025	83.25	99.55	41	34	34	Religion and Society; Psychology	Religion and Society
2024	84.70	99.80	33	32	35	Text and Tradition	Text and Tradition
2023	86.05	98.65	37	37	35	Psychology	Text and Traditions; Psychology
2022	83.65	98.50	33	39	34	Legal Studies	Text and Traditions

Post-school Destinations

Beth Rivkah had 34 Year 12 students. Twenty-two students applied for tertiary study. Of those applicants, 41% received an offer for their first preference and all received an offer for one of their preferences.

Field of study	Students
Science/Biomedical Science/Nursing/Medicine	10
Law	4
Psychology	3
Commerce/Business	2
Design	2
Engineering/IT	1

VET

VCE VET Workplace Skills and VCE VET Small Business Operations were offered to students in Years 10–12. Some students also studied VET courses through external providers, including Early Childhood Education and Training and Event Management.

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

Beth Rivkah provides students with opportunities to develop leadership, responsibility and service through school and class captaincy, student-led assemblies, fundraising, peer mentoring, volunteering and participation in Jewish life and co-curricular programs. Student leaders model the School's values and contribute to a positive and inclusive school culture.

Student Welfare and Development

Beth Rivkah responds to the individual needs of each student to support her to thrive and reach her potential. Heads of Students and year-level convenors work closely with the school psychologist and counsellor, Learning Enhancement staff, teachers, parents and external service providers. They also 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.

In Secondary, student wellbeing and development includes fortnightly homeroom sessions facilitated by year-level convenors and the school psychologist, external workshops such as Toolbox and Elevate, and the Years 7–12 Health Curriculum. Topics include cyber safety, protective behaviours, consent, relationships, bullying, self-regulation, study skills, and physical and emotional health.

Educational Support

Beth Rivkah 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 Levelled Literacy Intervention, MSL reading for Year 1 and Understanding Words for Years 3–6.

In Primary and Secondary, small-group literacy and numeracy support and personalised learning tools are informed by ongoing formative assessment. Secondary extension includes Chidon, mathematics extension, debating, the Jerusalem Science Contest and the Years 7–10 Scholars Program. Support includes Language Enrichment, mathematics and Hebrew assistance in Years 7–9, individual mathematics programs and targeted aide support in Jewish and General Studies classrooms.

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/46216/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	1.2%
Master's qualification	16	19.3%
Graduate or postgraduate qualification	18	21.7%
Bachelor or honours qualification	36	43.4%
Diploma or recognised teaching credential	8	9.6%
Rabbinical ordination or equivalent recognised credential	2	2.4%
Other qualification or qualification in progress	2	2.4%
Total staff records included	83	100%



Beth Rivkah Ladies College is supported by a highly qualified and professionally diverse staff. More than 40% of staff have completed postgraduate, master's or doctoral-level study, while a further 43.4% hold bachelor or honours qualifications. Staff qualifications span education, special education, psychology, counselling, the arts, law, science and other specialist disciplines, strengthening the breadth of expertise available to support student learning and wellbeing.