PERFORMANCE INFORMATION REPORT 2013

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 achievements of our students, and the efforts of our staff to strive for excellence in teaching and outcomes.
1. PROFESSIONAL ENGAGEMENT

STAFF ATTENDANCE

In 2013, Beth Rivkah Ladies College 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 Beth Rivkah Primary and Secondary had an absenteeism rate in 2013 of 2%.
This figure indicates the total teaching days in 2013 were missed by teaching staff due to absence
from work.

*This figure does not include days missed attending professional learning activities, or Long
Service Leave or Family Leave where replacement teachers took over all the relevant classes

STAFF RETENTION

From 2012 to 2013, Beth Rivkah had a staff turnover for all staff including teaching,
administration, and support staff across the whole School equivalent to 13%. The figure for 2011
into 2012 was 10%.

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

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Staff at Beth Rivkah have an individual and professional commitment to undertake professional
learning. Through the guidance of the Director of Learning and Teaching and Head of Studies
(Primary), staff had considerable access to high quality professional development both within the
College and from outside organisations.

PROFESSIONAL DEVELOPMENT:

<table>
<thead>
<tr>
<th>Beth Rivkah Primary</th>
<th>Beth Rivkah Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jewish Studies:</strong></td>
<td><strong>Jewish Studies:</strong></td>
</tr>
<tr>
<td>o Hebrew reading evaluation at all class levels</td>
<td>o Staff survey of PD needs</td>
</tr>
<tr>
<td>o Taamei HamiKrah – Inservice by Sarah Rosenfeld</td>
<td>o In house PD on differentiation</td>
</tr>
<tr>
<td>o Hebrew Reading</td>
<td>o Developed comprehensive JST staff PD plan</td>
</tr>
<tr>
<td>o Chaya Winner meeting with teachers at each level to reinforce and discuss Tishrei Yahadut curriculum</td>
<td>o Yom Iyun</td>
</tr>
<tr>
<td><strong>General Studies:</strong></td>
<td>o Hilchos Tefilla</td>
</tr>
<tr>
<td>o Preps, year 1 and 2: Literacy</td>
<td>o Thinking About Curriculum: Jewish Studies</td>
</tr>
<tr>
<td></td>
<td>Curriculum Review</td>
</tr>
<tr>
<td></td>
<td>o Inyonei Moshiach in the classroom</td>
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</tbody>
</table>
Curriculum Development: Eng, Maths, History, Science
Reading and Comprehension Strategies
Spelling – Scope and Sequence
Writing – Text Type and Scope and Sequence
Maths – using concrete examples
Early Numeracy
Small group iPad session with individual teachers
An App a Week
ICT using laptops (Coby Beson)
ICT Library
Arlene Kaplan – Explicit Teaching and Inquiry Learning
Corinne Kaplan – Classroom Practice
Words PD
Maths PD

All Staff:
- Protective Behaviour – Guest Speakers and Circles Program
- Celebrating Me - what makes all our students special, to share their strengths and build on qualities that allow our students to grow and flourish.
- iPads and laptops – introducing laptops into the curriculum
- Cybersafety
  - Feuerstein
  - Understanding autism Spectrum Disorder
  - Dyslexia Support
  - Asthma Foundation
- Dr Pelcovitz
  - Promoting a positive self-concept in students
  - Instilling values in Children

Engaging Our Teenagers
- Classroom observations and feedback
  - Supporting teachers in lesson planning and assessment

General Studies:
- Staff continual attendance at PDs at ISV in their relevant Faculty Area association. PDs based on the implementation of the Australian Curriculum
- Staff attended VCAA PD re VCE course focus/curriculum content
- Up-skill their ICT skills across the College e.g. Interactive Whiteboards/Projectors, SCOOTLE, implementing iPads in the classroom, 2011 Microsoft Office Programs
- All general studies teachers completed their CPR certificates
- Staff member completed Cert IV Training and Assessment
- VCE teachers attended VCAA Assessment PD
- ICT PD
- Heads of Learning attended a Leadership Seminar
- New graduates attended a PD for graduate teachers

Education Support:
- Jenny Walker – visiting teacher for hearing impaired students
- Feuerstein course

Welfare Staff:
- Dr Pelcovitz - talk to welfare staff, Counselling and support for students and families in the Jewish Community Day School context

All Staff:
- Dr Pelcovitz – talk to all staff, Connecting with today's children
- Up-skill staff First Aid qualifications. Staff members underwent training to attain their Level II First Aid Certificate
- Child Protection Services PD

STAFF QUALIFICATIONS

Staff qualifications are listed for teaching staff in Appendix A
2. KEY STUDENT OUTCOMES

Beth Rivkah 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.

The Primary School enjoyed a record number of new enrolments and opened its fourth year level of 3 streams.

STUDENT ATTENDANCE

The total student enrolment figures in 2013 were 425 students in Years 1 to 10 at Beth Rivkah Ladies College.

Sample data on attendance figures are forwarded to the Australian Government as part of the funding accountability. For the reporting period in 2013, students in the Primary and Secondary schools years 1 to 10 averaged 93.6% attendance.

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN) TESTING DATA

NAPLAN is administered by the Victorian Curriculum Assessment Authority (VCAA) for students in all states of Australia in Years 3, 5, 7 and 9 to provide a measure of student numeracy and literacy skills. In 2013 we had the following percentages of our students AT OR ABOVE THE NATIONAL BENCHMARK, i.e. performing at levels at or higher than expected for that year.

2013 Naplan Results

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading (%)</th>
<th>Writing (%)</th>
<th>Spelling (%)</th>
<th>Punctuation &amp; Grammar (%)</th>
<th>Numeracy (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100</td>
<td>96</td>
<td>100</td>
<td>100</td>
<td>97</td>
</tr>
<tr>
<td>Year 5</td>
<td>100</td>
<td>97</td>
<td>97</td>
<td>100</td>
<td>95</td>
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<tr>
<td>Year 7</td>
<td>97</td>
<td>90</td>
<td>98</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Year 9</td>
<td>95</td>
<td>80</td>
<td>95</td>
<td>98</td>
<td>93</td>
</tr>
</tbody>
</table>
COMPARISON OF STUDENT RESULTS ABOVE NATIONAL BENCHMARKS FROM 2011 and 2013

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading (%)</th>
<th>Writing (%)</th>
<th>Spelling (%)</th>
<th>Punctuation &amp; Grammar (%)</th>
<th>Numeracy (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>97</td>
</tr>
<tr>
<td>Year 5</td>
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<td>97</td>
<td>97</td>
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<tr>
<td>Year 7</td>
<td>97</td>
<td>98</td>
<td>97</td>
<td>98</td>
<td>95</td>
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<tr>
<td>Year 9</td>
<td>97</td>
<td>97</td>
<td>100</td>
<td>97</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading (%)</th>
<th>Writing (%)</th>
<th>Spelling (%)</th>
<th>Punctuation &amp; Grammar (%)</th>
<th>Numeracy (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100</td>
<td>100</td>
<td>97</td>
<td>100</td>
<td>97</td>
</tr>
<tr>
<td>Year 5</td>
<td>94</td>
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<td>91</td>
<td>94</td>
<td>100</td>
</tr>
<tr>
<td>Year 7</td>
<td>93</td>
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<td>96</td>
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<tr>
<td>Year 9</td>
<td>88</td>
<td>88</td>
<td>100</td>
<td>97</td>
<td>94</td>
</tr>
</tbody>
</table>

SENIOR SECONDARY OUTCOMES

VCE RESULTS 2013

Beth Rivkah has an open entry policy in VCE with students in year 10 receiving ongoing advice on suitable subject selection and career aptitude through testing (optional). A very small number of students opt to undergo their final two years of secondary school without formal VCE assessment. To protect these students’ confidentiality, no details are released that would identify them.

Highlights of the 2013 results include:
- 88.5% of ATARs in the top 20% of the State
- 26.7% of Study Scores 40 or above
- 61.3% of all grades A or A+
- Dux ATAR 97.75
- Median Study Score 37
- Perfect Study Score of 50 in Text and Tradition
- Median ATAR 89.1

In addition, one Beth Rivkah student was awarded a Victorian Premier’s Award in an individual subject area.

These are outstanding achievements for all of our students and we are justifiably proud of their efforts.
PERCENTAGE OF STUDENTS EXCEEDING AN ATAR IN 2013:

<table>
<thead>
<tr>
<th>ATAR</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>99</td>
<td>0%</td>
</tr>
<tr>
<td>95</td>
<td>10%</td>
</tr>
<tr>
<td>90</td>
<td>51%</td>
</tr>
<tr>
<td>80</td>
<td>88.5%</td>
</tr>
<tr>
<td>70</td>
<td>100%</td>
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</table>

COMPARISON OF EQUIVALENT STUDENT VCE PERFORMANCE FROM 2012:

<table>
<thead>
<tr>
<th>ATAR</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>99</td>
<td>5.6%</td>
</tr>
<tr>
<td>95</td>
<td>25.0%</td>
</tr>
<tr>
<td>90</td>
<td>52.8%</td>
</tr>
<tr>
<td>80</td>
<td>80.6%</td>
</tr>
<tr>
<td>70</td>
<td>88.9%</td>
</tr>
</tbody>
</table>

COMPARISON OF EQUIVALENT STUDENT VCE PERFORMANCE FROM 2011:

<table>
<thead>
<tr>
<th>ATAR</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>99</td>
<td>5.9%</td>
</tr>
<tr>
<td>95</td>
<td>32.3%</td>
</tr>
<tr>
<td>90</td>
<td>53.0%</td>
</tr>
<tr>
<td>80</td>
<td>73.5%</td>
</tr>
<tr>
<td>70</td>
<td>82.4%</td>
</tr>
</tbody>
</table>

SCHOOLS RANKINGS

<table>
<thead>
<tr>
<th>MEDIAN STUDY SCORE</th>
<th>TOP SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>2</td>
</tr>
<tr>
<td>37</td>
<td>7 (including Beth Rivkah)</td>
</tr>
</tbody>
</table>

POST-SCHOOL DESTINATIONS:

100% of students who applied, received offers for tertiary courses, of which 29 were 1st or 2nd preferences.
Approximately 90% of these opted to commence Religious Studies courses both in Australia and overseas before undertaking their tertiary studies.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW</td>
<td>3</td>
</tr>
<tr>
<td>COMMERCE/BUSINESS</td>
<td>6</td>
</tr>
<tr>
<td>ARTS</td>
<td>7</td>
</tr>
<tr>
<td>HEALTH SCIENCES/NURSING</td>
<td>4</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>2</td>
</tr>
<tr>
<td>BIOMEDICINE/ENGINEERING (Honours)</td>
<td>2</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>5</td>
</tr>
<tr>
<td>MEDIA</td>
<td>2</td>
</tr>
<tr>
<td>ENVIRONMENT</td>
<td>3</td>
</tr>
</tbody>
</table>
VET

VCE VET Business was offered to students in Years 10-12. Students studying a Units 1 & 2 can gain CERT II Business if all units are competently completed. Students studying Units 3 & 4 can gain part completion of CERT III Business if all units are competently completed. In 2013, 100% of students undertaking VET Business 1&2 successfully achieved a CERT II Business.

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain the Victorian Certificate of Education (VCE) and a nationally portable Vocational Educational and Training (VET) certificate. This certificate provides a pathway into training and employment in business and related industries. It provides the knowledge and practical skills necessary to work efficiently in business/office environments. Possible positions include administrative/office assistant, receptionist, information officer and customer service officer.

VCE VET programs are fully recognised within the Units 1-4 structure and have equal status with other VCE studies.

The VCE VET Business program is drawn from the nationally recognized BSB07 Business Services Training Package.

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

Employability skills are embedded within each unit of competency. They are as follows:
- Communication
- Team work
- Problem solving
- Initiative and enterprise
- Planning and organisation
- Self-management
- Learning
- Technology

3. VALUE ADDED
The whole-school curriculum provided students with a broad range of co-curricular activities, including sport, art, music, drama, design technology, food technology and public speaking, to broaden students’ skills and interests.

Student services provided a range of support programs including pastoral care, counselling, special education and integration, extension, and literacy and numeracy development. The individual needs of particular students were analysed through PAT and MYAT testing, staff feedback and parental involvement, and strategies put in place to increase the scope of remedial and extension programs and thus enable each student to reach her own potential.

**ADDITIONAL PROGRAMS-PRIMARY SCHOOL**

In Pre-Prep parents are provided with an opportunity to attend a Prep Readiness Evening and in Prep parents are invited to participate in a Literacy and Reading Skills Workshop. Prep students undergo Vision testing and speech screening forms part of the Early Years Assessment program.

Staff and students in Prep participate in an Occupational Therapy program where motor coordination and hand writing skills are analysed and developed.

The following programs enhance an already rigorous curriculum

- Understanding Words program year 2-6, improving literacy skills for students more than 1 year behind in reading
- Literacy Program review Year 1 – 6
- Literacy Support (Prep-6)
- Visual and Auditory Processing – in Prep
- Numeracy Support
- English reading support
- Hebrew reading support – Prep and one
- JS remedial support
- Pre-prep testing before entering prep
- Visual screening for Preps
- Speech screening for preps
- Reading evening for parents prep and year 1
- Feuerstein (Instrumental Enrichment)
- Hebrew Language support
- Swimming and athletics programme culminating in a swimming and athletics sports day
- Pre-prep-Prep transition days and sessions into prep classrooms
- Celebrating Me programme-
- Bookweek and guest speaker
- Year 6 mother daughter evening
- Year 1-5 chess programme
- Night of the Notables curriculum study and presentation- year 4
- Year 5 and year 6 camps
- Radical readers program- Reading awareness and developing thoughtful readers
- 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, leadership conference for year 6, visit by David Southwick MP
• Protective Behaviours Program
• Connections- values program
• Anti-bullying sessions 4-6 through Project Rockit
• Debating in year 6- culminating in an interclass debating competition
• Public speaking year 5- culminating in a Public speaking competition
• Year 6 Student Leaders- each student group takes on leadership roles and special projects throughout the year
• Special fundraising projects throughout the year
• Year 3 and prep buddy system
• Year 6 to year 7 transition programs including sessions in the secondary school Science laboratory
• 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.

Incursions, Excursions and Special Assemblies or Presentations

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

Some of these are
• Science incursions- Monash University
• Planetarium/Scienceworks
• Como House
• Olden Day
• Night of the Notables
• Polly Woodside
• Ballarat
• Exploring Biomes through the Melbourne Zoo
• Political Parties and Voting
• Parliament
• Antarctica- speaker
• School Wide Concert
ADDITIONAL PROGRAMS-SECONDARY SCHOOL

ALCOHOL EDUCATION
Guest speaker from Hatzolah spoke to Years 9 – 12 students about the dangers of drinking.

BAT MITZVAH PROGRAM
Students at both Years 6 and 7 undertake specialized study in areas of Jewish adulthood, culture, customs, responsibilities expectations, spirituality and their roles in society. The program culminates in the Mother/Daughter presentation in Year 6, and a themed public performance by the Year 7 students.

The Bat Mitzvah Program is a full year course of study that begins in Year 6 and culminates in Year 7. Students at both Years 6 and 7 undertake specialized study in areas of Jewish adulthood, culture, customs, responsibilities expectations, spirituality and their roles in society. Year 7 students focus on ‘role models’ and research Jewish women in their lives and throughout history who they identify as people to be emulated. The Year 6 program culminated in the Mother/Daughter presentation in Year 6, and the Year 7 students showcased their research and historical stories in a themed public presentation in November of 2013.

CAMPS
Beth Rivkah places great emphasis on our camps and seminars and we aim to educate our students in the value of spending time together as a “family”, the importance of planning and preparation, the power of speech, the importance of self-reflection, and team building.

Year 7 – 12 students attended a weekend retreat Shabbaton as individual year levels throughout the year.

Year 12 students enjoyed in turn a two day retreat in the country, participating in religious activities.

Year 9 students participate in a 2 week Outdoor Adventure camp where they learn to be self-sufficient, environmentally conscious and build on their team work. Camp activities are blended with regular classes during this time. It is a mobile-free camp where students’ attention is focused on their environment and those around them.

CLICK AGAINST HATE
All Year 8 - Year 11 students participated in the “Click Against Hate” program. The key to the program is to equip young Jewish people with the skills to be able to know how to confront and handle anti-Semitism online and meet it with maturity and responsibility.

COMPETITIONS
Zelwer Essay Competition
Year 8 students wrote essays on the value of respect.
Secondary Girls’ Chess Tournament
Year 9 girls entered a qualifier tournament for the Chess Victoria state finals. Each student played seven games against players of equal skill.

COLOUR MY WORLD
The program reflected the theme of colouring our world through accepting differences. Years 7 & 8 students took part in a series of activities including: drama, cooking, team building and informal learning about themselves and each other.

COUNSELLING CHECK UP PROGRAM
Each student in Year 7 and Year 10 had 15 minutes “check- up” with a school psychologist mid-year to collect feedback on how students are coping at this point in their schooling.

DEBATING

Debating is an integral part of Beth Rivkah Ladies College. As well as developing communication skills, debating provides students with the opportunity to learn teamwork and develop their ability to see both sides of an argument.

All Year 8 students received training in Debating as part of their English program. A team of four Year 8 students participated in the Debating Association of Victoria’s British Parliamentary Competition Program. Students from Years 9-10 continued their involvement by participating in the Debating Association of Victoria Interschool Debating Competition. In 2012, there was one year 9 team that came third in their division and one year 10 team that progressed to the first round of the final series before being defeated. A Year 10 student won the coveted Swannie Award for best speaker in the region.

DEFEAT THE LABEL

An important student initiative, “Defeat The Label” anti-bullying campaign was launched in 2012 by two students from Years 9 and 10. Inspired by a Michigan project, “Defeat The Label Bethy Style”, the students were inspired by the campaign’s aim for each individual to make a difference and decided to bring the idea to Beth Rivkah. “Defeat The Label” works to promote a society where all people are recognized not for their physical appearances but for the unique persons they really are. The students set up a website and completed a series of missions as the first activities of the campaign.

DRIVER EDUCATION

Keys Please
A learner drivers’ information session held by Vic Roads. Year 10 students are taught the fundamentals behind road safety, logging drivers’ time and feeling comfortable with supervising drivers.

Drivers Education

13
This learner drivers’ information session for Years 11 & 12 students was presented by Victoria Police. Topics covered include speeding, fatigue, alcohol, drugs, and use of mobiles while driving.

HEALTHY EATING
Year 7, 8 and 10 students participated in Healthy Eating presentations by a nutritionist.

HOMEWORK CLUB
The homework club aims at encouraging secondary students from all year levels to seek assistance at lunchtimes.

HOUSE SYSTEM
Led by Year 11 House Captains, students participated in athletics, swimming and Life Saving programs, tennis, netball, and hockey. From these sports activities, teams were selected to represent the school in the VJSSA competitions.

LEADERSHIP
Year 10 students participated in a Leadership Program designed to build interpersonal skills, teamwork and individual responsibility. Students participated in a number of activities including the very successful Song and Dance involving years 8-10, Physical Fitness, Community Service, Study Skills and Public Speaking.

Year 11 students participated in a preparation program to make students aware of the concept of leadership, look at inspiring leaders and help them understand what it means to be a good leader, as part of the lead up to School Captain elections.

PUBLIC SPEAKING
All students from Years 7-10 participated in an annual in-school Public Speaking Competition. Students were given a choice of three topics for a prepared speech. Finalists from each class then competed in Junior and Senior Divisions in the Finals. Students had the opportunity to compete in the Debating Association of Victoria Interschool Public Speaking Competition.

Primary students had many opportunities to show their skills through a workshop run by external presenters leading to the Public Speaking evening with professional adjudication.

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 participate in many of the extra-curricular areas of the College.

SONG AND DANCE PRODUCTION
The Annual Beth Rivkah School production in 2013 “Prince of Persia” involved all students from Years 8 – 10, with Year 10 students providing leadership. Students have the ability to demonstrate their talents in all areas of drama, dance and singing, together with their artistic talents on creating their own scenery and backdrops.
STARTING ON TRACK
Each year level, Year 7 – 12, experienced a learning session on goal setting and work habits to focus students for a strong start to the semester.

STUDENT NEWSPAPER
Our Voice is the student newspaper by students for students.

STUDY SKILLS
Study Skills were emphasised throughout Years 7-10. Students were introduced to personal organisation and time management in Year 7. They were encouraged to use their diaries and to plan their tasks and use their time effectively. Through the Library Skills Program they were introduced to research, learnt to conduct interviews and wrote up their findings.

In both Yr 7 and 8 the focus was on Organisational skills and Study skills, Note-taking Sessions.

In Year 8, study skills were further reinforced through an emphasis on organisation and time management while in Year 9 the emphasis shifts to exam preparation, exam technique as well as organisation and time management.

In Year 10 students learnt more about research and library skills, exam preparation and techniques for their transition into VCE studies. Year 11 and 12 students had sessions on time management, exam techniques and study skills.

TAYSACHS EDUCATION
Taysachs education and optional testing for Year 11 students was organised by the Austin Hospital.

WORK EXPERIENCE
All Year 10 students participated in a four day Work Experience program. Students learnt about various industries and spent practical time in placements of their choice. In the Year 10 “Working Towards the Future” program. Students shared their workplace experiences, self-reflected and completed a guide to educational and career planning, a self-directed search. Year 10 students also had the opportunity to complete the Morrisby Report for career assessment.

VCE WELLBEING PROGRAM
Key features of this program included: StudyCalm, meditation, sessions on memory, study skills, sleep habits, R & R, correct study posture.

YEAR 9 PROGRAM
The Year 9 program was further developed in 2012. The Footprints program is a 10 day academic and outdoor program held at Charnwood, near Mansfield. It aims to connect students on a deeper level to yiddishkeit (Judaism), the environment, to each other and themselves.

R Day
Refresh/Rejuvenate/Reconnect expanded their Footprint program and connected with the wider community. Working in pairs and using school resources, students donated their time to prepare and cook freezable food suitable for the community freezer.

*Year 9 Footprints Reunion*
Around a roaring bonfire, students sang songs, and staff and students presented inspirational readings as well as their memorable moments from the Year 9 Footprints Program.

*Yr 9 Platform 9 3/4 program*
This preparation program prepares students for the City Program and includes speakers from police who highlights safety while in the city, and a public transport speaker who informs students on safety on public transport.

*The Year 9 City Program*
The program expanded to 4 days in 2012. Students were based at the East Melbourne Hebrew Congregation and ventured in small groups independently into previously unknown areas of the city, using public transport. The myriad of activities ranged from formal tours of tourist sites - The Shrine of Remembrance, Parliament House, The State Library of Victoria - to “In their footsteps” walking trail of Jewish Melbourne, “Discover Melbourne” which led students through parks and Art and Architectural landmarks - to informal competitions around a theme devised by enthusiastic teams of teachers: “The Amazing Maths Race”, “Queen Victoria Market Trail” and “Photographic Challenge”.

*Yr 9 City Reflection program*
Students discussed, reflected on and prepared powerpoints based on their City experience.
4. FEEDBACK FROM KEY STAKEHOLDERS

STUDENT FEEDBACK

Feedback from our students during 2013 was routinely collected by members of the College Executive and middle management leaders through year level meetings and personal interviews. This enabled Beth Rivkah staff to effectively improve student skills in the areas of IT, study habits particularly leading up to formal examinations, writing and numeracy. New curriculum offerings were as a direct result of student feedback through this system. Pastoral Care is another area where we were continually developing and implementing strategies to help students cope with the increasing demands of school life.

STAFF FEEDBACK

No formal staff surveys were run in 2013. However through an increased number of staff meetings, level and faculty meetings, Professional Development activities, and regular informal discussions between the Leadership of the College and staff, initiatives and processes have been developed in many aspects of school life.

Staff feedback is collected after all key school events, such as the Year 9 Footprints program, to evaluate and improve the program for students and staff alike.

Staff who are leaving are given the opportunity, if they wish, to put forward any reason for their departure. Of the staff that left at the end of 2013, most expressed regret that personal circumstances had led them to leave, and were satisfied with their experiences at Beth Rivkah. Staff retention continued to be very high, and is a measure of the general satisfaction level of staff. Reasons for staff departures included retirement, moving to advancement positions in other schools, and relocation to overseas countries.

PARENT FEEDBACK

Parents are involved in their daughters’ education through Parent-Teacher interviews, Information Nights for a) Transition Years 6-7 and Kindergarten-Prep, b) VCE subject selections and VTAC course applications, c) Years 8, 9 &10 Elective offerings and choices; Primary School open day, 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.

MYSCHOOLS Weblink:

5. FINANCIAL PERFORMANCE

The summarised financial results for the 2013 year are presented below.

Yeshivah-Beth Rivkah Colleges Income Sources as a percentage of total income 2013

<table>
<thead>
<tr>
<th>Income</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Fees</td>
<td>19.7%</td>
</tr>
<tr>
<td>Donations and Fundraising</td>
<td>0.60%</td>
</tr>
<tr>
<td>Government Funding</td>
<td>73.78%</td>
</tr>
<tr>
<td>Other Income</td>
<td>5.92%</td>
</tr>
</tbody>
</table>

Yeshivah-Beth Rivkah Colleges expense sources as a percentage of total expenses 2013

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Staff Related</td>
<td>74.92%</td>
</tr>
<tr>
<td>Depreciation</td>
<td>7.53%</td>
</tr>
<tr>
<td>Finance Costs</td>
<td>0.2%</td>
</tr>
<tr>
<td>Administrative and Operating Expenses</td>
<td>12.32%</td>
</tr>
<tr>
<td>Teaching and Curriculum</td>
<td>5.03%</td>
</tr>
</tbody>
</table>

The majority of our expenses are as a result of payment to our staff. We continue to streamline the operational side of the schools to devote more resources to educating the students.

The Colleges have significant investment in land and buildings representing the majority of our assets. We have undertaken a number of major capital projects in recent years, however, borrowing is conservatively managed and largely undertaken as bridging finance until pledges that have been committed over several years are fully paid. These upgraded facilities improve the quality of the schools educational offerings and the students’ wellbeing.

In 2013, Beth Rivkah Ladies College was the recipient of the following Grants which facilitated professional learning:

<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australian Government Funds</strong></td>
</tr>
<tr>
<td>Literacy, Numeracy, Special Learning Needs</td>
</tr>
<tr>
<td>Literacy Grant</td>
</tr>
<tr>
<td>Numeracy Grant</td>
</tr>
<tr>
<td>Special Education- School Support</td>
</tr>
<tr>
<td>Special Education- Programs</td>
</tr>
<tr>
<td>Special Education- Per Capita</td>
</tr>
<tr>
<td>Languages</td>
</tr>
<tr>
<td>Languages Programs</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>VET</strong></td>
</tr>
<tr>
<td>In Schools</td>
</tr>
<tr>
<td><strong>Victorian Government Programs</strong></td>
</tr>
<tr>
<td>Special Education</td>
</tr>
<tr>
<td>Developing Resiliency</td>
</tr>
</tbody>
</table>

During the course of 2013, $96,370 was spent on the provision of professional learning opportunities for our staff across Yeshivah-Beth Rivkah Colleges.
## APPENDIX A

### SECONDARY SCHOOL TEACHING STAFF QUALIFICATIONS 2013

<table>
<thead>
<tr>
<th>A. ANTHOPOULOS</th>
<th>B. TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. BALBIN</td>
<td>B.A, DIP ED</td>
</tr>
<tr>
<td>V. BELZYCKI</td>
<td>B.SC (HONS), DIP ED</td>
</tr>
<tr>
<td>E. CIECHANOWSKI</td>
<td>B.A, B.SC, DIP ED</td>
</tr>
<tr>
<td>R. COHEN</td>
<td>B.A, B.SC, DIP HEBREW TEACHING</td>
</tr>
<tr>
<td>K. DAVIS</td>
<td>B.A, DIP ED</td>
</tr>
<tr>
<td>V. DAVIS</td>
<td>B.A. PSYC, GRAD DIP ED</td>
</tr>
<tr>
<td>R. DUNN</td>
<td>B.A, B TEACHING</td>
</tr>
<tr>
<td>P. FELDMAN</td>
<td>M. ED, FURTHER DIP ED</td>
</tr>
<tr>
<td>M. GINGOLD</td>
<td>BSC, DIP ED, B.ED COUNS, GRAD DIP AD HEALTH</td>
</tr>
<tr>
<td>Y. GLASMAN</td>
<td>B.A/B.ED</td>
</tr>
<tr>
<td>R. GORELIK</td>
<td>B.A (HIGHER ED)</td>
</tr>
<tr>
<td>C. GUREWICZ</td>
<td>B.A, TEACHER CERT</td>
</tr>
<tr>
<td>J. HIGGINSON</td>
<td>B.A (HONS), M. TEACHING</td>
</tr>
<tr>
<td>S. HIRTH</td>
<td>DIP APP SCI, POSTGRAD DIP ED (ICT)</td>
</tr>
<tr>
<td>A. KENNEDY</td>
<td>B.A, DIP ED</td>
</tr>
<tr>
<td>A. LINDELL</td>
<td>B.ED</td>
</tr>
<tr>
<td>D. LIVSHIZ</td>
<td>B.SC, M. TEACHING</td>
</tr>
<tr>
<td>S. LOWENSTEIN</td>
<td>GRAD DIP ED</td>
</tr>
<tr>
<td>L. LOWINGER</td>
<td>B.A, M. TEACHING, M.ED</td>
</tr>
<tr>
<td>I. MAY</td>
<td>B.ED</td>
</tr>
<tr>
<td>M. MCKEON</td>
<td>B.ED</td>
</tr>
<tr>
<td>N. MIKULIC</td>
<td>B.COM, GRAD DIP ED, CERT IV WORKPLACE T&amp;A</td>
</tr>
<tr>
<td>G. MONDEL</td>
<td>B.ED</td>
</tr>
<tr>
<td>P. NICHOLLS</td>
<td>B.SC, DIP ED</td>
</tr>
<tr>
<td>M. PALUCH (Maternity Leave)</td>
<td>B.A, B.ED</td>
</tr>
<tr>
<td>R PARKS</td>
<td>B.A, B.ED, GRAD DIP PSYC</td>
</tr>
<tr>
<td>J. PHILLIPS</td>
<td>B.MUS, DIP ED, DIP LANG</td>
</tr>
<tr>
<td>S. PIANKO</td>
<td>B.A, DIP ED</td>
</tr>
<tr>
<td>B. POON</td>
<td>B.SC DIP ED</td>
</tr>
<tr>
<td>M. RANGELOV</td>
<td>B.A, DIP ED, M.ED</td>
</tr>
<tr>
<td>K. RICHTER</td>
<td>B.A, DIP ED</td>
</tr>
<tr>
<td>R. ROSENBERG</td>
<td>B.A, DIP ED</td>
</tr>
<tr>
<td>S. ROSENFELD</td>
<td>DIP TEACH, GRAD DIP DEAF STUDIES, M.ED</td>
</tr>
<tr>
<td>Y. SCHNEIER</td>
<td>B.BIOMED SC, DIP ED</td>
</tr>
<tr>
<td>S. SHARPE</td>
<td>B.ED, POST GRAD (ED ADMIN)</td>
</tr>
<tr>
<td>L. SILKOFF</td>
<td>B.A/B.SC, B.TEACHING</td>
</tr>
<tr>
<td>J SINGER</td>
<td>B.A, DIP ED, ALCM (SPEECH)</td>
</tr>
<tr>
<td>L. STEVENS</td>
<td>B.SC, B.APP SCI PE</td>
</tr>
<tr>
<td>RABBI Y. SUFRIN</td>
<td>RABINICAL ORDINATION</td>
</tr>
<tr>
<td>B. TENENBAUM</td>
<td>B.A, DIP ED</td>
</tr>
<tr>
<td>C. WEBB</td>
<td>TSTC, TRIP, POST GRAD GRAPH COMM</td>
</tr>
<tr>
<td>A. WONDER</td>
<td>B.A., DIP ED</td>
</tr>
<tr>
<td>A. YEE</td>
<td>B.MUS, DIP ED</td>
</tr>
</tbody>
</table>
PRIMARY SCHOOL TEACHING STAFF QUALIFICATIONS 2012

I. Baker  B.ED
C. Benau  B.A. B.TEACH (PRIM), M.A (SPECIAL NEEDS)
D. Bergman  B. ED (PRIMARY)
E. Bernstein  B. MUS (HONS), GRAD DIP ED, L. MUS A (PIANO)
E. Blesofsky  TPTC, GRAD DIP (ED ADMIN)
E. Breckler  B.SC (HCS), GARD DIP TEACHING AND LEARNING
L. Brown  M. SPECIAL ED
S. Chimes  DIP ED SPEC EC, M.ED
F. Curtis  B.ED
S. Finch  B.TEACHING, UNDERGRADUATE DEGREE
CREATIVE WRITING
A. Gecelter (Maternity Leave)  B.A., B.TEACHING (SECONDARY), B.ED
R. Garfield  B.ED (PRIMARY), DIP JEWISH STUDIES ED
B. Goldman  HIGHER DIPLOMA PRIMARY ED / SPECIAL ED REMEDIAL
L. Goldsmith  B.TEACHING
T. Gordon  B.ED (PRIMARY)
R. Hatchuel  HIGHER DIP ED
G. Jaffe  HIGHER DIP ED
R. Joseph  B. TEACHING – LOTE
R. Kahn  HIGHER DIP ED
A. Kaplan-Newstadt  DIP TEACHING, B.ED
L. Kark  HIGHER DIP ED
D. Le Bransky  DIP ED, B.SPEC ED
S. Lemish  B.A. ED, GRAD DIP WELFARE
R. Levy  B.A ED, DIP SPEC ED
R. Lewitan  DIP TEACHING, B.ED., GRAD DIPLIB & INFO
SYSTEMS
L. Lipszyc  DIP ED, B.ED
A. McCann  B.ED (HONS)
MA. McKeon  B.ED, LSV Trainer & Examiner. Cert IV, L2 FA,
Austswim teacher, NCAS Swim coach licence
M. Mitchell  B.TEACHING
S. Moshel  B.A. POST GRAD COUNSELLING/SOCIAL SCIENCE
R. Parks  BA/ BED, GRAD DIP PSYCHOLOGICAL STUDIES,
GRAD DIP GIFTED EDUCATION, GRAD DIP SECIAL
EDUCATION (DISTINCTION), MASTER OF
EDUCATION (RESEARCH AND DISTINCTION)
T. Paykel  B.A. ED, DIP SPEC ED
D. Rosenberg  HIGHER DIP ED
M. Roth  B. COMP ED, DIP ED
S. Rothschild  B.ED
S. Shepherd  HIGHER DIP ED
C. Sor  B. ED
C. Thomas       B.A., TEACHING POST GRAD
A. Trackenbrodt B.A., M.A., PhD. M.TESOL, GRAD DIP ED
R. Vorchheimer  B.APP.SCI ED (HUMAN MOVEMENT), B.ED
A. Weisz        B.ED