

# MOUNT SINAI COLLEGE



## ANNUAL REPORT



**MOUNT SINAI COLLEGE**

6 RUSIC LANE MAROUBRA NSW 2035 | SYDNEY | AUSTRALIA  
ABN 41 001 997 404



# 2022

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## 2022 ANNUAL REPORT Educational & Finance Reporting

Mount Sinai College has procedures in place to maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school and requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State or data that may be requested by the Minister from time to time.

3.10.1 A registered non-government school must participate in annual reporting to publicly disclose the educational and financial performance measures and policies of the school.

### ANNUAL REPORT PLANNING GUIDE

Theme 1: A message from key school bodies

Theme 2: Contextual information about the school and characteristics of the student body

Theme 3: Student outcomes in standardized national literacy and numeracy testing

Theme 4: Senior secondary outcomes (student achievement) N/A

Theme 5: Teacher professional learning, accreditation, and qualifications

Theme 6: Workforce composition

Theme 7: Student attendance, and retention rates and post-school destinations in secondary schools

Theme 8: Enrolment policies

Theme 9: Other school policies

Theme 10: School determined priority areas for improvement

Theme 11: Initiatives promoting respect and responsibility

Theme 12: Parent, student and teacher satisfaction

Theme 13: Summary financial information

Theme 14: Publication requirements



## Principal's Report – as read at Speech Night 2022

### Theme 1 MESSAGE FROM KEY SCHOOL BODIES

Rabbi Yossi; Our Member for Kingsford Smith Matt Thistlethwaite, Member for Maroubra Michael Daley  
President: Daryn Saretsky; teaching and admin colleagues, parents and to all others who may be watching this streamed live: a warm welcome to our 2022 annual speech night and prize-giving.

Firstly, this is not my valedictory address – that will come later. However, having worked with 6 presidents it was inevitable that at some point past the 20-year mark, a new president would hear the news from me that this was going to be my last year, and hence, it was the 7<sup>th</sup> president I have worked with, Daryn Saretsky, who unfortunately had to receive my retirement announcement but who received it with such a generous spirit.



Importantly from a timing perspective, I was comforted considerably by the fact that the College is in such capable hands with Daryn at the helm and with the breadth and depth of talent on the Board and on my leadership team.

There are many men and women who have metaphorically helped build this school brick by brick – firstly, my predecessor Harry Taibel who was principal for 13 years and who had faith and trust in me all those years ago, the staff, past and present, life governors, board members, benefactors, PA members all of whom have shown a love for and devotion to Mount Sinai in ways that have allowed us to become one of the most cherished of communal organisations in the JCA family.

Thank you, Kerri Segal (and all previous PA leaders) for taking on the role of PA President with such enthusiasm and energy. You've made a vital contribution to the life of the College.

Can I also take this opportunity to wish you well Rabbi Yossi as you embark on a new venture. I have enjoyed our friendship, working and partnering with you over 7 years as you have collaboratively inspired a generation of school leavers. Our community thanks you.

And let me acknowledge the support of the JCA to our school and Alain Hasson in particular. When you support the JCA campaign with your donations and volunteering, this means that you are supporting Mount Sinai and our broader community and that's what underpins the vibrancy and continuity of this community.

I want to thank all of my colleagues who have demonstrated such magnificent leadership this year. I won't name you all – you know who you are, and you've made the school what it is. There is a massive agenda that needs to be managed in schools and I am particularly thankful to my leadership team. To outline all that they do and name them all here would take too long but suffice to say they are an indispensable asset.

In our world, education is no longer just about teaching students something but about helping them develop a reliable compass and the tools to navigate with confidence through the world. Success in education today builds not just cognitive but character fortitude.

It is about curiosity – opening minds; it is about compassion – opening hearts; and it's about courage – mobilising our cognitive, social and emotional resources to take action. But these qualities are also weapons against the greatest threats of our time: ignorance – the closed mind; hate – the closed heart; and fear- the enemy of agency. To navigate requires an understanding of what we must value and retain as we evolve.

### **Honouring Tradition. Embracing Change.**

That's what we continue to do – honour the customs, traditions, rituals that make us who we are as a proud Jewish school. When I sentimentally scroll through the photo albums of yesteryear, I am reminded of the golden thread that is woven into the fabric of the school and at the same time, I recall how some of us adopted Apple2Es with such enthusiasm, how we used SimCity to enrich our geography lessons, how we built (what we called then) a multimedia centre. Embracing change has been part of the College's DNA.

I recall a little book Steve Seidman gave me when I first assumed the role of principal. I still have it to this day – letters to the next generation by Rabbi Lord Sacks. Over time I have read a great deal about, and immersed myself in, Jewish culture. So, it may come as a surprise to make mention of the most profound book I have ever read – eclipsing even the one I just referenced: **How to raise a Jewish dog.**



Nothing surpasses this little masterpiece. How to use guilt, shame, passive aggression, sarcasm and conditional / unconditional love to create an unbreakable bond with your dog. Learn, for example, the 5 ways of commanding "sit" ("What, would it kill you to sit down for one lousy second?")

A useful list of advanced commands ("Don't stare at Cousin Edith's hair when she comes over!")

How to use situational martyrdom when the dog disobeys ("Fine do what you want. I hope you have a nice life") or sensitive age-appropriate commands for the older dog ("Don't start!").



According to this enlightening read, all other dogs are praised when they are good. Why does a Jewish dog possess an exaggerated sense of his own wonderfulness? Apparently, a Jewish dog is not only praised when he is good but is praised to other people. ("Look at what a good dog you are. Did you ever see such a good dog?")

All other dogs are scolded when they are bad. A Jewish dog is guilty which makes them feel doubly bad. ("You went through the garbage bin again! Why do you do this to me?")

So, to know how to tape posters to the telegraph pole that read "Not Missing – Yet" and to explore valuable insights that will guide a new principal, this book has to rival Rabbi Sacks'.

Finally, as cliched as it is, it goes without saying that you will take the man out of Mount Sinai College, but you'll never take Mount Sinai College out of the man. I am, through and through, not just one of many who have helped shaped this school, but I have been shaped by it and by my association with such wonderful people most particularly my long-standing colleagues.

Perhaps the most profound and unexpected lesson I have learnt in the course of my 20 years is that leadership is not *only* about what you achieve by it.

### It is what you become because of it.

And hence, to have been the College's leader; to have experienced the alternating highs and lows of leadership; but more importantly, leadership of a Jewish school coupled with the 33-year influence of Judaism itself, has had a profound influence in shaping the person I am and for that, I will always be forever proud and grateful.

### Year 6

Remember the best moral compass you can ever have in your pocket is the 6 Kinds of Best. We farewell you all and wish you all the best as you sit the HSC in 2028 but more importantly - and I say it again for the last time - what we are keen to know as we track your future progress, is the person you are, the kindness you express, the compassion you feel and the courage you show because that's what will define you as a Mount Sinai mensch.

And that ladies and gentlemen, boys and girls, ends my last speech night message ever. Thank you all.



## Daryn Saretzki – President’s Report

### Key Messages

1. Welcome and purpose of the speech, the Board and our school
2. An outline of our achievements as a school
3. Thank you to the key people
4. An address to the Year 6 class of 2022

Good evening ladies and gentlemen and a warm welcome tonight on behalf of the Mount Sinai Board of Management. This is my first speech night – so bear with me....hopefully I get it right



I'd like to welcome some of our special guests here this evening including Rabbi Yossi Friedman, the Honorable Michael Daley, the Honorable Matt Thistlethwaite, Alain Hasson CEO of the JCA, our Life Governors for Mount Sinai College, our staff and the school leadership team, parents, students and of course the Year 6 graduating class of 2022. I should also welcome the Honorable Phil Roberts, our esteemed Principal. While he may say this will be his last speech night, we will see if we can twist his arm for at least one more.

Speech night has dual purpose – it's an opportunity both to reflect on the last year for the College and recognise our achievements but also to reflect on our Year 6 cohort and farewell them as they reach the end of their MSC journey.

I would like to split my brief speech into these 2 parts –

firstly what has the last year delivered, what can we be proud of and what have we learned; and secondly, what words of wisdom can I impart on our departing Year 6's

### Our Achievements

For me personally the last year has been a blur. I continue to feel privileged that we are now able to host and get together in these face to face events and that operations within the school have returned to "normal". The energy at the school and on campus has returned and exceeded pre-COVID levels and its great having parents and kids mingling in the mornings and the afternoons.

Despite our small size, Mount Sinai College has continued to race ahead in delivering outcomes for our community. A few key highlights which I wanted to briefly mention tonight include:



- Obtaining approvals for our ELC on campus providing greater options for parents for children in Prep;
- The strength in numbers and quality of our ELC at both the Kingsford and Maroubra campuses;
- Hosting an outstanding 40<sup>th</sup> anniversary event;
- Renovating and opening our new Year 5 and Year 6 hub;
- Obtaining approvals and commencing work for a much need outdoor play area and landscaping;
- Delivering a range of operational improvements including a new end-to-end software management system and parent portal (the benefits of which will continue to be realised)
- Successfully updating our report cards for all children – no small feat
- Recognising the achievements of so many of our alumni both academically and in sports and
- Securing a first chairperson for the MSC Foundation in Meirav Shulkin...watch this space

It is an exhausting list.

Not all has gone perfect and its worth recognising the challenges the school has faced in managing staffing in a tough environment – and of course we had one material retirement in Mr Roberts.

## Thank You

It is at this point I want to recognise the contributions and the efforts of so many who have made this possible. I am sure there is someone I will miss so please forgive me.

A huge thank you to Phil Roberts and his leadership team including Garron Forman, Rozanna Pleshet, Amanda Eisman, Janine Sussman, Emily Leveson, Jesse Black, Aiden Levy, David Colville and Jill Allison– you all do an amazing job and there is no doubt, the school could not run without your collective efforts. Thank you so much to each and every one of you.



Clearly at this point many may be expecting a farewell to Phil but I am sorry to disappoint. Obviously there is no end to thanks I can offer to Phil but there is time a plenty to do this. Phil is still with us through the first half of next year, we will have a formal and focused farewell – and in the meantime, the Board has the unenviable tasking of finding the right person to fill Mr Robert's shoes.

A big thank you also to the other half of the leadership team for the school which includes Kathryn Pearce our Business Manager and Rachel our Head of Enrolments and the rest of the team in the office. All of you ensure the support for running the school is seamless and your ability to deliver new projects and outcomes for the College on top of your day jobs is amazing. Thank you to each and every one of you and your teams!

I also want to call out and recognise each of our teaching staff – from ELC to Year 6, from Hebrew and Jewish Studies through all the secular subjects. You should be the heroes for our parents. The work you do with our children is amazing and we thank you deeply for all the time and effort you put into enriching our kids each and every day.

While I know it feels like the thank you's are never ending, there are just a few more to go:

- Thank you to Maroubra Synagogue and Rabbi Yossi Friedman for the ongoing strong relationships we've had between our two neighbouring organisations. The syneries are strong and we hope continue to go from strength to strength;
- I would like to thank the JCA and Alain Hasson for their continued support both for MSC and all the other organisations in our community. Your continued care and stewardship is critical for the ongoing health of our community;
- I would also like to acknowledge the ongoing partnership with Moriah College, our core 'feeder' Senior School and thank their College Board and staff for working so cooperatively with our College; and
- Finally I'd like to thank all our volunteers across the year from the PSG to our incredible Parents Association as well as my fellow Board members. You continue to invest and incredible amount of your own time in the College and I truly thank you for this

### An Address to the Year 6 Class of 2022

We recently held a strategy day for the Board of Management and the leadership team at the school and we discussed and debated our purpose. Seeing the passion and involvement of people was wonderful and we landed on a fairly simple statement which we should test each year at speech night as we farewell out Year 6's

*"MSC's purpose is to create Jewish learners who can thrive in, and contribute to, an evolving world"* – that is what we believe we exist for and watching each of the Year 6 students receive their recognition for their contribution to MSC and their achievements should help us know if we are continuing to deliver on this.

This is a group of students who have genuinely lived through change. They've seen the school modernise and lived through a number of renovations, they've lived and studied through COVID and remote learning and they've now had a fantastic final year together participating in all the school has to offer.

Our goal as Phil mentioned is to ensure we honour tradition and embrace change and I genuinely believe for this cohort, the Year 6's of 2022, you have done just that.

As I mentioned earlier, I've considered if there are genuine words of wisdom I can impart on our Year 6 graduating class. I'm privileged that my own son Bailey is in Year 6 but he will tell you I have few words of wisdom and likely only have words of embarrassment....I don't want to let him down so here goes.



With apologies to Dr Seuss – a poem for Year 6

Oh, the Places You'll Go Year 6!  
Congratulations!  
Today is your day.  
You're off to Great Places!  
You're off and away!

You have brains in your head.  
You have feet in your shoes  
You can steer yourself  
Any direction you choose.

You'll look up and down streets. Look 'em over with care.  
About some you will say, "I don't choose to go there."  
With your head full of brains and your shoes full of feet,  
You're too smart to go down any not-so-good street.

You'll be on your way up!  
You'll be seeing great sights!  
You'll join the high fliers  
Who soar to high heights.

You won't lag behind, because you'll have the Mount Sinai speed.  
You'll pass the whole gang and you'll soon take the lead.  
Wherever you fly, you'll be the best of the best.  
Wherever you go, you will top all the rest.

Except when you don't  
Because, sometimes, you won't.

So be sure when you step.  
Step with care and great tact  
And remember that Life's  
A Great Balancing Act.  
Just never forget to be dexterous and deft.  
And never mix up your right foot with your left

And will you succeed?  
Yes! You will, indeed!  
MSC says its (98 and 3/4 percent guaranteed.)

So...be your name Ari or Bailey or Noa or Ashley,  
Or Adina or Reuben or Nathan or Gaby!  
Today is your day!  
Your mountain is waiting.  
So...go on get on your way!

Congratulation Year 6 and all the best with your future endeavours.  
Wishing everyone well over the break, and looking forward to an exciting 2023.



MOUNT SINAI COLLEGE  
CREATING LEARNERS FOR LIFE

## Rozanna Pleshet – Infants and Jewish Studies Coordinator

“For Jews, education is not just what we know, it is who we are” Rabbi Jonathan Sacks Z”L

The transmission of values that build character, identity and a sense of who we are, are embedded in every aspect of a Mount Sinai College experience.

Our school’s strategic plan detailing our vision, mission and objectives guides our practice and ensures that this values rich environment is maintained.

Significantly, the first objective of our strategic plan acknowledges that we are “*Proudly a Jewish School. Developing Jewish identity, engendering pride and cultivating the transmission of Jewish knowledge and culture are central tenets to the college’s meaning and purpose.*”



We achieve this by:

- engendering pride in one’s Jewish heritage by celebrating customs, rituals and traditions
- developing the spiritual, academic and religious culture through inclusive informal and stimulating formal educational initiatives
- embedding the 6 Kinds of Best through policy and procedure
- offering a dual curriculum comprised of both formal and informal spiritual learning experiences that guide character development and speaks to the soul
- practicing Jewish customs and rituals and providing opportunities for social responsibility
- igniting a sense of curiosity and spirituality that deepens the humanity of our students



Our students develop an understanding of **Gemilut Chasadim & Tikkun Olam** (social action to repair the world), **Torah, Ahavat Yisrael** (a love of Israel), **Kavod** (respect & embrace of diversity), and sense of **Kehillah** (community). By creating opportunities within the school day and beyond to enact these values enhances our goal of “*Creating Learners for Life*”.

Thankfully, school life in 2022 was characterised by a sense of “rejuvenation” as we welcomed parents and friends back onto campus for our most loved experiential learning opportunities. Purim Parades, Pesach Sedarim, Siddur and Bat Mitzvah Presentations, Grandparents & Special Visitors Day and MSC Challah Bakes were once again enjoyed as they should be – in person!



Our Hebrew language curriculum continued to progress in leaps and bounds as our teachers engaged in regular professional development to further deepen their knowledge and understanding of the “Proficiency Approach” to foreign language acquisition.

In a nutshell, the “Proficiency Approach” distinguishes between language *achievement* and language *proficiency*.

### Learning a language involves:

**Achievement** - the ability to repeat language elements that have been taught and mastered at some level.

**Performance** - the ability to use language in a limited and controlled situation such as a classroom or controlled situation-based exchange.

**Proficiency** - the ability to use language in a real-world situation.

Each has a role in language learning, but only proficiency is what people use to communicate in the real world and therefore is our ultimate goal.

This year we broadened our scope, implementing the “Proficiency Approach” across all grades K-6. Teachers embarked on creating their own engaging and relevant curriculum content that better suited the skills and knowledge of our students in our school setting. They enjoyed the freedom of incorporating authentic modern Israeli literature, songs, rhymes and dances. The results speak for themselves as we observed notable increases in student engagement and achievement.

I am privileged and grateful to work with a team of outstanding educators, Osnat Zeevi, Carolyn Rubinstein, Ruthie Rubinstein, Michelle Shmailov, Liraz Tzion, Dana Ewald and Deena Meyerson, who share a common focus on what matters most. This “*collective teacher efficacy*” contributes to improved student outcomes as well as a positive culture that exists within the staff of all faculties at the College.

Truth be told, these ladies are a “sisterhood”. Their care and dedication to *their craft, their students and importantly to each other* is a heart-warming characteristic of *all* our teams at MSC.

Special thanks to Rabbanit Judith Levitan for her dedication to our upper Primary Tefillah and Bat Mitzvah program and extracurricular Jewish learning across all grades delivered by Doron Lewin. Additional thanks and farewell to our wonderful College Rabbi Yossi Friedman for his contributions over the course of the year. We wish Rabbi, Chana Razel and family much success and *naches* in all future endeavours.



The continued support of our College President Daryn Saretzki and our Board of Management, Phil Roberts (Principal) and Garron Forman (Deputy Principal) is much appreciated.

Whilst thankfully not yet the time for a proper farewell, I want to acknowledge my deep appreciation and gratitude for Phil's inspirational leadership, guidance and friendship over the decades. He exemplifies the greatest of leadership qualities as described by Rabbi Sacks (Z'L) of *"Leadership at its highest transforms those who exercise it and those who are influenced by it. The great leaders make people better, kinder, nobler than they would otherwise be."* Phil is this great leader whose integrity and human kindness touches all who cross his path. He is the quintessential *Mount Sinai Mensch!*

I end with a call to you, our parents, to nurture, celebrate and partner your child's Jewish learning. Endorse our school's ethos, ask questions, share discussions and enact rituals in ways that suit your chosen level of observance. Never underestimate your impact on cementing the foundational building blocks of your child's Jewish identity. I remind that:

*"Knowledge acquired in childhood is not soon forgotten" – Talmud Shabbat*



## Kerri Segal - PA President

After only two years in Australia, coming on board as PA President was the last role I expected to take on as a busy mum of three and full-time Dietitian; however, it's been very fulfilling (and a whirlwind experience).

I could not have done it without my fabulous PA team, the school staff and our wonderful volunteers and of course my three daughters Tanna, Alexa and Liella who help at each and every event and my husband Craig who puts up with my frenetic life of juggling clients, navigating PA duties and parenting.

The year started off with Meet & Greet in the park for ELC, Prep & Year K.. They were very well received as parents and kids met early on in the year and the seeds of friendship were planted.

Our MSC Movie team organised two fantastic movies at the Ritz; The Bad guys & The Minions. The kids had a ball and we were blown away by how well it was attended. MSC Theatre organised the amazing Mary Poppins tickets and has organised a special group booking for Joseph and the amazing Technicolour Dreamcoat for February 2023. MSC Cheer Squad organised group tickets for the NBL Basketball game in December which was great fun.



With a passion for inclusion, community and helping people feel connected and involved the following initiatives were run with success by the team: Shabbatons for each grade, a Havdalah party for ELC, Coffee & Catchup on the first day of term, the Friendship Circle walk and Cheesecake making for Shavuot.. It was incredible to watch our special community come together in times of need for example helping when families in our school were affected by Covid and the war in Ukraine. The Yachad meals are so appreciated when a family in our school needs it.

Various fundraising Initiatives were run in the year, the highlight being the Mother's and Father's Day markets. Thank you to all those that volunteered, the kids loved the markets and we raised a lot of money for the school.

Continued initiatives are the delicious birthday cakes & Rosh Hashana honey cakes, exciting Hot Dog days (with a healthier ice blocks- Remember everything in moderation is fine). Grape Juice was sold at Pesach and Rosh Hashana with the addition of beautiful stickers, cards and tags all created from the art created in 2019.

Volunteer opportunities were created with the Pesach Seder, Siddur Presentation, Grandparents/ special person's day, Hot Dog Day etc.

I would LOVE each and every one of you to be involved, connected and I'm always open to new and exciting ideas so PLEASE get involved. I thank you all for a wonderful year and all the support!

Have a beautiful holiday filled with sunshine, laughter, rest & rejuvenation.  
Lots of love  
Kerri x

Extra special thanks to:

- Phil, Garron, Kathryn, Rozanna, Jill, Kirsti, Brinda, Kelly, The Board, Pepe, Daniel, Archie and all the staff for assisting behind the scenes.
- PA Team: Leah, Tova, Kim, Kerry, Monica, Eloise, Keren, Sharonne, Nicki, Lara, Candice, Kelly, Jess, Gabrielle, Leora, Lisa, Miriam, Roxy, Tammy, Leanne, Kahlee with all their various portfolios.
- Class Parents: Daliah, Debra, Ilan, Jess, Karen, Kelly, Leah, Lisa, Loren, Nicki, Tova, Zina, Gabrielle, Candice, Jessica & Keren for always keeping everyone informed and up to date with what's happening.
- Kim & Kerry for heading up ELC and always reminding me about our beautiful campus down the road
- Jess & Leigh for all their baking, cooking and my caffeine fix while I race through the school between clients.
- Leah and Tova for always guiding and helping where needed.



## Theme 2: Contextual information about the school and characteristics of the student body

### Mount Sinai College: Honouring Tradition. Embracing Change.

Mount Sinai College has created a unique teaching and learning environment and instilled meaningful Jewish values and knowledge for over 40 years. We aim to educate students who are confident and proud of their heritage, and we encourage them to develop values and attitudes that enrich their intellect. Our ethos blends the best of our Australian and Jewish heritage, and we strive to be active in ensuring Jewish continuity.

In recognition of the ways in which Mount Sinai College has embraced 21st century learning practices - and created teaching / learning opportunities that deepen learning, are relevant, meaningful and personalised - we have been recognised as an Apple Distinguished School.

In essence, we have become synonymous with academic excellence, proud Jewish identity and care for the individual. The carefully selected teaching team embraces an evidence/research-based approach to teaching, employing best practice across all Key Learning Areas.

Our College is a unique community, family-centred school situated adjacent to Maroubra synagogue. The school is very well-resourced offering students outstanding facilities. By watching our students at work and play, what becomes evident is the energy and atmosphere of happy and purposeful learning that characterises Mount Sinai College.



Mount Sinai College has created a unique teaching and learning environment and instilled meaningful Jewish values and knowledge for over 40 years. We aim to educate students who are confident and proud of their heritage, and we encourage them to develop values and attitudes that enrich their intellect. ...more

2017                      2018                      2019                      2020                      2021                      2022



## 2022

### School facts

School sector	Non-government
School type	Primary
Year range	K-6
Location	Major Cities

### School staff

Teaching staff	21
Full-time equivalent teaching staff	19.4
Non-teaching staff	18
Full-time equivalent non-teaching staff	13.0

### School links

School website

[Mount Sinai College](#)

Sector, system or association website

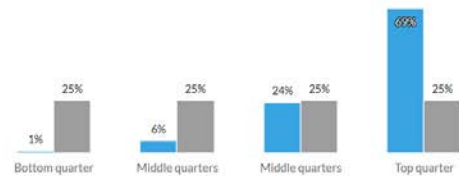
[Association of Independent Schools of NSW](#)

### Student background

#### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1163
Average ICSEA value	1000
School ICSEA percentile	97

#### Distribution of Socio-Educational Advantage (SEA)



Percentages are rounded and may not add to 100

### Students

Total enrolments: 299

Boys	145
Girls	154



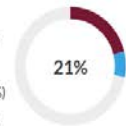
Full-time equivalent enrolments: 299.0

Indigenous students



Language background other than English

Yes	(21%)
No	(7%)
Not stated	(72%)



Please visit the My School web site for further contextual information <http://www.myschool.edu.au/>

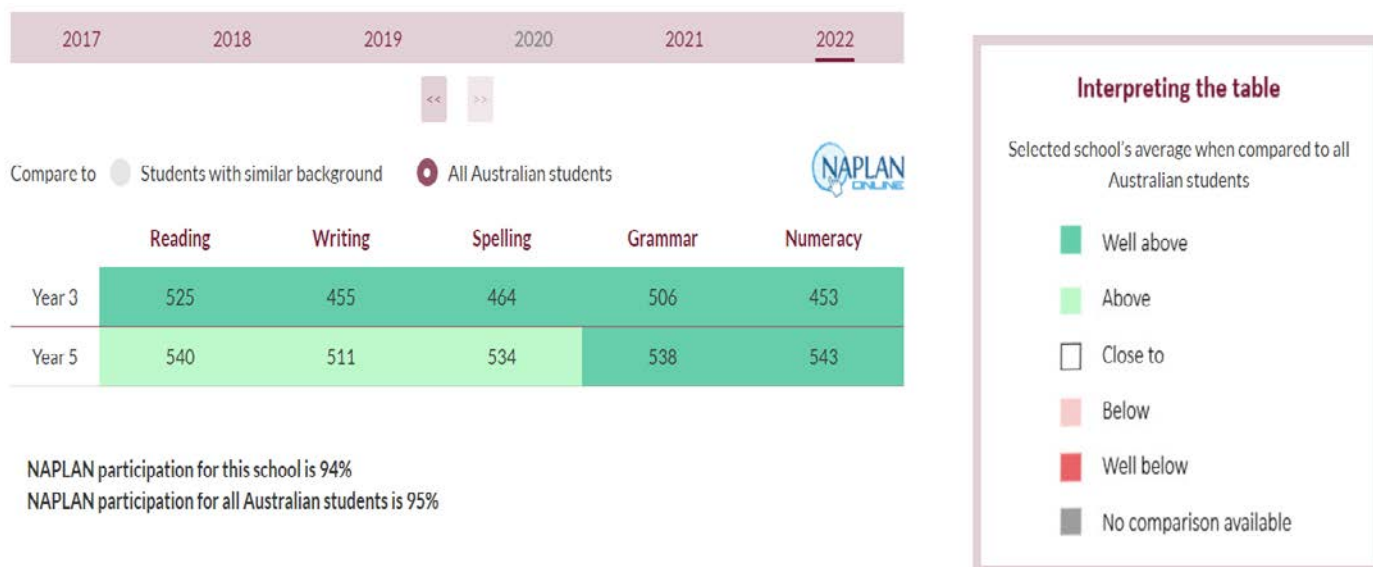


## Theme 3: Student outcomes in standardized national literacy and numeracy testing

The *My School* website is a resource for parents, educators, and the community to find important information about each of Australia's schools. *My School* contains data on a school's student profile, NAPLAN performance, funding levels and sources and other financial information. You can also see enrolment numbers and attendance rates. *My School* provides information that allows everyone to learn more about Australian schools, and for schools to learn more from each other. For parents, *My School* provides information to help make informed decisions about their child's education. View the College's profile by going to <http://www.myschool.edu.au/> Simply type in 'Mount Sinai College' under school search for a comprehensive report.

The College maintains a proud academic tradition and the 2022 NAPLAN results confirm, once again, the standard of excellence for which Mount Sinai College has become renowned.

Our school prides itself on ways in which we implement dynamic and formative assessment, not merely summative assessment methods. We also measure students' wellbeing and ensure our teaching and learning environment encourages curiosity and critical thinking.



<sup>NB</sup> In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

<sup>NB</sup> A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

## Theme 4: Senior secondary outcomes (student achievement) N/A

## Theme 5: Teacher professional learning accreditation and qualification

At Mount Sinai College, a high priority is placed on developing staff capability. Professional learning is delivered in different ways as follows:

- **Wednesday morning sessions** - to reflect on articles, practices, ideas and general classroom and pedagogical approaches (all staff).
- **Wednesday afternoon sessions** - designed to meet various professional needs linked to the College's strategic plan (all staff).
- **Pupil free days** – used as a way of developing our understanding of KLA's (all staff) and other priority areas.
- **Integrated** - Professional learning and performance and development are closely interconnected and are embedded within our College culture and practice and linked to the College's strategic plan.
- **Immersive** - Intensive, holistic experiences that challenge beliefs and values, and radically alter practice. As an Apple Distinguished School, these sessions are often delivered by Apple.
- **Design-led** - Disciplined, problem-solving processes that require deep understanding of and engagement with users. These may be delivered on Wednesday afternoons or through industry-based service providers.
- **Open** - Ideas and resources are freely exchanged in unregulated online environments. Staff often contribute to various social media platforms related to education and / or view webinars in their time.

### Wednesday afternoon sessions per term included (in italics):

- Curriculum (English)
- Apple Badge teacher training
- Continuing work on the College's School Improvement Service with Philippa Miller and Sandra Dugan (AIS) with most sessions devoted to this.
- Moving Into Writing (Curriculum Development Coordinator)
- ACER / Cars and Stars Reading Comprehension analysis.
- Security (CSG) WHS
- Gifted and Talented – differentiation and identification
- Review of Discipline Policy
- Managing student behaviors including the work of Dr Ross Green (Collaborative Problem Solving)
- IT sessions with Director of IT and Innovation and IT integrators
- Dr Kristi Goodwin (evening sessions regarding wellbeing and how to ensure sensible IT use)
- Downs Syndrome NSW Senior Support Specialist
- College psychologist talking about 'projection'
- Dr Green – Lives in the Balance – managing challenging behaviors
- Implementation of SMS (TASS)
- Behaviour Management – self-paced modules
- KidsMatter

**2022 Professional Development Courses include:**

Name	IPSHA (Independent Primary Schools Heads Association)	Term
<b>Each meetings has professional development as its focus</b>		
<b>Principal</b>	<b>Principals' meetings and conferences x4</b>	<b>1-4</b>
<b>School Psychologist</b>	<b>Counsellors' Conference</b>	<b>2</b>
<b>Infants Coordinator</b>	<b>Infants Coordinators' meetings x4</b>	<b>1-4</b>
<b>Gifted and Talented Coordinator</b>	<b>Gifted and Talented Coordinators' meetings x4 Curriculum Coordinators Meetings x4</b>	<b>1-4</b>
<b>IT Coordinator</b>	<b>ICT Integrators Conference and ICT meetings x4</b>	<b>1-4</b>
<b>Music Teacher</b>	<b>Music Coordinators' meetings x4</b>	<b>1-4</b>
<b>Librarian</b>	<b>Librarians' meetings x4</b>	<b>1-4</b>
<b>Deputy Principal</b>	<b>Deputy Principals' meetings x4 Conference x 1 Curriculum issues</b>	<b>1-4</b>
<b>Learning Support Coordinator</b>	<b>Learning Support meetings x4</b>	<b>1-4</b>
<b>For staff not at Proficient teacher</b>	<b>New Scheme Teachers x4</b>	<b>1-4</b>

In 2022 there were courses / conferences / webinars / podcasts undertaken by many colleagues from the following providers but owing to COVID, all of these were on Zoom:

- **AIS (Association of Independent Schools)** – various staff at different conferences and courses.
- **Apple Australia** – staff participation in professional learning regarding use of IT in the classroom.
- **Kodaly / Orff Music** – music teacher only participating.
- **PETAA (Primary English teachers Association of Aus)** – all staff participating and subscribing.
- **Podcasts and webinars** - undertaken by staff at various times throughout the year
- **School Improvement Plan** – The Leadership Team meeting with Sandra Duggan (AIS) to continue to advance the school improvement plan which was focussed on English (Reading Comprehension).

**School staff**

Teaching staff = 21

Full-time equivalent teaching staff = 19.4

Non-teaching staff = 18

Full-time equivalent non-teaching staff = 13.0



## Theme 6: Workforce composition

### Teacher accreditation

<b>Level of accreditation</b>	<b>Number of Teachers</b>
<i>Pre-2004 teachers</i>	9
<i>Conditional</i>	1
<i>Provisional</i>	1
<i>Proficient Teacher</i>	10
<i>Highly Accomplished Teacher (voluntary accreditation)</i>	0
<i>Lead Teacher (voluntary accreditation)</i>	0
<i>Total number of teachers (should be the same as reported on <a href="#">My School</a>)</i>	21

## Teacher qualifications\*

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	20
ii. Teachers having a Bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications,	0
*Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the previous accreditation table as some teachers with Conditional accreditation may not be included.	

Name	Teacher Accreditation status * Accreditation number *Level (if applicable) or Existing teacher	Category (i) or (ii) in accordance with section 3.2.1 of Manual	1. Formal qualifications 2. Institutions 3. Years obtained (if applicable, date AEI-NOOSR equivalence granted)	
Phil Roberts <i>Principal</i>	Proficient Teacher #704589	(i)	<ul style="list-style-type: none"> <li>Diploma Teaching (Kuring-gai C.A.E.) 1985</li> <li>Bachelor Education (Kuring-gai C.A.E.) 1988</li> <li>Master Education (UNSW) 1990</li> <li>Master Dispute Resolution (Charles Sturt University) 2011</li> <li>Teacher's Diploma Licentiate Trinity College London (Trinity College) 1986</li> </ul>	Principal
GF <i>Deputy Principal</i>	Proficient Teacher #120597	(i)	<ul style="list-style-type: none"> <li>Bachelor Social Science (Natal University) 1992 <i>Aus Bachelor degree (AEI-NOOSR) 2005</i></li> <li>Higher Diploma in Education (Rhodes University) 1994 <i>Aus Grad Diploma (AEI-NOOSR) 2005 (DET Ref No. syd.june1)</i></li> </ul>	Deputy Principal  Infants / Primary  Year 3 (All KLA's)
RP <i>JS Coordinator Infants Coordinator</i>	Proficient Teacher #120602	(i)	<ul style="list-style-type: none"> <li>Bachelor Arts (UNSW) 1984</li> <li>Grad Diploma Education (Primary) (Sydney Institute of Education) 1985</li> </ul>	Infants Coordinator  Jewish Studies Coordinator
EL <i>Curriculum Development Coordinator</i>	Proficient Teacher #193514	(i)	<ul style="list-style-type: none"> <li>Bachelor Science (Psychology) (UNSW) 2002</li> <li>Master of Teaching (University of Sydney) 2004</li> </ul>	Curriculum Development Coordinator

				/ Behaviour Management
AE (Accreditation and Primary Coordinator)	Proficient Teacher #203166	(i)	<ul style="list-style-type: none"> <li>Bachelor of Education (Sydney University) 2007</li> <li>Graduate Diploma of Psychology (CSU) 2017</li> </ul>	Primary Coordinator / Accreditation <ul style="list-style-type: none"> <li>Year 6 teacher</li> </ul>
JS	Proficient Teacher #120601	(i)	<ul style="list-style-type: none"> <li>Diploma Teaching Early Childhood (Sydney College Advanced Education) 1985</li> <li>Bachelor Education (Sydney College Advanced Education) 1988</li> <li>Graduate Diploma Education Studies (Kuring-gai College Advanced Education) 1990</li> </ul>	Infants / Primary <ul style="list-style-type: none"> <li>Special Needs Teacher / Reading Intervention</li> <li>NCCD</li> </ul>
DC (Coordinator of IT & Innovation)	N/A	N/A	<ul style="list-style-type: none"> <li>Grad Cert Manage't (IT)</li> <li>Apple Certified Master Trainer</li> <li>Apple Certified Systems Administrator</li> <li>Masters in Manage't (IT) (currently studying)</li> </ul>	IT and Innovation
EJ (College Psychologist)	N/A	N/A	<ul style="list-style-type: none"> <li>B.A.</li> <li>B.A (Hons.)</li> <li>H.Dip.Ed. (P.G)</li> <li>M.A.(Clin.Psych.)</li> </ul>	College Psychologist
<b>K-6 Staff</b>				
HA	Conditional #322504		<ul style="list-style-type: none"> <li>Bachelor of Primary Education (University of Sydney) 2017</li> </ul>	Infants / Primary Year 6 teacher
EB	Proficient Teacher #907706	(i)	<ul style="list-style-type: none"> <li>Bachelor of Business and Management (National College of Ireland)- NUI Maynooth (2013)</li> <li>Post Graduate in Education (The University of Sunderland) (2016)</li> </ul>	Infants / Primary Year K teacher
EB	Proficient Teacher #218493	(i)	<ul style="list-style-type: none"> <li>Bachelor Arts / Diploma Education (Macquarie University) 2005</li> </ul>	Infants / Primary Year 1 teacher
EB	Proficient Teacher #925311	(i)	<ul style="list-style-type: none"> <li>Laurea in Science of Architecture (University of Rome) 2013</li> <li>Master of Teaching (University of Sydney) 2019</li> </ul>	Infants / Primary Year 2 teacher
SB	Proficient Teacher #952557	(i)	<ul style="list-style-type: none"> <li>Graduate Diploma Education (Hons) (University of Limerick) 2015</li> <li>Bachelor Arts (National University of Ireland) 2020</li> </ul>	Infants / Primary Year 4 teacher
AB	Proficient Teacher #120599	(i)	<ul style="list-style-type: none"> <li>Diploma Teaching (Sydney College Advanced Education) 1987</li> <li>Bachelor Education (Sydney College Advanced Education) 1989</li> </ul>	Infants / Primary Year 1 teacher

JB	Proficient Teacher # 704852	(i)	<ul style="list-style-type: none"> <li>Bachelor Arts Education (Pepperdine University 2004)</li> </ul>	Infants / Primary Gifted and Talented Science contact person
HG	Proficient Teacher #753892	(i)	<ul style="list-style-type: none"> <li>Bachelor of Primary Education (University of Witwatersrand) 1991 DET Ref 00/1073255</li> </ul>	Infants / Primary Year 1 teacher
AL	Proficient Teacher #191543	(i)	<ul style="list-style-type: none"> <li>Bachelor of Education (Primary Education) (University of Sydney) 2008</li> </ul>	Infants / Primary Year 5 teacher
YK	Proficient Teacher #282285	(i)	<ul style="list-style-type: none"> <li>Master of Teaching (primary) University of Newcastle 2014</li> <li>Bachelor of Social Science (Bond University) 2007</li> </ul>	Infants / Primary Year 5 teacher
NS	Proficient Teacher #307722	(i)	<ul style="list-style-type: none"> <li>Bachelor of Education (Primary) (University of Sydney) 2017</li> </ul>	Infants / Primary Year K teacher
AS	Provisional Teacher #191431		<ul style="list-style-type: none"> <li>Diploma in Early Education 2018</li> <li>Bachelor of Education in primary Education (UTS) 2004-2008</li> </ul>	Infants / Primary Year 4 teacher
AS	Proficient Teacher #311343	(i)	<ul style="list-style-type: none"> <li>Bachelor of Architectural Studies UNSW 2015</li> <li>Master of Teaching [Primary] University of Sydney 2017</li> </ul>	Infants / Primary Year 3 teacher
JS	Proficient Teacher 256879	(i)	<ul style="list-style-type: none"> <li>Bachelor of Arts (UNSW) 2011</li> <li>Master of Teaching (University of Sydney) 2013</li> </ul>	Infants / Primary Library teacher
ES	Proficient Teacher #169419	(i)	<ul style="list-style-type: none"> <li>Bachelor Music Education (Sydney Conservatorium of Music) 1993</li> <li>Master Education Creative Arts (University of Technology, Sydney) 2005</li> </ul>	Infants / Primary Music teacher
GS	Proficient Teacher #900936	(i)	<ul style="list-style-type: none"> <li>Bachelor of Arts (University of California)</li> <li>Bachelor of Science (University of California)</li> <li>Master of Teaching (Monash University) 2018</li> </ul>	Infants / Primary Year 3 teacher
NS	Proficient Teacher #278227	(i)	<ul style="list-style-type: none"> <li>Bachelor Science (Nutrition) (Honours) (Sydney University)</li> <li>Master of Teaching (Sydney University)</li> </ul>	Teacher's Assistant
JW	Proficient teacher #271157	(i)	<ul style="list-style-type: none"> <li>Bachelor of Applied Science (Exercise and Sports Science) Sydney Uni 2011</li> <li>Grad Diploma in Physical Education (Aus College of Physical Education) 2013</li> </ul>	PDHPE Teacher

CR	Proficient Teacher #754318	(i)	<ul style="list-style-type: none"> <li>• Bachelor Education (Sydney University) 1994</li> <li>• Graduate Studies Teaching Degree (University Jerusalem) 1995</li> </ul>	<ul style="list-style-type: none"> <li>• Jewish Studies Hebrew teacher</li> </ul>
OZ	Proficient Teacher #120600	(i)	<ul style="list-style-type: none"> <li>• Bachelor Education (Sydney University) 1996</li> <li>• Teaching Diploma (Kibbutzim Tel Aviv State Teachers' College) 1992</li> </ul>	<ul style="list-style-type: none"> <li>• Jewish Studies Hebrew teacher</li> </ul>
RR	Proficient Teacher #906008	(i)	<ul style="list-style-type: none"> <li>• Bachelor Arts (UNSW) 1996</li> <li>• Master of Teaching (Sydney Uni) 2000</li> </ul>	<ul style="list-style-type: none"> <li>• Jewish Studies Hebrew teacher</li> </ul>
LI-T	Conditional		<ul style="list-style-type: none"> <li>• Bachelor of Education (Kibbutzim College of Education, Technology and the Arts)</li> <li>• Teaching Diploma</li> </ul>	<ul style="list-style-type: none"> <li>• Jewish Studies Hebrew teacher</li> </ul>
MS	Proficient Teacher #923778	(i)	<ul style="list-style-type: none"> <li>• Bachelor of Arts Bachelor of Education UTS 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Jewish Studies Hebrew teacher</li> </ul>
DE	Conditional		<ul style="list-style-type: none"> <li>• Diploma of Early Childhood Education (TAFE NSW)</li> <li>• Bachelor of Early Childhood Education (on going) (TAFE NSW)</li> </ul>	<ul style="list-style-type: none"> <li>• Jewish Studies Hebrew teacher</li> </ul>
DM	Conditional		<ul style="list-style-type: none"> <li>• B Ed Special Education (David Yellin, Jerusalem, Israel) 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Jewish Studies Hebrew teacher</li> </ul>

## Theme 7: Student attendance and retention rates and post-school destinations in secondary schools.

The College's student attendance policies are outlined in the policy documents under:

- 3.8 Attendance (see also 3.6.2 Safe and Supportive Environments – Enrolment and Attendance) A copy of this policy is available on request.
1. The School will monitor the daily attendance and absence of students in the School by maintaining a daily register for each class, of students.
  2. Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible.
  3. Unexplained absences from classes of the School will be followed up in an appropriate manner with the student and/or their parent or guardian.
  4. The School will notify parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.
  5. Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken will be recorded, as appropriate, on the student file.
  6. Students travelling with their family overseas for periods longer than 10 days must apply for an Extended Leave (Travel) form
  7. The daily attendance rolls must be kept for 5 years.

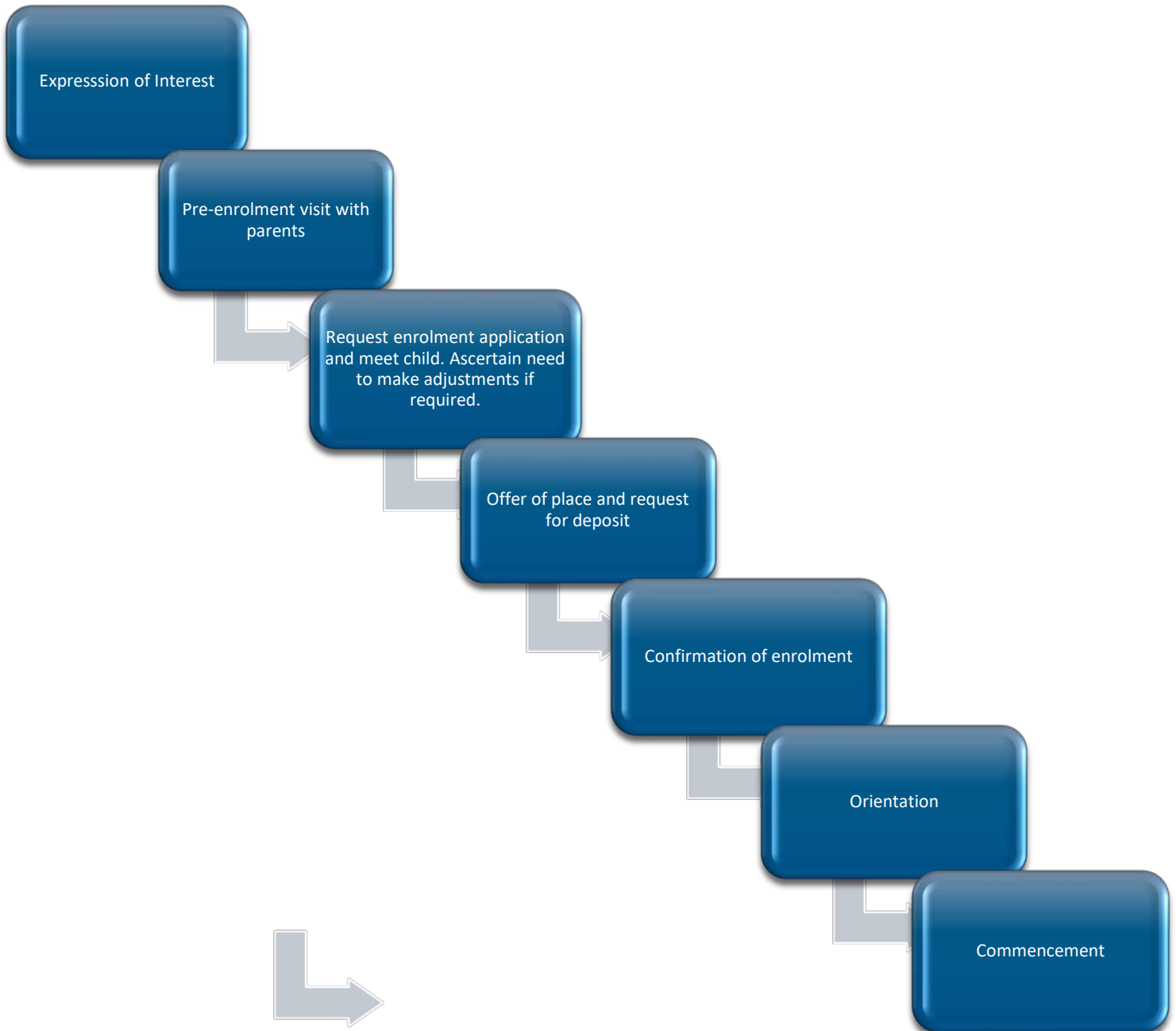
Year	Attendance Percentage
K	91.15
1	92.08
2	91.40
3	91.56
4	92.55
5	91.57
6	92.60

### 2022 Student Attendance (Year K – Year 6)



**MOUNT SINAI COLLEGE**  
CREATING LEARNERS FOR LIFE

## Theme 8: Enrolment Policies



### Entry to Mount Sinai College

Entry to Mount Sinai College is open to any pupil desiring a Modern Orthodox Jewish education coupled with a secular education based on the curriculum laid down by the New South Wales Board of Studies. The College maintains a policy providing equal opportunity for boys and girls and for children with additional educational needs where the college can provide a reasonable adjustment without causing unjustifiable hardship.

### Withdrawal

Once a pupil is in attendance at the College, a term's notice of withdrawal must be given in writing to the Principal. In default of such notice, a full term's fees will be payable, unless special circumstances acceptable to the Board of Management are established.

### Exclusion from the College

If the Principal, or any person deputing for the Principal, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the College or its students or staff, the Principal, or Deputy, may exclude the student permanently or temporarily at their absolute discretion.

Furthermore, if the Board or the Principal believes that a mutually beneficial relationship of trust and cooperation between a parent and College has broken down to the extent that it adversely impacts on that relationship, then the school, the Board or the Principal may require the parent to remove the child from the College. No remission of fees will apply in either case.

## Theme 9: Other School Policies

All policies and procedures are captured in CompliSpace and can be sourced on request. CompliSpace ensures that all policies up kept up to date and contextualised to dovetail with the College's culture, history and operational ways and means.

### The Child Safe Standards



Have changes been made?

Full implementation of Child Safe Standards.

### Where can parents find these policies?

All College policies are available to parents. Since the policies are updated regularly to reflect current legislative requirements, the policies are not stored on the website. However, the Director of IT and Innovation may give any parent access to the full suite of policies as these are available on our CompliSpace portal.

### Please note

Our discipline policies are based on restorative justice principles and practices and on principles of procedural fairness and involve parents in the processes of procedural fairness for suspension and expulsion.

The College has in place and implements policies and procedures in relation to:

1. Security, with specific reference to:
  - a. students
  - b. buildings and facilities
  - c. evacuation procedures
2. Supervision, with specific reference to protocols and guidelines, including risk management, for students undertaking on-site and off-site activities.
3. Codes of conduct for members of the College community, with specific reference to:
  - rights and responsibilities of students and staff within the College community
  - behaviour management
  - anti-bullying including contact information for College Liaison Police and/or Youth Liaison Officers and other support services available to the College community
  - if relevant, the staff supervision of any student leadership system if it provides authority for students to discipline or direct other students at the school
  - management and reporting of serious incidents and emergencies
4. Complaints or grievances, with specific reference to processes for raising and responding to matters of concern identified by students and/or parents
5. Pastoral care, with specific reference to:
  - personnel responsible for pastoral care including access to counselling
  - identification and provision of support for students with special needs
  - health and the distribution and monitoring of medication
  - response to serious incidents and emergencies
  - homework
6. Maintaining a student enrolment and attendance register
7. Student attendance, with specific reference to:
  - a. processes for monitoring attendance data
  - b. intervention strategies to improve unsatisfactory attendance, including implementing strategies designed to improve student engagement in College and learning
8. Communication, with specific reference to formal and informal mechanisms available between stakeholders interested in a student's education and wellbeing.

Each of these policies and procedures is articulated in the following documents.



### Summary of Student Welfare

Relevant Policies:

- 3.6.1 ..... Child Protection
- 3.6.2 ..... Safe and Supportive Environment
- 3.6.2 ..... Safe and Supportive Environment: Bullying and Behaviour Management
- 3.6.2 ..... Safe and Supportive Environment: Duty of Care (Excursions)
- 3.6.2 ..... Safe and Supportive Environment: Duty of Care
- 3.6.2 ..... Safe and Supportive Environment: Pastoral Care and Administration of Medication
- 3.6.2 ..... Safe and Supportive Environment: Risk Assessment



### Summary of Student Discipline

Relevant Policies:

- 3.7 ..... Discipline

### Summary of reporting Complaints and Grievances

- 3.6.2 ..... Safe and Supportive Environment – Complaints and Grievance Policies and Procedures

### Summary of Anti-Bullying

Relevant Policies:

- 3.6.1 / 3.6.2 Discrimination, Harassment and Anti-Bullying

### Defining Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation, or violence.

However, these conflicts still need to be addressed and resolved.

Versions of the definition of bullying suitable for students at various ages are available in the Resources section.

## Exploring the definition further



Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

How are the College's student welfare, anti-bullying, discipline and complaints and grievances policies disclosed publicly? Parents may request hard copies of any policy document.

Summary of Policy	Changes in 2022	Access to full text
<p><b>Student welfare</b></p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:</p> <ul style="list-style-type: none"> <li>• meet the personal, social and learning needs of students</li> <li>• provide early intervention programs for students at risk</li> <li>• develop students' sense of self-worth and foster personal development...</li> </ul>	<p>In 2022 (as in 2021) the policy was revised to include some of the areas discussed at the parents' and teachers' BeYou meetings.</p> <p>Further work has been undertaken in developing the work of Dr Ross Green's Collaborative and Proactive Solutions identifying students with high emotional needs.</p> <p>Documenting on TASS for the purposes of correct NCCD classifications has also been a continued focus.</p>	<p>The full text of the school's anti-bullying policy can be accessed by request from the principal.</p>
<p><b>Anti-bullying</b></p> <p>The school policy provides processes for responding and managing allegations of bullying including the contact information for the local police School Liaison and Youth Liaison Officers.</p>	<p>In 2022 the College continued to address the issues of inappropriate social media use introducing classroom visitations from external and internal professionals.</p> <p>Ensuring the Discipline Policy better reflects the 'Level' system in dealing with bullying.</p>	<p>The full text of the school's anti-bullying policy can be accessed by request from the principal.</p>

Summary of Policy	Changes in 2022	Access to full text
<p><b>Discipline</b></p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p>All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.</p>	<p>Continuing to make adjustments to the tiered discipline policy which better reflects staff expectations.</p> <p>The College continues to work and encourage a multidisciplinary approach to discipline which involves the College's psychologist, the Coordinator of Special Needs and Learning Enhancement Coordinator. Other professionals (Speech; psychologists, psychiatrists, paediatricians etc) are used on a case-by-case basis.</p>	<p>The full text of the school's anti-bullying policy can be accessed by request from the principal.</p>
<p><b>Complaints and grievances resolution</b></p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<p>No changes were made in 2022 other than those that have been updated on CompliSpace reflecting mandatory changes.</p> <p>Parents who make a complaint may do so to the Principal. This will be documented and shared with the Board of Management.</p>	<p>The full text of the school's anti-bullying policy can be accessed by request from the principal.</p>

## Restorative Justice is at the heart of our approach

<https://www.teachhub.com/restorative-justice-school-discipline>

Level	Gradation	Specific behaviours identified	Consequences	Staff member(s) involved (if any)
Level 0	Low level (Low level frequency and low level intensity).	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Distracting others</li> <li>• Uniform – all aspects including Kippot.</li> <li>• Unintentional destruction of property</li> <li>• Touching others</li> <li>• Peer to peer verbal disrespect</li> <li>• Not following instructions on class tasks or homework tasks</li> <li>• Tardiness</li> <li>• Out of bounds</li> <li>• Talking during assemblies and Prayers</li> <li>• Violation of the 5 core principles of “manners”</li> <li>• Misbehaving on the bus</li> </ul>	<ul style="list-style-type: none"> <li>• Staff manage these behaviours</li> <li>• Stage dependent</li> <li>• Parents NOT contacted at this stage unless it’s a recurring.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher only</li> </ul>
		<p>Technology is distracting a student or others:</p> <ul style="list-style-type: none"> <li>• ‘Playing’ with iPads in a small number of lessons</li> <li>• Searching the internet for off-task content</li> </ul>	<ul style="list-style-type: none"> <li>• Brief Confiscation of iPad (1 lesson)</li> <li>• Use of Classroom app to “lock” iPad into a single app.</li> <li>• Dot or classroom negative response</li> </ul>	
Level 1	Medium level (Higher level frequency and higher level intensity)	<ul style="list-style-type: none"> <li>• Repeating behaviours identified in Level 0 but with higher frequency and higher intensity</li> <li>• Intentional destruction of property</li> <li>• Intentionally answering back</li> <li>• Intentionally hurting others</li> <li>• Frequent non-completion of homework (3 times in a row)</li> <li>• Swearing at someone intentionally and repeatedly</li> <li>• Refusal to cooperate post teacher intervention</li> <li>• Lack of remorse</li> <li>• Peer to peer verbal intimidation</li> <li>• Misbehaving on the bus</li> <li>• Verbal abuse / aggression expressed towards others</li> </ul>	<ul style="list-style-type: none"> <li>• Apply <b>BETLS</b> (Behaviour, Emotion, Thoughts, Learning &amp; Social Relationships)</li> <li>• Email parents – be aware of tone and include strategies to solve the problem</li> <li>• Phone call to parents preferable. Inform parents that escalation is possible and avoidable</li> <li>• Pick up rubbish</li> <li>• Detention</li> <li>• Student misses play at lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>• Staff manage these behaviours</li> <li>• Check in with co teacher on the class</li> </ul>

			<ul style="list-style-type: none"> <li>Document on TASS Pastoral Care that the student is shifting to Level 2</li> </ul>	
		<p>Consistent or considerable ICT misuse:</p> <ul style="list-style-type: none"> <li>Downloading of inappropriate content including piracy/copyright material.</li> <li>Searching content with the intent of scaring or exposing other students to inappropriate content.</li> <li>Low-level damage to equipment (picking at or tampering with cases)</li> <li>Unplugging or disconnecting equipment intentionally to disrupt a lesson.</li> <li>AirDropping content to other students to distract or upset.</li> </ul>	<p>ICT - Complete a Reflection course about respectful technology use.</p> <p>Restrict iPad to apps for only edu use (Stile, Seesaw, Apple Website)</p>	
<b>Level 2</b>	<b>High level</b>	<ul style="list-style-type: none"> <li>Repeating behaviours identified in Level 0 and 1 but at a much higher intensity and frequency</li> <li>Repeated and intentional destruction of property</li> <li>School representation - bringing the name of the school down i.e. excursion, IPSHA event</li> <li>Students using technology inappropriately i.e. taking photos of teachers, students or anyone else and posting them on social media</li> <li>Swearing directly at a teacher</li> <li>Malicious physical assault of students i.e. punching students in the face etc.</li> <li>Defiance that won't capitulate</li> <li>Breaching teacher privacy on the internet or social media</li> <li>Taunting students or staff via social media</li> <li>Exclusion of other students on social media</li> <li>Continued destruction of property</li> </ul>	<ul style="list-style-type: none"> <li>Apply <b>BETLS</b> (Behaviour, Emotion, Thoughts, Learning &amp; Social Relationships)</li> <li>Meeting with parents and/or other external support personnel</li> <li>Missing out on sport? Missing out on camp or camp activities?</li> <li>Demotion of jobs, tasks, year 6 committee</li> <li>No longer being allowed on the bus (where misbehaviour is related to bus use)</li> <li>Document on TASS above Level 1</li> </ul>	<ul style="list-style-type: none"> <li>Member of leadership team will visit classroom to support and provide perspective on management and to ensure consistency.</li> <li>Possible intervention by psychologist</li> <li>Potential for seeking AIS advice and / or legal advice</li> </ul>

		<ul style="list-style-type: none"> <li>• Indecent exposure and / or inappropriate touching</li> </ul>		
		<p>ICT Use:</p> <ul style="list-style-type: none"> <li>• Cyber bullying – use of instant messaging or photographic/video methods to bully or offend</li> <li>• Further wilful damage of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Removal of device for longer period.</li> </ul>	
<b>Level 3</b>	<b>Internal suspension</b>	<ul style="list-style-type: none"> <li>• Repeating behaviours identified in Level 0-2</li> <li>• Absconding</li> <li>• Making and / or using improvised weapons</li> <li>• Setting off alarms</li> </ul>	<ul style="list-style-type: none"> <li>• Apply <b>BETLS</b> (Behaviour, Emotion, Thoughts, Learning &amp; Social Relationships)</li> <li>• Internal Suspension – removing child to designated areas of the school.</li> <li>• Document on TASS above Level 1</li> </ul>	Member of leadership team will visit classroom to support and provide perspective on management and to ensure consistency.
		<p>ICT Use:</p> <ul style="list-style-type: none"> <li>• Wilful damage of iPads or school technology.</li> <li>• Showing something inappropriate to other students on their iPad i.e. pornographic material, violence content</li> <li>• Searching for inappropriate content and deliberately attempting to avoid content filters.</li> </ul>	<ul style="list-style-type: none"> <li>• Repair Costs passed on to family</li> <li>• Restrict iPad to apps for only edu use (Stile, Seesaw, Apple Website)</li> <li>• Notification to all teachers of the student of the suspension of technology loss.</li> </ul>	
<b>Level 4</b>	<b>Suspension or Expulsion</b>	<ul style="list-style-type: none"> <li>• Repeating behaviours identified in Level 1-4</li> </ul>	Suspension or Expulsion	<i>Procedural fairness (the right to an unbiased decision) is a right of all students. (Policy)</i>

# Theme 10: School determined priority areas for improvement

## VISION

Mount Sinai College's focus is on preparing students to meet the challenges of their future by honouring Jewish tradition and embracing change.

## MISSION STATEMENT

- To build community, identity and well-being through collaborative practices of rituals, behaviour and values of modern orthodox Jewish life.
- To continuously develop the professional capacity of the teaching team and ensure the teaching and learning practice and culture reflects our vision and values.
- To encourage each child to meet their potential by supporting their challenges, fostering their strengths and nurturing their sense of self.
- To instill in each child a love of learning.

In 2019-20, Mount Sinai College started the process of developing a comprehensive School Improvement Plan working with consultants from the Association of Independent Schools.

The core areas identified for the 2021-2022 improvement plan: How to use data more effectively to inform better teaching practice in the classroom. The focus has continued to evolve from English (specifically, Reading Comprehension) to English (The Writing Revolution). IN each case staff have been identifying the learning outcomes and success criteria.

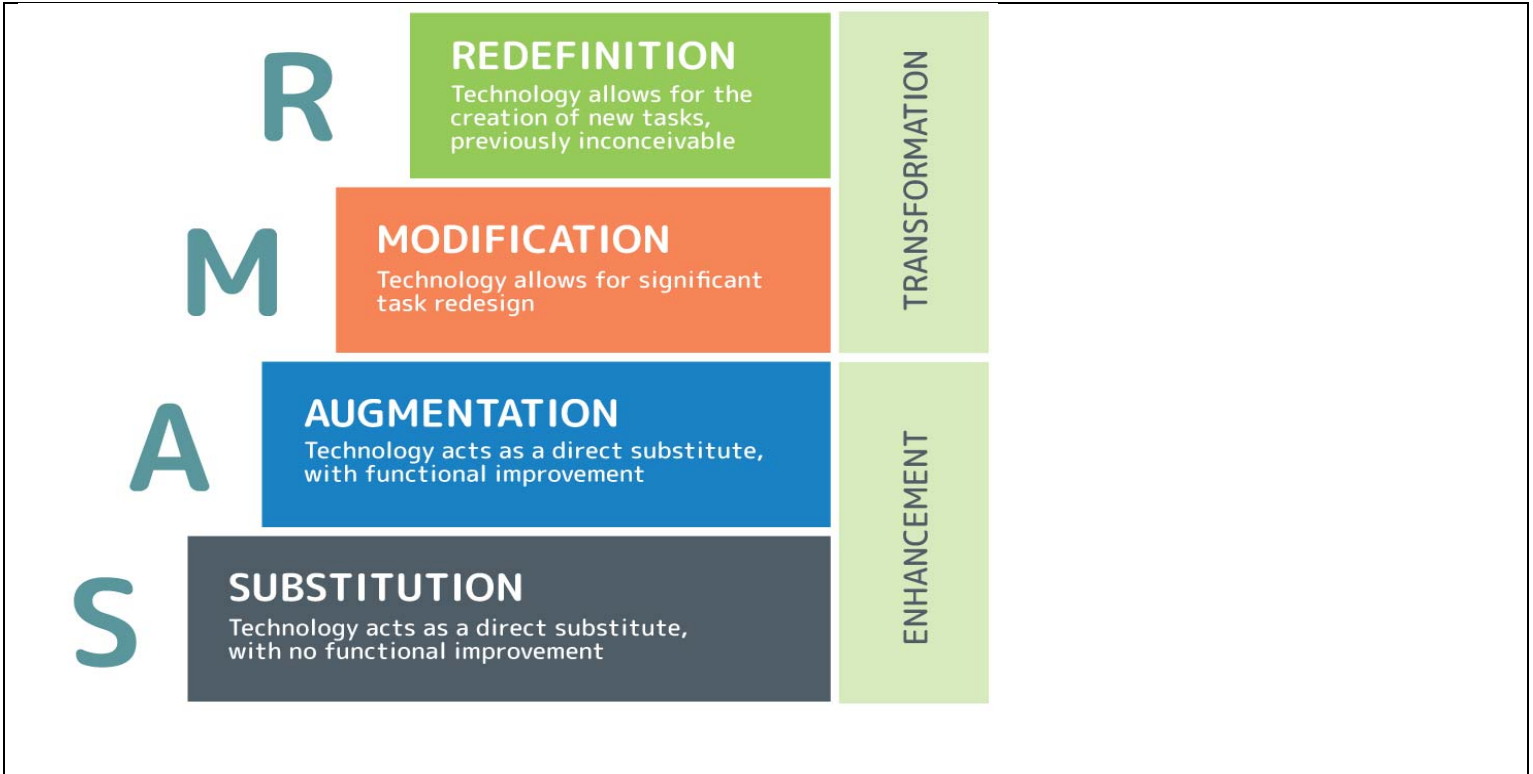
This is a 2-3-year project that has to date been highly successful in examining teaching practice.



Area	Priorities	Achievements
1. S.I.S. (School Improvement Service) Using data effectively to inform teaching practice and improve student learning and outcomes. Focus: English (Writing)	The Writing Revolution. Examining the elements of writing – moving from part to whole. Continuation of work started previously using the resources of the AIS.	AIS consultants worked with the leadership team and staff for most of 2021-22. This work has continued to evolve given the appointment of a new Curriculum Development Coordinator. The CDC works collaboratively with the AIS consultants.
2. Managing Student Behaviours	Continuing to expand the work of Dr Ross Green (Collaborative Problem Solving) to assist students who have challenging behaviours.	By using the ALSUP (ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS) and working with a small number of students there has been an obvious improvement in their behaviour.
3. It and Innovation	Being proficient in using technology at the higher end of the S.A.M.R model.	Appointment of 2 staff members who have become librarian / IT innovators and provided support to the Director of IT and Innovation and professional learning opportunities for staff.

**ALSUP descriptors as a focus for students who experience:**

- Difficulty maintaining focus
- Difficulty handling transitions throughout the day
- Difficulty shifting from one mindset or task to another
- Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
- Difficulty considering the likely outcomes or consequences of actions (impulsive)
- Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me")
- Difficulty persisting on challenging or tedious tasks
- Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
- Difficulty considering a range of solutions to a problem
- Difficulty shifting from original idea, plan, or solution to new
- Difficulty expressing concerns, needs, or thoughts in words
- Difficulty appreciating how his/her behaviour is affecting others
- Difficulty managing emotional response to frustration so as to think rationally
- Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills
- Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration
- Difficulty empathizing with others, appreciating another person's perspective or point of view
- Sensory/motor difficulties
- Difficulty handling unpredictability, ambiguity, uncertainty, novelty
- Difficulty seeing "greys" /concrete, literal, black & white, thinking



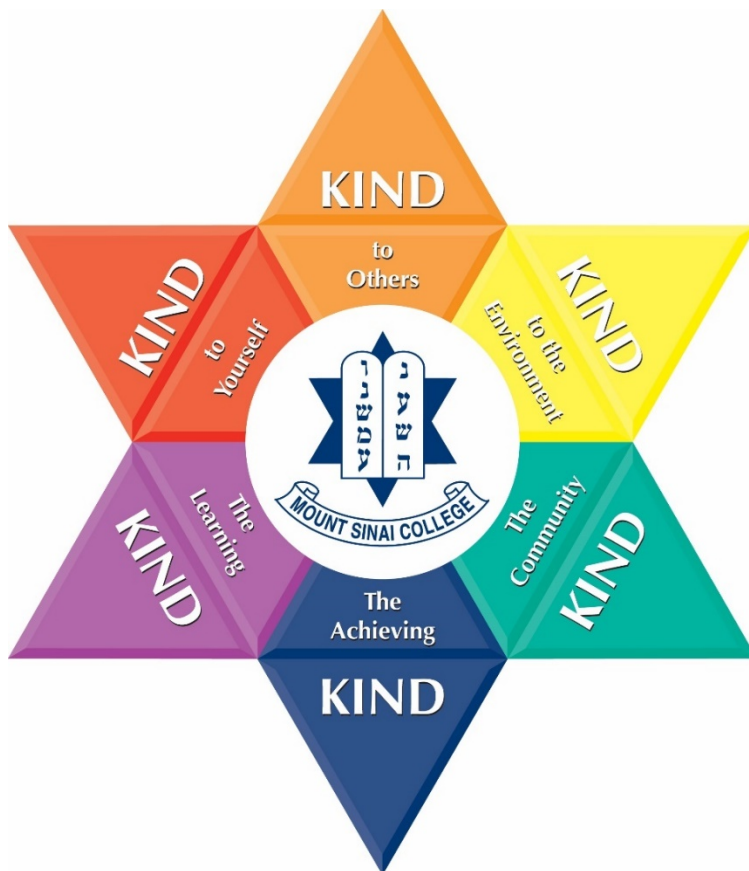
## Theme 11: Initiative promoting respect and responsibility

Year 6 represents the culmination of 7 years of education at the College. The leadership team and staff promote good values and acknowledge these to be the strength of the College and one of the main reasons as to why people are attracted to the school.

The College is a Jewish school. As such, it would be the expectation that each child interprets his/her faith in ways that demonstrate respect and responsibility to self and others.



The College promotes the **The 6 Kinds of Best Values** policy (see Welfare policy) weekly through assemblies and classroom practice. Mount Sinai College has created a unique teaching and learning environment and instilled meaningful Jewish values and knowledge for close to 40 years. We aim to educate students who are confident and proud of their heritage, and we encourage them to develop values and attitudes that enrich their intellect.



Our ethos blends the best of our Australian and Jewish heritage and we strive to be active in ensuring Jewish continuity. The College fosters and develops ethical behaviour derived from the Jewish moral and spiritual heritage. This is apparent through the teachings of Jewish studies and attendance at synagogue on a weekly basis. Mount Sinai College aims to lay the foundations of Jewish and secular learning in an inclusive and enriching environment. In essence, we have become synonymous with academic excellence, proud Jewish identity and care for the individual. On surveys, the College pastoral care ranks highly.

The College entered its 15th year of the Interfaith Program which brings Jewish and Muslim schools together. This program, delivered and designed by staff and Together for Humanity, has been a resounding success. This success has been captured in a comprehensive report which is available to the community on request. ([proberts@mountsinai.nsw.edu.au](mailto:proberts@mountsinai.nsw.edu.au))



## Theme 12: Parent student and teacher satisfaction

The College's Yr 6 Charity Committee is responsible for raising considerable sums of money to disburse to Jewish and non-Jewish charities every year. Students raised money through community initiatives the proceeds of which were allocated to worthy causes.

Our team promotes the values of Growth Mind Set / Perseverance / Determination, and these virtues are woven into the fabric of the school's well-being and teaching practices.



Each year, the College conducts a comprehensive survey – a process that is outsourced. Results are made widely available to parents. Improvement targets are determined as a result. Parents who wish to see the results of the survey are advised to contact the principal [proberts@mountsinai.nsw.edu.au](mailto:proberts@mountsinai.nsw.edu.au)

The College adheres to an 'Open Door' policy and welcomes parents to become involved in the operations of the College through Board membership, sub-committee level, Parents' Association etc. The level of parental involvement is high. The Principal is made aware of concerns or needs through regular discussions with the PA Executive. Regular meetings take place each month.

Once again, in 2022, the students in Years 5 & 6 completed a Gallup Survey. The Gallup Student Poll is a 20-question survey that measures the Hope, Engagement, Well-Being and Faith of students in Years 5 and 6. The primary application of the Gallup Student Poll is a measure of non-cognitive metrics that predict student success in academic and other youth-development settings. Gallup's research has shown that hope, engagement and well-being are key factors that drive students' grades, achievement scores, retention and future employment. The results of this are available on request.



The more intimate environment at the College allows us the opportunity to probe student satisfaction. Students meet regularly at SRC meetings to discuss issues that may affect their welfare. The 'Buddy' system – whereby a Year 6 child 'adopts' a kindergarten child and looks after him/her works extremely well in promoting social cohesion and responsibility.

Mount Sinai College promotes an open dialogue with staff and provides staff with every opportunity to express themselves on any number of issues. Staff are valued and respected highly. The morale of staff is high. Every second year, staff are provided with an opportunity to discuss substantive issues at formal appraisal. New Scheme Teachers are provided the necessary scaffolding.

The Principal interviews parents when undertaking kindergarten enrolments. Questions asked focussed on level of satisfaction, perceived areas of improvement and communication.

There are many occasions throughout the year that promote social cohesion and ultimately provide feedback. Such occasions include:

- Grade evenings – a forum for discussing with parents the educational program for that particular year level.
- Parent teacher interviews – conducted biannually.
- Jewish festivals and commemorative days – Pesach, Purim, Shavout, Sukkot, Bat Mitvah programs.
- Grandparents' day.

Mount Sinai College Year 6 students take part annually in an Interfaith program which is supported by Together with Humanity. Once a term we work closely with an Islamic school – Arkana College – a similarly sized K-6 junior school. Our structured interfaith excursions include visits to a synagogue, mosque, cooking together at Our Big Kitchen in Bondi (and making food for charity) and visit to each other's school. In 2021, Mount Sinai College students and parents visited Arkana College to help break the fast of Ramadan.

The video clip explains the Interfaith work.

<https://youtu.be/9hducUN-1TM>



### College Surveys

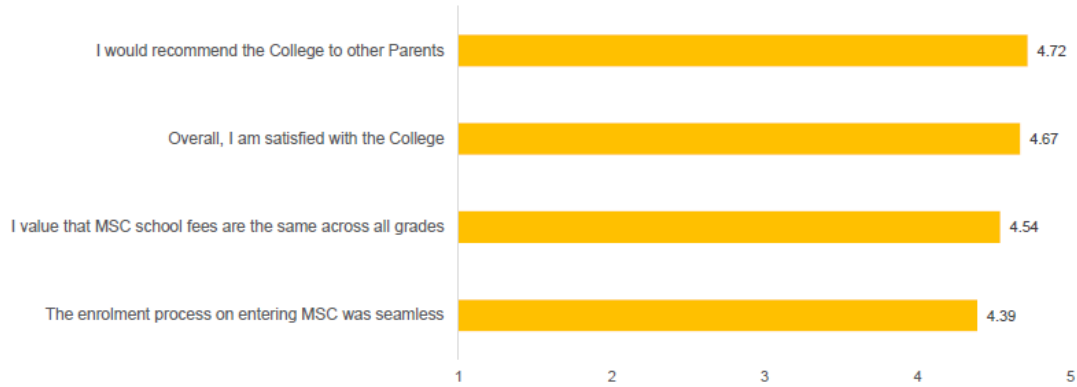
Our College conducts surveys every 2 years and cover focus areas such as:

- Introduction to the report
- Culture and values
- Emotional well-being and mental health
- Learning
- Parents Association and the Board
- Early Learning Centre and Prep
- Facilities
- Co-curricular programs
- Communication
- MSC's Response and Support During COVID-19
- Overall satisfaction
- Survey items ranked
- Open comments

The following information shows a high level of satisfaction with the College.

## Overall Satisfaction

### Summary

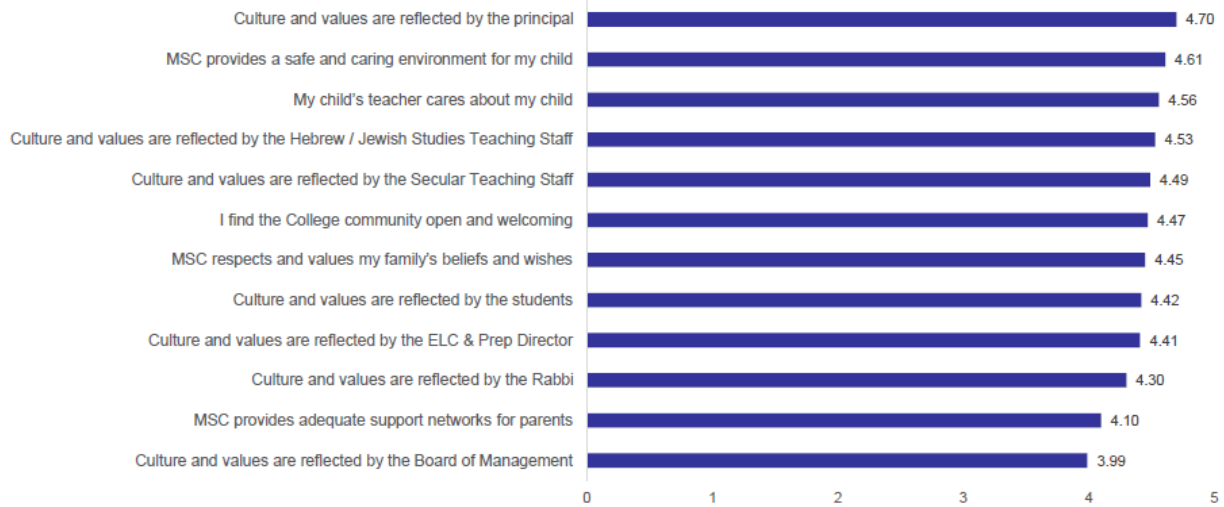


#### Key Insights

- All items in the overall section increased slightly with the exception of the enrolment process, which still scored consistent with previous years at 4.39.
- The net promoter score item 'I would recommend the College to other parents' scored a 5-year high of 4.72.

## Culture & Values

### Summary



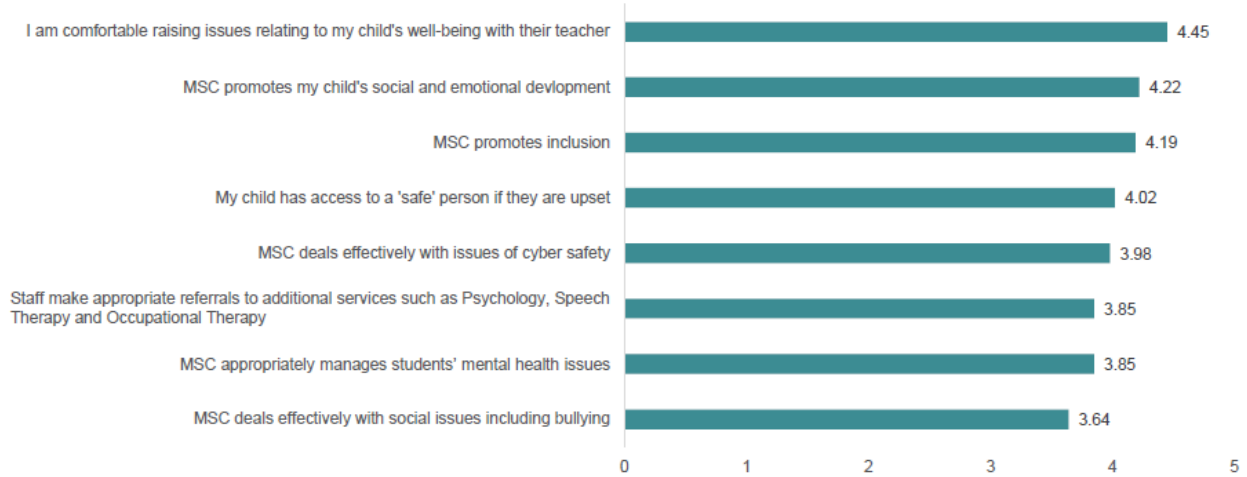
#### Key insights:

- Parents have been asked to rate how MSC's values and culture are reflected in the behaviours of the principle, students, ECL & Prep Directors, Board of Management, Secular and Hebrew/Jewish study teachers for several years (the Rabbi was added more recently). The results across these items have remained consistently positive over the years.
- Also consistent with previous years, the principal was the strongest rating for the section and the 6<sup>th</sup> highest ranked item overall.



## Emotional Well-being & Mental Health

### Summary

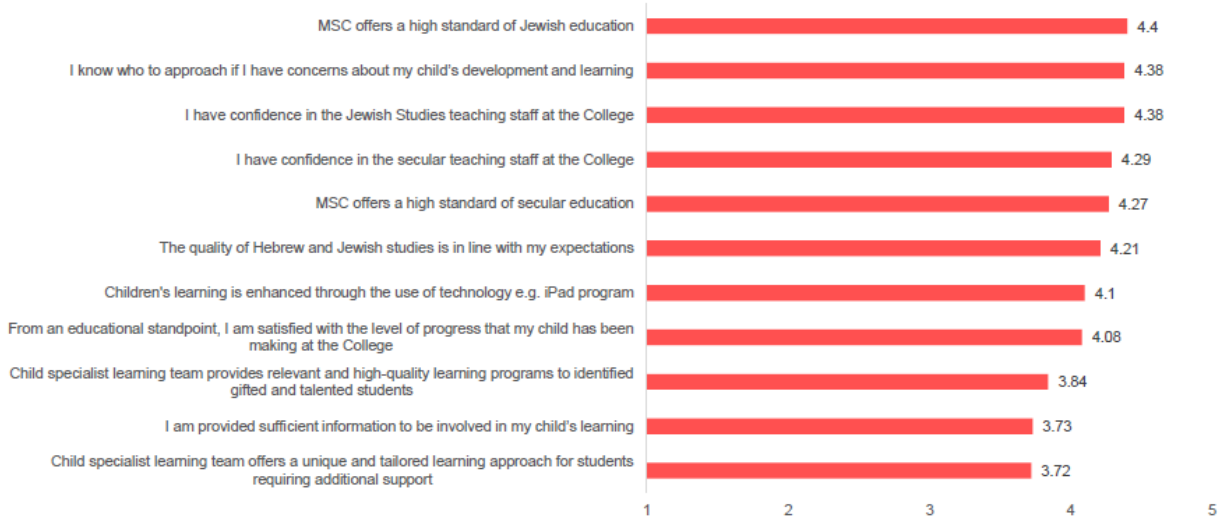


#### Key insights:

- The items for the well-being and mental health section were altered for the 2022 survey, so historical comparisons are not available. Agreement score comparisons are provided for selected items.
- The most marked improvement was **referrals for additional services**, which scored 71% agreement, up 14% from 2020.
- MSC dealing with social issues including bullying was measured for the first time in the 2022 survey. With a weighted average of 3.64, it ranked 3<sup>rd</sup> lowest item in the survey.

## Learning

### Summary

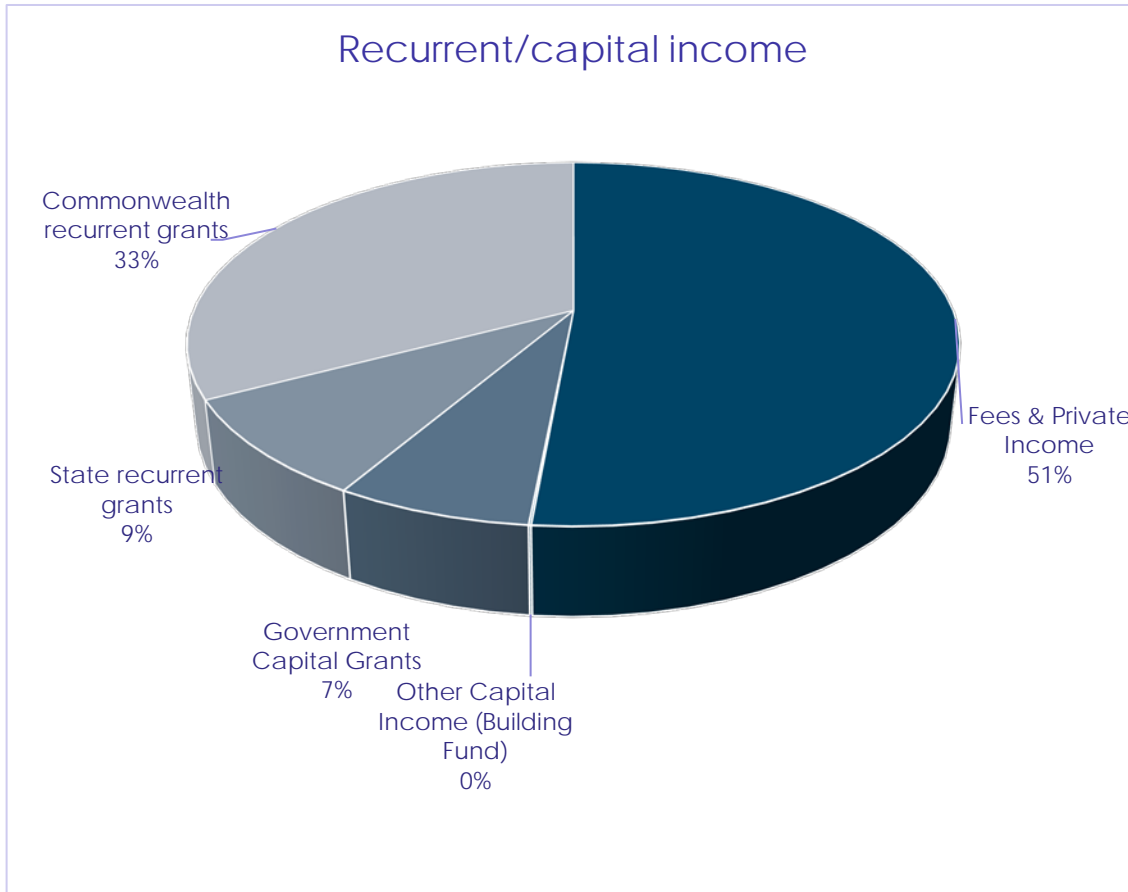


#### Key Insights

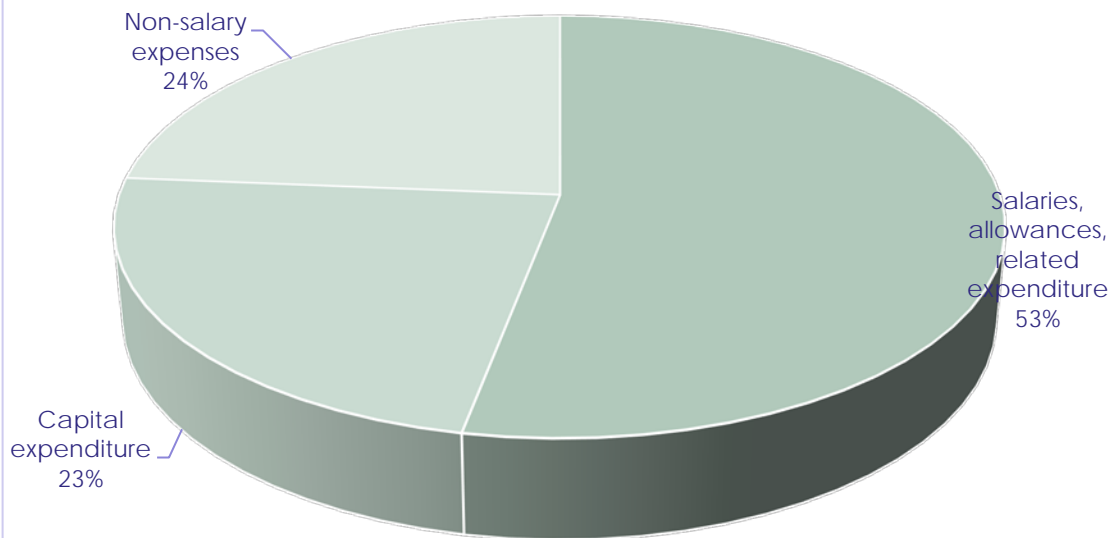
- Child specialist learning team offers a unique and tailored learning approach for students requiring additional support saw a decrease when compared to 2020, where it also featured as the lowest scoring item for the learning section.
- Most items in the learning section returned a slight decrease in weighted averages, except for I have confidence in the Jewish Studies teaching staff at the College which had a slight increase.
- Despite this overall trend, the weighted averages for most items exceed 4 out of 5.



## Theme 13: Summary Financial Information



## Recurrent/capital expenditure



**MOUNT SINAI COLLEGE**  
CREATING LEARNERS FOR LIFE