2010 Annual Report: Educational & Financial Reporting

Policy

Mount Sinai College maintains the relevant data and complies with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment and Workplace Relations. This report includes public disclosure of the educational and financial performance measures and policies of the school as required annually.

Procedures

Annual Report - Procedures for implementing the policy include:

• identification of the staff member responsible for co-ordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required (ie. the Principal)

• for each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report (ie. the Principal)

• determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness

• preparation of the report in an appropriate form to send to the Board of Studies

• setting the annual schedule for

- delivery of information for each reporting area to the coordinator
- preparation and publication of the report
- distribution of the report to the Board of Studies and other stakeholders

Requests for additional data from the NSW Minister for Education and Training

To ensure that any requests from the Minister for additional data are dealt with appropriately, the school will identify the staff member responsible for coordinating the school's response (the Principal). The Principal is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form. (The Principal is responsible for coordinating the school's response)

DET Annual Financial Return

The school will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DET in an appropriate. (The College Business Manager)

Messages from the key school bodies
Phil Roberts – Principal

Value Added – Principal's Report: Philip Roberts

No one can whistle a symphony. It takes a whole orchestra to play it. H.E. Luccock

I have enjoyed writing this report! I have delved into the world of 'quotes' and unearthed some gems to accompany my thoughts and descriptions. I like the quote above. Firstly, it appeals to me as a musician and secondly (and herein lies the beauty of a quote) it so succinctly states the obvious. The success of the College reflects the unity of vision, purpose and action of many 'players' as we all read the College's orchestral score on a daily basis. It has been, and always will be, a team effort. My report is sprinkled with thanks because: ***Silent gratitude isn't much use to anyone*** **G.B. Stern**

On behalf of my colleagues, I express our sincere thanks to the Board of Management and the Parents Association for the commitment they continue to demonstrate. If we give a moment's thought the number of ways in which their scope of influence may extend – Security and security funding, involvement in Building the Education Revolution, Marketing, Preschool strategic planning, new school uniform, social outings and fund raising, the number of evening and morning meetings - we begin to appreciate what it means to work in a voluntary capacity. Phil Maisel stepped down this year but has thankfully remained on the Board. I say 'thankfully' because Phil's contribution is, has been, and continues to be invaluable. He is a great asset to the College.

We cannot direct the wind but we can adjust the sails

Tony Snoyman was thus propelled into the role of President and is one of the hardest working people I have known and have worked with. Each President marks his/her territory, however, Tony has made his mark for many years. He is, without doubt, the 'quiet achiever' and I know the staff also appreciate and have warmed to his steely determination and unflappable demeanour – particularly when, through circumstances beyond our control, we can't 'direct the wind'!

I thank the Board for their unique devotion and I thank their spouses for attending to the home front when they are so often absent.

Laura Wren is a special person and she has 'released' me! Laura's thorough understanding of the numerous and unique management features of schools has allowed me, more than ever, to redirect my attention to matters educational. Few people appreciate the various dimensions that characterise the role of business manager. Laura attends to each of these with unparalleled efficiency and efficacy.

We thank Myree – our living historian – who possesses large quantities of historical data! History is *her*story too! In the day to day fast-paced running of the office, I feel Robert Adams' quote will resonate well with the office: ***History does not unfold; it piles up*****.**

Brian Peate also joined us this year and his impact was immediate. Brian doesn't always confine himself to the office as the teaching staff has learnt he is a man of many talents and they eagerly exploit them. Thank you to Brian and Dianne for all they do and we will always remain indebted to Garcino, our maintenance person. (Is there anything he cannot do?)

2010 has been an exceptional year in so many respects. And whilst I am so pleased we have new facilities that have been gifted to our school courtesy of the stimulus package, this does not figure prominently in why I believe we have had an exceptional year. Conscious of not wanting to sound ungrateful, I acknowledge that a new hall, administration area, performing arts room, individual music tuition rooms, all classrooms on one site etc have delivered to the school resources of which we could only ever have dreamed. And there's no doubt, these resources benefit the teaching learning environment immeasurably. However, 2010 has been a really pleasing year for other reasons – reasons that parents don't read or hear about too often.

Don't judge each day by the harvest you reap but by the seeds that you plant. ~Robert Louis Stevenson

This year, the College had to submit itself to the mandatory re-registration process. Whilst the inspectors made it clear that they do not provide comments or 'grades', in my personal conversations with them, I was left in no doubt as to what they thought of the staff and the management of the College. One commented that never before had he seen such exemplary integrative learning. They were mesmerised by the dynamic staff. This has long been evident and reflects the genuine learning

culture that permeates the College – preschool to year 6. This culture has become somewhat self-sustaining reflecting our high staff retention rate, collegiality and cohesion.

It is every man's obligation to put back into the world at least the equivalent of what he takes out of it. ~Albert Einstein

The College has continued to commit to the tzedaka ideals which have shaped a significant part of our ethos for 30 years. We have ensured that social justice remains a high priority area and have contributed to many charities nationally, internationally, Jewish and non-Jewish. I compliment the work and clarity of vision that has defined our year 6 students all of whom have been at the forefront of fundraising endeavours.

Vision without action is a daydream; action without vision is a nightmare.

One of my senior colleagues said a few years ago that we must be a school driven by evidence and research and she was so right! There are many visions as to what a school can be but each vision must be evidence/research driven, articulated, agreed upon and actioned meaningfully and comprehensively. The research must be informing us as to what constitutes best practice. We know that this varies across schools and within schools and we have a high degree of unanimity as to what constitutes excellence in the classroom. Parents may wonder just how much can this vary. Surely, the role of teaching doesn't change substantially across schools and systems? The fact is it does. Educationists are bombarded by ideas and new ways of thinking. Sifting through the relevant from the irrelevant, the meaningful from the meaningless and the progressive from the retrograde is important. We have a team that is action driven, a team that can articulate the vision and a team that believes in what they do.

It is said that there are two kinds of light - the glow that illuminates, and the glare that obscures. I thank sincerely my executive team; an illuminating team if ever there was one – Leon Blacher (Director Jewish Studies); the machine and mensch - Garron Forman (Deputy Principal); Rozanna Pleshet (Infants Coordinator); Helen Meyer (Special Needs); Katie Brody (Gifted and Talented); Danielle Blumberg (Gifted and Talented and Mathematics Coordinator); Richard Prowse (Primary Coordinator and ICT Coordinator). They are a special 'squad' and it has been a privilege working with people of such integrity and professionalism. No principal can work effectively without a loyal deputy and the mutually beneficial relationship needs to be acknowledged with gratitude. Garron has also steered ASISSA with efficiency and the association has strengthened under his Presidency.

A teacher affects eternity; he can never tell, where his influence stops (H.B Adams)

This year, we have one of the most united and exciting team of teachers we've ever had. I know it is often obligatory for principals to write this but it is certainly the case that as I reflect back on the year, we have had tremendous success across a broad range of endeavours thanks, by and large, to the combination of staff; their collective energy, their commitment and their common sense.

I am so often reminded of the opening quote in the groundbreaking McKenzie Report (How the world's best performing school systems come out on top) and that is 'The quality of an education system cannot exceed the quality of the teachers'. This is my guiding rudder. The College's NAPLAN results were, once again, superior and far above State and most independent schools. (enclosed) However, whilst schools have always been interested in three kinds of outcomes (Skills - what our students are able to do, Knowledge - what they know) we are equally focussed on the third outcome - Character formation - the kind of people they become. In tandem with families, we play a significant role in their personal development and we are proud of the 'product'.

Education is not the filling of a bucket, but the lighting of a fire (W.B. Yates)

As 2010 draws to an end, what are some of the successes and achievements and some aspects of College life worth reflecting on?

- NAPLAN results demonstrating once again the College's high academic standing
- Tournament of Minds – how incredible that a school the size of Mount Sinai can, for the second time, receive awards and recognition for the performances and problem solving skills they demonstrated
- Jordan Koton - Year 6 student who made the State Soccer team playing at the National level
- Public Speaking – with many students achieving extraordinarily well with winning their age division
- Rock Band – Mr Ravek and Mr Levy have nurtured the musical talents of many students who have performed on many occasions

- Environmental Committee – a group of committed ELFs (environmental leaders of the future) under Mrs Sussman's care are slowly making more of us aware of recycling, reusing and reducing
- Chess – again, we have Mrs Meyer and Mr Ravek to thank for the numerous competitions in which the students take part
- Staff, Student soccer match – the staff won this year but the pressure is on!
- Building Project – the new facilities will transform the school
- Beyachad evenings for Year 6 boys and girls – with special thanks to our Director Mr Blacher for these special evenings
- Shabbaton – an evening for parents and students to enrich the mind and deepen the knowledge
- Interfaith – our year 6 students, with continued guidance from Ms Plaut and Mrs Blumberg, have built a strong connection to their peers at Arkana College and have been involved in wonderful projects
- Reading Plus – so many students have benefitted from this reading program which Mrs Meyer has implemented
- Rosh Hashanah events – which have offered our students opportunities for personal growth
- IPSHAA involvement – through our membership of the Independent Primary Schools Heads Association of Australia many of our staff have received professional development, established contacts and friendships with colleagues from other schools and positioned Mount Sinai College as a leading primary school in the independent sector
- PA's Mount Sinai moments – we've had a few of these. They are spontaneous and usually are experienced at assemblies when students of all abilities and ages may perform
- Squares for blankets – a unique charity initiative to which many contributed
- Charity Committee – their devotion and commitment has meant that many children, here and overseas have benefitted from money raised
- Year2 Siddur Presentation – one of the highlights of the year for our year 2 children and families
- IPSHA Music Festival – as always we owe a debt of gratitude to Mrs Shatari for her involvement and preparation of choir. Mrs Pleshet and Mrs Sussman once again prepared our dancers for the Angel Place Recital Hall event
- Soirees – our musicians will soon have superb facilities and whilst our music staff have endured some less than perfect conditions, they never fail to prepare our talented musicians well for soirees. As always, our thanks to Mrs Bettman
- Josh Ravek – Josh is one of 6 teachers at the College, and the most recent, who has received a National Excellence in Teaching Award
- Piano concert – the inaugural piano concert was a great success for which we thank Mrs Shatari
- Year 6 Bat Mitvah which was prepared magnificently by Rabbi Perez (script), Mrs Cohen, Mrs Shatari, Mrs Zeevi and Mrs Munitz
- IPSHA Debating – our year 6 students took part in the annual IPSHA debating competition against many independent schools. Once again, the teams excelled
- Technology group – this small group of 'tech' enthusiasts have met on numerous occasions under Mr Prowse's guidance to explore and invent
- RAW Art – the art work displayed around the school
- Gymnastics – Tri Skills has the equipment and the trained staff. We have the enthusiastic young gymnasts. This wonderful developmental program challenges

It is not what is poured into a student, but what is planted. (L Conway)

One of the great benefits of being at a Jewish school lies in the ability to embrace real Jewish learning and to discover, learn and ultimately cherish that which has ensured Jewish continuity and vitality. Leon Blacher joined the College this year and has contributed significantly to the collegiality and scholarly Jewish culture which has defined the College for 30 years. Leon's 'larger than life' disposition and strong sense of Jewish tradition have aligned well with the College's character. Leon serves as a genuine role model and, in tandem with our College Rabbi, eternal friend and mentor (Rabbi Perez), is determined to extend and enrich Jewish learning and life.

Leon has complemented a superb team of Jewish studies educators all of whom have been committed to and conscious of developing *deeper* ideals, traditions, customs and knowledge. Leon, and our team of Jewish Studies educators, more than anyone, define the Jewish space that gives the College its unique identity. What they achieve cannot be duplicated in any other school. I thank Leon and his team for their sincere belief in what they do, for their sense of harmony and common purpose and their continued dedication to the students and to the ideals that define our identity.

The important thing is not so much that every child should be taught, but that every child should be given the wish to learn (J Lubbock)

Kath Boyd joined us this year and has demonstrated respect for the past and a vision for the future. Building on, and around the foundations of her wonderful predecessor, Janine Goldberg, Kath has started the process of redesign, and has influenced the culture in ways that inevitably will differ from Janine, but will inevitably complement the strong traditions of learning we have come to expect. Kath stands tall amongst educators. She has a belief and faith in her creative staff, has consistently acknowledged their worth and professionalism, is optimistic by nature and has shown astute judgement and an eye for detail. The smooth transition could not have been accomplished without the support of her staff and the recognition that all is change; only change is changeless!

What matters is not the belief a man holds, but the depth at which he holds it. ~Ezra Pound

To our families – the true believers! The school has flourished for 30 years and continues to be held in high esteem in the Jewish community, and in the wider school community. Word of mouth is more powerful than copious pages of advertising. If I were to personify the College, I would say it has always had a healthy sense of self-respect, self-belief, humility and a strong commitment to ideas, ideals and the potential of its children and staff. I look forward to seeing you all in 2011 in what will be a new school!

President's Report – Tony Snoyman
(On behalf of the Board of Management of Mount Sinai College)

President's Report – 2010

Never let it be said that school is BORING. Believe me, when my son asks me what I did at school today, I never reply "Nothing!" My first term as president of the College has been extremely interesting, challenging and rewarding. We have made much progress in many different areas and we continue to develop and implement new ideas and programmes (both secular and religious), build new buildings and develop our teaching staff, in our ceaseless desire to make Mount Sinai the school of choice for Jewish children. The reward for these efforts is tangible, with the College achieving outstanding academic success (as measured by the Government's NAPLAN testing and anecdotal evidence from the schools to which our pupils graduate), our excellent and stable teaching staff under Phil Roberts' inspiring leadership and the new College buildings (due for completion by year end).

Our Staff

Phil Roberts continues to brilliantly lead his staff and manage the daily operations of the College. Phil ensures the smooth running of the College and the joy of education being prevalent in all aspects of College life.

While the Board is not generally involved in staff appointments, we are when it comes to Executive appointments. This year has seen us make two significant appointments – the benefits of which are readily apparent. Our new Head of Jewish Studies, Leon Blacher, has clearly made his mark on the students and the Community. Leon, his wife Viv and youngest daughter Galia, moved to Sydney after many years at Carmel College in Perth and have integrated into the Mount Sinai and Maroubra community with consummate ease. Leon's passion is clearly evident and we look forward to a long and successful relationship.

After 15 years of dedicated service as the Director of Mount Sinai's pre-school, Janine Goldberg decided to re-enter the classroom on a full-time basis. Janine has done an incredible job in growing the pre-school from a handful of kids to the exciting and inviting environment that it is today. The Board and Mount Sinai College salute Janine on her wonderful job and wish Janine happiness in her "new" role.

After an extensive search the Board appointed Kath Boyd as Janine's successor. Those that have had the pleasure of meeting Kath will immediately have been inspired by her professionalism and love of teaching and children. Kath has a strong educational background and with two young children of her own has an in-depth understanding of the needs of pre-schoolers. Kath has spent much time in her first few months working with our infants co-ordinator, Rozanna Pleshet, to ensure an integrated approach to our pre-schoolers entering into Year K. We wish Kath great success.

Our College bursar, Laura Wren, continues to do a magnificent job. Laura has played a significant role in the new building developments and continues to implement system changes to improve the efficiencies in our back office.

We thank all the staff for their tireless efforts in what has been a difficult year on a construction site. The success of the College is attributable to your hard work and dedication – both of which are obvious to both parents and children.

The Board

It was with trepidation that I took over as President from Phil Maisel. Phil has made an outstanding contribution to the College and I can only hope to emulate his successes. I thank Phil for his friendship and guidance.

I thank the Board, my Executive and the Life Governors for your active contribution, support and dedication to the College. Each of our Board members bring a unique skill set to the Board and the College can be proud of the quality of Board members representing their interests in the future of the College.

I also express our gratitude to the PA, so ably led by Rochelle Solsky and Tessa Hechter. The PA encapsulates the Mishpocha Mount Sinai philosophy. Among many other projects, the PA this year took the lead in redesigning our school uniform and we look forward to seeing our kids in their new, more comfortable and more cost effective, school uniforms.

Building Projects Update

The College entered into an exciting new phase this year with, thanks to the Federal Government's Building the Education Revolution ("BER"), the building of our own new school hall, two additional classrooms (in order for us to accommodate all our students on campus), a replacement Harry Taibel performing arts area and three dedicated sound proof music rooms. Our College administration area and main entrance will be located in this new building block and the College's main entrance will be moved to Hannan Street (from Runic Lane).

Thanks to the Jewish Security Capital Appeal and the Federal Government's Secure schools' funding programme we will, under the leadership of Anthony Berman, be implementing several security upgrades over the next 3 to 6 months, ensuring the continued safety and security of our staff and students.

Our dream to own our own pre-school continues. Thanks to our building expansion on campus, we now have a reduced requirement in relation to our new pre-school facility. A Board sub-committee, under the leadership of Ilan Zimmerman, is consulting with our professional consultants to achieve our desired outcome, which at this stage is a 48 to 60 child centre on our Storey Street properties. We will keep the community updated on the progress of our plans and discussions as they evolve.

The Future

I wish our 2010 graduates much success – I am sure that you will bring much nachat to your parents and the College.

Next year Mount Sinai College turns 30 – a significant milestone. Through the efforts of our Mount Sinai family, the College provides our children, and increasingly our parents, with the highest quality Jewish and Secular education in the Eastern suburbs. We have much to be proud of.

I look forward, with optimism, to 2011.

Parents' Association Report - Rochelle Solsky & Tesa Hechter

It seems like not too long ago we were beginning the year with the vision of creating more memorable "Mount Sinai moments" and now we find ourselves at the conclusion of what proved to be a year filled with many wonderful memories.

One of our aims this year was to create more of a sense of community and involve the school and children in more charitable ventures and this was first achieved through our partnership with Our Big Kitchen at Purim time. Our Mount Sinai family pulled together and donated numerous 'dress up' costumes to Our Big Kitchen's Purim drive and through the donation of nearly 350 mishloach manot packages were able to sponsor the Kitchen's Purim drive. In addition, a large group of Mount Sinai families visited the Montefiore Home in Woollahra and entertained the residents and handed out mishloach manot packages. The Purim effort clearly demonstrated the generosity of our parent body and provided some of the year's most memorable "Mount Sinai moments". We were delighted to team up with Our Big Kitchen whose facilities we used many times during the year and whose staff in particular founders Rabbi Dovid and Leah Slavin are and continue to be an inspiration.

Other memorable events from the year included the demonstration seders that were so expertly coordinated and beautifully decorated and our Mum's Movie Night Out and Masterclass with Neil Gottheiner that were thoroughly enjoyed by all who attended. We continued the tradition of having mums and dads join their preschool kids for breakfast for Mother's Day and Father's Day, always a highlight for the kids and also the tradition of selling birthday cakes. Holiday camp this year, made available to preschool children, was an overwhelming success as was our Hot Dog Days which the children and parents eagerly looked forward to. For this a special mention has to go to Dana Slender who coordinated all 4 hot dog days and still kept her sanity intact. Unfortunately our Move Your Mishpocha Day plans were rained out but the Preschool End of Year BBQ was a wonderful celebration of a successful year. Our PA team was also responsible for the catering of many morning teas including Tea and Tissues for new Year K parents, Preschool Information evening, Year K Orientation as well as many of the Board meetings throughout the year. All in all we feel that the PA was able to successfully contribute to the general sense of community felt within the school and enhance the "family feeling" that our school is so renowned for.

All of the activities run by the PA cannot be accomplished without a lot of hard work and dedication by numerous people. First and foremost we would like to thank our amazing PA Exec comprising of Stacey Potash, Heidi Balthineshter, Lara Sperber, Naomi Winton, Sophie Berman, Rebecca Fatouros, Hila Galapo, Dana Greenberg, Dana Slender, Sharon Oberstein (Secretary), Karen Segal and our newest member Lisa Kowalski. A huge thank you as well to 3 members of the Exec who stepped down this year but who still contributed so much to the team – Dee Fittinghoff, Jacqui Rimer and Lauren Koseff. Ladies, we cannot thank you enough for all your support, ideas, enthusiasm and commitment during the year – it is greatly appreciated. To Stacey and Heidi who will be taking over the reins of the PA next year, we know that you will do an incredible job and we wish you continued success.

The PA would also not be so successful without the collaboration of Phil Roberts and his staff of devoted teachers. We have tried this year to keep an open line of communication between the PA and the teaching staff and we feel that this has greatly benefitted our efforts. Thank you in particular to Rozanna Pleshet, Janine Goldberg, Kath Boyd and all the Hebrew teachers who collaborated with us during the year to ensure the success of many of our events. As parents, we all feel extremely lucky and privileged to have our children so expertly taught by a staff of such talented and dedicated teachers.

A special thank you goes to our tireless office staff in particular Laura Wren, Myree Ely and Monika Kastak for always being available to help out with whatever requests we have. Ladies, your dedication and hard work has not gone unnoticed and is greatly appreciated.

Last but certainly not least we would like to thank the parent body. As a PA we represent you all and we hope that we have done that effectively. Thank you to all the volunteers who have helped us out at events during the year and to everyone for their support of our fundraising efforts. We thoroughly enjoyed trying to create some "Mount Sinai moments" for you and we sincerely hope that they will be ones that you and your children cherish for a long time.

2. Contextual Information

Mount Sinai College has created a unique teaching and learning environment and instilled meaningful Jewish values and knowledge for close to thirty 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 Jewish moral and spiritual heritage. 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. Staff are carefully selected and work collaboratively in ensuring that each child builds resilience and receives recognition for their efforts. The teaching team embraces an evidence/research based approach to teaching, employing best practice across all Key Learning Areas. Our College is a uniquely community and 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.

School facts 2010

School sector	Non-government
School type	Primary
Year range	K - 6
Total enrolments	315
Location	Metropolitan

School staff 2010

Teaching staff	23
Full-time equivalent teaching staff	19.1
Non-teaching staff	9
Full-time equivalent non-teaching staff	5.4

Student background 2010

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1206
Average ICSEA value	1000
Data source	Parent information

Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	1%	3%	21%	74%
Australian distribution	25%	25%	25%	25%

Percentages are rounded and may not add up to 100

Students 2010	
Total enrolments	315
Girls	162
Boys	153
Full-time equivalent enrolments	315
Indigenous students	-
Language background other than English	12%
Student attendance rate	97%

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

3. School Performance in State-wide Tests and Examinations

By now, parents would be aware of the My School web site. My School enables you to search the profiles of almost 10,000 Australian schools. My School is an **Australian Curriculum, Assessment and Reporting Authority (ACARA)** information service. ACARA is an independent authority with functions including the publishing of nationally comparable data on all Australian schools. This responsibility is derived from the ACARA Act (www.comlaw.gov.au), and through the decisions of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) (www.mceecdya.edu.au).

The performance of schools on NAPLAN tests is greatly affected by a range of student intake and school location characteristics. When comparing schools, it is important to compare like with like. The My School website allows and encourages comparisons with schools that are statistically similar in terms of a range of factors known to affect test performance. Parents may access 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 2010 NAPLAN results confirm, once again, the standard of excellence for which Mount Sinai College has become renowned.

4. Senior Secondary Outcomes (N/A for primary schools)

5. Professional Learning and Teacher Standards

Category 1
Number of Teachers: 21 (Board of Studies subjects only)

Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, or

Category 2
Number of Teachers: 0

Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or

Category 3
Number of Teachers: 0

Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context

The following list includes our Jewish Studies staff which is of relevance to parents wishing to enrol at Mount Sinai College. This information is not required for the My School web site, hence, the numbers of staff members (full time) are different. Parents are also advised to cross reference this information by visiting the My School web site http://www.myschool.edu.au

Name	**Category (i) (ii) or (iii) in accordance with section 3.2.1 of Manual**	**Formal qualifications, when and where obtained and if applicable, date AEI-NOOSR equivalence granted**
Executive Staff		
Philip Roberts **Principal**		• Diploma Teaching (Kuring-gai C.A.E.) 1985 • Bachelor Education (Kuring-gai C.A.E.) 1988 • Master Education (UNSW) 1990 • Teacher's Diploma Licentiate Trinity College London (Trinity College) 1986 • Master Dispute Resolution (Charles Sturt University) 2011
Garron F **Deputy Principal**	(i)	• Bachelor Social Science (Natal University) 1992 • *Aus Bachelor degree (AEI-NOOSR) 2005* • Higher Diploma in Education (Rhodes University 1994 • *Aus Grad Diploma (AEI-NOOSR) 2005 (DET Ref No. syd.june1)*
Rozanna P (p/t) **Infants Coordinator**	(i)	• Bachelor Arts (UNSW) 1984 • Grad Diploma Education (Primary) (Sydney Institute of Education) 1985
Richard P **Primary & ICT Coordinator**	(i)	• Diploma Teaching (Kuring-gai C.A.E.) 1980
Katie B **Coordinator of Gifted and Talented**	(i)	• Bachelor Teaching (UTS) 1998 • Bachelor Education (Hons) (UTS) 1999 • Certificate of Gifted Education (UNSW) 2004 • Master Education (UNSW) 2006
Helen M **Special Needs Coordinator**	(i)	• Diploma Teaching (Sydney Teachers College) 1980 • Graduate Diploma Educational Studies (Kuring-gai CAE) 1986
Danielle B **Coordinator of Gifted and Talented**	(i)	• Bachelor Education (University Technology Sydney) 2001 • Certificate of Gifted Education (UNSW) 2005 *Currently undertaking* • Master in Educational Leadership
Arianne B	(i)	• Diploma Teaching (Sydney College Advanced Education) 1987 • Bachelor Education (Sydney College Advanced Education) 1989
Hazel G	(i)	• Bachelor of Primary Education (University of Witwatersrand) 1991

		• DET Ref 00/1073255
Diana M	(i)	• Bachelor Education (University of Alberta) 2001 • DET Ref: PT/655611
Deborah K (on leave)	(i)	• Diploma Teaching (Sydney College of Advanced Education) 1983 • Reading Recovery (Department of Education and Training) 1998
Emily L	(i)	• Bachelor Science Psychology (UNSW) 2003 • Master of Teaching (University of Sydney) 2005
Rayzelle L	(i)	• Transvaal Teachers' Diploma (Johannesburg College of Education) 1974 • *Australian Bachelor degree (AEI-NOOSR) 2005*
Aiden L	(i)	• Bachelor of Education (Primary Education) • University of Sydney 1990
Amanda E	(i)	• Bachelor of Education (Sydney University) 2007
Adrienne P	(i)	• Bachelor Science (UNSW) 2006 • Bachelor Teaching (Sydney University) 2009
Joshua R	(i)	• Bachelor Education (University Technology, Sydney) 2007
Janine S (p/t)	(i)	• Diploma Teaching Early Childhood (Sydney College Advanced Education) 1985 • Bachelor Education (Sydney College Advanced Education) 1988 • Graduate Diploma Education Studies (Kuring-gai College Advanced Education) 1990
Mary W (p/t)	(i)	• Diploma Teaching (Geelong Teachers College) 1970 • Bachelor Education (1990)
Arlene C (Special Needs)	(i)	• Diploma Education (University of Witwatersrand) 1977 • *Bachelor degree (AEI-NOOSR) 2005* • *DET Ref. No. syd.july1*
Elana S (p/t)	(i)	• Bachelor Music Education (Sydney Conservatorium of Music) 1993 • Master Education Creative Arts (University of technology, Sydney) 2005
Judy M	(i)	• Bachelor Arts (University of Cape Town) 1973 • Higher Diploma Librarianship (University of Cape Town) 1974 • *Associate membership (AEI-NOOSR) 1999*
Deborah M (on leave)	(i)	• Master of Teaching (University of Sydney) 1998
Kellye B	(i)	• Bachelor Music / Bachelor Education (UNSW) 1995

Janine Z **(School Counsellor)**			• B.Soc.Sc (SW), Hons (Social Work), Dip. F.T (AIFT), MAASW
Leon B Director Jewish Studies	(i)		• BA; Dip Hebrew; Dip Jewish Studies; Dip Hebrew ESL/Education Management) Director of Jewish Studies (K-12) at Carmel School for eight years, and prior to this: Head of Jewish Studies at Herzlia School ; Director of Jewish Education (Primary & High) and Deputy Principal of Theodor Herzl School; teacher at King David Primary School.

Helen B	(i)		• Teacher's Certificate (Department of Education) 1970
Vella C	(i)		• Higher Diploma Education (University of Witwatersrand) 1986 • *Certified 4 year trained (DET) 1998*
Carolyn R	(i)		• Bachelor Education (Sydney University) 1994 • Graduate Studies Teaching Degree (University Jerusalem) 1995
Osnat Z	(i)		• Bachelor Education (Sydney University) 1996 • Teaching Diploma (Kibbutzim Tel Aviv State Teachers' College) 1992
Martine N	(i)		• Bachelor Arts (University Cape Town) 1992 • Higher Diploma in Education (University Cape Town) 1993
Carni G	(i)		• Bachelor Nursing (University Technology) 1997 • Master Teaching (Sydney University) 1999 • Grad Diploma TESOL (University Technology) 2005
Daniella M			• Bachelor Education (Kibbutzim College of Education) 2003

2010 Professional Development

Name	Professional Development Course
PR	**Advanced Financial Skills for Principals** **Masters Degree** **ZFA Conference** **Child Protection** **AIS Exec Conference**
AL	**Mathematics Learning in Early Numeracy x 3**
RP	**Writing (Scholastic) Tony Stead**
AL	**Writing (Scholastic) Tony Stead**
JR	**Planning for Deeper Learning**
JM	**Google for Librarians**
JZ	**Counsellors' Conference**
AE	**Photography**
AP	**HSIE and Technology**
HM	**Mental health**
JR	**HSIE and Technology** **Writing (Scholastic) Tony Stead**
RP	**IT Integrators' Conference**
KB	**Aus Curriculum**
LB	**ZFA Conference**
MN	**ZFA Conference**
CG	**ZFA Conference**

Name	IPSHA (Independent Primary Schools Heads Association)	Term
Each meetings has professional development as its focus		
P Roberts	Principals meetings and conferences	1-4
J Zimbler	Counsellors' Conference	2

R Pleshet	Infants Coordinators' meetings	1-3
K Brody	Gifted and Talented Coordinators' meetings Curriculum Coordinators Meetings	1-3
R Prowse	ICT Integrators Conference and ICT meetings	1-3
E Shatari	Music Coordinators' meetings	1-3
J Massel	Librarians meetings	1-3
G Forman	Deputy Principals' meetings	1-3
H Meyer	Learning Support meetings	1-3

Whole School Focus

Year	Focus
2005	• English Comprehension (Stead) • Spelling
2006	• Mathematics (LiEN) • Values program expansion
2007	• Assessment & Reporting – Planning for Assessment 13, 19, 26 March (all staff) • Curriculum Organiser • (AIS Maths Consultant) • (AIS Special Needs and DEET Consultant)
2008	• Interactive Boards – understanding the use of and becoming a proficient user. IT Coordinator to work with staff
2009	• **'Fixed Mind Set v Growth Mind Set'** • Compliance and Governance • 'Cars and Stars' Comprehension Strategies • Integrating special needs students
2010	• Strategic Plan – including a SWOT analysis • Differentiation – methods and strategies • College re-registration • Compliance • Implementation of the new National Curriculum • Understanding ACARA • Values Education • Understanding Reading Plus • Building program (BER) and development of new routines / practices incl. OH&S

Professional development courses were conducted through:

- The Association of Independent Schools
- Ashton Scholastic
- Sydney University
- Independent Primary Schools Heads Association
- 'In House' (ie. College based) PD with assistance from AIS
- Other professional organisations

- A Mathematics consultant from the Association of Independent Schools worked with staff on 3 separate occasions throughout the year
- A Special Needs consultant from the Association of Independent Schools worked with staff on integrating special needs students

6. Workforce Composition, including indigenous

Please refer to: http:// www.myschool.edu.au
There are no indigenous teachers at Mount Sinai College. 90% of the staff are Jewish.

7. Student Attendance and Retention Rates in Secondary Schools (n/a for primary schools)

8. Post school destination (n/a for primary school)

9. Enrolment Policies and Profiles

Mount Sinai College is a Jewish co-educational Preschool – Year 6 school providing an education underpinned by Jewish values and operating within the policies of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment. The Principal must meet with all students and families intending to enrol.

Procedures
1. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's supporting statement / interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Subject to availability, offers of a place will made according to a whether there are siblings of the student already at the school and the order of application. Continuing enrolment is subject to the student's adherence to school rules (see enrolment contract, pastoral care policies and behaviour management policies) and payment of all school fees.

Student population
The school has 299 students (K-6). There are approximately equal numbers of boys and girls throughout the school. The students come from a wide range of backgrounds, including language background other than English, and a number of students with special needs. The College complies with the Disability Discrimination Act

Conditions of Entry and Enrolment Procedures (from enrolment form)
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.

Application Form
An application for enrolment signed by the parent or guardian together with a non-refundable application fee of $30.00 is required for each student desiring entry to the College. The student's name will be placed on the accepted list or the waiting list for the year of entry desired. Students placed on the waiting list will be transferred to the accepted list in the event of a vacancy.

Contractual Obligation
Within fourteen (14) days of the child being offered a place at the College, a non-refundable fee as determined by the College will be payable by the parent/guardian to the College. The fee will subsequently be deducted from the school fees for the first term once the child commences.

At regular intervals during the child's education at the College, the College shall render to the parent/guardian an account for tuition fees in respect of a specific period of tuition (tuition period). Each request shall be considered as a separate offer made by the then current members of the Board of Management (Board) to the child's parent/guardian to provide tuition to the child for that particular tuition period.

The child's attendance at the College for the purpose of receiving tuition on any day during the said tuition period shall be considered as the parent/guardian's acceptance of the Board's offer of tuition.

Whenever the Board makes this offer of tuition by submitting to the parent/guardian an account for fees rendered and the parent/guardian accepts the offer by permitting the child to attend at the College for the purpose of receiving tuition, a separate contract shall be created between the Board and the parent/guardian.

The parent/guardian by entering into this contract will be deemed to have agreed that:-

(a) They will from the first day that the child attends at the College for tuition be liable to pay the fees specified in the account in respect of the particular tuition period; and

(b) The fees will be payable to the President and Treasurer for the time being of the College on behalf of the Board; and

(c) The President and Treasurer for the time being on behalf of the Board will be entitled to recover any fees due under the contract.

(d) They will pay to the College in addition to the fees referred to in sub-paragraph (a) thereof specified interest on all fees previously rendered and remaining unpaid.

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.

Fees
The scale of fees and other charges may vary from time to time by notice to the parent or guardian from the Board of Management.

Absence from school during the whole or any part of term will not in itself be any foundation for a claim about remission of fees in whole or any part. Only under very exceptional circumstances will the Board consider on its merits any special case that may be placed before it by the Principal.

Fees are payable in advance or when an account is rendered.

In the event that an account remains unpaid for a term, the Board of Management is empowered to refuse admission to a pupil at the beginning of the following term.

Concession
If siblings are in attendance at the same time, a reduction of 10% is made in the fees of subsequent children. Such reductions may vary from time to time by notice to the parent or guardian from the Board of Management.

Bursaries
A scheme is available to families in need whereby school fees may be subsidised. Applications for assistance are reviewed annually. Applications may be lodged through the Principal to a special committee of the Board of Management. All applications are treated in the strictest confidence.

Responsibility
If a student needs urgent hospital or medical treatment of any nature and the school is unable to contact the parent or guardian after making reasonable efforts, you authorise the school to give authority for such treatment. You indemnify the school, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

Personal Belongings
Students are responsible for their personal belongings and the College will not be liable for any loss of these belongings.

Publishing of Student's Work and / or Photographs
From time to time, a student's (your child's) work, comments and / or photograph may be published electronically or in print. This may be used in advertising, appeal and / or promotional material created by the College, or used for similar purposes with the consent of the College by the Jewish Communal Appeal or its member organisations. Parents should notify the College in writing if they do NOT want their child's work comments and/ or photograph to be used for such purposes. Please note consent will be ongoing for the duration of your child's enrolment at the College.

Amendment of Terms and Conditions
The Board may alter these conditions of entry at any time by notifying parents/guardians in writing. Alterations will apply from the date of notice.

10. Policies for:
• Student welfare
• Discipline
• Reporting complaints and resolving grievances

For a full explanation of Student Welfare, parents are directed to the Handbook which can be viewed on line (www.mountsinai.nsw.edu.au). A hard copy is also available on request.

Policies for Student Welfare (no changes to 2009)

The school seeks to provide a safe and supportive environment which:
• minimizes risk of harm and ensures students feel secure
• supports the physical, social, academic, spiritual and emotional development of students
• provides student welfare policies and programs that develop a sense of self-worth and foster personal development

The Handbook (available on-line and/or in hard copy on request) deals with:

1. Child Protection and the Legislative Context
2. Recommended Protocols for Internal Investigative and Disciplinary Proceedings
3. Duty of Care and Legal Liability
4. A Safe and Supportive Environment
5. Mount Sinai Discipline Policy
6. The 6 Kinds of Best Values
7. National Safe Schools Framework
8. Values for Australian Schooling

The focus of the College's duty of care is the protection of children from neglect and/or abuse. The procedures followed must also be in accordance with all relevant legislation outlined in the Handbook and will take into account other appropriate practices and guidelines aimed at the protection of children. The school's policy and detailed procedures will be amended from time to time to take into account amendments to legislation and regulations.
This document sets out the school's policy in broad and general terms. Further information and advice can be gained from the Principal and further detail can be found in the 'Child Protection Policy Guidelines' as amended from time to time and from the various Acts and Regulations.

Safe and Supportive Environment (no changes to 2009)

General

The NSW Board of Studies Registered and Accredited Individual Non-Government Schools (NSW) Manual requires that a school must have in place policies and procedures to ensure that it provides a 'safe and supportive environment' for all students.

Support

The College aims to promote a learning environment where teachers and pupils are mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the College. The College encourages consultation between all members of the school community in matters which affect them.

Security (see separate security protocols)

2. The College implements measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and includes in its consideration such matters as:
a) appropriate levels of supervision (see duty roster)
b) security of buildings (CSG monthly updates and parent roster duty)
c) procedures in case of fire (see evacuation)
d) use of grounds and facilities
e) travel on school-related activities (risk assessments and use of parents)

f) other appropriate matters
The implementation of these requirements and procedures will be monitored for compliance from time to time.

Supervision
Appropriate measures will be taken by School staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved. (See Duty Rosters, Excursions, Risk assessments)

Pastoral Care
Students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of, counselling within the School.
The College takes reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.
Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

Communication
The School provides both formal and informal mechanisms to facilitate communication between those with an interest in their child's education and well-being. This includes communications between some or all of the following: student; parent or guardian or other significant family member of the student; teacher; counsellor; principal; representative or an appropriate government, welfare, health or other authority.

Policies for Student Discipline
Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through
• The Staff Handbook
• The Parent Handbook
• The Student Diary (in part)
• The Parent Information booklet distributed at the beginning of the year

Policies for Complaints and Grievances Resolution (no changes to 2010)
The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Handbook and the information booklet for the Board of Management. An appropriate outline of the policy and processes is also provided in the Parent Information booklet and the student diary.
Policies are reviewed annually to ensure relevance and best practice.

Mount Sinai College Discipline Policy (no changes to 2010)
General Policies
1. Students are required to abide by the College's Rules and to follow the directions of teachers and other people with authority delegated by the School.

2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the students may be subject to disciplinary action.
3. The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is not permitted.
5. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student also will be:

- informed of the alleged infringement;
- informed as to who will make the decision on the penalty;
- informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- afforded a right of review or appeal.

6. Review option that satisfies the legislative requirements:
The Principal will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of the view.
The student (and parent/s) will be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

Discipline must be delivered with discretion. We believe that every case is different, and that, more importantly, every offender is different. Often when we know a child better, knowing his/her context and reaching an understanding of the various pressures in his/her life, then matters of discipline become far less black and white. Indeed, a maxim might be stated that the better our pastoral care, the more nuanced must be our discipline procedures. A distinction can be made between acting 'fairly' and acting 'justly' in dealing with children in trouble. Fairly is when everyone is treated exactly the same way and this is the least that can be asked of any system of discipline. Acting justly is when you take other significant factors into consideration before acting, and this is a more exacting standard.

What is Procedural Fairness?
Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

Mount Sinai College Positive Behaviour & Values Program - The 6 Kinds of Best
The College's discipline policy and practice is allied with its pastoral care focus (ie the College's 6 Kinds of Best) and other policies (see policy documents).

This program guides students as to their appropriate behaviour. A student's behaviour can be changed and maintained by rewarding students frequently for displaying appropriate 6 Kinds of Best behaviours.

The program revolves around the Six Kinds of Best concept which is a model that outlines six core values for becoming a person of good character and for leading a happy and successful life. It frames the core values in a way that students, teachers and parents can remember and apply in everyday situations. It also provides 'anchor points' upon which students can reflect when faced with making difficult decisions and helps them make good choices. The College's view is that it is a 'recipe for life.'
The Six Kinds of Best are:

- Be kind to yourself (respect yourself)
- Be kind to others (respect others)
- Be kind to the environment (value the environment)

- Be the learning kind (seek knowledge and be a lifelong learner)
- Be the achieving kind (achieve your potential)
- Be the community kind (be responsible and contribute positively to society)

The Six Kinds of Best concept uses a play on the word 'kind' to make it memorable and repeatable. The concept and terminology must be used in everyday language. It also reinforces the word 'kind', which is an attribute that is badly needed in today's society. Each Kind of Best has a number of key pointers and examples to illustrate the values.

The Six Kinds of Best concept gives us a framework and a language for teaching and reinforcing values at school and in the home. Our students become familiar with the six core values and internalise them by using the Six Kinds of Best affirmation.

11. School Determined Improvement Targets

Areas	**Main Issues for Improvement Targets**
Student Learning Engagement and Wellbeing	• Implementation of Spelling DI program for chronic spellers • Continued development of Reading Plus for improvement in reading fluency and comprehension
Compliance Governance Management	• Building program – implications for future teaching and learning • Managing the school throughout the building process
Professional Engagement and Self-Improvement Targets	• Complete Board of Studies Re registration process ready for audit – all curriculum documents / policies and procedures • Awareness of changes to mandatory reporting guidelines • Awareness of National Assessment Program (NAP) • Continued development of Thinking Kids (social skills) program • Continued development of Friends for Life (resiliency) program • New National curriculum development and awareness
College Image and Standing in the Community	• Creation of new role for 2011 – Blue Sky (Gifted and Talented) full time • College survey to community conducted by Maximus – deciphering and acting on survey

12. Initiatives 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 Australian Government released the third and final stage of the Values Education teaching and learning resources for Australian schools: which assists as one resource to guide best practice. The College promotes this and **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 thirty 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 4th 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)

13. Parent, Student and Teacher Satisfaction

In 2010, the College conducted a comprehensive survey. The process was outsourced to Maximus. Results were made widely available to parents. Improvement targets were determined as a result.
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.

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.

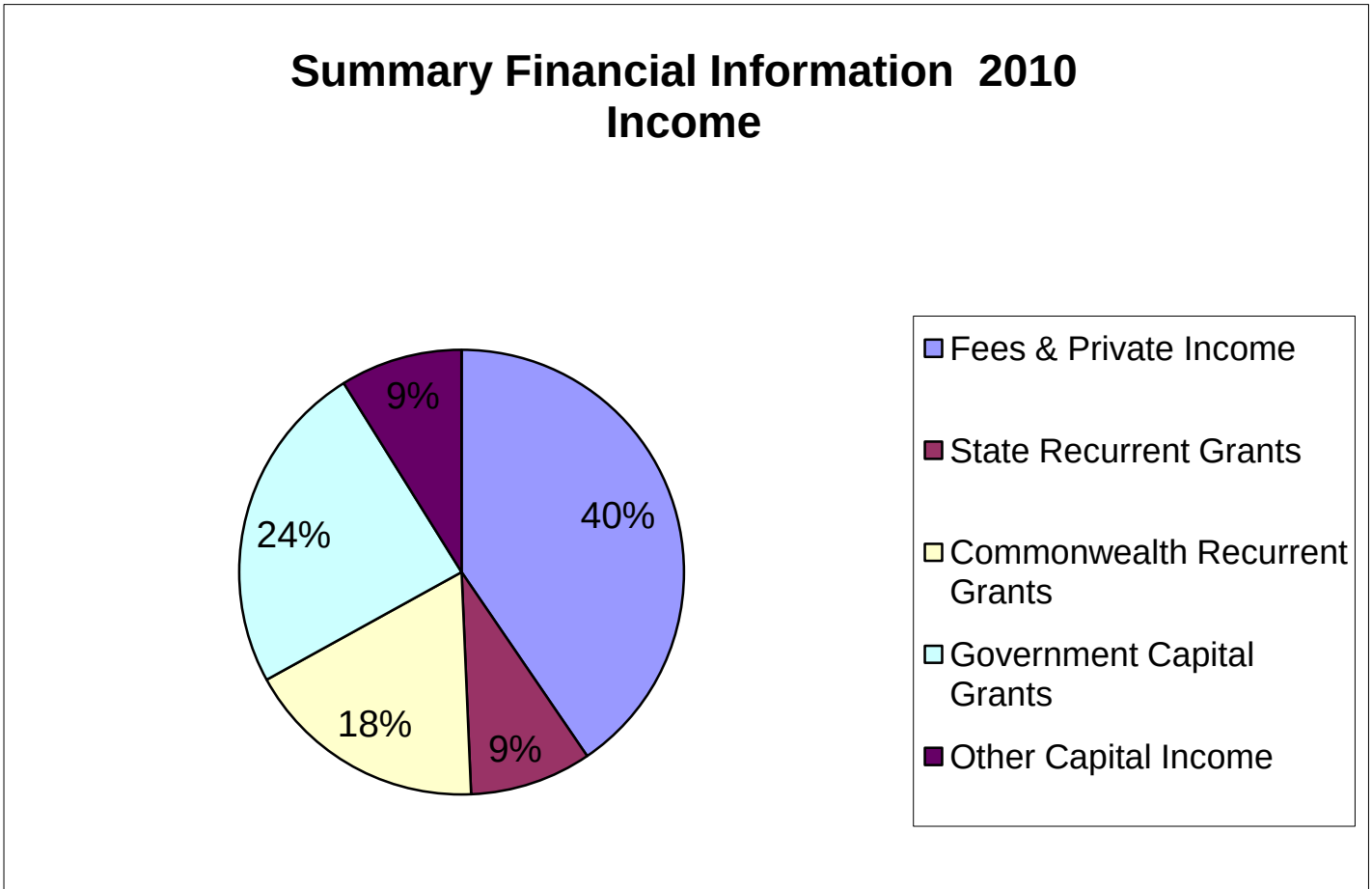
The Principal interviewed parents when undertaking kindergarten enrolments for 2009. Questions asked focussed on level of satisfaction, perceived areas of improvement and communication.

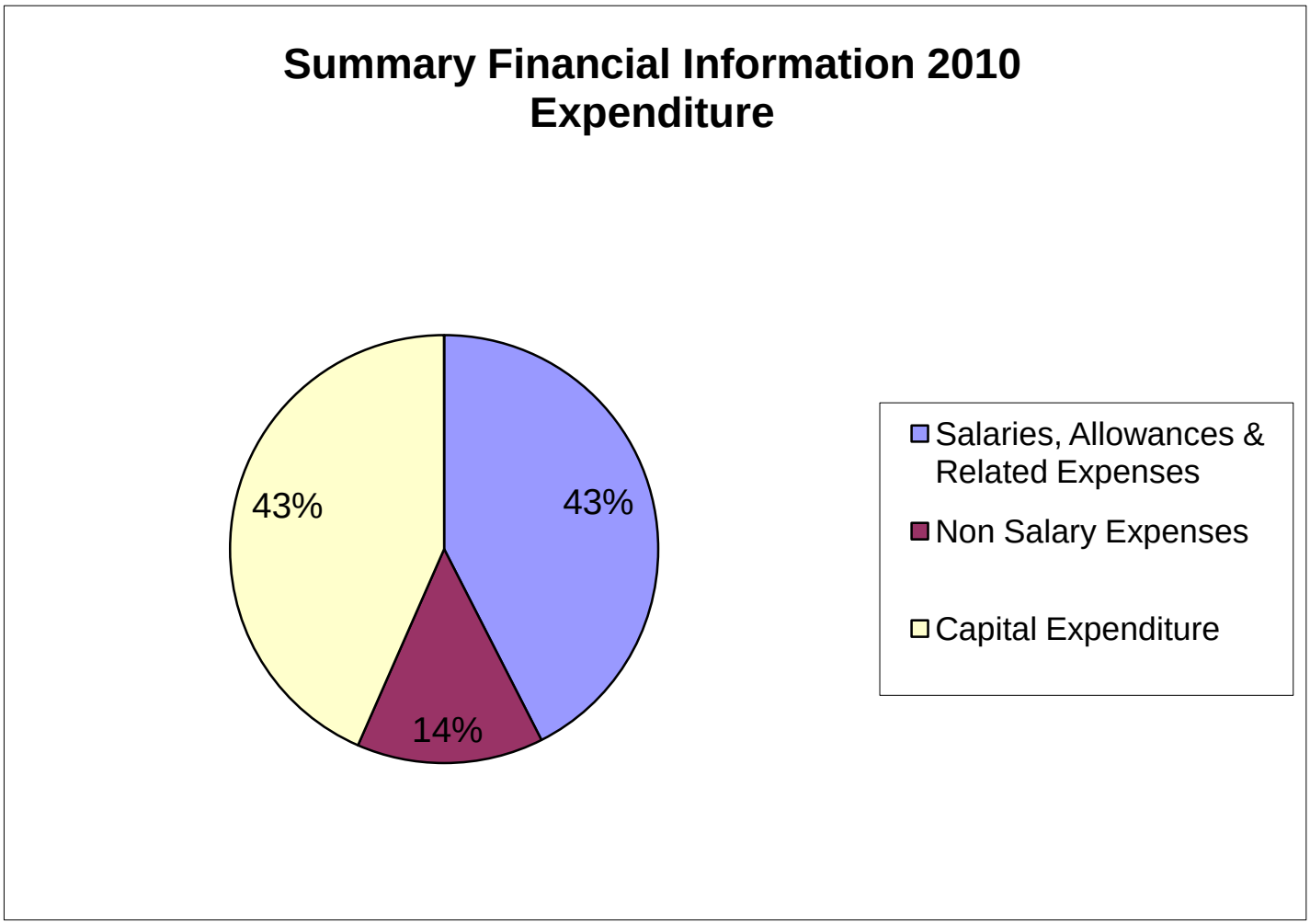
There are many occasions throughout the year that promote social cohesion and ultimately provide feedback. Such occasions include:

- 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

14. Summary Financial Information




Summary Financial Information 2010
Expenditure
43%
43%
14%
Salaries, Allowances & Related Expenses
Non Salary Expenses
Capital Expenditure