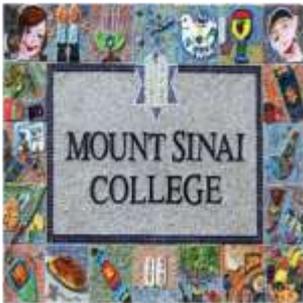


# Mount Sinai College

Kind to  
Others



The Learning  
Kind



The Achieving  
Kind

Kind to the  
Community



Kind to the  
Environment



Kind to  
Yourself

## 2012 Annual Report



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# 2012 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.

The information in this report is complemented by other school productions – Prospectus, the annual magazine, The College Diary, newsletters, and materials on the College webpage.

This report is a legislative requirement under the Education Amendment Act (Non-Government Schools) Act 2004 and the Australian Government under the Schools Assistance Act 2008 and Regulations (2010).

## 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



# 1. Messages from the key school bodies

## Value Added – Principal’s Report: Philip Roberts

I made mention this year of the Greatness of Smallness – a theme borrowed from Rabbi Sacks’ Reflections. For some children, Judaism sometimes seems like one of those large packages that arrive in the post. You open the box and find that most of it is foam pellets and scrunched-up paper wrapping and the object inside is actually very small. Why does Judaism need to surround itself with so much protective wrapping? The answer is because it’s worth protecting. Over many years, many people have shown our students that what’s inside the package may indeed be small, but there is greatness in smallness.

And there is a secret of Jewish smallness. A nation or a school need not be big to be great – Israel and Mount Sinai being the stand out examples. Small groups can make a large difference - which is why Jews have contributed to most fields of human endeavour out of all proportion to their numbers.

**There’s an important message to derive from this parallel and that is that our contribution as a small school has been proportionately greater than most.** If greatness of purpose, greatness in terms of willingness to succeed, greatness in terms of results but smallness in terms of means and numbers are the criteria by which we measure our success, then we stand tall.

Many have played a significant part in our school being great; great academically, great from a sporting perspective and great in creating a well-rounded, valued student respected by every senior school and visitor. Witness our consistently high standing on MySchool, our consistently high representation at CIS, Chess, Tournament of Minds – to site a few examples.

However, as the mother whale once reminded her son; *“it’s when you get to the top and start blowing that you get harpooned”* and so, as always, it’s important to value humility. **Be pleased with our progress but never satisfied would sum up my view and to that end, whilst we don’t have to work hard at remaining small, we will always strive to work extraordinarily hard at remaining great.**

There are many people who contribute to making Mount Sinai College a great place to be. Our school community owes a huge debt of gratitude to the Board of Management, most particularly to our indefatigable President Tony Snoyman, under whose presidency the College continues to thrive. **Tony has certainly developed the requisite President’s aura and standing;** polished after years of JCA, communal and Board meetings. I thank Tony, and the Board for their continued devotion to the College, our parents and our employees.

Rabbi Farkas joined us this year replacing Rabbi Perez. His impact was immediate and he continues to make his presence felt. **Rabbi’s weekly visits to the classrooms and captivating Friday morning Parashah are two examples of his increasing scope of influence. And he’s not too bad at handball either!**

We have greatness in the administration area. The business manager and principal must be the closest of allies – the College functioning in this respect can be viewed as a bird, with the principal representing one wing and the business manager the other. Harmonious flight requires equal development of both wings. So, Laura Wren continues to provide harmony, stability and just the right aerodynamics in her role. I also recognise the great administrative work carried out by Myree, Kirsti, Raelene and Brian and I thank Garcino - our maintenance person - without whom the College would most certainly be worse for wear.

**Greatness also comes through the community by way of our Parents’ Association. Our dynamic duo, Stacey Potash and Heidi Baltineshter, are a delight to work with and they create the T.E.A.M - together, everyone, achieves, more – attitude.** Effective teamwork creates its own set of characteristics that makes it possible to see the cohesion in their group. They are unified, they have direction, and they all participate and make effective use of their ideas. They are supported by so many wonderful parents and grandparents.

Great leadership - at all levels - Board, Executive, PA, and staff leads to a great school. For Mount Sinai College, it is not so much about leaders as it is about leadership. We celebrate the Japanese metaphor of leadership as air – invisible to the naked eye, but vital for existence and therefore imperative everywhere within the organisation.

Leadership is also action not position. It has been so gratifying working with my professional, inspirational co-ordinators and leaders: Garron Forman (Deputy Principal), Rozanna Pleshet (Infants & Jewish Studies), Richard Prowse (Primary and IT), Katie Brody (Curriculum Development & Blue Sky), Helen Meyer (Special Needs), Kath Boyd our Preschool Director, our College Rabbi – Rabbi Farkas and not to forget Janine Zimbler our school counsellor.

I work with great teachers – preschool and school - who are adaptable, optimistic, and open to challenge and change. The staff knows my motto by which I live: The quality of the education cannot exceed the quality of the teachers. My colleagues have remained focussed on the core essentials of good teaching in a caring framework. I am particularly fortunate to work with colleagues who share and articulate a vision in so many ways and are able to implement practical strategies to give meaning and purpose to the vision.

One of the most cherished features of the College has been, and continues to be, the general sense of harmony and good-will that permeates the school. When your children come to school, they are coming to a place where staff enjoy working, where there is a disciplined learning culture that teachers respect and where they **are safe in the care of supportive staff. In short, it's a happy school.**

I thank my great team of educators for their devotion, for their common sense and for giving so readily above and beyond on numerous occasions throughout the year. As always, I particularly want to acknowledge my Deputy Principal and ASSISA President, Garron Forman, who is always a marvellous support to me throughout the year. Garron is a wonderful asset to the College.

**The College's leaders and staff view Mount Sinai College as a genuine collaborative learning community, that is, a community working together for common goals, partnership, shared leadership, co-evolving and co-learning.** Collaborative learning communities are focussed on learning and perhaps this accounts for why we achieve so well academically and also produce such a well-rounded student.

More recently, we published the National Assessment program for literacy and numeracy (NAPLAN) results which demonstrated once again, just how well the College performed comparatively. Again, well above national cohort in both state and most independent schools. Our College has always had a strong academic tradition and I would be more surprised if we were not well above national standards every year.

I am simply not convinced that the ways in which this is being measured is entirely valid or, as leading academic Brian Caldwell has noted, this testing regime is one of **the wrong 'drivers'**. **As Campbell's law states:**

*"The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor."*

This is exactly what I see happening with respect to NAPLAN!

However, it is worth remembering that a successful school – a great school - can be measured by the extent to which the talents and potential of its students are nurtured and developed, the happiness of its students and the character of its graduates. 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.

What is equally important, is the person they become, the kindness they express, the compassion they feel and the courage they show.

I wish all of our families a safe and relaxing break and look forward to seeing everyone back in 2013.

*Phil Roberts*  
*Principal*



## President's Report 2012 – Tony Snoyman

*(On behalf of the Board of Management of Mount Sinai College)*

As I reflect on 2012, I am very proud of what the College has accomplished over the past twelve months.

**In February this year I announced the Board's focus for the year, being marketing and communication; IT strategy; pre-school development strategy, Jewish studies leadership and security upgrade completion.**

### Marketing and communication

**The centrepiece of our marketing and communication strategy is the College's new website. This portal to the College provides a compelling and professional electronic façade. Our web statistics reflect extremely high usage rates and we shall continue to enhance and develop additional functionality over the next year.**

The Board has also appointed an external marketing agency to assist with our branding; communication calendar; communication templates etc. This enhanced professionalism will become evident as we roll out the strategy into 2013.

The Board has also increased its internal communication through the regular Board Bits, as well as the profiling of all Board members, in the weekly newsletter.

### IT Strategy

**The Board's IT sub-committee has carried out an extensive review of the College's hardware and IT infrastructure needs over the next 5 years. This has been carried out in conjunction with our educators to ensure that the College continues to be at the forefront in the use of technology as an enabler in the classroom.**

We are extremely proud that every child in the College, from Year K to Year 6, will have their own i-pad in 2013. Unlike other educational institutions, **the cost of the i-pad program has been fully funded from internal resources (including "Quiz-A-Thon" funds) with no additional impost to parents.**

### Pre-school development strategy

The Board has established a sub-committee to look at the future direction of the pre-school. We are looking at a number of strategic options in relation to the location and operation of the pre-school.

Further work on this will be carried out in 2013 with the intention for the strategy to be finalised by the end of June.

### Jewish studies leadership

In late 2013 we were extremely excited to confirm the appointments of Rabbi Ellie Farkas as College Rabbi and Rozanna Pleshet as Coordinator of Jewish Studies.

The role of College Rabbi has been well-defined by the Board of Management, Principal and Coordinator of Jewish Studies. The role description recognises the difference between, and importance of, informal and formal educational practice. The College needs the presence and influence of an involved and engaging Rabbi whilst simultaneously, needing a strong **educator of Rozanna's experience to work with staff daily to influence best educational classroom practice and to deal with the increasingly heavy burden of administration.**

We look forward to a long and successful relationship with our leadership team.

### Security upgrade completion

The first phase of our security upgrade was completed early in 2012. The Board has subsequently applied for, and received, additional Federal Government funding to finalise our security needs. Works will be carried out late in 2012 and early in 2013 to utilise this generous funding.

### Our Staff

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

Laura Wren, our Business Manager, continues to make a significant and much valued contribution to all aspects of the administration and operation of the College and we thank her greatly for her time and dedication.

We thank our outstanding staff for their tireless efforts. We are truly blessed to have such an inspired staff. 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 and other volunteers

My thanks to my Executive members (Tim Greenstein, David Hechter, Mandy Lipschitz and Philip Maisel), Board members (Anthony Berman, Dan Bognar, Wilfred Lax, Ronna Ludgate, Michael Segerman, Jo-Ann Suchard and Ilan Zimmerman) and our Life Governors; for their incredible efforts this year.

These volunteers contribute an extraordinary amount of time and expertise to the running of the College. Their contribution should not go unrecognised by the College community.

I also express our gratitude to the Parents Association (PA), so ably led by Stacey Potash and Heidi Baltineshter. The PA encapsulates the Mishpocha Mount Sinai philosophy and continue to create Mount Sinai moments.

Our thanks also goes to those spouses and family members that support these College volunteers, who allow them the time spent in their various roles in the interests of the College.

Our thanks also go to Cedric Meyerowitz, Julian Cass and Maroubra Shule for the partnership that is as strong today as it was when the College first began.

We thank the JCA for their ongoing support and their important communal role in both fundraising and general communal planning on behalf of Mount Sinai College.

### Financial Management

As a last word, before looking ahead to 2013, I would like to congratulate our Treasurer (Tim Greenstein), our business manager (Laura Wren) and the Board on their continued exceptional financial management of the College. For the past two years, the Board has been able to pass on fee increases significantly below our cost increases (predominantly staff salary related) and remain the lowest cost (and by all measures the best value) Jewish Day school in Sydney. I commend you to read our fee increase letter for 2012 which expands on these issues.

### Looking ahead

We have recently undertaken our third annual parent survey carried out by Maximus consultants and await the outcomes of this survey. The Board will feedback to the community once the results have been received.

Based on these outcomes, other measures and as described above, the Board continues to look at strategic initiatives to continue to strengthen and grow the College.

I wish you a safe and happy vacation and an exciting 2013.

*Tony Snoyman*  
*President*

## Parents' Association Report – Stacey Potash and Heidi Baltineshter

Our aim for 2012 was to create a myriad of Mount Sinai Moments, to capitalize on the wonderful celebrations that are our Jewish holidays, to give back to our community and to make our PA events more accessible to those wanting to get involved. Amongst this, we produced two baby co-presidents to boot! Aaron Potash & Amelia Fouracre are our newest and youngest members of our PA executive!

We started the year by introducing our online volunteer form. This proved to be a great way for everyone to diarise the upcoming events of each term. In keeping with the technology **age in which we all live, a few simple clicks and everyone's volunteering was lodged.**

Together with Rozanna Pleshet and the Jewish Studies teachers we introduced the Friday Morning Challah Club. The Mitzvah of baking Shabbat Challot was thoroughly enjoyed by the children and shared with those parents & grandparents who volunteered to come along. Each fortnight a different grade enjoyed the merits of this mitzvah.

Another one of our new initiatives was the introduction, together with Justine Romm, of the monthly Women's Rosh Chodesh Event. With a different speaker each month we were entertained, complimented with tea & biscuits.

We published a Parents Guide to Mount Sinai which we distributed to the parents of the Year K class of 2013. We trust this will be a valuable guide to all the daily & weekly happenings at our school and will be made available going forward to all new parents.

We are also in the final stages of the establishment of the Mount Sinai Parents Directory. We hope to have this 'live' by the start of term 1 next year. This should be another valuable tool available to all the parents of our school. Having a directory where parents can access the many skills and professions within our school community will be a useful commodity and a great way to provide everyone the opportunity to support our Mount Sinai family.

Our Jewish festivals made for many wonderful Mount Sinai Moments this past year.

Purim as always was celebrated with triumph! We ran the costume drive for Our Big Kitchen, and baked Hamantashen for our Mishloah Manot. This year we also ran a Hamantashen and Mishloah Manot workshop with the kids, where they, with the help of the wonderful Jewish Studies staff and our parent volunteers enjoyed the mitzvah of baking Hamantashen and collating Mishloah Manot bags which they then got to gift to their class mates. The Years 5 & 6 Seudat Purim Dinner was a truly wonderful Mount Sinai Moment which topped off our Purim celebrations, and our Wine & Grape Juice drive was another huge success....minus a couple of spills outside the Audio Visual room!

No sooner was Purim over, and it was Pesach time again! A wonderful way to end the term was with the magnificent School, Preschool & Prep Demonstration Seders.

As a Pesach treat, the PA gifted each family with a box of Matzah... our way of thanking you for your continued support.

Yom Haatzmaut we celebrated by treating all the students and teachers to a delicious Falafel **Lunch and we provided cakes to each classroom for the children to ice in Israel's colours of blue and white.** Lag Baomer was celebrated in a big way with a delicious tea for grandparents and special friends, hot dog day and the added treat of toasted marshmallows for each student. The festival of Shavout was celebrated with a delicious ice-cream bar.

Our Wine & Grape Juice was distributed again for Rosh Hashanah, together with honey and a wonderful tea towel featuring the hand-drawn faces of our children by our children. Our Yom Tov THANK YOU gift to all our families was a bottle of honey. Other Mount Sinai Moments during the year included the Prep & Year K Games Evening. This was a wonderful opportunity for the Prep and Year K parents to socialise and get to know each other, bridging the gap between the parents of our second year preschoolers and first year schoolers! Garron Forman walked away a wealthy man... \$825,000... if only it were real money!



Our Open PA Meeting in February was a real treat with One Egg is a Fortune cooking demonstration to sweeten the deal. In honour of all our parents, we held the annual Mother's and Father's Day Stalls where the children chose magnificent gifts as well as the Preschool and Prep Mother's Day and Father's Day Breakfasts. Grandparent's were not forgotten, and were treated to the Preschool and Prep Grandparent's and Special Person's Morning Tea.

Years K-2 and 3-4 were treated with fabulous Glow Discos and Years 3-6 with a wonderful Shabbaton at which we farewelled Rabbi Perez. The annual Open Day BBQ was as delicious as ever thanks to our Board Member volunteers, and the Preschool BBQ was a fun day had by all. The Laura Jean Photo Portraits captured some wonderful family moments.

For pure entertainment we held a screening of Madagascar 3 at Randwick Ritz and sold 109 tickets to support **Natasha Sloman on stage in Chitty Chitty Bang Bang. With a focus on health and well being, we held a parent's Wholefoods Cooking Demonstration and Smoothie making with Year 3.** Preschool Holiday Camp was run in both the term 1-2 and 2-3 school holidays. This was as always successful, very useful to preschool parents and thoroughly enjoyable for the preschoolers who attended.

**Deborah Blackman's safety talks were extremely insightful and should prove extremely useful now and in the years to come.**

We gave back to our community and others by collating and donating many of our old school uniforms to children in **Zambia, we supported the JCA Women's Division, we arranged for donated exercise books to be sent to Zambia, we distributed Kids 4 Tzedakah boxes to all our students, and we baked cupcakes for the JCA Family picnic.**

We sold 129 entertainment books, and collected hundreds of Woolworths Earn & Learn stickers and Coles Sports for School vouchers... **some wonderful resources were purchased for the school and preschool with the money we raised from these programs.**

**And now to say THANK YOU...**

First and foremost, we'd like to thank our PA executive for all your hard work and dedication this past year. We could not have done it without you! To Julie Chiert (Treasurer), Wendy Dolowitz for ongoing organisation with Prep events, Nicole Friedman for the Laura Jean photo shoots and Tzedaka Boxes, Hila Galapo for your work on the Parents Directory, Barbara Hayim for co-ordinating the Prep & Year K games evening, Leigh Hayim for co-ordinating the 4 hot dog days, the preschool birthday cakes and event biscuit baking, Jennifer Nathan for the preschool events, Lori Phillips for the holiday camps, Sue Rappoport for your work on the big event, and to Karen Segal for coordinating the school birthday cakes and gift stalls.....  
THANK YOU!

This year, we say farewell to Sharon Oberstein. Sharon has been an integral part of the PA. Her input will surely be missed in the next and coming years. We also farewell Jodi Sharp. Although not a member of our PA executive, Jodi has been taking care of our Yachad meals. We estimate that Jodi has probably coordinated the cooking of some 200 meals. That's a lot of meals to ease the pain of those suffering a loss or illness. THANK YOU Sharon and Jodi.

THANK YOU to Lilly Haikin and Debbie Glick for organising the outstanding Demonstration Seders, to Sharon Aaron for your cooking demonstration and smoothie making, Michelle Rosmarin for your coordination of the Entertainment books and to Angela Rosenfeld for the Woolworths Earn & Learn and Coles Sports for Schools programs.

This year we worked closely with Phil Roberts, Tony Snoyman, Garron Forman, Laura Wren, Rozanna Pleshet and Kath Boyd to try and best represent the parent body and to bring as much nachas as possible to everyone. THANK YOU for all your support in this. THANK YOU also to Raelene Kilcran, Myree Ely & Brian Pete for all your support.

We also thank the amazing Garcino - always helping us with BBQ set up and NOTHING is ever too much for him.

Last, and by no means the least, one massive THANK YOU to all our volunteers who helped at all our events during the year! Your input, no matter how large or small is invaluable to our success.

We look forward to all that 2013 will bring.

*Heidi, Miriam and Stacey*

## 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 2012

School sector	Non-government
School type	Primary
Year range	U,K-6
Total enrolments	292
Location	Metropolitan

### School staff 2012

Teaching staff	23
Full-time equivalent teaching staff	19.3
Non-teaching staff	8
Full-time equivalent non-teaching staff	4.4

### School finances 2011<sup>1</sup>

Total net recurrent income	\$3,586,327
Per student net recurrent income	\$11,954
Total capital expenditure	\$803,905

### Links

School website	<a href="#">Mount Sinai College</a>
Sector, system or association website	<a href="#">Association of Independent Schools of New South Wales</a>

### Student background 2012

#### [Index of Community Socio-Educational Advantage \(ICSEA\)](#)

School ICSEA value	1187
Average ICSEA value	1000
Data source	Parent Information

<i>Distribution of students<sup>2</sup></i>	Bottom quarter	Middle quarters	Top quarter
School Distribution	0%	1%	60%
Australian Distribution	25%	25%	25%

*Percentages are rounded and may not add to 100*

### Students 2012

Total enrolments	292
Girls	141
Boys	151
Full-time equivalent enrolments	292
Indigenous students	-
Language background other than English <sup>3</sup>	8%
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](http://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](http://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: 23 (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) <small>in accordance with section 3.2.1 of Manual</small>	Formal qualifications, when and where obtained and if applicable, date AEI-NOOSR equivalence granted
<i>Executive Staff</i>		
Philip Roberts Principal		<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>• <b>Teacher's Diploma Licentiate Trinity College London (Trinity College) 1986</b></li> <li>• Master Dispute Resolution (Charles Sturt University) 2011</li> </ul>
Garron F Deputy Principal	(i)	<ul style="list-style-type: none"> <li>• Bachelor Social Science (Natal University) 1992</li> <li>• <i>Aus Bachelor degree (AEI-NOOSR) 2005</i></li> <li>• Higher Diploma in Education (Rhodes University 1994</li> <li>• <i>Aus Grad Diploma (AEI-NOOSR) 2005 (DET Ref No. syd.june1)</i></li> </ul>
Rozanna P (p/t) Infants & JS Coordinator	(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>
Richard P Primary & ICT Coordinator	(i)	<ul style="list-style-type: none"> <li>• Diploma Teaching (Kuring-gai C.A.E.) 1980</li> </ul>
Katie B Coordinator of Gifted & Talented	(i)	<ul style="list-style-type: none"> <li>• Bachelor Teaching (UTS) 1998</li> <li>• Bachelor Education (Hons) (UTS) 1999</li> <li>• Certificate of Gifted Education (UNSW) 2004</li> <li>• Master Education (UNSW) 2006</li> </ul>
Helen M Special Needs Coordinator	(i)	<ul style="list-style-type: none"> <li>• Diploma Teaching (Sydney Teachers College) 1980</li> <li>• Graduate Diploma Educational Studies (Kuring-gai CAE) 1986</li> </ul>
Danielle B Coordinator of Gifted & Talented	(i)	<ul style="list-style-type: none"> <li>• Bachelor Education (University Technology Sydney) 2001</li> <li>• Certificate of Gifted Education (UNSW) 2005</li> </ul> <p><i>Currently undertaking</i> ⇒ Master in Educational Leadership</p>

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
Arianne B	(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>
Jesse B	(i)	<ul style="list-style-type: none"> <li>Bachelor Liberal Arts (Pepperdine Uni; Cal) 2004</li> <li>Teaching credential of California</li> </ul>
Terence F	(i)	<ul style="list-style-type: none"> <li>Master of Teaching (Secondary) (Sydney Uni)</li> <li>Bachelor Arts (Sydney Uni)</li> </ul>
Hazel G	(i)	<ul style="list-style-type: none"> <li>Bachelor of Primary Education (University of Witwatersrand) 1991</li> <li>DET Ref 00/1073255</li> </ul>
Paul G	(i)	<ul style="list-style-type: none"> <li>Bachelor Education (Sydney Uni)</li> </ul>
Diana M	(i)	<ul style="list-style-type: none"> <li>Bachelor Education (University of Alberta) 2001</li> <li>DET Ref: PT/655611</li> </ul>
Emily L	(i)	<ul style="list-style-type: none"> <li>Bachelor Science Psychology (UNSW) 2003</li> <li>Master of Teaching (University of Sydney) 2005</li> </ul>
Rayzelle L	(i)	<ul style="list-style-type: none"> <li><b>Transvaal Teachers' Diploma (Johannesburg College of Education) 1974</b></li> <li><i>Australian Bachelor degree (AEI-NOOSR) 2005</i></li> </ul>
Aiden L	(i)	<ul style="list-style-type: none"> <li>Bachelor of Education (Primary Education)</li> <li>University of Sydney 1990</li> </ul>
Amanda E	(i)	<ul style="list-style-type: none"> <li>Bachelor of Education (Sydney University) 2007</li> </ul>
Adrienne P	(i)	<ul style="list-style-type: none"> <li>Bachelor Science (UNSW) 2006</li> <li>Bachelor Teaching (Sydney University) 2009</li> </ul>
Joshua R	(i)	<ul style="list-style-type: none"> <li>Bachelor Education (University Technology, Sydney) 2007</li> </ul>
Janine S (p/t)	(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>
Arlene C (Special Needs)	(i)	<ul style="list-style-type: none"> <li>Diploma Education (University of Witwatersrand) 1977</li> <li><i>Bachelor degree (AEI-NOOSR) 2005</i></li> <li><i>DET Ref. No. syd.july1</i></li> </ul>
Elana S (p/t)	(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>
Judy M	(i)	<ul style="list-style-type: none"> <li>Bachelor Arts (University of Cape Town) 1973</li> <li>Higher Diploma Librarianship (University of Cape Town) 1974</li> <li><i>Associate membership (AEI-NOOSR) 1999</i></li> </ul>
Kellye B	(i)	<ul style="list-style-type: none"> <li>Bachelor Music / Bachelor Education (UNSW) 1995</li> </ul>

Janine Z (School Counsellor)		<ul style="list-style-type: none"> <li>B.Soc.Sc (SW), Hons (Social Work), Dip. F.T (AIFT), MAASW</li> </ul>
Helen B	(i)	<ul style="list-style-type: none"> <li><b>Teacher's Certificate (Department of Education) 1970</b></li> </ul>
Vella C	(i)	<ul style="list-style-type: none"> <li>Higher Diploma Education (University of Witwatersrand) 1986</li> <li><i>Certified 4 year trained (DET) 1998</i></li> </ul>
Carolyn R	(i)	<ul style="list-style-type: none"> <li>Bachelor Education (Sydney University) 1994</li> <li>Graduate Studies Teaching Degree (University Jerusalem) 1995</li> </ul>
Osnat Z	(i)	<ul style="list-style-type: none"> <li>Bachelor Education (Sydney University) 1996</li> <li><b>Teaching Diploma (Kibbutzim Tel Aviv State Teachers' College) 1992</b></li> </ul>
Martine N	(i)	<ul style="list-style-type: none"> <li>Bachelor Arts (University Cape Town) 1992</li> <li>Higher Diploma in Education (University Cape Town) 1993</li> </ul>
Daniella M		<ul style="list-style-type: none"> <li>Bachelor Education (Kibbutzim College of Education) 2003</li> </ul>

## 2012 Professional Development

Courses	Number of staff attending
Mathematics (AIS LiEN)	2
Primary Maths Research Conference	2
Conference – tapestry of whole school learning	5
Primary Maths Conference	2
Maths Problem Solving	1
Differentiated Instruction	1
Student Behaviour – establishing the positive	5
AIS integration Conference AIS ICT Management and leadership Conference Technology K-12 national Congress	1
Reading Comprehension: Maximising Meaning	2
Making Thinking Visible	2

Name	IPSHA (Independent Primary Schools Heads Association)	Term
<i>Each meetings has professional development as its focus</i>		
P Roberts	Principals meetings and conferences	1-4
J Zimble	<b>Counsellors' Conference</b>	2
R Pleshet	<b>Infants Coordinators' meetings</b>	1-3
K Brody	<b>Gifted and Talented Coordinators' meetings</b> Curriculum Coordinators Meetings	1-3
R Prowse	ICT Integrators Conference and ICT meetings	1-3
E Shatari	<b>Music Coordinators' meetings</b>	1-3
J Massel	Librarians meetings	1-3
G Forman	<b>Deputy Principals' meetings</b>	1-3
H Meyer	Learning Support meetings	1-3

## Whole School Focus

Year	Focus
2005	<ul style="list-style-type: none"> <li>– English Comprehension (Stead)</li> <li>– Spelling</li> </ul>
2006	<ul style="list-style-type: none"> <li>– Mathematics (LiEN)</li> <li>– Values program expansion</li> </ul>
2007	<ul style="list-style-type: none"> <li>– Assessment &amp; Reporting – Planning for Assessment 13, 19, 26 March (all staff)</li> <li>– Curriculum Organiser</li> <li>– (AIS Maths Consultant)</li> <li>– (AIS Special Needs and DEET Consultant)</li> </ul>
2008	<ul style="list-style-type: none"> <li>– Interactive Boards – understanding the use of and becoming a proficient user. IT Coordinator to work with staff</li> </ul>
2009	<ul style="list-style-type: none"> <li>– <b>‘Fixed Mind Set v Growth Mind Set’</b></li> <li>– Compliance and Governance</li> <li>– <b>‘Cars and Stars’ Comprehension Strategies</b></li> <li>– Integrating special needs students</li> </ul>
2010	<ul style="list-style-type: none"> <li>– Strategic Plan – including a SWOT analysis</li> <li>– Differentiation – methods and strategies</li> <li>– College re-registration</li> <li>– Compliance</li> <li>– Implementation of the new National Curriculum</li> <li>– Understanding ACARA</li> <li>– Values Education</li> <li>– Understanding Reading Plus</li> <li>– Building program (BER) and development of new routines / practices incl. OH&amp;S</li> </ul>
2011	<ul style="list-style-type: none"> <li>– The Writing Process – standardising across the school for all genres</li> <li>– <b>Working towards Caldwell’s ‘Becoming the Best’ (creating capacity for transformation)</b></li> </ul>
2012	<ul style="list-style-type: none"> <li>– Visible Thinking</li> <li>– iPad integration</li> <li>– Compliance (e-training – anaphylaxis)</li> <li>– Cars and Stars – comprehension strategies</li> </ul>

Professional development courses were conducted through:

- Independent Primary Schools Heads of Australasia
- 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 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](http://www.myschool.edu.au)

There are no indigenous teachers at Mount Sinai College. 90% of the staff are Jewish.

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

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

## 9. Enrolment Policies and Profiles

### Mission Statement

**'The important thing is not so much that every child should be taught, but that every child should be given the wish to learn'**

*Mount Sinai College strives to develop the full potential of every child – intellectual, social, emotional, spiritual, physical and creative - through child-centred learning experiences. The College is a modern Orthodox Jewish Day School from preschool to Year 6 students that promotes a disciplined and collaborative teaching community. Blending the best of our Australian and Jewish heritage and fostering a love of Israel, our nurturing family environment seeks to instill social and ethical values in each child and to develop respect for self and others.*

**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 be made according to 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 subparagraph (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 & 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](http://www.mountsinai.nsw.edu.au)). A hard copy is also available on request.

### Policies for Student Welfare

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

#### 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

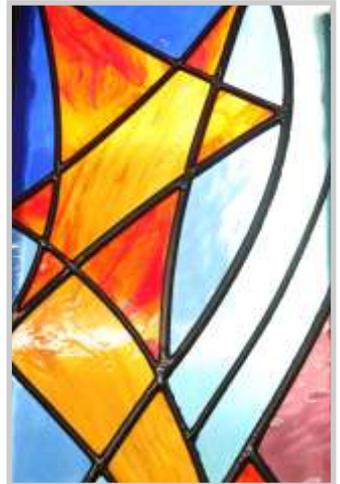
The College aims to promote a learning environment where teachers and pupils are mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the College. The College encourages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

**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

### 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.

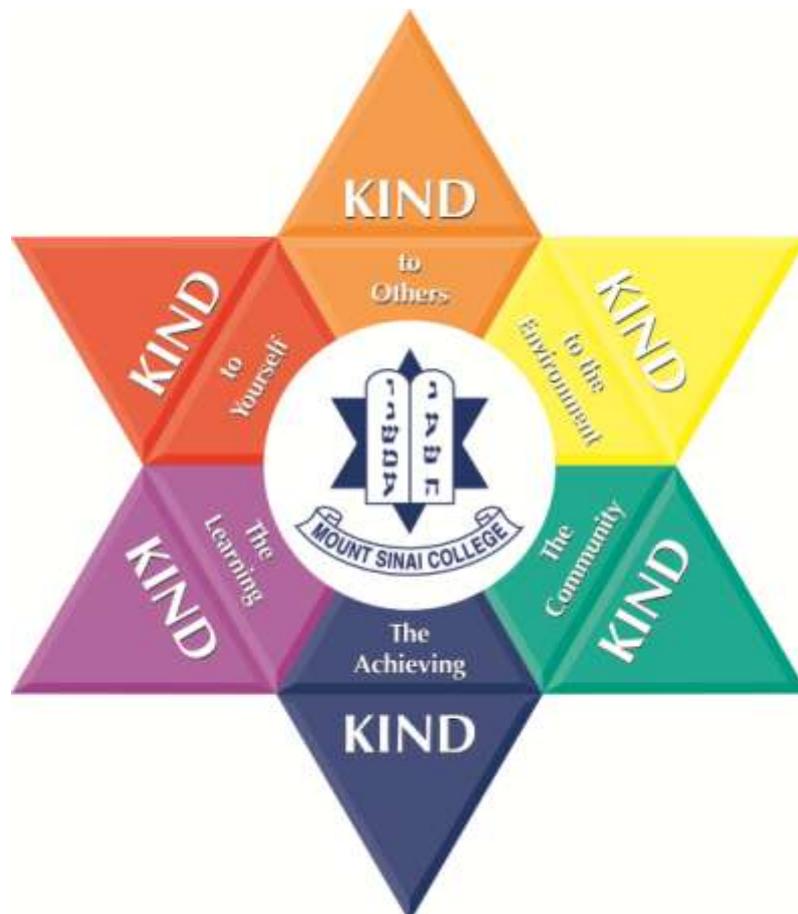
The program revolves around the Six Kinds of Best concept which is a model that outlines six core values for becoming a person of good character and for leading a happy and successful life. It frames the core values in a way that students, teachers and parents can remember and apply in everyday situations. 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	The following outline encapsulates all that Mount Sinai College offers by the Learning Support Team: 1. Reading Plus - all children in Years 4 – 6 gain access to this outstanding fluency program 2. Spelling program - a range of direct, explicit and guided programs to support all learners 3. Reading Corner - daily implementation of the Multilit and All About Spelling program. 4. Thinking Kids - Year 3 & 4 social skills program 5. Academic support – extending the Individual Education Plans of special needs students 6. Counselling support - providing therapy and guidance for children and their parents 7. Speech therapy and occupational therapy
Compliance Governance Management	<ul style="list-style-type: none"> <li>• Annual parent survey</li> <li>• Board of Management to lift its profile within the community</li> </ul>
Professional Engagement and Self-Improvement Targets	<ul style="list-style-type: none"> <li>• <b>In accordance with College’s strategic plan</b></li> </ul>
College Image and Standing in the Community	<ul style="list-style-type: none"> <li>• Completion of new College web site</li> <li>• An emphasis on the growth mind set</li> <li>• Promoting high expectations of student learning</li> <li>• Promoting close and consistent monitoring of student progress</li> <li>• Promoting a safe and orderly climate</li> <li>• Promoting an emphasis on basic skill acquisition and strong instructional leadership</li> <li>• Promoting or continuing to promote a culture of cooperation, communication and care</li> </ul>

### 2012 Priority Areas

2 identified priority areas were:

- The Writing Process – standardising across the school for all genres
- **Working towards Caldwell’s ‘Becoming the Best’ (creating capacity for transformation)**

### Achievements

The College created a whole-school unified approach to the writing process. This was documented and formed part of the school’s pedagogical approaches.

In 2011, the Executive team identified core areas for whole school transformation. This focus was influenced by Caldwell’s work (*Becoming the Best – Creating Capacity for Transformation*) and focussed on:

1. Intellectual capital
2. Social capital
3. Spiritual capital
4. Financial capital
5. Personalised learning
6. Futures focussed
7. Governance

Priorities were determined within each of the domains which served as a guiding rudder for the College’s strategic plan. This was extended into 2013.

## 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 over 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.

Through the PA, the College collected old school uniforms and sent these to Zambia. The beautiful letters we received thanking us made us realise how worthwhile this initiative was.

The College entered its 6th 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) )

**The College's 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.**



## 13. Parent, Student and Teacher Satisfaction

Each year, the College conducts a comprehensive survey. This process is 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 interviews parents when undertaking kindergarten enrolments. Questions asked focussed on level of satisfaction, perceived areas of improvement and communication.

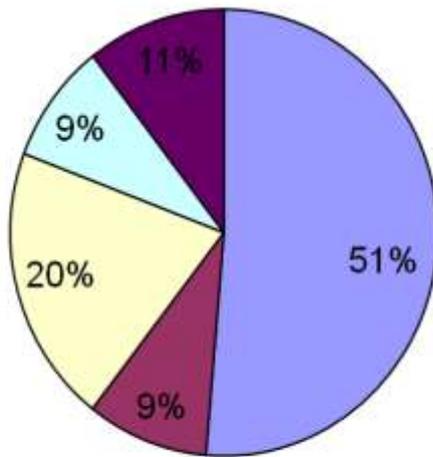
There are many occasions throughout the year that promote social cohesion and ultimately provide feedback. Such occasions include:

- 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



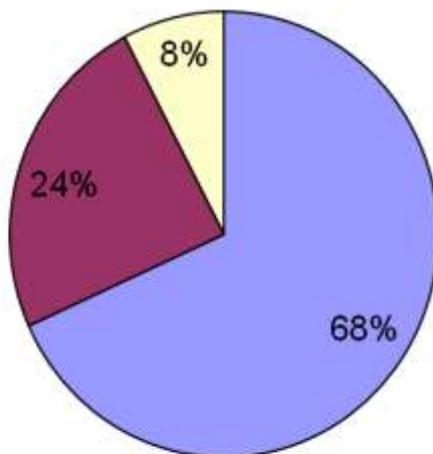
## 14. Summary Financial Information

### Summary Financial Information 2012 Income



- Fees & Private Income
- State Recurrent Grants
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

### Summary Financial Information 2012 Expenditure



- Salaries, Allowances & Related Expenses
- Non Salary Expenses
- Capital Expenditure

