

2013

**Mount Sinai College
Annual Report**



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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. 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 publications, viz, prospectus, the annual magazine, 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



MESSAGES FROM THE KEY SCHOOL BODIES



PHIL ROBERTS – PRINCIPAL

Value Added

Whilst there will be an appropriate time and place to acknowledge Tony Snoyman's presidency, I take this opportunity to thank Tony, who grabbed the wheel of leadership, sliding unobtrusively from passenger to the driver's seat, served his 3 years as President and 11 years in total on the Board. Knowledge comes, but wisdom lingers – and Tony's steady hand and wise counsel over many years has allowed the Board to keep its eye firmly on the headland rather than the choppy water.

Tim Greenstein has now jumped into the driver's seat and placed his foot firmly on the accelerator. As the College moves into an exciting phase which may include some building, Tim's energy, drive and heart-felt capacity will no doubt serve us well.

It is good leadership that continues to define the College. I would like to acknowledge the many who have shown great *leadership* – people past and present.

During my years, I have come to know and learn - either through observation or reading - about many leaders in many fields: politicians, business people, other faith leaders, and so on. I began to understand the difference between the public face that leaders must always show; bold, confident and unshakable, and the private face, when a leader is no longer on display, and can share his or her feelings with a partner. That is when you realise how challenging leadership really is. The great leaders have their doubts and hesitations. They have their moments of worry and near despair, and they are all the more human for it. Don't ever think that leaders are different from the rest of you. They aren't.

They just have the courage to live with the challenges and keep going.

Most of all, I now understand that we are all called on to be leaders within our sphere of influence, be it the family, the community, at work among colleagues, in play among team-mates. What marks a leader out from non-leaders, is not position or office or role but rather, a basic attitude to life.

Some wait for something to happen; leaders help MAKE something happen. While some curse the darkness; a leader sheds a light.

Over the years I realised that one of the most important tasks of a leader is to encourage leadership in others. We each have a role to play in strengthening Jewish life and a Jewish school, and the scale in which we do so does not matter. If we make a positive difference to **one other person**, that is enough. *Says the Chief Rabbi and I quote: One life, said the sages, is like a universe. Therefore if you change a life you begin to change the universe in the only way we can: one person at a time, one day at a time, one act at a time. We can do something; and we should never be discouraged that we can't do everything. "It is not for you to complete the task but neither are you free to stand aside from it." (end quote)* Perhaps the most profound and unexpected lesson I have learnt in the course of the years is that leadership is not *only* about what you achieve by it; it is what you become *because* of it.

Leading forces you to develop muscles you did not know you had. It changes you. It gives you strength and courage and the willingness to take risks. It teaches you emotional intelligence and the ability to see the good – often the great – in other people as I have seen in my staff. All people right now need leaders, people unafraid to face the challenges of today and build for tomorrow instead of, as so often happens, fighting the battles of yesterday. The world changes and leaders help us to adapt to the new without breaking faith with the old.

We are fortunate to have strong leadership – not the limited steroidal Hollywood tough person notion of strong, but strong as in strength of purpose, strength of commitment, strength of conviction & strength of vision. When all studies on leadership are distilled, there are two features that stand out and which characterise our leadership. Excellence with humility.

In our 35 years, we - *because leadership always involves a team* – have faced many challenges. Consistently good leadership from many; past and present; has allowed us to excel and achieve disproportionately to our size.

Happiness is a life lived in the active mode. It comes not to those who complain, but to those who do. As is understood by our students, the greatest word was uttered by the Jewish people at the holiest moment of

their history, the essence of our school motto: NA'ASEH, "We will do." Judaism is a religion of *doing*, and what we do together is greater than any of us could do alone. That is both the challenge and strength of leadership at our College. Jews dared believe that together, they could change the world. Daring greatly makes us great. There is no other way. Given the challenges we often face, we will continue to require *brave* leadership and leadership that appreciates the difference between the dawn of a new educational era that is occurring and the dusk of yesteryear. Both may be beautiful settings, but only one ushers in the new day, sheds light.



After the explosion of the Space Shuttle Challenger in 1986, the president, said *I know it's hard, but sometimes painful things like this happen. It's all part of taking a chance and expanding man's horizons. Future leadership doesn't belong to the faint-hearted; it belongs to the brave.*

And that is also what we will need from schools and educators. Brave leadership. Those who recognise what Sir Ken Robinson, Frank Crawford and significant others have been imploring, those who embrace the idea that schools must reform to be accountable to and inspiring for their students of the 21st century will reap the benefits as will our Jewish community.

So, to my students and leaders, I'm not telling you that leadership's going to be easy, you may not even be popular for it, but for those who so aspire, I'm telling you it's going to be worth it. I am sure our teachers, presidents, students of yesteryear would agree wholeheartedly.

One of the reasons we do operate a successful school (and yes, it is successful by any objective measure) is because of our leadership. It is distributed, it is influential, it is transformational and it is effective.

We have had visitations this year from overseas and locally. It was Apple Aus that recommended visiting MSC. We are on the cusp of becoming an Apple Distinguished School – an achievement that has required a great deal of work and an achievement that has everything to do with *teaching and learning* using technology. Buying the technology is the easy part – using it effectively to enhance and enrich the learning environment requires belief, on-going professional development and an understanding of the considerable forces that are shaping 21st century learning.



We all know there will be societal challenges going forward as there is an increasing uptake of technology. Too often, Technology celebrates connectedness but encourages retreat. However, loving, wise, dedicated, servant-hearted, educators who mentor, listen to, and discipline their students will never be replaced. They have nothing to fear from technology. For such educators, technology is their *servant*, not their master or replacement. That's how we use it.

Each of our teachers, in some way or another, has demonstrated leadership. Leadership percolates down to the class level – whether this be the kindy teachers implementing the new synthetic phonics (and by chance attaining levels of reading achievement that are phenomenal) or our year 6 teachers creating deep learning opportunities exemplified by Day of Notables, Market Day and the Science Fair.

Whether we organise a soiree, a showfest, Tournament of Minds, an interschool chess day, a demonstration seder, interfaith days, debating days, an open day, a festival day, siddur presentation, the rock band, a senior band, Bat Mitvah ceremony, concerts, ... *it requires dedicated, true believers in the College who demonstrate leadership.* None of this rigorous work happens by chance. It is set within the context of a comprehensive, well coordinated strategic plan – backed up by hours of staff professional development and engagement.

And why should we do all this?

For one reason alone: Your children – our students.

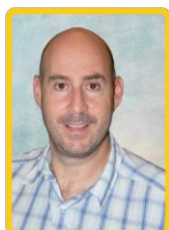
All of these staff leaders have done this with a great sense of good grace, humility and service. Good leadership ultimately translates into an excellent learning culture.

Academically, we are a high performing school.

- In Year 3 English, 96% of students were placed in the top 3 bands (4-6) where the average band is band 3.
- In Mathematics, 91% of Yr 3 students were placed in the top 3 (bands 4-6) where the average band is band 3.
- In Year 5, 65% of students were placed in the top 2 bands (7&8) where the average band is band 5.
- And in Yr 5 Mathematics - 50% of students were placed in the top 2 bands (7&8) where the average band is band 5.



This is well above the averages for independent *and* state schools. But being a Mount Sinai student means more than this. It is about taking with you what the senior teachers tell us are those particular qualities that distinguish our students – qualities in relation to who you are as much as how you perform. What *is* really important, is the person you are, the kindness you express, the compassion you feel and the courage you show.



PRESIDENT'S REPORT – TIM GREENSTEIN

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

I was very honoured to take up the role of President in May this year. Even though my two eldest children have already graduated from Mount Sinai and I could well have reduced my involvement at the school, my experience over the years has made me even more passionate about the school and what it offers. Having spent the previous 2 years as Treasurer, I already felt a huge sense of satisfaction for all that Mount Sinai stands for and has accomplished. It is with a sense of pride in what the Board intends to achieve, that I accepted the role of President. I saw the role as an opportunity to help take the College on to further success and help it in continuing to enrich the educational and Jewish wellbeing of our students and our community.

The past year has seen us continue to reap the benefits of the amazing work and efforts that have been invested by the staff, by the Board and by the parents of the College.

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.

Once again, the College has achieved outstanding academic success (as measured by the Government's NAPLAN testing and also by anecdotal evidence from the schools to which our pupils graduate), thanks to our excellent and stable teaching staff under Phil Robert's inspiring leadership.

Laura Wren, our Business Manager, is unstinting in her dedication to running the administration and operations of the College. She continues to make a huge and much valued contribution in ensuring that everything runs smoothly and we are incredibly grateful to her for her time and commitment.

We thank our outstanding staff for their tireless efforts. We are blessed to have such motivated and 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

First and foremost I need to express our gratitude to Tony Snoyman who stepped down as President in June this year. Tony has been a member of the Board since May 2003 culminating in his 3 year term as President. The College is in a stronger position today because of the work he has done and because of his passion and commitment. We are indeed very fortunate that Tony remains on the Board of Management and on my Executive in his capacity as immediate past President.

My thanks also go to the Board of Management, my Executive (David Hechter, Mandy Lipshitz, Ilan Zimmerman and Tony Snoyman) and our Life Governors for all they have done this year.

This year we welcomed three new Board members: Galia Durbach, Judith Sterling and Ilan Leshetz. They join our existing Board members: Anthony Berman, Jo-Ann Suchard and Michael Segerman.

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, Heidi Baltineshter and Miriam Fouracre. The PA encapsulates the Mishpocha Mount Sinai philosophy. Among many other projects, the Bingo Evening organised by the PA in June this year was a stand-out event and a roaring success - a huge effort, exceptionally well executed. Our PA does an amazing job in supporting the needs of our school, and I urge you all to continue to show your support by assisting when possible in the planning and running of their various initiatives and in attending the events they organise

Our thanks also go 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 the Board and staff of Maroubra Shul for the partnership that continues to be so important to the College.

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.

Appointment of Life Governor – Phil Maisel

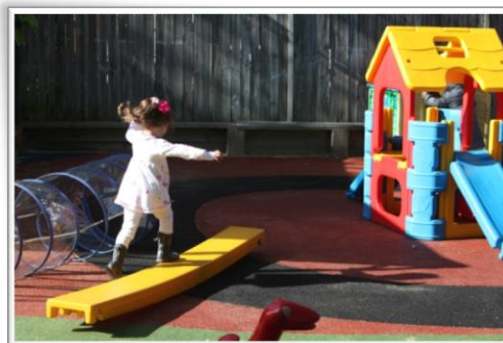
The College Constitution allows, on the recommendation of the Board, for a person to be elected as a Life Governor, where the person has rendered significant service to the College in advancing the objects of the College and by participating in the activities of the College. Phil Maisel is clearly such a person. Phil served on the Board of the College from May 2005 until 2013, including 2 years as College President. Phil was appointed a Life Governor at the AGM in May this year.

Launch of the MSC Early Learning Centre

The launch of the Early Learning Centre (“ELC”) earlier this year saw the coming to fruition of many months of research and planning on the part of the staff and the Board.

The Early Learning Centre will commence operating on 13 January 2014 and will be open for 48 weeks per year (other than on High Holy Days). The centre will be open from 8am until 5:30pm on Monday to Thursday and from 8am until 4pm on Fridays.

The launch of the Early Learning Centre means that parents who are working, studying or on maternity leave, may now be eligible to claim the Government 50% Child Care Rebate (which is not income tested).



We are indeed proud that the College will be able to offer its comprehensive preschool program, enriched by Jewish education, in a manner which is now significantly advantageous to parents from a financial and time perspective.

After Hours and Vacation Care

We were also delighted to announce earlier this year that, commencing in 2014, Mount Sinai College will offer **on site** after hours care and vacation care for those families that need it.

In this regard, we will be partnering with 'Extend' to offer our families superior out of school hours care for their children. Extend provides qualified staff with well-structured and engaging programmes in a secure environment. We are certain that this service will be of major benefit to our Mount Sinai families.

Technology

One of the College's proudest achievements of recent years is the manner in which it has successfully integrated the use of technology in the College. The roll out of Mount Sinai's One-to-One iPad program in 2012 already set the bar high and this year has seen continued excellence in the use of technology in the day to day educational experience of our children. Visitors to the College continue to be 'blown away' by the great strides the College has taken in this area and we are now seen as a trendsetter amongst our peers.

During Open Day in August this year, I found it amazing to see the reaction of the grandparents who were there. They were absolutely fascinated to see how adept all the students were at working with their own iPads. It was so exciting watching as kids as young as 5 used their iPads to take photos of themselves with their grandparents and then immediately transformed these into cartoons and comic strips using the Apps they are familiar with from work done in their classes. This is a real testament to Mount Sinai's investment in integrating technology into learning in a way that is natural and intuitive.

Looking ahead

We have recently undertaken our annual parent survey and you have been provided with feedback in respect of the results. Based on these outcomes and other measures, the Board continues to look at strategic initiatives to strengthen and grow the College.

We have also begun a strategic master plan process which has to date involved the board and staff of Mount Sinai working together with an external facilitator. The aim of this has been to understand the physical space we utilise in relation to the College's learning and technology requirements in the coming years.

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

I wish you a safe and happy vacation and an exciting 2014.

Tim Greenstein

President



PARENTS' ASSOCIATION REPORT



Stacey Potash



Heidi Baltineshter



Miriam Fouracre

The highlight of the year was our **BINGO** night! After an enormous amount of organisation, and generous donations from our sponsors from both our school and wider community, our BINGO night was a huge success. 216 members of our school community came together in our school hall to play **BINGO** and have a great time. In the process, we raised a whopping \$11,000 profit from which we were able to purchase, amongst other things, the new stage (to debut in 2014) for the school and some wonderful outdoor equipment for the preschool. Who knew **BINGO** could be so much fun? A huge thank you to our committee who made the night possible: Sophie Berman, Louise Lawrence, Lara Levin and Karen Segal.

A lot of fun was also had at our **biscuit bake-ups**... mums coming together to bake biscuits not only for use at school teas, but for the **bake-sale** which truly added an amazing atmosphere to the playground on the last day of terms 2 and 4.

Hamantashen Baking and the **Mishloah Manot Workshop**, the **Years 5&6 Seudat Purim Dinner**, the annual **School and Preschool Demonstration Seders** which were a delight to all the senses, the **Yom Haatzmaut** treats of a **Falafel Lunch** and cakes to each classroom, **Shavuot's** delicious ice-cream bar, **Rosh Hashanah's** epic honey biscuits baking expedition and the humongous task of making **Chanukah** Latkes are all ways we enhanced our Chagim with Mount Sinai Moments.

Together with Rozanna Pleshet, the Jewish studies team and Yael Farkas, we continued the **Friday Morning Challah Club**, and with Shirley Snoyman, we introduced **Nachas Club** – a chance for the grandparents of our school to get involved.

Other Mount Sinai Moment highlights were our annual **Mother's and Father's Day Stalls**, the **Preschool Mother's Day and Father's Day Breakfasts**, and the **Preschool Grandparent's and Special Person's Morning Teas**.

The annual **Open Day BBQ** was as delicious as ever thanks to our Board Member volunteers, and the **Preschool Monkey Mania** end of year celebration was a load of fun. The **Hot Dog Days** each term was as popular as ever, and the **Laura Jean Photo Portraits** captured some wonderful family moments.

For pure entertainment we held a fundraiser for **Grease** and **Lion King**, as well as selling the 2013 **Entertainment Book**.

Hundreds of **Woolworths Earn & Learn** stickers were collected and traded for some wonderful resources, thousands of buttons were collected in support of the **Button Project**, the annual **JCA Women's Division** not only had us all laughing in stitches, but the money we pledged came straight back to our school, and our **Yachad Meals** were appreciated by all recipients in their time of need.

Our last **Preschool Holiday Camps** were run in the school holidays. The end of an era has arrived with the new Early Learning Centre and Extend care coming into play next year.



This year we had two [PA executives, the school and preschool](#), both of which were the true core behind all the wonderful things we did. THANK YOU to each and every one of you for your invaluable contribution.

School PA

Sophie Berman, Tania Brodie, Renee Campbell, Julie Chiert (co-treasurer), Nicole Friedman, Leigh Hayim, Nicole Katz, Ellie Nagel, Jennifer Nathan (co-treasurer), Lori Phillips, Karen Segal and Lee Weinbren

Preschool PA

Leah Balkin, Kerri Ben-Mayor, Caryn Farber, Caryn Groll, Nicole Freidman, Leigh Hayim, Judith Sidley (President 2014) and Simone Schapkaitz

[THANK YOU](#) to all the mums who never tired of coming in to bake [birthday cakes](#), to Debbie Glick and Wendy Yudelman for the demonstration seders, Lilly Haikin for coordinating Latke making and Angela Rosenfeld for the Woolworths program.

This year, we say farewell to [Leigh Hayim](#). Leigh has been an integral part of the PA. Her input for hot dog day and cake baking will surely be missed in the next and coming years. We also farewell [Kerri Ben-Mayor](#), an integral part of the Preschool PA. Kerri stepped up and took charge of Apsley events as well as running the last of our holiday camps.

[THANK YOU](#) to Phil Roberts, Laura Wren, Tony Shoyman, Tim Greenstein, Garron Forman, Rozanna Pleshet and Kath Boyd, and to Raelene Kilcran, Ellie Bernedo, Myree Ely & Brian Peate for all your support.

Last, and by no means the least, one collective [THANK YOU to all our volunteers](#) who helped at events during the year! Your input, no matter how large or small is invaluable to our success. We look forward to all that 2014 will bring. Wishing you a healthy & happy holidays.



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 2013

School sector	Non-government
School type	Primary
Year range	U, K-6
Total enrolments	293
Location	Metropolitan

SCHOOL STAFF 2013

Teaching staff	23
Full-time equivalent teaching staff 	19
Non-teaching staff	9
Full-time equivalent non-teaching staff 	4.6

SCHOOL FINANCES 2012 ¹

Total net recurrent income	\$1,483,038
Per student net recurrent income	\$5,079
Total capital expenditure	\$295,217

LINKS

School website [Mount Sinai College](#)

Sector, system or association website [Association of Independent Schools of New South Wales](#)

SCHOOL SATISFACTION INFORMATION

All schools are required to report on parent, teacher and student satisfaction in their annual reports. In 2012, nationally consistent school opinion survey items were agreed by education ministers for parents and students (known as the National School Opinion Survey). A survey and data collection tool that can collect responses to the National School Opinion Survey was made available for all schools to use in August 2013. Schools can use the national parent and student survey items to report on school satisfaction in their annual reports. See the school annual report for information on parent, teacher and student satisfaction. For further information about the National School Opinion Survey, see [School opinion information](#) on the ACARA website.

STUDENT BACKGROUND 2013

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

School ICSEA value 1169

Average ICSEA value 1000

Data source Parent information

DISTRIBUTION OF STUDENTS ²

	Bottom quarter	Middle quarters	Top quarter
School Distribution	0%	3% 20%	77%
Australian Distribution	25%	25% 25%	25%

Percentages are rounded and may not add to 100

STUDENTS 2013

Total enrolments	293
Girls	140
Boys	153
Full-time equivalent enrolments [?]	293
Indigenous students	-
Language background other than English ³	3%
Student attendance rate	96%

School website <http://www.mountsinai.nsw.edu.au>

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



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 2013 NAPLAN results confirm, once again, the standard of excellence for which Mount Sinai College has become renowned.

SENIOR SECONDARY OUTCOMES (N/A FOR PRIMARY SCHOOLS)

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>

Principal	Philip Roberts <i>M Dispute Resolution; M Ed; B Ed; Dip T; LTCL (T); MACE</i>
Deputy Principal	Garron Forman <i>B Soc Sc HPT Dip, MACE</i>
College Rabbi	Rabbi Ellie Farkas <i>Rabbinic ordination, MS Jewish Education, BA Biology</i>
Coordinator of Jewish Studies & Infants Coordinator	Rozanna Pleshet <i>BA Dip Ed</i>
Librarian	Judith Massel <i>BA H Dip Lib</i>
College Counsellor	Janine Zimble B.Soc.Sc (SW) Hons (Social Work) Dip. F.T (AIFT) MAASW

Teaching Staff

Kellye Bettman *B Music B Ed*
 Katie Brody *M Ed (G & T) B Tch, B Ed Hons, C.O.G.E. (Coordinator of Curriculum Development and G & T)*
 Arianne Burnie *B Ed Dip T*
 Arlene Courland *Higher Dip Ed*
 Jesse Black *B A (Education)*
 Amanda Eisman *B Ed (on leave)*
 Cindy Hawkey *Grad Dip Ed Bach Appl Sc (teacher's assistant)*
 Leanne Hurwitz *B Ed (Primary) Hons*
 Hazel Gruskin *B Prim Ed*
 Anna Lawson *BA (Hons) Psychology Post Grad Certificate in Education (Primary)*
 Emily Levenson *B Science (Psych) M Tch (Primary)*
 Aiden Levy *B Ed (Primary) TESOL*
 Rayzelle Levy *Dip Ed*
 Diana Mannerow *B Ed (on leave)*
 Helen Meyer *(Special Needs Co-ordinator) Dip T Grad Dip Ed St*
 Gail Murray *(Special Needs assistant) MA (Applied Linguistics) BA Cambridge RSA Certificate (ESL) Post Grad Mandarin*
 Sarah O'Dea *B Applied Sc Grad Dip Ed*
 Adrienne Plaut *B Sc B Tch COGE*
 Richard Prowse *(ICT & Primary Co-ordinator) Dip T MACE*
 Joshua Ravek *B Ed*
 Elana Shatari *(Music teacher) M Ed (Creative Arts) B Mus Ed*
 Janine Sussman *Dip T B Ed Grad Dip Ed. Stud*

Band Director

Kellye Bettman *(Director of music program) B Mus B Ed*
 Robyn Grounds *(Flute) Dip Mus M Mus*
 Chris Wilson *(Saxophone and Guitar) B Mus (Ed)*
 Gareth Cooley *(Drums) B. Science*
 Sam Golding *BA*

After-school Professional Development

Term 1	Date	Session
	JAN 29	APPRETIO (Jewish Studies and Secular)
	30	ACER – PAT testing (Terri Cornish)
	FEB 6	Xcite Logic – IT (Jewish Studies and Secular)
	13	Xcite Logic – IT (Jewish Studies and Secular)
	20	Programming for 2013
	27	Orientation to New English doc (Secular)
	MAR 6	Orientation to New English doc (Secular)
	13	Orientation to New English doc (Secular)
	20	Webinar – Mathematics differentiation (Secular)
	APR 3	Parent teacher interviews – no afternoon staff mtg
	10	Parent teacher interviews – no afternoon staff mtg
	<i>Visible Thinking Meetings throughout the Term</i>	

Term 2	Date	Session
	MAY 1	Security
	8	Planning with the new English doc
	17	Whole day – PFD – Differentiation DVD plus
	22	Planning with the new English doc
	29	IT (Excite Logic)
	JUN 5	IT (Excite Logic)
	12	Programming (new template B of S)
	19	Programming
	26	Programming
	<i>Visible Thinking Meetings throughout the Term</i>	

Term 3	Date	Session
	JUL 17	Visible Thinking – creating the right culture (Datacom)
	24	Science Familiarisation
	31	Science Familiarisation (Datacom)
	AUG 7	IT? Maths Familiarisation
	14	Maths Familiarisation (Datacom – parent workshop)
	21	Maths Familiarisation
<i>Visible Thinking Meetings throughout the Term</i>		

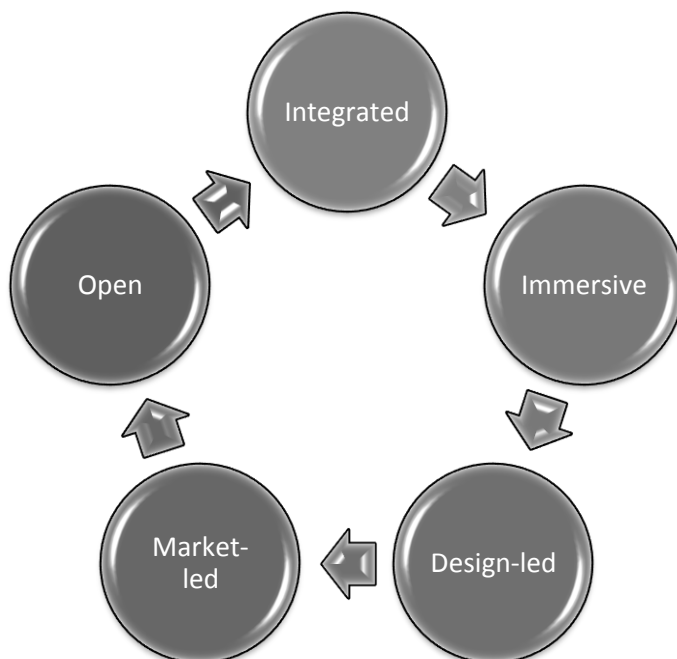
Term 4	Date	Session
	OCT 9	Science scope & sequence
	16	Science scope & sequence
	23	EPM (2 hours)
	30	Company reps to show educational wares
	<i>Visible Thinking Meetings throughout the Term</i>	
	School Production / Camp / AEW / Reports / APPRETIO finale	

2013 Professional Development Courses include:

- ✓ **Mathematics (Learning in Early Numeracy)**
- ✓ Primary Maths Research Conference
- ✓ Conference – tapestry of whole school learning
- ✓ Primary Maths Conference
- ✓ Maths Problem Solving
- ✓ Differentiated Instruction
- ✓ Student Behaviour – establishing the positive
- ✓ AIS integration Conference
- ✓ AIS ICT Management and leadership Conference
- ✓ Technology K-12 national Congress
- ✓ Reading Comprehension: Maximising Meaning
- ✓ Making Thinking Visible

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 Zimblor	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

Professional Development is characterised by it being:



Integrated

Professional learning and performance and development are closely interconnected, and are embedded within organisational culture and practice

Immersive

Intensive, holistic experiences that challenge beliefs and values, and radically alter practice

Design-led

Disciplined, problem solving processes that require deep understanding of and engagement with users

Market-led

New providers stimulate demand and grow the market for new products and services

Open

Ideas and resources are freely exchanged in unregulated online environments

- A Special Needs consultant from the Association of Independent Schools worked with staff on integrating special needs students

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.

STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS (N/A FOR PRIMARY SCHOOLS)

POST SCHOOL DESTINATION (N/A FOR PRIMARY SCHOOL)

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 instil 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 293 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.

POLICIES FOR:

~ STUDENT WELFARE ~ DISCIPLINE ~
~ REPORTING COMPLAINTS AND RESOLVING GRIEVANCES ~

For a full explanation of the College's policy in relation to Student Welfare, Bullying, Discipline, &/or Resolving Conflict 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.

Click on 'About' then 'Policies and Procedures'.

http://www.mountsinai.nsw.edu.au/assets/pdf/Policies_Procedures_Handbook_2013.pdf

Of particular relevance are two key policies:

1. Student Welfare and Behaviour Management
2. Policy on Bullying

SCHOOL DETERMINED IMPROVEMENT TARGETS

2013 EDUCATIONAL STRATEGIC DIRECTION

Our Strategic Initiatives for 2013

- *Mount Sinai College will attract, develop and retain the best teaching and support staff we are able. We will introduce APPRETIO – an evidenced-based performance review initiative which will promote a culture of professional learning and engagement*
- *Mount Sinai College will develop an outstanding curriculum with a particular focus in 2013 on 'Differentiation' and familiarisation of the new Australian English syllabus*
- *Having committed to a K-6 1:1 iPad program, Mount Sinai College will aim to integrate new technologies into best teaching practice working closely with professional development company Xcite Logic*
- *Mount Sinai College will continue to promote and incorporate Visible Thinking routines as part of a culture of thinking across all KLA's*
- *Mount Sinai College will ensure that our Tal Am program evolves and that we focus on Hebrew teaching (remedial) and JS Enrichment "Chug Ha-Ashard"*
- *Mount Sinai College will implement the ACER PAT on line school wide testing regime (Yrs 1-6)*

Related Strategic Initiatives: Thinking Kids (Yrs 3-5) / Synthetic phonics (K-1)

Mount Sinai College will attract, develop and retain the best teaching and support staff we are able

What we will do:

- Be an employer of choice particularly in the Jewish schools
- Introduce an evidenced-based professional performance review (APPRETIO) that links to deeper professional engagement and development and the whole school strategic direction
- Make funding available for professional development

Mount Sinai College will develop an outstanding curriculum with a particular focus in 2013 on 'Differentiation' and familiarisation of the new Australian English syllabus

What we will do:

- Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
- Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
- Organise content into coherent, well-sequenced learning and teaching programs
- Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements
- Increase personalised learning opportunities through an understanding of differentiation strategies
- Ensure teaching practice takes account of individual learning preferences
- Professionally develop staff so they have an awareness of the new National English (and soon Science and Maths) documents

Having committed to a K-6 1:1 iPad program, Mount Sinai College will aim to integrate new technologies into best teaching practice

What we will do:

- Engage / contract Xcite Logic to work in parallel with staff for 2013 on ways to use technology to enhance teaching
- Support student/teacher engagement and learning through the development of new teaching / learning methods using iPads
- Use technology to be varied and to assist students in identifying what they enjoy and what they are good at
- Continue to develop the eLearning team including parents and evaluate the iPad strategy yearly

Mount Sinai College will continue to promote and incorporate Visible Thinking routines as part of a culture of thinking across all KLA's

What we will do:

- Strengthen the integration between teaching practice and incorporation of Visible Thinking to support a culture of thinking
- Retain staff member one day per week to mentor staff in Visible Thinking routines
- Support students to adopt productive habits of mind including critical thinking and understanding relationships between knowledge and thinking

Mount Sinai College will ensure that our Tal Am program evolves and that we focus on Hebrew teaching (remedial) and JS Enrichment "Chug Ha-Ashara"

What we will do:

- Provide enrichment classes in Jewish Studies for students wishing to study at a deeper level
- Use volunteers from 'Two Connect' to work with students who need support in Hebrew and Jewish Studies
- Investigate methods of delivery to Years 5 and 6 students to improve engagement
- Incorporate Visible Thinking routines and a culture of thinking dispositions into the curriculum

Mount Sinai College will introduce and professionally develop staff in the use of 'Synthetic Phonics' to replace 'Letterland'

What we will do:

- Introduce Synthetic Phonics as a more effective way to teach literacy (K-2)

Mount Sinai College will implement the ACER PAT on line school wide testing regime (Yrs 1-6)

What we will do:

- Establish collective accountability for the assessment and monitoring of progress of individual students, cohorts of students, and the school as a whole (ACER PAT on line testing / testing regime)
- Establish collective accountability for the monitoring of progress and assessment of individual students and cohorts of students (ACER PAT on line testing / testing regime)
- Establish whole-school regime for tracking student performance in each child’s K-6 journey

Achievements

The College executive team creates and is guided by a Strategic Plan (see above). The Strategic Plan dovetails with the school’s professional development.

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

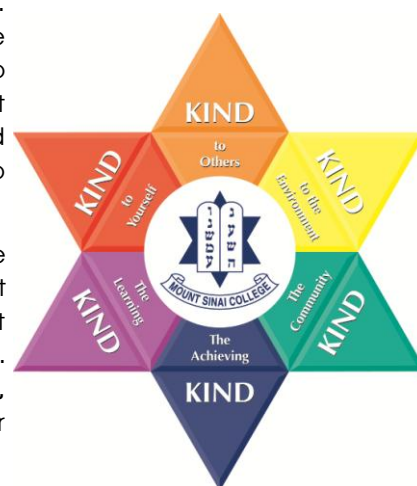
Priorities were determined within each of the domains which served as a guiding rudder for the College’s strategic plan. This was extended into 2013.

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.



The College entered its 7th 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)

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

PARENT, STUDENT AND TEACHER SATISFACTION

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

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.

In 2013, the students in Years 5 & 6 completed a Gallup Survey. The Gallup Student Poll is a 20 question survey that measures the Hope, Engagement, Well-Being and Faith of students in Years 5 and 6. The primary application of the Gallup Student Poll is a measure of non-cognitive metrics that predict student success in academic and other youth-development settings. Gallup's research has shown that hope, engagement and well-being are key factors that drive students' grades, achievement scores, retention and future employment. The results of this are available on request.

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

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

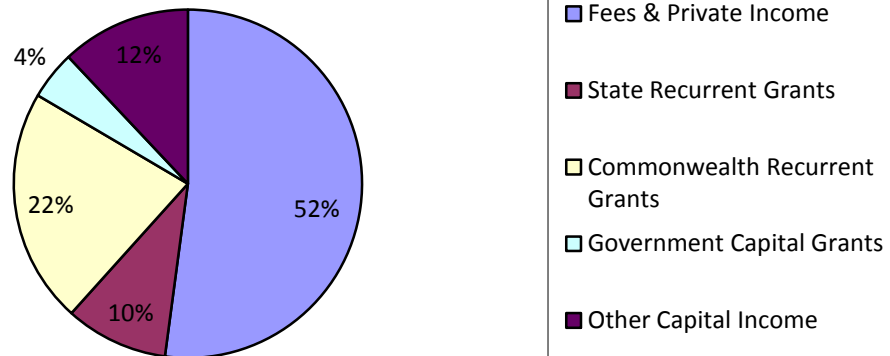
The Principal interviews parents when undertaking kindergarten enrolments. Questions asked focussed on level of satisfaction, perceived areas of improvement and communication.

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

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

SUMMARY FINANCIAL INFORMATION

Summary Financial Information 2013 Income



Summary Financial Information 2013 Expenditure

