

# Mount Sinai College Annual Report 2015





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## EDUCATIONAL & FINANCIAL REPORTING

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### POLICY

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Mount Sinai College maintains the relevant data and complies with reporting requirements of the NSW Education Minister. 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

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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 BOSTES
- 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 BOSTES and other stakeholders

## MESSAGES FROM THE KEY SCHOOL BODIES

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### PHIL ROBERTS – PRINCIPAL

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#### Value Added

*This report was read in its entirety at Speech Night 2015*

When I took over as principal 14 years ago, I had one a burning desire - to create the best primary school in NSW – it gave me meaning, purpose and vision. I would like to say a few words this evening about a sense of having a purpose; a sense of having a vision. Having meaning and an ideal to which we can aspire.

Vision and purpose is leadership - without it - is merely management. I became more conscious of meaning, purpose and vision many years ago.

I read about Frankl many years ago and whilst some of you may know about him, I'd thought this is worth sharing.

In September 1942, Viktor Frankl, a prominent Jewish psychiatrist and neurologist in Vienna, was arrested and transported to a Nazi concentration camp with his wife and parents. Three years later, when his camp was liberated, most of his family, including his pregnant wife, had perished -- but he, prisoner number 119104, had lived. In his bestselling 1946 book, *Man's Search for Meaning*, which he wrote in nine days about his experiences in the camps, Frankl concluded that the difference between those who had lived and those who had died came down to .....: Meaning and purpose, an insight he came to early in life.

In 1991, the Library of Congress listed *Man's Search for Meaning* as one of the 10 most influential books in the United States. Now, over twenty years later, the book's ethos - its emphasis on meaning, the value of suffering, and responsibility to something greater than the self - seems to be at odds with our culture, which is more interested in the pursuit of individual happiness than in the search for meaning. "To the European," Frankl wrote, "it is a characteristic of American culture that, again and again, one is commanded and ordered to 'be happy.' But happiness cannot be pursued; it must ensue. One must have a reason to 'be happy.'"

Research has shown that having vision, purpose and meaning in life increases overall well-being and life satisfaction, improves mental and physical health, enhances resiliency, enhances self-esteem, and decreases the chances of depression. On top of that, the single-minded pursuit of happiness is ironically leaving people less happy, according to recent research. "It is the very pursuit of happiness," Frankl said, "that thwarts happiness."

In the words of Martin E. P. Seligman, one of the leading psychological scientists alive today, in the meaningful life "you use your highest strengths and talents to belong to and serve something you believe is larger than the self." For instance, having more meaning in one's life was associated with activities like buying presents for others, taking care of kids, and arguing.

People whose lives have high levels of meaning often actively seek meaning out even when they know it will come at the expense of happiness. Overall, teachers have meaning. They certainly don't come into their profession for money and they get huge meaning and purpose out of working with kids. Because people whose lives have meaning have invested themselves in something bigger than themselves, they ironically, often worry more and have higher levels of stress and anxiety in their lives comparatively.



The amount of time people report feeling good or bad correlates with happiness but not at all with purpose and meaning. Meaning, says Frankl, is enduring. It connects the past to the present to the future.

Frankl distinguished himself in medical school and by 1941, his theories had received international attention and he was working as the chief of neurology at Vienna's Rothschild Hospital, where he risked his life and career by making false diagnoses of mentally ill patients so that they would not, per Nazi orders, be euthanized.

That was the same year when he had a decision to make, a decision that would change his life.

With his career on the rise and the threat of the Nazis looming over him, Frankl had applied for a visa to America, which he was granted in 1941. By then, the Nazis had already started rounding up the Jews and taking them away to concentration camps, focusing on the elderly first. Frankl knew that it would only be time before the Nazis came to take his parents away. He also knew that once they did, he had a responsibility to be there with his parents to help them through the trauma of adjusting to camp life.

On the other hand, as a newly married man, eminent professional with his visa in hand, he was tempted to leave for America and flee to safety, where he could distinguish himself even further in his field.

Frankl was at a loss for what to do, so he set out for St. Stephan's Cathedral in Vienna to clear his head. Listening to the organ music, he repeatedly asked himself, "Should I leave my parents behind?... Should I say goodbye and leave them to their fate? Should I pursue my career and dream in the US?" Where did his responsibility lie? He was looking for a "hint from heaven."

When he returned home, he found it. A piece of marble was lying on the table. His father explained that it was from the rubble of one of the nearby synagogues that the Nazis had destroyed. The marble contained the fragment of one of the Ten Commandments - the one about honouring your father and your mother. With that, Frankl decided to stay in Vienna and forgo whatever opportunities for safety and career advancement awaited him in the United States. He decided to put aside his individual pursuits to serve his family and, later, other inmates in the camps.

The pursuit of meaning is what makes human beings uniquely human. Frankl knew that by putting aside selfish interests to serve someone or something larger than ourselves we are not only expressing our fundamental humanity, but are also acknowledging that there is more to the good life than the pursuit of simple happiness.

There are too many people to recount here who wake up each morning with meaning, purpose and vision. Every selfless Young Australian of the Year for example or how about the numerous Mount Sinai children who, over the years - as you have read about in the newsletter - have single-handedly raised money for many worthy causes. The meaning, purpose and vision we have as educators at MSC is strong and it drives us. It makes us determined. It makes us motivated. It makes us who we are.

Our meaning, our purpose and our vision is to do what every great Education thinker around the world is imploring - and what Horizon, Haygroup, KPMG, McKinsey etc are urging. Given the challenges we face, education doesn't need to be reformed - it needs to be transformed which is precisely the journey we are on. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of your children, to put students in an environment where they want to learn and where they can naturally discover their true passions. Because, the future started a long time ago.

Thank you.



## **PRESIDENT'S REPORT – TIM GREENSTEIN**

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

As another wonderful year at the College draws to a close, it is gratifying as usual to walk around the school or visit the Early Learning Centre, and be reminded of the important role the school plays right from these early, formative years in developing the student's academic, social and practical skills for life.

Mount Sinai College seeks to give each student a head start in a nurturing Jewish environment that establishes a life-long love of learning. It gives me great pride to hear the commentary about our students from senior schools. This generally reflects their character and academic ability.

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

### **Our Staff**

Phil Roberts continues to lead his staff and manage the daily operations of the College with excellence. We thank Phil and his team for their vision and passion to engender a love of learning in each child, which we know continues for the rest of a student's life. Phil ensures that the College grows and succeeds by evolving learning to the student's individual needs, underpinned by the College ethos, which promotes an energy, confidence and desire to be engaged with the modern world. This helps to empower our Mount Sinai College students.

Once again, the College has achieved outstanding academic success (as measured by the mandatory testing and also by anecdotal evidence from the schools to which our pupils graduate), thanks to our excellent and stable teaching staff and the inspiring leadership. To our dedicated administration team led by Laura Wren, our Business Manager, we thank you for your dedication in running the administration and operations of the College.

We thank our outstanding staff (admin; ELC and primary) 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 parents and children.

### **The Board and other volunteers**

My thanks also go to the Board of Management, my Executive (Tony Snoyman, David Hechter, Mandy Lipschitz, and Anthony Berman) and our Life Governors for all they have done this year. My sincere thanks are extended to the other Board members Michael Segerman, Michael Lion, Zac Levi, Jo-Ann Suchard, Galia Durbach, Judith Sterling and Ilan Leshetz for their time, dedication and contribution to the college over the past 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 Miriam Fouracre and Sophie Berman. The PA encapsulates the Mishpocha Mount Sinai philosophy. 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. What a wonderful event the Trivia night was this year, and certainly enjoyed by all who attended.

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.

The College continues on its path to meet the individualised needs of students and builds its relevance to 21st Century Education. The College offers not only an outstanding secular, and Jewish curriculum, but has introduced and promoted programs such as Blue Sky, and now the Feuerstein neuroplasticity program, all of which continue to make the College a place of distinction focussed on developing Learners for Life.

The Early learning Centre, and after-hours vacation care continue to be well accepted in the community, and I congratulate Kath and her team for receiving outstanding results in their recent ELC accreditation.

### **Technology**

As an accredited Apple Distinguished School, we continue to successfully broaden the integrated use of technology into teaching and learning. This continues to deliver excellence in the day-to-day educational experience of our children, and promote the opportunity for more personalised learning for each student. The College continues to receive many visitors nationally who are very keen to understand and see for themselves the teaching and learning program in action.

A special thanks to Richard Prowse and his team for the commitment and dedication to ensuring Mount Sinai is recognised by so many for integrating technology meaningfully into the learning programmes, and for achieving this Apple Distinguished School status.

### **Informal Experiential Jewish learning**

Our Shlichot programme with our first two Shlichot, (Avichayil Rubin and Keren-Or Mansbach) was well received, and loved by all. They certainly enjoyed the experience, as indeed, did the entire community. We welcome our two new Shlichot - Na'ama and Yoyo - who will no doubt bring their own unique touch and experience to the College community for the next year.

### **Masterplan**

The College's strategic Masterplan process (which accommodates the physical space we utilise in relation to the College's learning and technology requirements in the coming years), has now reached conclusion. The timing, cost, building development and land acquisition requirements are also complete, and I am hopeful of the future strategy being shared with all in early 2016.

The Board of Management is certainly excited by this initiative, one that we know will ensure our College remains relevant in a fast-changing world and responsive to the demands of 21st Century Learning.

Our thanks also go to the President Daryl Robinson, 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.

## Looking ahead

Our annual parent survey was recently completed, with very positive feedback received on the various elements of the College's performance overall.

The year ahead will be an exciting one, with current initiatives underway in the following areas:

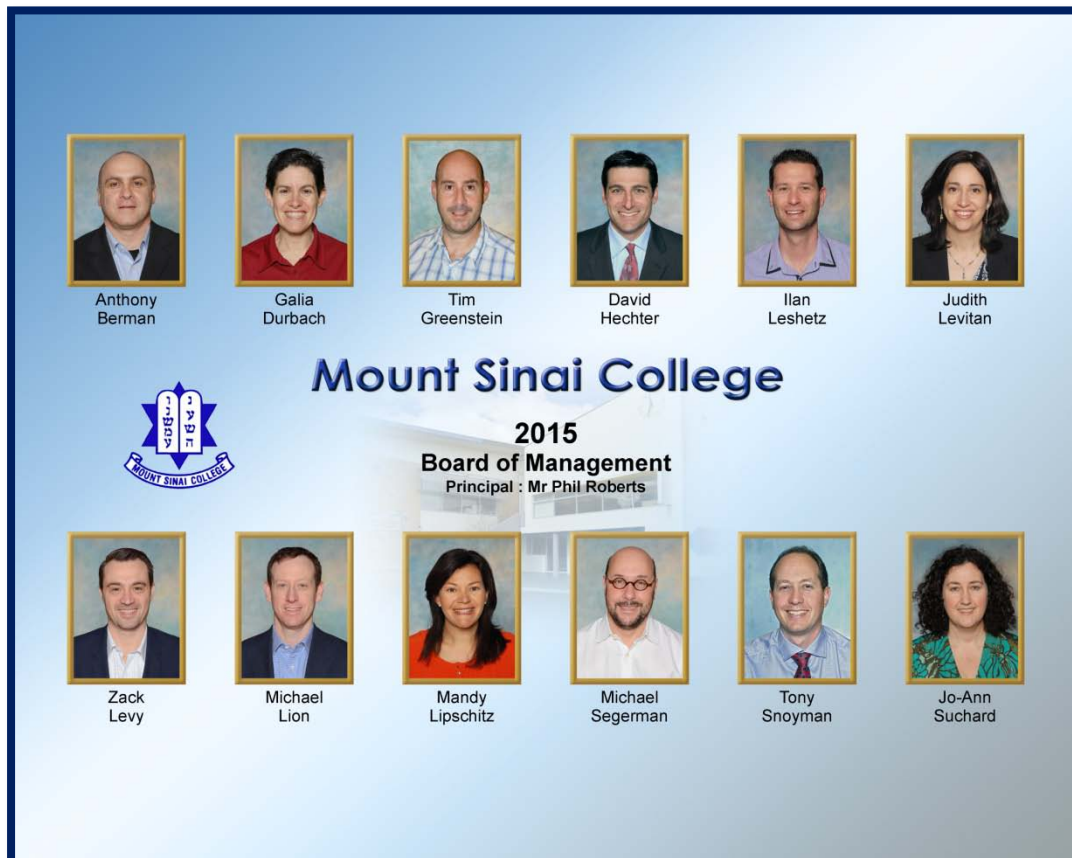
- Completion of the strategic Masterplan, including staging options, costs, timings, and development approvals.
- Marketing initiatives to develop further the branding and related messaging and communication including broadening the marketing in the world of social media.
- Supporting Phil and his team in every way possible to ensure we remain a high performing school with a focus on developing learners for life.
- Initiate greater communication with our community and Alumni to ensure they remain connected to the College well into the future.
- Ensuring we remain the most cost-effective day school.

On behalf of the Board of Management we thank you all for sending your children to our College, and for being part of the Mount Sinai Mishpocha.

I wish you all a safe and happy vacation and an exciting 2016.

Tim Greenstein

President





## PARENTS' ASSOCIATION REPORT – MIRIAM FOURACRE

### PA 2014 - Something for everyone!

What a busy year! We trust that our term outlines proved to be useful for staying-in-the-loop and giving everyone the opportunity to be involved

### Monday Morning Cooking Club at Mount Sinai

Our main event for 2014 was a wonderful evening had by all! Together we ate, listened to the MMCC ladies' stories, laughed, bought cookbooks, prayed to 'bring back our boys' and perused stunning homewares from our sponsors White Home and By Word Of Mouth

#### Chaggim & Mount Sinai Moments

Purim Hamantashen Baking  
 Purim Mishloah Manot Market  
 Demonstration Sederim  
 Wine & Grape Juice Drives  
 Yom Ha'atzmaut Falafel Lunch  
 Shavuot Ice-Cream Bar  
 Rosh Hashanah Honey Cupcakes

#### FUNdraising Mount Sinai Moments

Birthday Cakes  
 Hot Dog Days  
 Mothers' Day & Fathers' Day Stalls  
 Lion King Show  
 Rio 2 Movie  
 Entertainment Books  
 Ido Levy Photo Portraits  
 Thriller the Musical (March 2015 Show)

#### Other Mount Sinai Moments

Grandparents & Special Friends Day Teas  
 Preschool Mothers' & Fathers' Day Breakfasts  
 Year 2 Siddur Presentation Lunch  
 Open Day Falafel Lunch  
 Teachers & Staff Appreciation Gifts

#### Community Mount Sinai Moments

Welcoming New Families  
 New-Parent Buddies  
 Yachad Meals  
 2nd Hand Uniforms  
 JCA Voucher Campaign  
 Shabbat Project

## CONTEXTUAL INFORMATION

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

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

Our highly regarded Feuerstein Centre operates on the premise that intelligence is not a static structure, but an open, dynamic system that can continue to develop throughout life. Based on the theory of neuro-plasticity, and staffed by internationally accredited teachers, the Feuerstein Centre supports many young people to become learners for life.

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

Our College is a unique community, family-centred school situated adjacent to Maroubra synagogue. The school is very well resourced offering students outstanding facilities.

By watching our students at work and play, what becomes evident is the energy and atmosphere of happy and purposeful learning that characterises Mount Sinai College.

### School facts 2015

<b>School sector</b>	Non-government
<b>School type</b>	Primary
<b>Year range</b>	K-6
<b>Total enrolments</b>	284
<b>Location</b>	Metropolitan

### School staff 2015

<b>Teaching staff</b>	24
<b>Full-time equivalent teaching staff</b>	20.4
<b>Non-teaching staff</b>	10
<b>Full-time equivalent non-teaching staff</b>	5.4

### School finances 2014

<b>Total net recurrent income</b>	\$4,307,146
<b>Per student net recurrent income</b>	\$15,113
<b>Total capital expenditure</b>	\$261,812

### 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 2015

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

School ICSEA value	1170			
Average ICSEA value	1000			
Data source	Parent information			
Distribution of students <a href="#">2</a>				
	Bottom quarter	Middle quarters		Top quarter
School Distribution	1%	4%	20%	75%
Australian Distribution	25%	25%	25%	25%

Percentages are rounded and may not add to 100

## Students 2015

Total enrolments	284
Girls	132
Boys	152
Full-time equivalent enrolments <a href="#">?</a>	284
Indigenous students	-
Language background other than English	11%
Student attendance rate <a href="#">3</a>	-

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

## SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

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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 2015 NAPLAN results confirm, once again, the standard of excellence for which Mount Sinai College has become renowned.

## SENIOR SECONDARY OUTCOMES

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(N/A for primary schools)

## PROFESSIONAL LEARNING AND TEACHER STANDARDS

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### Category 1

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

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

### Category 2

Number of Teachers: 0

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

### Category 3

Number of Teachers: 0

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

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

Name	Category (i) or (ii) in accordance with section 3.2.1 of Manual	1. Formal qualifications 2. Institutions 3. Years obtained (if applicable, date AEI-NOOSR equivalence granted)
<b>EXECUTIVE</b>		
<b>Phil Roberts</b> Principal	(i)	<ul style="list-style-type: none"> <li>• Diploma Teaching (Kuring-gai C.A.E.) 1985</li> <li>• Bachelor Education (Kuring-gai C.A.E.) 1988</li> <li>• Master Education (UNSW) 1990</li> <li>• Master Dispute Resolution (Charles Sturt University) 2011</li> <li>• Teacher's Diploma Licentiate Trinity College London (Trinity College) 1986</li> </ul>
<b>Garron Forman</b> Deputy Principal	(i)	<ul style="list-style-type: none"> <li>• Bachelor Social Science (Natal University) 1992 Aus Bachelor degree (AEI-NOOSR) 2005</li> <li>• Higher Diploma in Education (Rhodes University) 1994 Aus Grad Diploma (AEI-NOOSR) 2005 (DET Ref No. syd.june1)</li> </ul>
<b>Rozanna Pleshet</b> JS Coordinator Infants 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>
<b>Helen Meyer</b> Learning Enhancement 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>
<b>Leanne Eisman</b> G & T and Curriculum Development Coordinator	(i)	<ul style="list-style-type: none"> <li>• Bachelor Education (Primary)(Hons)(Sydney University) 2009</li> </ul>
<b>Richard Prowse</b> IT and Primary Coordinator	(i)	<ul style="list-style-type: none"> <li>• Diploma Teaching (Kuring-gai C.A.E.) 1980</li> </ul>
<b>Joanne Jacobson</b> School Psychologist		<ul style="list-style-type: none"> <li>• Social Worker and Registered Psychologist (Psychology Board of Australia)</li> <li>• Bachelor Social Work / Masters in Child and Adolescent Health (University of Sydney)</li> </ul>

Name	Category (i) or (ii) in accordance with section 3.2.1 of Manual	1. Formal qualifications 2. Institutions 3. Years obtained (if applicable, date AEI-NOOSR equivalence granted)
<b>SECULAR</b>		
Samantha Berman	(i)	<ul style="list-style-type: none"> <li>Bachelor of Education in Primary Education (University of Technology, Sydney) 2010</li> </ul>
Arianne Burnie	(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 Black	(i)	<ul style="list-style-type: none"> <li>Bachelor Arts Education (Pepperdine University 2004)</li> </ul>
Amanda Eisman	(i)	<ul style="list-style-type: none"> <li>Bachelor of Education (Sydney University) 2007</li> </ul>
Hazel Gruskin	(i)	<ul style="list-style-type: none"> <li>Bachelor of Primary Education (University of Witwatersrand) 1991 DET Ref 00/1073255</li> </ul>
Anna Lawson	(i)	<ul style="list-style-type: none"> <li>Bachelor Arts (Hons) (Psychology) (University of Wales) 2001</li> <li>Post Graduate Certificate in Education (Primary) (King Alfred's College, Winchester) 2002</li> </ul>
Emily Levenson	(i)	<ul style="list-style-type: none"> <li>Bachelor Science (Psychology) (UNSW) 2002</li> <li>Master of Teaching (University of Sydney) 2004</li> </ul>
Aiden Levy	(i)	<ul style="list-style-type: none"> <li>Bachelor of Education (Primary Education) (University of Sydney) 2008</li> </ul>
Rayzelle Levy	(i)	<ul style="list-style-type: none"> <li>Transvaal Teachers' Diploma (Johannesburg College of Education) 1974 <i>Australian Bachelor degree (AEI-NOOSR) 2005</i></li> </ul>
Richard Meats	(i)	<ul style="list-style-type: none"> <li>Bachelor of German / French Studies (Hons) (University of Portsmouth) 2003</li> <li>Post Graduate Certificate of Education (Primary) (Kingston University) 2009</li> </ul>
Sarah O'Dea	(i)	<ul style="list-style-type: none"> <li>Bachelor Applied Science (Royal Melbourne Institute of Technology) 2008</li> <li>Graduate Diploma Education (Royal Melbourne Institute of Technology) 2009</li> </ul>
Jessica Segail	(i)	<ul style="list-style-type: none"> <li>Bachelor of Arts (UNSW) 2011</li> <li>Master of Teaching (University of Sydney) 2013</li> </ul>
Nicole Shapiro	(i)	<ul style="list-style-type: none"> <li>Bachelor Science (Nutrition) (Honours) (Sydney University)</li> <li>Master of Teaching (Sydney University)</li> </ul>

Name	Category (i) or (ii) in accordance with section 3.2.1 of Manual	1. Formal qualifications 2. Institutions 3. Years obtained (if applicable, date AEI-NOOSR equivalence granted)
Elana Shatari	(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>
Janine Sussman	(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>
Judith Massel (Library)	(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>Associate membership (AEI-NOOSR) 1999</li> </ul>
Cindy Hawkey (Teacher's assistant)	(i)	<ul style="list-style-type: none"> <li>Graduate Diploma Education</li> <li>Bachelor Applied Science</li> </ul>
Helen Baum	(i)	<ul style="list-style-type: none"> <li>Teacher's Certificate (Department of Education) 1970</li> </ul>
<b>JEWISH STUDIES STAFF</b>		
Helen Baum	(i)	<ul style="list-style-type: none"> <li>Teacher's Certificate (Department of Education) 1970</li> </ul>
Vella Cohen	(i)	<ul style="list-style-type: none"> <li>Higher Diploma Education (University of Witwatersrand) 1986</li> <li>Certified 4 year trained (DET) 1998</li> </ul>
Daniela Munitz	(i)	<ul style="list-style-type: none"> <li>Bachelor Education (Kibbutzim College of Education) 2003</li> </ul>
Martine Nabarro	(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>
Carolyn Rubinstein	(i)	<ul style="list-style-type: none"> <li>Bachelor Education (Sydney University) 1994</li> <li>Graduate Studies Teaching Degree (University Jerusalem) 1995</li> </ul>
Oznat Zeevi	(i)	<ul style="list-style-type: none"> <li>Bachelor Education (Sydney University) 1996</li> <li>Teaching Diploma (Kibbutzim Tel Aviv State Teachers' College) 1992</li> </ul>
Ruthie Rubinstein	(i)	<ul style="list-style-type: none"> <li>Bachelor Arts (UNSW) 1996</li> <li>Master of Teaching (Sydney Uni) 2000</li> </ul>

## AFTER-SCHOOL PROFESSIONAL DEVELOPMENT

TERM 1		
	Date	Session
Week 1	4 Feb	NO: Grade evening
Week 2	11 Feb	NO: ASISSA Tennis and Meeting
Week 3	18 Feb	NO: P/T interviews
Week 4	25 Feb	NO: P/T interviews
Week 5	4 March	YES: Michael Signal (AIS on APPRETIO)
Week 6	11 March	YES: Jo Jacobson (the role of the psychologist/counsellor) Jo will present this following her conference in 2014
Week 7	18 March	YES: P & P's (Phil)
Week 8	25 March	YES: Security
Week 9	1 April	TBC – last week of term

TERM 2		
	Date	Session
Week 1	22 April	No PD (Yom Hazikaron) Thursday 23 (Yom Ha'atzmaut)
Week 2	29 April	F'stein
Week 3	6 May	Grade meetings
Week 4	13 May	Grade meetings
Week 5	20 May	TAI – Israel's Legitimacy
Week 6	27 May	TAI - Settlements
Week 7	3 June	TAI – Human Rights
Week 8	10 June	Datacom
Week 9	17 June	Datacom
Week 10	24 June	Datacom

TERM 3		
	Date	Session
Week 1	15 July	ASISSA AGM (No PD)
Week 2	22 July	P/T interviews (No PD)
Week 3	29 July	P/T interviews (No PD)
Week 4	5 August	Best practices
Week 5	12 August	Epilepsy training
Week 6	19 August	Diabetes
Week 7	26 August	Hannah Newman-Brand - Feuerstein
Week 8	2 Sept	Phil – The Third Space
Week 9	9 Sept (CIS Aths)	Grade meetings (Phil and Garron at CIS)
Week 10	16 Sept	No PD (day after Rosh Hashana and 3rd last day of school)

TERM 4		
	Date	Session
Week 1	14 Oct	What's involved in an assessment? (WISC / OT / Speech)
Week 2	21 Oct	CBL / ADS matrix and SAMR – where to? (Think U Know 7pm School Hall)
Week 3	28 Oct	CBL / ADS matrix and SAMR – preparation for 2016
Week 4	4 Nov	CBL / ADS matrix and SAMR – preparation for 2016 (Michelle Heath)
Week 5	11 Nov	NGS Super – vital info for all staff
Week 6	18 Nov	No meeting after school (Concert week)
Week 7	25 Nov	(Suggest) Report writing and/or identification of prize winners and/or magazine preparation
Week 8	2 Dec	(Suggest) Report writing and/or identification of prize winners and/or magazine preparation
Week 9	9 Dec	Camp
Week 10	15 Dec	Tuesday evening Speech Night

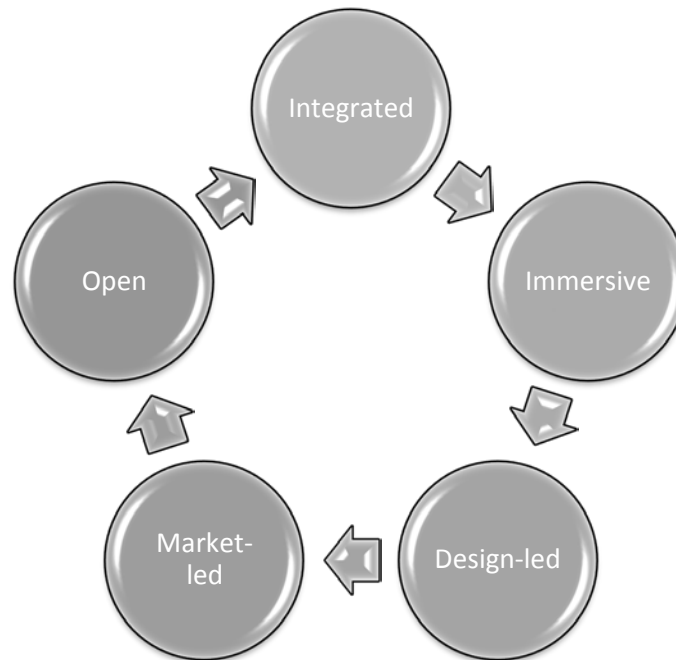
## 2015 PROFESSIONAL DEVELOPMENT COURSES INCLUDE:

Name	IPSHA (Independent Primary Schools Heads Association)	Term
<i>Each meetings has professional development as its focus</i>		
P Roberts	Principals meetings and conferences x 4	1-4
J Jacobson	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

In 2015 there were courses undertaken by many colleagues from the following providers:

- Abbotsleigh Anglican School
- AIS (Association of Independent Schools)
- Apple Australia
- Australian Institute of Company Directors
- Charles Sturt University
- Datacom
- Edutech
- Feuerstein Academy
- Feuerstein Institute (RA)
- Gowrie NSW
- GroupWorx Psychology
- ICAPP
- IPSHA (NSW)
- Jewish Board of Deputies
- Kids OT Pty Ltd
- Kodaly / Orff Music
- Kornmehl Emanuel Preschool
- Learning Links
- Macam (in Hebrew)
- Masada College – Cultures of Thinking
- Metro Training
- Modern Teaching Aids
- National Institute for Chesapeake
- Orff Music
- PAJES
- Primary English Teachers Association of Australia
- Semann & Slattery Associates Pty Ltd
- Teacher Librarian
- Tournament Of The Minds

## PROFESSIONAL DEVELOPMENT IS CHARACTERISED BY:



### **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

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## WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

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Please refer to: [http:// www.myschool.edu.au](http://www.myschool.edu.au)

There are no indigenous teachers at Mount Sinai College.

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## STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

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(N/A for primary schools)

## POST SCHOOL DESTINATION

(N/A for primary schools)

## 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.*

The College's full enrolment policy can be found on the web site at:

<http://www.mountsinai.nsw.edu.au/policies>

### 10. 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 etc 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.

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

[http://www.mountsinai.nsw.edu.au/assets/pdf/Policies\\_Procedures\\_Handbook\\_2013.pdf](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. Discipline
3. Policy on Bullying



## 11. SCHOOL DETERMINED IMPROVEMENT TARGETS

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### Our Vision

Mount Sinai College's vision is to provide an inspirational Jewish and secular education where each boy and girl develops his/her personal best.

### Our Mission

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 that promotes a disciplined and collaborative teaching / learning 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.

### Our Strategic Initiatives for 2015

- Mount Sinai College will attract, develop and retain the best teaching and support staff we are able. We will continue to appraise the performance of our teachers by way of 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 continued focus on the integration of Harvard's Visible Thinking (a culture of thinking) to enable deeper learning.
- Having committed to a K-6 1:1 iPad program, Mount Sinai College will continue to integrate new technologies into best teaching practice working closely with professional development company Datacom. We will work to retain our Apple Distinguished School status.
- 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"; JCP Chumash Program – (Years 3, 4 & 5)
- Mount Sinai College will continue to expand the opportunities of Informal Jewish education
- Mount Sinai College will address the learning support needs of students through the co-ordination, development, implementation, monitoring and evaluation of various educational programs with particular emphasis in 2015 on the Reuven Feuerstein neuroplasticity program
- Mount Sinai College will differentiate for the needs of high ability and gifted students through a range of grouping strategies and curriculum adaptations.

1. **Mount Sinai College will attract, develop and retain the best teaching and support staff we are able. We will continue to appraise the performance of our teachers by way of APPRETIO – an evidenced-based performance review initiative which will promote a culture of professional learning and engagement**

#### What we will do

- Be an employer of choice particularly in the Jewish schools
- Continue to evolve the staff appraisal mechanism – 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

2. **Mount Sinai College will develop an outstanding curriculum with a continued focus on the integration of Harvard's Visible Thinking (a culture of thinking) to enable deeper learning.**

#### What we will do

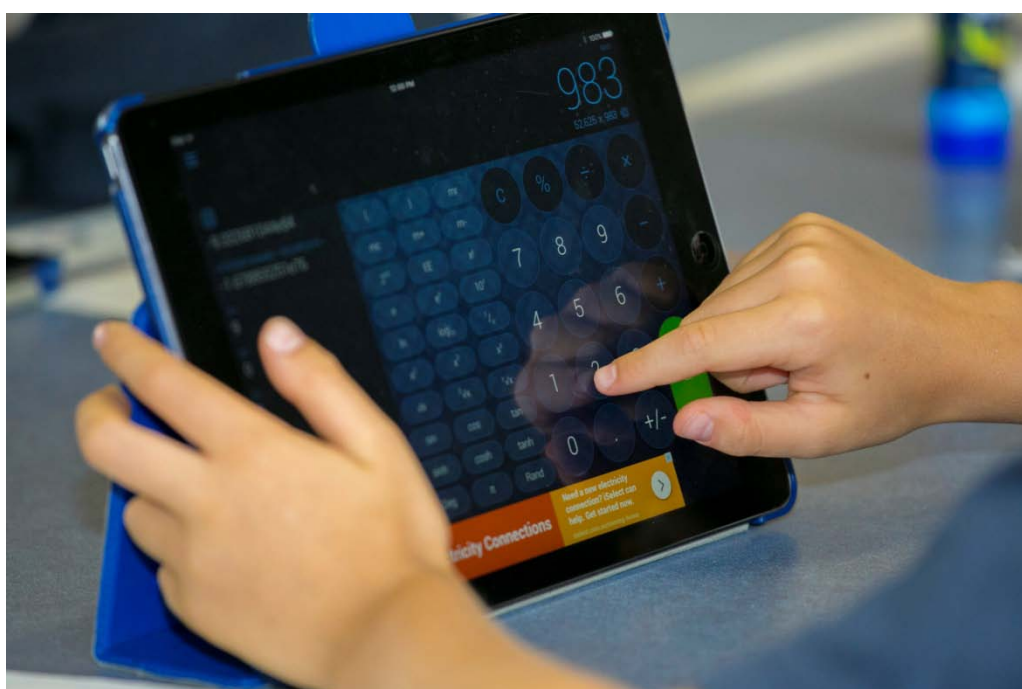
- Develop teaching activities that incorporate Visible Thinking strategies to meet the specific learning needs of students across the full range of abilities
- Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
- Organise content into 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
- Continue to professionally develop staff so they have an awareness of the new National documents as they develop
- Strengthen the integration between teaching practice and incorporation of Visible Thinking to support a culture of thinking in all subjects
- 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



3. **Apple Distinguished School designation is reserved for programs that meet criteria for innovation, leadership, and educational excellence and demonstrate Apple's vision of exemplary learning environment. As an Apple Distinguished Mount Sinai College is committed to continue to meet standards which comply with "Best Practice" as described by the Apple Distinguished School Program and to actively work to innovate to improve student outcomes and to integrate technology seamlessly as a normal part of our school environment.**

#### What we will do

- Engage / contract Datacom and other providers to work in parallel with staff for 2015 on ways to use technology to enhance teaching
- Expand opportunities for teachers to be exposed to other educators and learning environments through conferences, through external/internal visits and other professional development opportunities
- To revise and expand existing programs and seek innovation which will improve student capability and outcomes
- To meet Curriculum demands, for technology integration, as expressed in the National Curriculum and as prescribed by The NSW Board of Studies
- To foster and develop relationships with corporate partners such as Datacom, Apple, Stile, Furnware and leverage these relationships to enhance our teaching/learning environments
- Support student/teacher engagement and learning through the development of new teaching / learning methods using technology
- Use technology to be varied and to assist students in identifying what they enjoy and what they are good at and enable capability, creativity, collaboration, communication and curation in a safe supported environment (being cognizant of SAMR – Substitution / Augmentation / Modification / Redefinition)
- Continue to develop the eLearning team including parents and evaluate the technology strategy on an ongoing basis



4. **Mount Sinai College will ensure that our Hebrew Programs (Tal Am, remedial, enrichment and Hebrew Drama), JS Enrichment "Chug Ha-Ashara" and JCP Chumash Programs evolve and focus on quality of teaching and skill acquisition.**

**What we will do**

- Provide enrichment classes in Jewish Studies for students wishing to study at a deeper level
- Conduct a Bible Quiz across Primary grades encouraging students to exhibit their deeper learning
- Develop a revised engaging and relevant Chumash Curriculum based on the JCP Chumash Program for Years 2-6
- Use volunteers from 'Two Connect' to work with students who need support in Hebrew and Jewish Studies
- Streamline Assessment Procedures across all grades using appropriately designed Rubrics centre
- Incorporate Visible Thinking routines and a culture of thinking dispositions into the curriculum around the four proficiencies required for language acquisition – Reading / Comprehension, Oral Skills, .Listening Skills, Writing Skills.
- Plan for more group work rather than whole class to effectively differentiate the teaching of Hebrew. Additional staff to support where available.
- Timetable a staff member onto Years 2-6 linking Drama and Theatre Sports techniques to the Hebrew curriculum.
- Encourage all staff to employ Drama and Theatre Sports techniques during lessons
- Investigate methods of delivery to Years 5 and 6 students to improve engagement.
- Incorporate the use of Technology
- Develop Project Based Learning units for Years 3-6

5. **Expand opportunities for Informal Jewish Education and Experiential Jewish Life of the College.**

**What we will do**

- Employment of 2 Bnei Akiva Shlichot on a full time basis to enhance Informal Education from ELC to Year 6. Shlichot will be timetabled onto classes as well as extracurricular before school, lunchtime and after school activities.
- Encourage the involvement of Year 6 students in all aspects of Jewish Life at the College via the designated Year 6 Jewish Life, Ivrit B'Kef and Tzedaka Madrichim in particular.
- Design experiences that will enhance cultural Jewish Life – songs, food, holidays, rituals and specific celebrations. In so doing, the team will liaise with Rabbi Friedman to lift community engagement through a number of shule/school initiatives
- Embed the development of Middot (Character) - Judaism's moral system and make explicit its Torah origins.
- Teach a repertoire of Hebrew songs during Hebrew Singing lessons to all Primary students. Years K-2 will learn songs during music lessons.
- Widen the opportunities to use Hebrew beyond the traditional classroom setting with the assistance of the Shlichot and Year 6 Madrichim.

6. Mount Sinai College will address the learning support needs of students through the co-ordination, development, implementation, monitoring and evaluation of various educational programs with particular emphasis in 2015 on the Reuven Feuerstein neuro-plasticity program

#### What we will do

- Ensure that the needs of all students in the school are being met using a three-tiered model of support addressing universal, targeted and intensive support for students and teachers
- Facilitate collaborative planning between teachers, support staff, parents and students.
- Ensure teachers consider a range of strategies when dealing with children with singular and co-morbid issues, including ADHD, specific reading and spelling difficulties, emotional issues
- Encourage teachers to think holistically about student behaviour in light of learning issues



7. Mount Sinai College will differentiate for the needs of high ability and gifted students through a range of grouping strategies and curriculum adaptations.

#### What we will do

- Ensure that the needs of the high ability and gifted students are addressed through adapting the core curriculum to include critical thinking tasks and questions that encourage higher order thinking.
- Ensure that the needs of the high ability and gifted students are addressed through ability grouping within their regular class for specific subjects, streaming for a range of subjects (3-6) and/ or withdrawal from class to work with a gifted education specialist.
- Ensure teachers consider and implement a range of strategies when dealing with children that may possess a range of social and emotional issues related to their giftedness including developing social groups, mentoring programs, curriculum compacting and carefully planned inquiry-based investigations etc.
- Encourage teachers to think holistically about student behaviour in light of the academic, social and emotional issues of gifted students and support them to be adaptable based on the specific need and situation.

## 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 identifies 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 2015.

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## 12. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

The College promotes the The 6 Kinds of Best Values policy (see Welfare policy) weekly through assemblies and classroom practice. Mount Sinai College has created a unique teaching and learning environment and instilled meaningful Jewish values and knowledge for 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 9th 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 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.

### 13. PARENT, STUDENT AND TEACHER SATISFACTION

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

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

In 2015, the students in Years 5 & 6 completed a Gallup Survey. The Gallup Student Poll is a 20 question survey that measures the Hope, Engagement, Well-Being and Faith of students in Years 5 and 6. The primary application of the Gallup Student Poll is a measure of non-cognitive metrics that predict student success in academic and other youth-development settings. Gallup's research has shown that hope, engagement and well-being are key factors that drive students' grades, achievement scores, retention and future employment. The results of this are available on request.

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

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

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

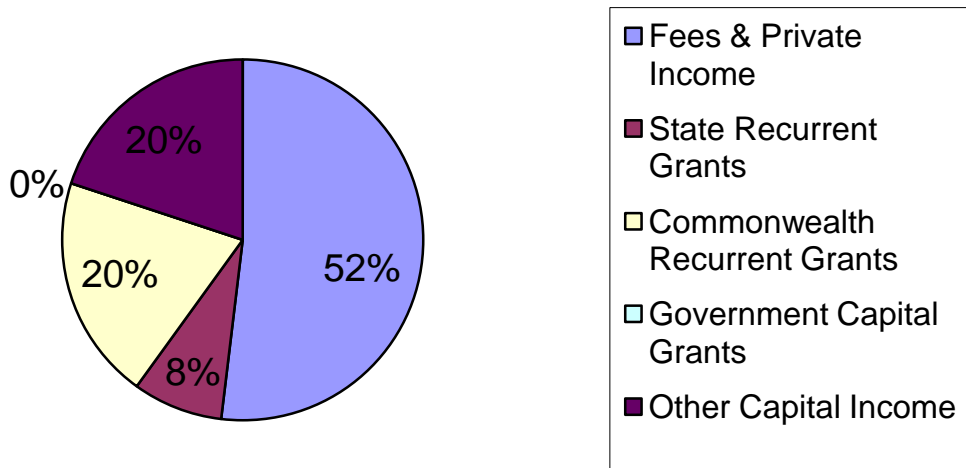
There are many occasions throughout the year that promote social cohesion and ultimately provide feedback. Such occasions include:

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

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

## 14. SUMMARY FINANCIAL INFORMATION

### Summary Financial Information 2015 Income



### Summary Financial Information 2015 Expenditure

