

Mount Sinai College

Annual Report 2017



MOUNT SINAI COLLEGE
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Contents

2017 ANNUAL REPORT: Educational & Financial Reporting	2
Theme 1: Message from the key school bodies	7
Phil Roberts - Principal	7
Principal's Theme	10
Theme 1: President's Report – Tim Greenstein_(On behalf of the Board of Management of Mount Sinai College)	14
Theme 1: Parents Association Report – Miriam Fouracre, Sophie Berman and Lee Weinbren.....	16
Theme 2: Contextual Information	17
Theme 3: School outcomes in NAPLAN testing	19
Theme 4: Senior Secondary Outcomes (N/A for primary schools)	20
Theme 5: Teacher qualifications and professional learning	21
Theme 6: Workforce Composition, including indigenous	31
Theme 7: Student Attendance and Retention Rates in Secondary Schools (N/A for primary schools) & Post school destination (N/A for primary schools)	32
Theme 8: Enrolment Policies	33
Theme 9: Policies for Student welfare, Discipline, Reporting complaints and resolving grievances	34
Theme 10: School Determined Priority Areas for Improvement	35
Theme 11: Initiatives Promoting Respect and Responsibility	43
Theme 12: Parent, Student and Teacher Satisfaction	45
13. Summary Financial Information	47



2017 ANNUAL REPORT: Educational & Financial Reporting

A registered non-government school must have policies and procedures that ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school.

The Education Act 1990 (NSW) requires each registered non-government school to prepare an annual report of a kind determined by the Minister on the school's performance measures and policies as identified by the Minister. Accordingly, the Minister has determined that the performance measures and policies that must be included in the annual report relate to:

- a message from key school bodies
- contextual information about the school
- student outcomes in standardised national literacy and numeracy testing
- the granting of Records of School Achievement
- results of the Higher School Certificate (na)
- professional learning and teacher standards
- workforce composition
- senior secondary outcomes (N/A)
- student attendance and management of non-attendance
- retention of Year 10 to Year 12 (N/A)
- post-school destinations
- enrolment policies and characteristics of the student body
- school policies
- school-determined improvement targets
- initiatives promoting respect and responsibility
- parent, student and teacher satisfaction
- summary financial information.

Each registered non-government school's annual report must include the following information:

- a message from key school bodies
- contextual information about the school
- student outcomes in standardised national literacy and numeracy testing
- granting of Records of School Achievement
- results of the Higher School Certificate, including comparison of student performance to state wide performance and trends in student performance. (N/A)

Where it does not contravene privacy and personal information policies, graphical and/or tabulated presentation of this information is required and should show:

- comparative performance over time
- comparisons with state wide performance, where available, and
- comparative information in relation to similar schools where appropriate.

Interpretive comments for the graphical/tabulated information presented must be provided. Publication of performance data must be consistent with the requirements of all relevant State and national legislation, which includes:

- senior secondary outcomes, including percentage of students in Year 12:
 - *undertaking vocational or trade training, and*
 - *attaining a Year 12 certificate or equivalent VET qualification*
- a summary of professional learning undertaken by teachers (as defined by the Teacher Accreditation Act 2004) during the year
- details of all teaching staff (as defined by the Teacher Accreditation Act 2004) who are responsible for delivering the curriculum in terms of the numbers in the following categories:



- i. having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or*
- ii. having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications*

- workforce composition, including indigenous (as known and with regard to consideration of privacy issues)
- student attendance rates for each year level and the whole school
- a description of how the school manages student non-attendance
- retention of Year 10 to Year 12 (where relevant)
- post-school destinations (secondary schools only). For students beyond the compulsory years of schooling these can be represented in broad terms (e.g. workforce, further study, unknown) and in the most appropriate way according to each school's circumstances
- full text of the enrolment policies, including all prerequisites for continuing enrolment
- characteristics of the student body
- school policies. A summary of policies for student welfare, anti-bullying, discipline, and complaints and grievances, with information on:
 - *changes made to these policies during the reporting year*
 - *how these policies are disclosed publicly*

(Note: the policies may be discrete or integrated according to school context)



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- priority areas for improvement as selected by the school including comments on the achievement of priorities for the previous year. The areas selected for improvement by the school may or may not include targets for student achievement
- actions undertaken by the school to promote respect and responsibility. These may relate to respectful behaviour, involvement in community service activities, and specific class-based activities
- a description in plain language of parent, student and teacher satisfaction. This can be represented in the most appropriate way according to each school's circumstances
- summary financial information, which includes:
 - *income from all sources, including Commonwealth and State grants and subsidies and all private income, including fees and donations*
 - *expenditure on all purposes, including teaching and learning, administration and financing (ie borrowing costs, depreciation, etc).*

Financial information is to be based on and reported in a form consistent with the detailed information provided to the Commonwealth Government each year in the Commonwealth Financial Questionnaire.



The presentation of financial information may be in graphical forms such as pie charts, provided, that each segment of the graphic represents specific dollar amounts aggregated from the financial information that each school provides annually to the Commonwealth. Where schools use a graphical representation, the overall financial position of the school must be organised according to the areas covered by the Commonwealth Questionnaire as follows:

- **Graphic one** – recurrent/capital income, with segments detailing percentages derived from
 - *Fees and private income*
 - *State recurrent grants*
 - *Commonwealth recurrent grants*
 - *Government capital grants*
 - *Other capital income*

- **Graphic two** – recurrent/capital expenditure, showing percentages spent on
 - *salaries, allowances and related expenses*
 - *non-salary expenses*
 - *capital expenditure*

Annual reporting requirements are set out in NSW Standards Authority (NESA) [Registered and Accredited Individual Non-government Schools \(NSW\) Manual Transitional, January 2017](#)¹ (the Manual) Section 3.10, and the [Australian Education Regulations 2013](#) (Part 5 (60))².

¹ Available at <http://educationstandards.nsw.edu.au/wps/wcm/connect/e9aad3a8-808b-468f-a8e1-92de94b10e31/reg-accred-individ-non-gov-manual.pdf?MOD=AJPERES&CVID=>

² Available at http://www.austlii.edu.au/au/legis/cth/consol_reg/aer2013301/



Theme 1: Message from the key school bodies

Phil Roberts - Principal

Value Added – Principal’s Report: This report was read in its entirety at Speech Night 2017.

Rabbi Friedman and Chana Raizel; College President: Tim Greenstein; Ben Levi, our co-chair of this year’s CA; to the wonderful men and woman members of staff / colleagues who demonstrate and show leadership every day in multiple ways, distinguished guests, parents, grandparents, boys and girls. A warm welcome to our 2017 annual speech night and prize-giving.



Firstly, we all owe a huge thanks to many for running such a well-oiled Capital Appeal. The superb orchestration and execution reflected the calibre of people. Ben, you and your dad, Ian, were a great partnership in this endeavour and our families and the community at large thank you sincerely.

Whilst it is always so difficult to single out certain people when so many are involved, I’d like to take the opportunity to thank our president, Tim Greenstein, our Board of management, our marketing wonder, Lauren Finn, business manager Kathryn Pearce and Life Governor Peter Philippsohn. Nothing could have happened over the past months without their collective creative and critical thinking. I also thank sincerely the brilliant work done by the finance and building committee. You’ve seen nothing until you’ve seen a Daryn Saretzki presentation!



Farewell

Whilst we have chosen a far more auspicious occasion to farewell Myree and Richard I do want to use this occasion to not only acknowledge them but to farewell another long standing colleague as she retires after 34 years of phenomenal service. Helen Baum has had a distinguished career and has been one of the most successful Hebrew teachers in our 36 years. No one should ever underestimate how important the language of Hebrew is to binding a culture and Helen has been a powerful catalyst in this regard. Helen has been highly creative, highly dedicated, and highly respected by all.



Between Helen, Prowsie and Myree – collectively, there is 90 years worth of retirement. There is 90 years worth of investment of their intellectual energy, knowledge and caring – all making their colossal mark, all having influenced so positively the culture and practice that is MSC. We also farewell another colleague who is moving on to a wonderful promotional opportunity. Kath Boyd has been with us

7 years as our Director of ELC. In that time, Kath has taken the College to the highest levels of accreditation and has similarly developed, with her capable staff, educational standards that are the envy of many early learning centres.

Kath has contributed to and been responsible for the harmonious, collaborative and energetic atmosphere that so characterises Mount Sinai ELC and Prep and which has given the ELC its refulgent reputation. I thank her sincerely and wish her all the best in her new role. I have no doubt whatsoever that her replacement, Jill Allison, a long-standing staff member, will be equally a person of great creativity, energy and ethical leadership. All 4 encapsulate the essence of MSC - Excellence with Humility.



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And talking about excellence with humility I take this opportunity to thank our PA woman:

- *Miriam Fouracre (2012)*
- *Sophie Berman (2014)*
- *Lee Weinbren (2015)*

They have done a marvellous job over the years. We also welcome 3 new PA presidents

- *Leah Balkin*
- *Kerry Blackstone*
- *Tova Archie*



Principal's Theme



I read a book by Mason Currey last year entitled **DAILY RITUALS: HOW GREAT MINDS MAKE TIME, FIND INSPIRATION, AND GET TO WORK. THIS IS WHAT I LEARNT.**

Beethoven rose each morning at dawn and made himself coffee. He was fastidious about this: each cup had to be made with exactly sixty beans, which he counted out each time. He would then sit at his desk and compose until 2:00pm or 3:00pm in the afternoon. Subsequently he would go for a long walk, taking with him a pencil and some sheets of music paper to record any ideas that came to him on the way. Each night after supper he would have a beer, smoke a pipe, and go to bed early, 10:00pm at the latest.

Mozart ensured his hair was always done by 6am and by 7am he was fully dressed. He then composed until 9am. From 9 to 1pm he gave lessons.

Vincent Van Gough worked from 7am to 6pm without stirring except to take some food a step or two away.

English novelist, Anthony Trollope paid a groom to wake him every day at 5:00am. By 5:30am he would be at his desk, and he then proceeded to write for exactly 3 hours,



working against the clock to produce 250 words each quarter-hour. This way he wrote 47 novels, many of them 3 volumes in length, as well as 16 other books. If he finished a novel before the day's 3 hours were over, he would immediately take a fresh piece of paper and begin the next.

Immanuel Kant, one of the most brilliant philosophers of modern times, was famous for his routine. Getting up, drinking coffee, writing, giving lectures, eating, taking a walk, everything had its set time, and the neighbours knew precisely that the time was 3:30pm when Kant stepped outside his door with his grey coat and the Spanish stick in his hand.

Meanwhile, Japan's greatest contemporary novelist, Haruki Murakami wakes at 4am every morning and works for 5 to 6 hours straight. In the afternoon, he runs or swims, reads and listens to music. Bedtime is 9pm. *"I keep to this routine every day without variation"* he said in interview. *"The repetition itself becomes the important thing – it's a form of mesmerism. I mesmerise myself to reach a deeper state of mind"*. There were so many other examples particularly of our sports men and woman.

Currey's point is simple. Most productive, creative people have daily rituals. These form the soil in which the seeds of their invention grow. In some cases they deliberately took on jobs they did not need to do, simply to establish structure and routine in their lives. However, if you were to read the book, you'd note the paradox. These were all innovators, pioneers, ground-breakers, trail-blazers, who formulated new ideas, originated new forms of expression, did things no one had done before in quite that way. They broke the mould. They changed the landscape. They ventured into the unknown. Yet their daily lives were the opposite: ritualised and routine. Almost tortuously boring some may think. Why is this so?

Because – the saying is famous – *GENIUS IS ONE PER CENT INSPIRATION, NINETY-NINE PER CENT PERSPIRATION*. The paradigm-shifting scientific discovery, the path-breaking



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research, the wildly successful new product, the brilliant novel, the award-winning film, the medal winning performance - are almost always the result of many years of long hours of practice and attention to detail. Being creative - being good at one what does - involves extraordinary hard work.

SO HERE'S THE THING: *WHAT APPLIES IN THE ARTS, SCIENCES, SPORTS, BUSINESS AND INDUSTRY, APPLIES EQUALLY TO YOUR LIFE AS YOUNG JEWISH MEN AND WOMAN.* Achieving any form of spiritual growth and human decency requires sustained effort and daily ritual.

All the high ideals in the world – the love of neighbour / much of what you have learnt – count for little until they are turned into habits of action that become habits of the heart.

The people who change the world, or their own lives for the better, whether in small or epic ways, are those who turn a great idea, a transformative thought, a glimpse of a project into daily routines, who know that the details matter, and who have developed the discipline of hard work, sustained over time. There's more than a bit of neuroscience in this. As you have come through Mount Sinai you have taken your religious ideals and turned them into patterns of behaviour, a set of routines that – like those of the great creative minds – reconfigures the brain, giving discipline to your lives and changing the way you feel, think and act.

Much of Judaism must seem to *outsiders*, (and sometimes to you I know), boring, repetitive, routine, obsessed with details and devoid for the most part of drama or inspiration. Yet that is precisely what writing the novel, composing the symphony, winning the medal, directing the film, perfecting the killer app, or building a billion-dollar business, is, most of the time. It is a matter of hard work, focused attention and daily rituals. That is where all sustainable greatness comes from. You get out of it what you put into it.



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The one-off moving experience may linger in the memory, but it is not part of everyday life. It is not woven into the fabric of your character. It does not affect what you do or achieve or become. Your Jewish learning has been about changing you so that you become a creative artist whose greatest creation is your own life.

And that has required daily ritual: that which Rabbi and your teachers have instilled throughout your time. These rituals have an effect. It is known through PET and MRI scans that repeated spiritual exercise reconfigures the brain. Ritual is to spiritual greatness what practice is to a tennis player, or daily writing disciplines are to a novelist. They are the precondition of high achievement.

I put it to you tonight, that had you not attended MSC and had you not been a part of the rituals of learning, you would be a very different person. You are – like it or not – (and this is what we say when we refer to you as) – a MSC product. “WE ARE WHAT WE REPEATEDLY DO. EXCELLENCE, THEREFORE, IS NOT AN ACT BUT A HABIT.” *Aristotle, scientist and philosopher*

If you seek sudden inspiration, or to be a good person, then work at it every day for a year or a lifetime. That is how it comes. As every famous golfer is reportedly said when asked for the secret of his success: “*I was just lucky. But the funny thing was - the harder I practiced, the luckier I became.*”

Yr 6 class - I farewell you all and wish you all the best as you sit the HSC in 2023 but more importantly, hope that you continue on your journey as life long learners.



Theme 1: President's Report – Tim Greenstein (On behalf of the Board of Management of Mount Sinai College)



I think we can all agree that this has been a momentous year for our College. Our Capital Appeal particularly was a huge undertaking and something that we were fortunate to receive from the JCA this year, allowing us an opportunity to raise funds for a new building, which is essential for the future of our students.

With our school being on the cutting edge of technology and teaching excellence it is appropriate that our facilities reflect and enhance our endeavours to equip our students not only as learners for life but also for the world that awaits them academically and professionally. Our theme for our Capital Appeal was honouring tradition, embracing change.

Whilst I have mentioned the importance of change I want to place equal emphasis on the importance of tradition that we instil in our children at Mount Sinai College. It is this sense of tradition that makes a Mount Sinai student who they are in our community. It makes them a stand out student, a stand out person and a committed member of our continuity. Like you, I want my children to represent as a proud Jew in touch with their identity. I want them to lead not only at our school but also at the school's they go on to, to further their education in high school.

I'd like to extend a big thank you to Ian and Ben Levi – co-chairs of the Appeal for their commitment to us and for their passion and drive throughout this year. Our Life Governor Peter Philippsohn also played an integral role in our fundraising and in driving us to achieve success. We have had many successes this year as a school – all our teachers are now Apple Certified – what an amazing achievement! Our Feuerstein Program continues to gain momentum and more of our teachers are being trained – another milestone that will benefit more students in the classroom.



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To Phil Roberts and his teaching staff and to our admin team – the engine room of our College – we are all so privileged to have such a cohesive group of people stewarding our students and the parent body throughout each year. Wishing everyone well over the



break and looking forward to an exciting 2018 when our College's transformation will commence. I would be remiss not to mention and thank Myree Ely, Helen Baum and Richard Prowse who retire this year for their contribution over so many years. Wish you both well for the future. Moving forward into the new year I know that we will all watch in

anticipation as we commence building our new spaces. We will endeavour to have minimal disruption to the routines of our parents, students and teachers – the school body will be kept updated regularly on changes and progress.

Finally, I take this opportunity to also thank my fellow Board members for their hard work through the year as volunteers to our community – without you my work as President would not be possible – I value the hours and hours you put in to our school for the greater good of all.



Theme 1: Parents Association Report – Miriam Fouracre, Sophie Berman and Lee Weinbren

After a number of years of dedicated service, your PA presidents Miriam Fouracre, Lee



Weinbren & Sophie Berman are handing the reins over to our newly elected presidents for 2018 - Kerri Blackstone, Tova Archie & Leah Balkin. We wish them every success and have no doubt they will lead a fabulous PA next year and beyond!

Our sincere thanks to everyone who has made all that we have done possible.... Phil Roberts & all the office staff, Garron Forman & all the teaching staff, Tim Greenstein & the Board of Management, specifically Judith Levitan & Galia Durbach, our PA executive, our baking committee and every single parent in our school who has contributed to our cause.

Your PA Presidents,

Miriam Fouracre

Lee Weinbren

Sophie Berman (Preschool)



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Theme 2: Contextual Information

Mount Sinai College has created a unique teaching and learning environment and instilled meaningful Jewish values and knowledge for over thirty-seven 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.



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2017

School facts

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

School staff

Teaching staff	20
Full-time equivalent teaching staff	19.4
Non-teaching staff	14
Full-time equivalent non-teaching staff	10.8

School links

School website

[Mount Sinai College](#)

Sector, system or association website

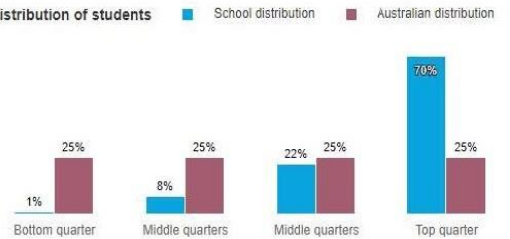
[Association of Independent Schools of New South Wales](#)

Student background

Index of Community Socio- Educational Advantage (ICSEA)

School ICSEA value	1157
Average ICSEA value	1000
Data source	Parent information

Distribution of students

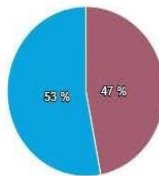


Percentages are rounded and may not add to 100

Students

Total enrolments: 288

Boys	152
Girls	136



Full-time equivalent enrolments: 288.0

Indigenous students



Language background other than English



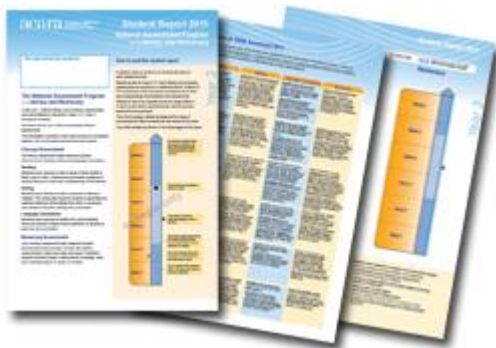
Please visit the My School web site for further contextual information <http://www.myschool.edu.au/>



Theme 3: School outcomes in NAPLAN testing

By now, parents would be aware of the ACARA *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 2017 NAPLAN results confirm, once again, the standard of excellence for which Mount Sinai College has become renowned.

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



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**Theme 4: Senior Secondary Outcomes
(N/A for primary schools)**



Theme 5: Teacher qualifications and professional learning

Category 1

Number of Teachers: 24 (NESA 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)
Phil Roberts <i>Principal</i>	(i) <ul style="list-style-type: none"> • Diploma Teaching (Kuring-gai C.A.E.) 1985 • Bachelor Education (Kuring-gai C.A.E.) 1988 • Master Education (UNSW) 1990 • Master Dispute Resolution (Charles Sturt University) 2011 • Teacher's Diploma Licentiate Trinity College London (Trinity College) 1986
Garron Forman <i>Deputy Principal</i>	(i) <ul style="list-style-type: none"> • Bachelor Social Science (Natal University) 1992 <i>Aus Bachelor degree (AEI-NOOSR) 2005</i> • Higher Diploma in Education (Rhodes University) 1994 <i>Aus Grad Diploma (AEI-NOOSR) 2005</i>
Rozanna Pleshet <i>JS Coordinator</i> <i>Infants Coordinator</i>	(i) <ul style="list-style-type: none"> • Bachelor Arts (UNSW) 1984 • Grad Diploma Education (Primary) (Sydney Institute of Education) 1985
Helen Meyer <i>Learning Enhancement Coordinator</i>	(i) <ul style="list-style-type: none"> • Diploma Teaching (Sydney Teachers College) 1980 • Graduate Diploma Educational Studies (Kuring-gai CAE) 1986
Leanne Eisman	(i) <ul style="list-style-type: none"> • Bachelor Education (Primary) (Hons) (Sydney University) 2009 • Masters of Gifted Education (UNSW) 2015



Richard Prowse <i>IT and Primary Coordinator</i>	(i)	<ul style="list-style-type: none"> Diploma Teaching (Kuring-gai C.A.E.) 1980
Elana Jacobs <i>(School psychologist)</i>		<ul style="list-style-type: none"> B.A.(Hons.); H.Dip.Ed (P.G.); M.A.(Clin.Psych.)
Samantha Berman	(i)	<ul style="list-style-type: none"> Bachelor of Education in Primary Education (University of Technology, Sydney) 2010
Arianne Burnie	(i)	<ul style="list-style-type: none"> Diploma Teaching (Sydney College Advanced Education) 1987 Bachelor Education (Sydney College Advanced Education) 1989
Jesse Black	(i)	<ul style="list-style-type: none"> Bachelor Arts Education (Pepperdine University 2004)
Amanda Eisman	(i)	<ul style="list-style-type: none"> Bachelor of Education (Sydney University) 2007
Natalia Fester	(i)	<ul style="list-style-type: none"> Bachelor Arts (UNSW) 2008 Master Teaching (University Sydney) 2010
Hazel Gruskin	(i)	<ul style="list-style-type: none"> Bachelor of Primary Education (University of Witwatersrand) 1991 DET Ref 00/1073255
Emily Levenson	(i)	<ul style="list-style-type: none"> Bachelor Science (Psychology) (UNSW) 2002 Master of Teaching (University of Sydney) 2004
Aiden Levy	(i)	<ul style="list-style-type: none"> Bachelor of Education (Primary Education) (University of Sydney) 2008
Rayzelle Levy	(i)	<ul style="list-style-type: none"> Transvaal Teachers' Diploma (Johannesburg College of Education) 1974 <i>Australian Bachelor degree (AEI-NOOSR) 2005</i>



Richard Meats	(i)	<ul style="list-style-type: none"> • Bachelor of German / French Studies (Hons) (University of Portsmouth) 2003 • Post Graduate Certificate of Education (Primary) (Kingston University) 2009
Justine Shakenovsky	(i)	<ul style="list-style-type: none"> • Bachelor of Education- Primary (UTS) 2015
Jessica Segail	(i)	<ul style="list-style-type: none"> • Bachelor of Arts (UNSW) 2011 • Master of Teaching (University of Sydney) 2013
Nicole Shapiro	(i)	<ul style="list-style-type: none"> • Bachelor Science (Nutrition) (Honours) (Sydney University) • Master of Teaching (Sydney University)
Elana Shatari	(i)	<ul style="list-style-type: none"> • Bachelor Music Education (Sydney Conservatorium of Music) 1993 • Master Education Creative Arts (University of technology, Sydney) 2005
Janine Sussman	(i)	<ul style="list-style-type: none"> • Diploma Teaching Early Childhood (Sydney College Advanced Education) 1985 • Bachelor Education (Sydney College Advanced Education) 1988 • Graduate Diploma Education Studies (Kuring-gai College Advanced Education) 1990
Judith Massel (Library)		<ul style="list-style-type: none"> • Bachelor Arts (University of Cape Town) 1973 • Higher Diploma Librarianship (University of Cape Town) 1974 <p style="text-align: center;"><i>Associate membership (AEI-NOOSR) 1999</i></p>



Jewish Studies Staff

Rozanna Pleshet (Jewish Studies Coordinator)		<ul style="list-style-type: none"> • Bachelor Arts (UNSW) 1984 • Grad Diploma Education (Primary) (Sydney Institute of Education) 1985
Helen Baum	(i)	<ul style="list-style-type: none"> • Teacher's Certificate (Department of Education) 1970
Miri Heitner	(i)	<ul style="list-style-type: none"> • Teaching License 2013 Didactic assessment specialist 2010 • BA psychology 2010 BA International Relations 2002
Vella Cohen	(i)	<ul style="list-style-type: none"> • Higher Diploma Education (University of Witwatersrand) 1986 <i>Certified 4 year trained (DET) 1998</i>
Nikki Mann	(i)	<ul style="list-style-type: none"> • Bachelor of Education (Early childhood education, Macquarie University Sydney)
Martine Nabarro	(i)	<ul style="list-style-type: none"> • Bachelor Arts (University Cape Town) 1992 • Higher Diploma in Education (University Cape Town) 1993
Carolyn Rubinstein	(i)	<ul style="list-style-type: none"> • Bachelor Education (Sydney University) 1994 • Graduate Studies Teaching Degree (University Jerusalem) 1995
Osnat Zeevi	(i)	<ul style="list-style-type: none"> • Bachelor Education (Sydney University) 1996 • Teaching Diploma (Kibbutzim Tel Aviv State Teachers' College) 1992
Ruthie Rubinstein	(i)	<ul style="list-style-type: none"> • Bachelor Arts (UNSW) 1996 • Master of Teaching (Sydney University) 2000
Cindy Hawkey (Teacher's assistant)	(i)	<ul style="list-style-type: none"> • Graduate Diploma Education • Bachelor Applied Science



Internal Professional Learning – After School for ALL staff

PD T1 2017

	Date	What
1	1 Feb	No staff meeting / ASISSA Meeting
2	8 Feb	Grade evening
3	15 Feb	Michael Murray (All secular staff) 3.30-5.30pm
4	22 Feb	Michael Murray (ES1 / S1)
5	1 March	Michael Murray (S2)
6	8 March	Michael Murray (S3)
7	15 March	P/T interviews no staff meeting
8	22 March	P/T interviews no staff meeting
9	29 March	Seder no staff meeting

PD T2 2017

	Date	What
1	26 April	Midyear camp – no staff meeting
2	3 May	Anita - Genius Project
3	10 May	Click View
4	17 May	ASPECT – autism workshop
5	24 May	Staff grade meetings
6	31 May	Shavout – school closed



7	7 June	School psychologist Elana Jacobs – dealing with difficult situations
8	14 June	School psychologist Elana Jacobs - dealing with difficult situations
9	21 June	Cara Langley AIS – Creating Safer Independent Schools Child protection legislation, reportable conduct, code of conduct and professional boundaries is now incorporated into a training package called 'Creating Safer Independent Schools'. It's a 3 hour session and the feedback from schools has been excellent. The extra time within this session addresses information on how to make a school more 'child safe' - recent research, recommendations from the Royal Commission etc.
10	28 June	

PD T3 2017

	Date	What
1	19 July (ASISSA AGM)	http://as1diabetes.com.au/index.php/schools/teachers-and-schools-2/ Self-paced for after-school Anaphylaxis as well
2	26 July	Kids Matter – framework for wellbeing
3	2 August	Kids Matter – framework for wellbeing
4	9 August	Grade Meetings
5	16 August	Kids Matter
6	23 August	IPSHA Performing Arts Festival – no meeting. Some staff will be required at PAF
7	30 August	Kids Matter – framework for wellbeing
8	6 September	Parent teacher interviews – no staff meeting



9	13 September	Parent teacher interviews – no staff meeting
10	20 September	Last day of Term 3 – close at 1pm (Rosh Hashana)

PD T4 2017

	Date	What
1	11 October	No staff meeting
2	18 October	CSG – security in schools
3	25 October	Stage meetings
4	1 November	Child Protection Unit
5	8 November	L'Enfant Learning – Design Thinking
6	15 November	Richard Meats classroom teacher – intro to the 'Clips' application
7	22 November	Stage meetings
8	29 November	Kids Matter feedback and summary
9	6 December	Camp – no meeting
10	13 December	Last week – no meeting



2017 Professional Development Courses include:

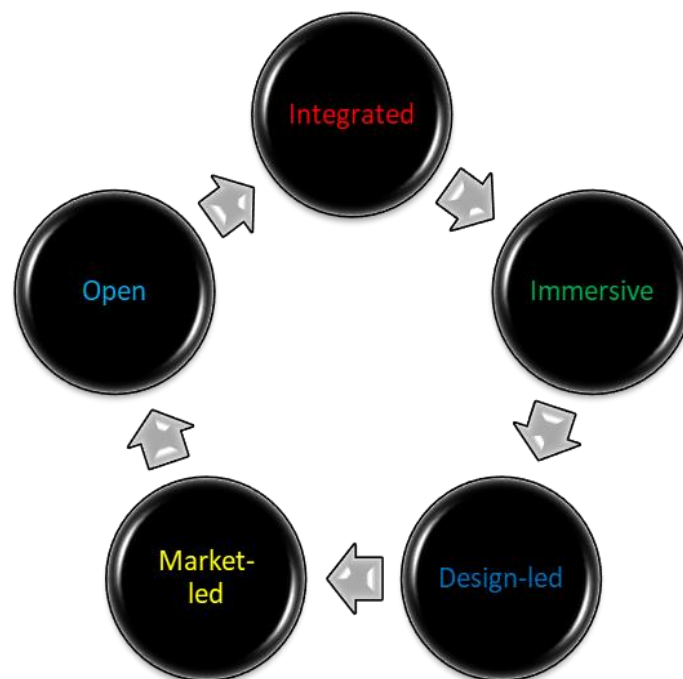
Name	IPSHA (Independent Primary Schools Heads Association)	Term
<i>Each meeting has professional development as its focus</i>		
P Roberts	Principals' meetings and conferences x4	1-4
E Jacobs	Counsellors' Conference	2
R Pleshet	Infants Coordinators' meetings x4	1-4
L Eisman	Gifted and Talented Coordinators' meetings x4 Curriculum Coordinators Meetings x4	1-4
R Prowse	ICT Integrators Conference and ICT meetings x4	1-4
E Shatari	Music Coordinators' meetings x4	1-4
J Massel	Librarians' meetings x4	1-4
G Forman	Deputy Principals' meetings x4 Conference x 1 Curriculum issues	1-4
J Sussman	Learning Support meetings x4	1-4
Various	New Scheme Teachers x4	1-4



In 2017 there were courses / conferences undertaken by many colleagues from the following providers:

- **AIS (Association of Independent Schools)** – various staff at different conferences and courses
- **Apple Australia** – 4 staff participating throughout the year
- **Apple Australia** – all staff participating as required
- **Educator Impact** – all staff participating throughout the year
- **Datacom** – all staff attending throughout the year – IT & Learning related
- **Edutech Conference** – 4 staff attending
- **Future schools Conference** – IT
- **Feuerstein Academy / Feuerstein Institute** – all staff attending seminars
- **Kodaly / Orff Music** – music teacher only participating
- **PETAA (Primary English teachers Association of AUS)** – all staff participating

Professional Development at Mount Sinai is characterised by:





Theme 6: Workforce Composition, including indigenous

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

There are no indigenous teachers at Mount Sinai College.

School Staff	
Teaching staff	20
Full-time equivalent teaching staff	19.4
Non-teaching staff	14
Full-time equivalent non-teaching staff	10.8



Theme 7: Student Attendance and Retention Rates in Secondary Schools (N/A for primary schools) & Post school destination (N/A for primary schools)

The College's student attendance policies are outlined in the policy documents under 'Enrolment Registers and Daily Attendance' (www.mountsinai.nsw.edu.au)

1. The School will monitor the daily attendance and absence of students in the School by maintaining a daily register for each class, of students.
2. Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible.
3. Unexplained absences from classes of the School will be followed up in an appropriate manner with the student and/or their parent or guardian.
4. The School will notify parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.
5. Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken will be recorded, as appropriate, on the student file.
6. The daily attendance rolls must be kept for 5 years.

Level	Attendance
K	93.3%
1	91.0%
2	95.6%
3	95.0%
4	93.6%
5	94.6%
6	91.6%



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Theme 8: Enrolment Policies

Mission Statement

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/enrolments>



- Theme 9: 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). A hard copy is also available on request.

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

<https://www.mountsinai.nsw.edu.au/about/policies-procedures>

Of particular relevance are two key policies:

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

The policies are based on the principles of procedural fairness and involve parents in the process of procedural fairness for suspension and expulsion. *(Stated in policies listed)*

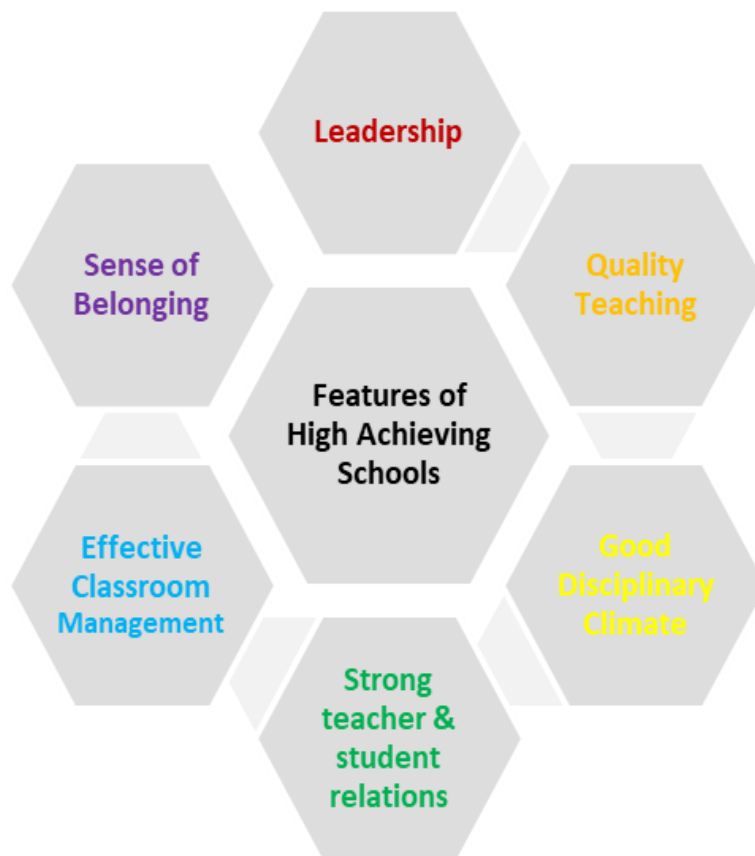
The College does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons. *(Stated in policies listed)*



Theme 10: School Determined Priority Areas for Improvement

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 Strategic Initiatives for 2017

<p>1</p>	<p>Mount Sinai College will attract, develop and retain the best teaching and support staff we are able. We will appraise the performance of our teachers by way of Educator Impact – an evidenced-based performance review initiative which will promote a culture of professional learning and engagement.</p> <p>What we will do:</p> <ul style="list-style-type: none"> • Be an employer of choice particularly in the Jewish schools by creating a teaching / learning culture that encourages excellence through targeted professional development • Continue to evolve the staff appraisal mechanism – an evidenced-based professional performance review (EI) that links to deeper professional engagement and development and the whole school strategic direction. Specifically, this will involve across-grade classroom visitations using an existing pro forma and recording observations and reflections. • Make funding available for professional development and link PD to the teachers' goals and to the College's strategic plan. • Aim to have 1-2 staff members become Apple Distinguished Educators.
<p>2</p>	<p>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.</p> <p>What we will do:</p> <ul style="list-style-type: none"> • Develop teaching activities that incorporate Visible Thinking strategies and Challenge-Based Learning 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 across the full range of abilities. • Organise content into coherent, well-sequenced learning and teaching programs that clearly distinguish how each ability level is being catered for. • Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements • Increase personalised learning opportunities through an understanding



	<p>of differentiation strategies, ensuring that staff utilise VT strategies, STEM activities and higher-order learning models (Blooms, Maker and Williams)</p> <ul style="list-style-type: none"> • Strengthen the integration between teaching practice and incorporation of Visible Thinking strategies to support a culture of thinking in all subjects • Support students to adopt productive habits of mind including critical thinking and understanding relationships between knowledge and thinking • Implement the new Geography syllabus across Years K-6 • Focus professional learning for Term 1 around conceptual learning and visual literacy in English. This will be delivered by Jon Callow (Sydney University) and Michael Murray (PETA). • Incorporate opportunities to model and explore facets of Dweck's Growth Mindset theory into student learning experiences. • Develop and incorporate Challenge-Based Learning and STEM activities into different areas of the curriculum to deepen students' learning. • Ensure that girls are equally exposed and engaged in STEM opportunities as their male counterparts.
<p>3</p>	<p>Mount Sinai College will continue to meet Curriculum demands for technology integration, as expressed by NESAs. The College is an Apple Distinguished School and will continue to meet (or exceed) 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.</p> <p>What we will do:</p> <ul style="list-style-type: none"> • Support (through internal and external resourcing) student/teacher engagement and learning through the development of new teaching / learning methods using technology – with particular focus on STEM (Science, Technology, Engineering and Mathematics) capabilities, CBL (Challenge Based Learning) and promotion of authentic learning opportunities for students. • Expand opportunities for teachers to be exposed to other educators and learning environments through conferences, through



	<p>external/internal visits and other professional development opportunities.</p> <ul style="list-style-type: none"> • To revise and expand existing programs and seek innovation which will improve student capability and outcomes with an emphasis on Challenge Based Learning and STEM - enabling capacity for integration of robotics, coding (including Apple's Swift coding platform), 3D printing and making. • To continue to foster and develop relationships with corporate partners such as L'Enfant Learning, Apple, Stile, Furnware CISCO, Microsoft, UNSW and leverage these relationships to enhance our teaching/learning environments. • 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	<p>Mount Sinai College will ensure that our Jewish Studies and Hebrew Language curriculum evolves to cater for the needs of all students and will continue to expand the opportunities of Informal Jewish education</p> <p>What we will do:</p> <ul style="list-style-type: none"> • Provide enrichment classes in Jewish Studies for students wishing to study at a deeper level both before school and within class time • Conduct a Bible Quiz across Primary grades together with Bnei Akiva Shlichot 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 • Provide Torah Enrichment lessons for selected students in Years 3 to 6 for an hour a week. • 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 to effectively differentiate the teaching of Hebrew. Additional staff to support where available.
- Focus on development of all Four proficiencies in Hebrew – reading, writing, speaking and listening
- TalAM Hebrew Program to now commence in Year K instead of Year 1. Acceleration of learning.
- TalAM implemented in Years K – 3.
- Chaverim B'Ivrit Hebrew Language Program implemented in Years 4 & 5
- 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
- Implement Project Based Challenge Based Learning units in Jewish Studies Years 3-6
- Conduct Hebrew Singing for Years 3 to 6 for one lesson a week. Enhances the knowledge of Hebrew and connects to Israel and Judaism through song.
- Encourage the learning of new Tefillot in Primary grades.
- Share Hebrew storybooks and poetry.

- 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



	<p>Primary students. Years K-2 will learn songs during music lessons.</p> <ul style="list-style-type: none"> Widen the opportunities to use Hebrew beyond the traditional classroom setting with the assistance of the Shlichot and Year 6 Madrichim.
<p>5</p>	<p>Mount Sinai College will continue to expand the opportunities of Informal Jewish education</p> <p>What we will do:</p> <ul style="list-style-type: none"> 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.
<p>6</p>	<p>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 ongoing emphasis in 2017 on the Feuerstein neuro-plasticity program.</p> <p>What we will do:</p> <ul style="list-style-type: none"> 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 Facilitate collaborative planning between teachers, support staff,



	<p>parents and students.</p> <ul style="list-style-type: none"> • 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	<p>Mount Sinai will differentiate for the needs of all student abilities through a range of grouping strategies, curriculum adaptations and extra-curricular programs. (Blue Sky, Feuerstein and curriculum differentiation listed).</p> <p>What we will do:</p> <ul style="list-style-type: none"> • 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 • Ensure that gifted and talented and/or twice-exceptional students are correctly identified through subjective and objective measures. • Ensure that the needs of the high ability and gifted students are addressed through adapting the core curriculum to include critical thinking and open-ended tasks, open-endedness and questions that encourage higher order thinking. This includes the use of the Blooms, Maker and Williams model. • 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 (2-6) and/ or withdrawal from class to work with a gifted education specialist. • Encourage gifted or other students to participate in extra-curricular



	<p>programs, such as Tournament of the Minds and Future Problem Solving.</p> <ul style="list-style-type: none"> • 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 referrals to the school psychologist if necessary. • Provide opportunities for high-ability Maths students to participate in the Australian Mathematics Competition and Mathematics Olympiad. • 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.
8	<p>Mount Sinai College will continue building the repository of all relevant student data (academic, social, emotional) using GradeXpert beginning with kindergarten and progressing annually.</p> <p>What we will do:</p> <ul style="list-style-type: none"> • Capture all relevant student data and progressively build comprehensive, accessible student profiles in all areas relevant to the student's progress.



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Theme 11: 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 College promotes the **The 6 Kinds of Best Values** policy (see Welfare policy) weekly through assemblies and classroom practice. Mount Sinai College has created a unique teaching and learning environment and instilled meaningful Jewish values and knowledge for close to 40 years. We aim to educate students who are confident and proud of their heritage, and we encourage them to develop values and attitudes that enrich their intellect.

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

The College entered its 11th 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)



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

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



Theme 12: 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.

Once again, in 2017, 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 focused 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

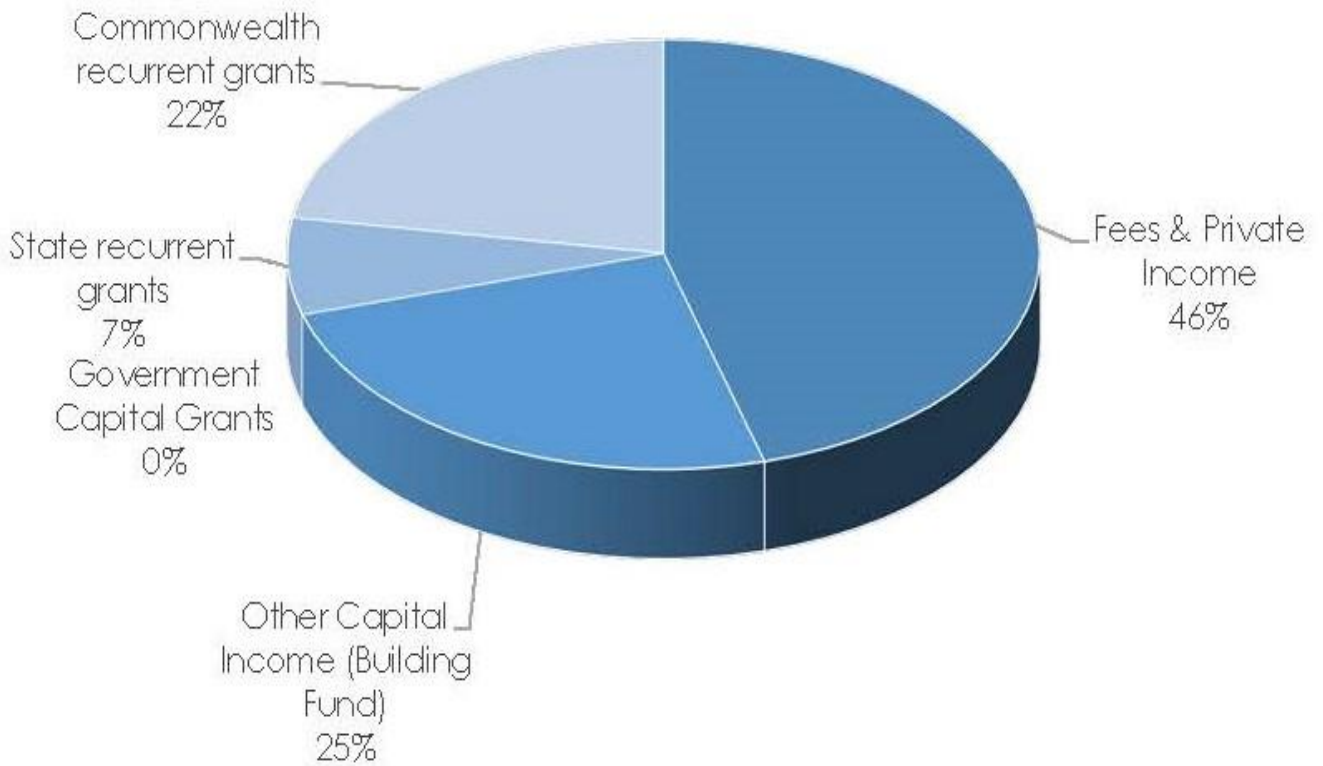
Mount Sinai College Year 6 students take part annually in an Interfaith program which is supported by Together with Humanity. Once a term we work closely with an Islamic school – Arkana College – a similarly sized K-6 junior school. Our structured interfaith excursions include visits to a synagogue,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





13. Summary Financial Information

Recurrent/capital income





Recurrent/capital expenditure

