2008 Annual School Report

Kesser Torah College
Our school at a glance

Overview

Kesser Torah College is a Jewish Day School based in Sydney's Eastern Suburbs. The end of 2008 marked its fifth year in operation.

Kesser Torah College is founded upon 3 core values which permeate every aspect of our program.

Core Values

Excellence
- commitment to the highest level of education
- achieving individual full potential
- professionalism/excellence in everything we do

Derech Eretz
- respect the school and everyone including yourself
- tolerance/acceptance of others no matter who they are
- integrity and honesty

Nurturing Environment
- creating a learning environment
- providing opportunities for personal growth
- caring for the interests of the individual

Mission Statement

A Jewish Day School, providing excellence in education in a Torah culture, with a love of learning and Yiddishkeit offered in a nurturing environment of Derech Eretz, warmth and respect, Torah values and Ahavas Yisrael.

Messages

Principal's Message

It gives me great pleasure to present Kesser Torah College's (KTC's) Annual School Report for 2008.

Our mission at KTC is to build active Jewish Australian role models committed to the highest level of both Judaic and Secular education. Our students are focused to achieve at their full potential, striving for excellence in everything they do. The atmosphere at our school is geared toward a personal commitment to Torah, character refinement and learning. KTC graduates are compassionate lifelong learners striving for wisdom, knowledge and understanding.

Our educational faculty is dedicated to our student body by establishing a caring and safe place where trusting relationships between, and among, children and adults are built. Individualised attention is focused on assisting students to learn to use good judgment in their choices so they will be lifelong, ethical decision makers.

The learning environment at KTC is one where students are consistently encouraged to reflect on their behaviour and grow in their individual character through the core curriculum. Students are taught about respect, tolerance and the acceptance of others no matter who they are. KTC is an institution founded on integrity and honesty.

The 2008 academic year paved the way for the development of essential strategies to meet the individualised needs of our students.

We are fortunate to be guided in all our endeavours by Excellence, Derech Eretz and Nurturing – our KTC Core Values. I would like to share with you some of our Core Values accomplishments over the past 12 months.

Excellence

JEWISH STUDIES STREAMING
We have accomplished much from our Jewish Studies streaming program in Primary. Our students have achieved more because they are receiving individualised, small group attention building upon their areas of academic strength toward overall improvement in Jewish Studies skills. A dynamic differentiated curriculum is used to cater for the needs of all the students in every class, providing opportunities for success in achievement of outcomes, and enrichment.

ALEPH CHAMP HEBREW LITERACY PROGRAM
We added the Aleph Champ Hebrew literacy program in Primary, as well as the Chalav U'Dvash Spoken Hebrew program in the Preschool and Infants departments. Through song and dialogue, Chalav U'Dvash is creating fun and cherished opportunities for day to day use and love of spoken Hebrew among our young students.

2008 NAPLAN RESULTS
This excellence can be seen by our 2008 NAPLAN (National Assessment Program – Literacy and Numeracy) results, of which we are especially proud:

• In Year 3, 94% of our students achieved in the top two performance bands for literacy.
In numeracy 50% of Year 3 students achieved in the top band.

- In Year 5, 50% of the students achieved in the top 2 bands for literacy. In numeracy 41% achieved in the top 2 bands.

- In Year 7, twice the number of students - compared to the rest of the State and the other independent schools in NSW - achieved in the top bands in literacy. 78% of our Year 7 students achieved in the top 3 bands for numeracy.

- In Year 9, the top band in literacy was over-represented by 50% against the State average. In numeracy, 63% of the Year 9 students achieved results placing them in the top 3 bands.

When we look at the NAPLAN data that compares our College with other independent schools in NSW, we are placed no lower than 14th for literacy results.

**SMART Boards**

In our curriculum, we have enhanced literacy and numeracy initiatives in both Jewish Studies and Secular Studies in a variety of ways. For example, by integrating technology such as our SMART Boards©, we are encouraging students to think differently and explore new ways of approaching problems and gaining new insights.

**GIFTED & TALENTED PROGRAM**

We have had great success with our Gifted and Talented program for Maths and Language Arts. The goals of this exploratory learning program are to increase student interest, involvement and literacy in mathematics and language arts as well as to enhance students' knowledge and skills while stimulating excellence in advanced numeracy and literacy.

**KODESH CORNER & LEARNING CENTRE**

Both our Kodesh Corner and our Learning Centre have reached out in support to more students this year with great success.

Kodesh Corner

The role of the Kodesh Corner is to support students in all areas of Jewish Studies learning. The Kodesh Corner has been specially staffed and equipped to welcome newly enrolled KTC students who may have had little or no prior Jewish Studies or Hebrew reading. This resource centre is equipped with an extensive range of state of the art computer programs, books, DVDs, games, puzzles, toys and crafts to assist the students in their learning.

Whether students are new to the school and need help in upgrading their skills in Jewish studies, or require support in Kriah (Hebrew reading), Chumash, Rashi, general Jewish knowledge or Halachah, an individualised program is developed after a comprehensive assessment. Students are taught either individually or in small groups.

The Kodesh Corner runs an early intervention program in Year K to ensure that students gain a good grasp of Kriah. This is complemented by the Kriah support program which allows every student in the Primary School to read one-on-one to a dedicated reading teacher each week.

Learning Centre

Last year was a most exciting year with dramatic developments in learning taking place for the students attending the Learning Centre.

At the end of 2008, the students who attended the Learning Centre were assessed in depth and a literacy age was gauged for each area of language, including oral reading (accuracy and rate), comprehension and spelling. In addition, growth in perceptual development was noted through re-testing visual and auditory perceptual skills (how the brain interprets what it sees and hears). The results showed an average increase in their age level of 2 years in each of these areas.

In 2008, 8 students were re-integrated into the classroom.

**Derech Eretz**

At KTC, Derech Eretz is translated as respect for oneself and others, personal integrity, honesty as well as tolerance and acceptance of others.

**SHLUCHOS**

We welcomed our first group of Shluchos, cherished alumni of the school who worked in raising Achdus (unity) and school spirit in the Girls High School and in the Primary School, reinforcing Derech Eretz by acting as exemplary role models on a day to day basis.

**VALUES FORUMS**

Our Year 11 students conducted Values Forums for the entire Primary and their fellow Girls’ High School students.

"WHAT’S HOT AND WHAT’S NOT" SUGGESTION BOX

We introduced the very trendy “What's Hot and What's Not” suggestion box in the Principal's office. The students put forward constructive suggestions and many of them were adopted, one example being our first ever Book Exchange at the end of Term 4 last year.
Nurturing

INTEGRATION OF JEWISH & SECULAR STUDIES
We held extremely successful, integrated Jewish and Secular studies projects such as Bake Sales at Shavuos and Rosh Hashanah. Our fabulous new handball courts are a lasting legacy to Year 6 initiative and ingenuity.

HOMEWORK GRIDS & ASSESSMENTS
Homework grids and rubric based assessments have been implemented to enhance students’ understanding and to nurture the ability to achieve one’s best.

WEEKLY COMPETITIONS
Last year, we implemented the Weekly Maths & Torah Competition as an extension initiative for our students. Every Thursday, during recess and lunch times, students from Years K to 12 collect a question card (three question cards are created for Infants, Primary & High school students). Two winners are drawn - one for Maths, one for Torah - from all the correct entries submitted. The Infants/Primary winners receive a stationery prize from Smiggle™ and High School students receive a voucher to Westfield. This has proved to be a fantastic initiative in which the majority of students participate each week.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Rabbi Dr. Noteh Glogauer

President of the Board’s Message

I am very pleased to provide my annual report to the members of Kesser Torah College Limited.

This report covers the calendar year 2008 but also includes some important milestones the school has achieved up to the current point of writing.

Operations:
The school continues to improve its operating platform. Principal Rabbi Dr. Noteh Glogauer has been with the school now nearly 2 years and has settled in very well, putting in place a range of educational and operational improvements that are already bearing fruit. Mr Saville Abramowitz, the school CEO, who looks after the financial administration and non-educational operations, is now in his 6th year with KTC and continues to provide a very steady hand with a strong financial and operational overview.

The school went through a benchmarking process with the JCA comparing the school to the other Jewish day schools and KTC scored close to best practice in terms of operating costs per class and similar important milestones. This review will be carried out internally by KTC again towards the middle of the year. The Board has a policy that this review will be carried out each year to benchmark the schools progress against best practice of the other Jewish day schools.

Government Grant:
The school has been extremely successful in achieving increases in government funding support. This funding is as follows:
1. In 2008 the school was successful in appealing its socioeconomic score (SES) which governs the level of grants provided by the Federal Government. This saw our funding per child increase by approximately $800 per annum and the school receive back-dated funding from the 2006 calendar year.
2. As part of its election promise the Federal government committed to providing $16million to four Jewish day schools, because of their anomolous SES score. This additional funding will equate to approximately $570,000 in additional funding for KTC for the years of 2008, 2009, 2010 & 2011.
3. As part of its election promise the Federal Government agreed to provide $20 million to Jewish day schools for security purposes. KTC has received confirmation that it will receive $455,000.00 in the first round of this funding, which will be paid in 2009.
4. As part of the stimulus package announced by the government for education, KTC will receive $125,000 for refurbishment works for the school during 2009.
5. As part of the government stimulus package KTC has applied for and was approved a $2million grant for the construction of a multipurpose assembly hall and gymnasium which can also be used as a communal function centre. This is a significant capital improvement for the school and we expect to commence construction on this project during 2009. The hall and included facilities should be available to be used before the end of the 2010 calendar year.

The school is very appreciative of the significant additional support that is being provided by the Federal Government which is continuing to enhance viability and improve the quality of the environment for our students.
Debt Reduction:
Blake Napier Limited the owner of the school campus had debt of $12.6 million. This has now been reduced to $9.6 million and will be further reduced by 30 June down to $6.9 million. This debt reduction has come about through:
A) Our capital appeal and
B) The sale of the Dover Heights Synagogue to the Dover Heights community.

The Dover Heights community will have further payments to make and these payments will reduce our debt down to $5.4 million. With further funds from our capital appeal we expect to get our debt under $5 million by June 2011.

This reduction in debt has significantly reduced our interest cost which is further strengthening the school's financial position.

Enrolments:
The school enrolment level currently stands at 390 children. This includes, Preschool to Year 12.
The school intends to open the new Early Learning Centre by October 2009, which will add a further 32 students to our Preschool. In addition to this the school is budgeting for a further 45 additional children in the school in 2010. This should bring our numbers to approximately 460 children in 2010. This is slightly ahead of our budget and continued improvement in enrolments is assisting the school financially, but more importantly is providing a much better dynamic in the classroom for the children socially and educationally.

The school has managed to increase its enrolments each year since 2006 and the rate of increase is steadily improving.

School Fees:
Notwithstanding the current financial climate we are extremely appreciative that the majority of the parent body is doing its very best to meet their school fee obligations. Our collections for the 2008 calendar year were approximately $2.65 million. This was on budget and equated to collecting $7,600 of fees per child in the school.

On behalf of the Board and the whole school we wish to thank the parent body for their ongoing support and level of responsibility they are showing in meeting the very difficult responsibility of their fee obligations during the current economic climate.

Operating Deficit:
The operating deficit in the 2008 calendar year was $340,437 after JCA funding. This deficit was met by the funding of our capital appeal.

Our expected budgeted deficit for the 2009 calendar year is approximately $250,000. This will heavily rely on the level of fee collections which is currently running according to budget.

We expect to get closer to breakeven in the 2010 calendar year.

Strategic Planning:
As the school moves closer to breaking even the Board will need to consider some strategic issues such as the following. What can be done to reduce fee levels? How can KTC carefully improve timetabling to give teachers better preparation time? How can we continue to improve the quality, diversity and depth of education being provided at the school?

All of these issues are healthy ones and need continual focus in order to ensure the best strategic direction for the school.

KTC Board:
I would like to thank our Board (mentioned below) for their continued efforts in finding ways to help make KTC a school of Excellence, Derech Eretz and Nurturing. The Board work very long hours behind the scenes, some of their roles and responsibilities include as follows;
Mr Carl Reid – Vice President, legal advice, Fees Committee, JCA liaison, Executive Committee.
Mr Dovid Deitz - Treasurer, Executive Committee
Mrs Libby Moss - Secretary, legal advice, Board governance, Education Committee, Executive Committee.
Mrs Ilana Kaplan - Enrolments Committee, uniforms, Marketing and PR, and Executive Committee.
Rabbi Dr Noteh Glogauer - M’Chanech, Principal, and Education Committee
Rabbi Michoel Gourarie - M’Chanech, Jewish Education and Mentoring
Rabbi Avrohom Blasenstein - M’Chanech, Education Committee, Jewish Studies Development and Curriculum.
Mr Stan Fuchs - Fundraising
Mrs Miri Gestetner - Enrolments Committee
Mr Johnothan Naiman - Human Resources, and legal advice.
Mr Eli Shellim - Strategic Planning.
Dr David Taub - Education Committee and Security.

Future:
There is a very bright future for KTC. We believe that a significant number of major hurdles have now been overcome by KTC and that the challenges for the future are to continue to improve the educational offer of the school, in line with the school’s principles of Excellence, Derech Eretz and Nurturing.
Rabbi Noteh Glogauer has been with us for 2 years now and has already played a significant role in the development of the school.

We wish him every success in the future together with his committed team of coordinators and teaching staff.

Without them nothing would be able to be achieved and their selfless dedication and commitment to the children and their education is beyond description.

Teaching is an underrated and undervalued pursuit in our society and we believe at KTC that our teachers need to be valued and appreciated for the critical role they play in the development of our children.

I would like to thank the parent body for their continued support of the school and particularly the P&F who have worked to provide the school with the extra input that makes the real difference.

It has been an honour once again to be the President of KTC during 2008 and I look forward to be able to continue to serve the community in the future.

Meir Moss

P&F Association Message

The P&F Association are heavily involved in organising many school events throughout the year.

We have now started to give all the children a small token gift at the beginning of the school year. In 2008 the children from LDC through to high school were all distributed with bag tags with their names on one side and I AM A KTC KID on the other side. These were made with a security tag printer which was donated to the school by the P&F.

• The annual LDC/Preschool BBQ is held in February to kick start each year. This is always a very successful event for all those families who attend. New families especially have the opportunity to meet some of the other parents whilst enjoying a great BBQ with hot dogs, salads and yummy desserts.

• The second annual KTC Shabbos Luncheon was held at Central Synagogue. A delicious meal and family atmosphere was enjoyed by all those families who attended.

• The annual LDC/Preschool BBQ is held in February to kick start each year. This is always a very successful event for all those families who attend. New families especially have the opportunity to meet some of the other parents whilst enjoying a great BBQ with hot dogs, salads and yummy desserts.

• The 2008 KTC Purim Carnival whereby the school was decorated as Shushan’s Palace was organized together with the school and was a huge success with an amazing turnout from the broader community. The festive Ruach (spirit) and great activities make it a real draw card and it allows us the opportunity to showcase our school’s vibrancy and incredible sense of community to the wider community.

• Each year, the P&F sell Purim cards in lieu of mishloach manot (gifts of food) as a small fundraiser.

Prior to Pesach the P&F distributed to all Staff, administration and board members wrapped chocolate sultanas Kosher le Pesach as a token gift of thanks and appreciation for all the ongoing hard work that goes into the students and their families.

• Tu B’Shvat is marked with different events in the school and the P&F assists in cutting up fruit platters for all the children to enjoy on this festival. Rosh Hashana is marked with the giving of apple and honey to all the children in the school.

• Mother’s Day as well as Father’s Day are now traditionally marked with a stall organized by the P&F where the children purchase wrapped gifts for their parents for $5. The children really enjoy picking the gifts, hiding them away till the day and giving it their parents! The sense of pride and achievement we see especially in the younger children when they independently choose the gifts is very heartwarming.

A successful sunscreen fundraiser was held by the P&F which involved the whole school.

The end of the school year was marked with a traditional BBQ and live music. This was thoroughly enjoyed by all staff and families who attended.

The P&F continue to do all the lice checks in the school in order to ensure that we have a lice free environment for our children. In addition to this, the P&F is the contact point for second hand uniforms which are called for on a regular basis by many families at a very minimum cost.

The P&F is always happy to receive ideas and welcomes any input and assistance from our parent body. We are the association that represents the voice of the KTC parent body and we need you!

Michal Rev
**Students**

Kesser Torah College caters for both boys and girls and is co-educational up to Year 3. The College consists of a Long Day Care Centre, a Preschool, and a Primary and High School.

**Staff**

We have 55 classroom teachers at Kesser Torah College and 8 assistants in our Long Day Care Centre and Preschool.

See **Staff Information** below for details on specific teaching roles.

All secular teaching staff meets the professional requirements for teaching in NSW public schools.

**Significant programs and initiatives**

**Learning Centre 2008**

The Learning Centre has excelled in the achievement of the educational targets set for the year 2008. The focus continues to be the welfare of the students, both academically and emotionally. To this end an educational haven of fun and learning has been created where students are welcomed, nurtured and led to achieve the best that they can be. Not only were eight students reintegrated into the classroom, but all students improved significantly both in the area of language (reading, comprehension, writing and spelling) as well as Mathematics. For example, the reading age of sixteen students and the comprehension age of eighteen students increased by more than a year. Some students, previously in the Learning Centre, have developed sufficient skills to join the extension Jewish Studies classes and our Learning Centre continues to be a drawcard for students from other schools.

To ensure that no student ‘falls through the cracks’, annual standardised assessments continue to be held at the start of each year. There is frequent communication between the Learning Centre and the teachers as well as between the tutors and the Learning Centre Coordinator. The aim is to improve upon and develop strategies to increase student learning and achievement.

**Initiatives for 2009**

A new peer tutoring program is being developed within each classroom to reinforce reading skills. The students who attend the Learning Centre will be matched up with stronger readers, while the rest of the students partner each other. This program aims to fulfil the reading outcomes of fluency, decoding and expression under the guidance of the Learning Centre Coordinator and the classroom teachers.

Our goal is to continue to be a Learning Centre of excellence and with the assistance of our outstanding, supportive staff, there is no doubt that this can and will be achieved.

**Kodesh Corner**

The Kodesh Corner is the Learning Centre for Jewish Studies.

The three computers are in constant use with a variety of programs available. Many students use the Aleph Beis programs whilst others use a Chumash skills program. Programs on general knowledge, Halacha, Rashi script and Ivrit are also in constant demand.

The Chumash Support has been a new and immensely successful innovation this year giving students a wonderful grounding in the skills needed to learn all Hebrew texts.

Our bi-annual testing of all the students from Years 1 to 6 of their Hebrew reading revealed an impressive improvement across the board. The Kodesh Corner supports Kriah throughout the primary school and all students from Years K to 4 have their reading listened to regularly. This personal practice time has made an enormous impact on our children’s Kriah.

Moving from another school, often a public school, to KTC, can be an overwhelming experience. The Kodesh Corner endeavours to help make the transition as smooth as possible. This year, KTC has welcomed no less than seven new students and has been extremely impressed with their progress. Not having had the intensive Jewish education offered by KTC, all have needed some support in order to feel comfortable in their new classes and all have done remarkably well.

**Peer Support**

The purpose of the Peer Support Program is to provide students with the opportunity and environment to develop the understandings, attitudes and skills they need to live a safe and healthy lifestyle, realise their potential and contribute positively to society. For high school students the focus is on providing opportunities for students to practise effective strategies for:-

- Communication and listening
- Relationship building
- Decision making
- Problem solving
- Assertive behaviour
- Empathy with others
- Conflict resolution.

These strategies will also assist the Year 10 students in their role as senior school leaders and the Year 7 Students in their integration into
High School. The Year 10 girls organised a program which was enjoyed by the Year 7 students, culminating in a pleasant picnic and group game session at Dudley Reserve.

The program is run by Mrs Gibbs. There is a 1.5 day training program in December for all students in Year 9. The training session is compulsory for all Year 9 and provides valuable insight into the skills listed above for high school students and into the running of the program.

School Camps
In September 2008, all girls from Years 5 - 10 went to Crosslands campsite for an enlightening and inspiring few days that were enjoyed by all.

We enjoyed great weather and the students were able to participate in many outdoor activities.

An assortment of guest speakers came to the campsite and inspired the girls with challenging topics and activities, some of the speakers were Mrs Spielman, Rabbi and Mrs A Groner and Mr and Mrs Kuchar.

The theme of the camp was “BOOST”, Be aware Of yOur Special Talents. This was designed to increase and ‘boost’ the girls self-perception and confidence.

The feeling of Achdus (unity) was evident between the array of classes and ages. It was the first year we combined some primary classes with the GHS and it proved to be more economical and enjoyable.

The Boys High School spent a week in school camp in Jindabyne. The focus of this year’s school camp was teamwork and self reliance. To support this theme, the boys participated in numerous activities designed to enhance life skills, and were offered an opportunity to develop independence. The students were involved in meals planning, cooking and focused on environmental consciousness during cleanup. Social skill development and the ability to work with others was an added focus. Sports activities included camping, cycling, kayaking, rope-climbing, and hiking to the top of Mt Kosciusko as well as other initiatives courses.

Production
The Girls High School drama and dance production in 2008 was entitled “Beauty is Belief”. The production depicted the saga of Rabbeinu Gershom, a wise and clever sage who was caught up in the evil machinations of Prime Minister Johann. The noble king and princess tried to rule wisely, but were time and time again misled. The evening was attended by an enthusiastic audience of over three hundred. This provided an ideal opportunity for students to showcase their talents, and to get involved in the project at many different levels.

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<td>Male</td>
<td>85</td>
<td>178</td>
<td>179</td>
<td>234</td>
<td>193</td>
<td>225</td>
</tr>
<tr>
<td>Female</td>
<td>139</td>
<td>222</td>
<td>246</td>
<td>320</td>
<td>302</td>
<td>270</td>
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</tbody>
</table>

Student attendance profile
In 2008 the attendance rate for our students was 97%.

Class sizes
All of our class sizes are below the maximum limit allowed by the Government. This maximises student learning and enables each child to receive individual attention by their teachers.

Structure of classes
Our classes are co-educational up to Year 3. In each level of Years 4, 5 and 6, there is a class for boys and a class for girls.

We have a Girls High School and a Boys High School, both of which are on the same campus as the Preschool and Primary School.

Retention to Year 12
Due to the restructuring of both the Girls High School and Boys High School, KTC did not have a Girl’s Year 12 class in 2008.

100% of our 2007 GHS Year 10 class continued on to study Year 11 in 2008.

This class will continue on to complete HSC Year 12 in 2009.
Post-school destinations
The vast majority of students continue until Year 12 and then they attend Seminaries or Yeshivas for a minimum of 12 months. They may then pursue tertiary studies.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Director of Curriculum</td>
<td>1</td>
</tr>
<tr>
<td>Coordinators</td>
<td>9</td>
</tr>
<tr>
<td>(Judaic and Secular)</td>
<td></td>
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<tr>
<td>Head Teacher Administration</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>55</td>
</tr>
<tr>
<td>(Judaic and Secular)</td>
<td></td>
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<tr>
<td>Support Teacher Learning</td>
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<tr>
<td>Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>71</strong></td>
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Staff retention
In 2008, 12 teachers resigned in our Primary and High Schools.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff was 98%.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75%</td>
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<tr>
<td>Postgraduate</td>
<td>25%</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Financial summary

<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Balance forwarded (operating deficit)</td>
<td>-1,257,464.00</td>
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<tr>
<td>Global Funds</td>
<td>0.00</td>
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<tr>
<td>Tied Funds</td>
<td>0.00</td>
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<tr>
<td>School &amp; community sources</td>
<td>5,307,384.00</td>
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<td>Interest</td>
<td>0.00</td>
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<td>Trust receipts</td>
<td>0.00</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>5,307,384.00</strong></td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Teaching and learning</td>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>382.00</td>
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<tr>
<td>Extracurricular excursions</td>
<td>0.00</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied Funds</td>
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<td>Casual relief teachers</td>
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<td>Admin &amp; Office</td>
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<td>School operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust Accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>5,635,019.00</strong></td>
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</table>

**Balance carried forward**

-300,634.00

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Sport
Our Primary and High School Students participated in the City School’s Sports Association (CSSA) Interschool sports competition playing oztag, netball, cricket, soccer and tee-ball. The students play against St Spyridons, St Andrews, International Grammar School, Mount Sinai, Moriah College, The Emanuel School, Brigidine College, Our Lady of the Sacred Heart, St Catherine's and St Clare's College.

The Primary School also holds an annual Cross Country Carnival. The school then sends a group of ‘representatives’ to the ASISSA Cross Country Gala Day. Students from the school have progressed from there to CIS level. In 2008 35 students both boys and girls represented KTC at ASISSA Cross Country at Queens Park. 2 girls then represented KTC at CIS Cross Country out at Eastern Creek.

21 students both boys and girls represented KTC at the ASISSA Athletics Carnival at E.S Marks in Kensington.
Interschool sports consisted of students from Year 5 and Year 6. In Term 2 the boys played soccer and the girls played netball. In Term 3 there was oztag for both boys and girls and in Term 4, cricket was offered to the boys and tee-ball to the girls.

Within the school, there is a swimming and an athletics carnival held each year with inter-house competitions.

KTC High School is also part of the City School's Sports Association (CSSA). They too have weekly interschool competitions for most of each term. Sports include basketball, netball, touch football, indoor soccer and cricket. Other schools involved include, International Grammar School, Moriah College, The Emanuel School, St Catherine's and St Clare’s College.

The high school teams have regularly gained places in the finals of both the boys' and girls' competitions.

The Girls High School sport is coordinated by Madeleine Rigby and the Boys High School sports coordinator is Daniel Lowinger.

Other Jewish Studies
2008 proved to be a catalyst to advance Jewish Studies learning skills. It was a year of change and results exceeded our predicted growth.

2008 saw streamed Jewish Studies from Year 3 and up. It was a bold move and involved assessing all the primary students. When the research and assessing was complete we found that our student body involved two distinct groupings in fact graphically it was two bell curves! We found a large chunk of students who fit into a standard class involving a differentiated program to cater for the weaker student as well as the more skilled and able students. We also found a distinct small group of students in each class who exceeded the range and abilities of the class and would benefit from a focused extension program.

The students were combined into a Year 3 and Year 4 group, separated into boys and girls and then separated again to form standard and enrichment streams. This was also done for Years 5 & 6. The curricula mirrored each other in that both streams learned the same content and skills that widened in scope and depth.

The streamed classes progressed extremely well and when assessed mid year we found that both groups were learning and absorbing skills and content at a superb rate. The children were very happy, settled and cared for. The students in the standard classes flourished with the pace and positive class environment where asking to go over that pasuk (phrase) or concept one more time was totally embraced. The students in the enrichment classes were exposed and guided in texts and skills that otherwise would not have been available to them.

Kriah skills in the school were raised with the help of Kodesh Corner and the introduction of a new reading program called Aleph Champ. The program is a based on levels similar to a martial arts motivational philosophy. It has been proven to be a successful program motivating students as well as making learning Hebrew fun. Students read at their own pace moving up a coloured level as they master each stage.

The infant classes have enjoyed an injection of new students resulting in a double Year K. The Year K program has continued to grow with the students' skills leaping ahead. The students now master aleph beis by mid year and are blending words well ahead of time. Year 1 commenced learning Chumash mid year and began with the Creation of the World. Year 2 spent crucial time consolidating their Kriah and Chumash skills.

Jewish Studies in 2008 was a fluid program of progression and excellence in a nurturing atmosphere as you would expect at KTC.

Maths & Science enrichment programs
Each year, students in Years 5 and 6 take part in the Maths Olympiad, a Maths competition consisting of 5 papers that tests the ability to problem solve at an advanced level. The top student is presented with a trophy and a badge while the top 5 percent of students in New South Wales receive a pin and the top 10 percent receive a badge.

The Primary School enjoyed a productive and exciting year of Mathletics training with impressive improvement in mathematical skills and knowledge.

The teachers continue to make creative and educational headway in the technological use and design of programs aligned with the SMART Board. There are now 6 SMART Boards in the Primary school with another planned for the Year 3 classroom.

Some exciting Educational Programs were crafted by innovative teachers to ensure that they were completely integrated, combining all Key Learning Areas into the stables of Literacy and Numeracy.

All the Primary teachers have revised and reformed methods of how they assess students
and are more geared towards assessment for learning opportunities. Assessment for learning enhances teaching, which therefore improves learning. Assessments give the students opportunities to produce the work that leads to development of their knowledge, skills and understanding. Assessment rubrics are provided to the students to highlight the criteria against which they will be evaluated. By considering the descriptors, students aim and strive towards the highest levels of achievement.

The students received excellent results in the first NAPLAN Assessments (National Assessment Program – Literacy and Numeracy). 94% of our students in Year 3 achieved in the top two performance bands. In numeracy 50% of Year 3 students achieved in the top band. It is a testimony to the explicit teaching and high quality learning our lower primary teachers provide to our students.

Year 5 had 50% of the students achieving in the top 2 bands for literacy, again a remarkable achievement. In numeracy our Year 5 received excellent results with 41% achieving in the top 2 bands.

Formal reporting to parents was also revised and reports aligned according to the Board of Studies recommendations and guidelines. In Semester 2, Coordinators ensured that teachers were properly prepared and in-serviced in reporting to parents using the A-E reporting framework.

A significant focus for the Primary and High School was the preparation of programs and policies for inspection by the Department of Education. Teaching program templates were revised in order or ensure that all programs were standardized across all Key Learning Areas.

Mathematics was made real and relevant for the Year 6 students. They incorporated their mathematical knowledge and skills by exploring length, area and perimeter while designing and painting 5 incredible handball courts on the primary playground.

Despite unforeseen changes in staffing, we have been successful at securing and inducting some outstanding new members of staff. This has ensured a seamless transition for our students and allowed us to continue to develop and enhance a nurturing environment, infused with Derech Eretz and riveted on the accomplishment of excellence in all Key Learning Areas.

KTC participated enthusiastically in Interschool activities, achieving pleasing results in both the sporting and academic arenas. Our Public Speaking team made us all proud by speaking eloquently and confidently in the Interschool competition held at Mount Sinai Primary School. Zac Robinson won second place overall in the Senior Public Speaking Competition. In extracurricular athletics, the Active After School program continued to engage, entertain and enhance fitness in our students.

Academic - NAPLAN

The introduction of the National Assessment Program – Literacy and Numeracy in 2008 commenced a new era in reporting student achievement to parents. It was the first time all students in Australia in Years 3, 5, 7 and 9 had been tested on aspects of literacy and numeracy using the same year level tests.

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as National benchmarks.

The performance of the students in our school in the Year 3 and the Year 5 NAPLAN is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

**NAPLAN Literacy – Year 3**

As shown by the above graph there has been steady improvement in the raising of literacy results over the last 3 years. The benchmark for Year 3 is Band 3, 94% of Year 3 are in Band 5 and 6, 61% of Year 3 is higher than the state average.

**NAPLAN Literacy – Year 5**

KTC has continued to significantly improve literacy results with one student who is at the national minimum standard, double percentage of students in the highest band compared to state average.
A considerable number of students achieved significantly above State average in the top 3 bands. The benchmark for Year 7 is Band 6.

Three students are at the benchmark or below. KTC is better represented than State or School Education Group in the top 3 bands.

KTC has had a large improvement in results in numeracy. 100% of Year 3 are in Band 4, 5 & 6, with 70% higher than the State average.

KTC has had a steady improvement in numeracy in Year 5. The benchmark for Year 5 is Band 5. 50% of the students are above State average in the top band, one student is at the National minimum standard.

Numeracy results for Year 7 were good, with 4 students at the Band 6 benchmark. The number of students in the high band has dropped and this will be addressed by teaching and learning programs in 2009.

Five Year 9 students are at the benchmark or below. KTC has strong representation in the middle band 8.

School Certificate
A total of 12 students were eligible for the award of a School Certificate. In English an overwhelming 75% of the class achieved Band 5 and 6 as opposed to only 39% in the state. In Australian History, 42% of the class achieved Band 5 and 6 in contrast to 23% in the State. For the first time in NSW, student’s technology skills were evaluated in an all inclusive Computing evaluation. An incredible 75% of the class achieved a Highly Competent assessment compared with a mere 57% in the State. The remaining KTC students in the class achieved a Competent assessment score.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School%</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>74.99</td>
<td>38.55</td>
</tr>
<tr>
<td>History</td>
<td>41.66</td>
<td>22.98</td>
</tr>
<tr>
<td>Computing</td>
<td>75</td>
<td>57.27</td>
</tr>
<tr>
<td>Comp</td>
<td>25</td>
<td>40.9</td>
</tr>
<tr>
<td>CND</td>
<td>100</td>
<td>98.17</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Band 5+6</th>
<th>School%</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>33.33</td>
<td>25.39</td>
</tr>
</tbody>
</table>
Our School Certificate grades have highlighted areas of strengths and weaknesses. We have improved in areas of literacy as evident by the marks in English but still need to focus on other areas (numeracy, science, map work etc). These areas will become a significant area of focus for the 2009-2010 academic years by using School Certificate results as a valuable diagnostic tool of learning areas needed to be prioritised.

Issues to discuss in relation to Geography:

- Developing an integrative approach to teaching both History and Geography so that from 2009 there is an integrated HSIE (Human Society in the Environment) Syllabus - this is important in establishing much more context in the students learning of Geography so they have an understanding of its importance and how it fits in with other areas of the syllabus.
- Developing throughout the syllabus a more effective teaching and learning in Geography (through the HSIE syllabus) in Years 7-9 so that this will have a follow-on effect to the School Certificate years which is often a culmination of the learning in the earlier years.
- More focus on geographic skills in studying various maps including world map, Australian map, terrain maps, weather maps etc. More focus on the students creating their own maps rather than just looking at static maps.

Science:

- More focus in science on practical experimentation to develop an interest in science as a practical science rather than learning from a textbook.
- Learning units focusing more on deep knowledge in an area of science and skills focused rather than a rush to get through a lot of information. Less focus on memorisation of facts and more focus on scientific skills and understanding that can be used across a broad range of scientific content both seen and unseen.
- Employment of a new science teacher with proven excellence in the subject area coupled with proven ability to engage students.
- Investigation into participating in statewide ESSA testing (Essential Secondary Science Assessment) - undertaken in Year 8. This will serve as a valuable diagnostic tool for determining strengths and weaknesses in our science students early on.

**TARGETS 2009 – 2012**

**TARGET 1: PROFESSIONAL LEARNING**

<table>
<thead>
<tr>
<th>Our Achievements</th>
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</thead>
<tbody>
<tr>
<td>▪ Staff went on in-services in their targeted subject areas, particularly stage 6</td>
</tr>
<tr>
<td>▪ All Primary School and High School staff in-serviced on report protocol</td>
</tr>
<tr>
<td>▪ Staff development days were held at least once a term</td>
</tr>
<tr>
<td>▪ Implementation of Letters and Sounds Program in Year K</td>
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<tr>
<td>▪ Implementation of Ready, Set, Go Program in Preschool as a preparatory incentive for Yr K</td>
</tr>
<tr>
<td>▪ Adaptation of the revised Multilit Reading and Spelling program to support students with Learning Difficulties</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work in Progress</th>
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</thead>
<tbody>
<tr>
<td>▪ Development of a comprehensive new staff induction program</td>
</tr>
<tr>
<td>▪ Staff who attend professional development courses will have the opportunity to share newly acquired knowledge and skills with other staff</td>
</tr>
<tr>
<td>▪ Time management training in order to get the most out of preparation time</td>
</tr>
<tr>
<td>▪ Development of a peer tutoring reading program in the Primary School</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ More targeted professional development, both in school and through other professional organisations, particularly in the area of outcomes programming</td>
</tr>
<tr>
<td>▪ More targeted professional development, both in school and through other professional organisations, particularly in the area of assisting new scheme teachers</td>
</tr>
<tr>
<td>▪ More targeted meetings in school with clearly designed goals to improve meeting the BOS outcomes</td>
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<tr>
<td>▪ Development of more cooperation between subject areas so there is more developed learning across the KLAs</td>
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**TARGET 2: TEACHER DEVELOPMENT**

<table>
<thead>
<tr>
<th>Our Achievements</th>
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<tbody>
<tr>
<td>▪ Reviewed and rewrote programs to reflect teaching and learning across the KLAs</td>
</tr>
<tr>
<td>▪ Ran Mathletics support for teachers</td>
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<tr>
<td>▪ Ran SMART Board support for teachers in school with the opportunity for further support outside of school</td>
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<table>
<thead>
<tr>
<th>Work in Progress</th>
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<tbody>
<tr>
<td>▪ Further support for teachers as a result</td>
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</table>
of planned reviews, which may involve classroom visits or some form of professional development
- Development of staff awareness of pedagogical issues and trends within their subject area

**Future Targets**
- Classroom visits to address the development of professional skills of teachers. Appointment of Teacher Development Co-ordinator to facilitate (High School)

### TARGET 3: STUDENT WELFARE

**Our Achievements**
- Appointment of Senior Welfare Coordinator in High school to coordinate both Boys and Girls High School
- Refinement of the discipline policy in the Primary and High School to reflect a consistent approach
- Definition of roles between welfare coordinators and teachers in responsibilities for student welfare
- Development of a student achievement model based on gold stars and rewards
- Lengthened the school day to include an after school sports program
- Implementation of Child Protection policies and procedures with professional in-servicing of all staff

**Work in Progress**
- More consistent approach by staff in the management of the discipline and reward system
- Refinement of the anti-bullying policy and in-servicing of all staff on the amendments
- Development of clearer structures for the communication of welfare issues between staff and welfare coordinators/counsellor

**Future Targets**
- Continue to develop welfare policies to promote academic, emotional and physical wellbeing of students
- Development of class profile on every student from K-12
- Implementation of positive relationships/friendship policy across the Primary school

### TARGET 4: STUDENT LEADERSHIP

**Our Achievements**
- Development of new SRC initiative based on a survey of the student body. Two SRC representatives chosen from the Primary and High Schools, from Year 3 to Year 12
- Development of a new structure for School Captain and Vice Captain within the College
- More clearly defined roles for Captain and Vice Captain with Vice Captain now coming from Year 11 to provide a support for the Captain in Year 12
- Values Forum developed and presented by Year 11 students of 2008 to every class in the school

**Work in Progress**
- SRC developed initiatives school wide from Years 3-6
- Development of more focus on SRC as the students’ representative and an organisation that the students address with any request
- Greater profile of the SRC in decorations around the school, leading school assemblies
- Integration of leadership as a whole between School Captain, Vice School Captain, SRC reps and House Captains

**Future Targets**
- SRC reps and House Captains to have a higher profile in the school so that the student body recognise them as leaders.
- SRC and House Captains to develop more initiatives that represent the student body such as organisation of functions, fundraising and efforts to beautify the school.
- SRC to develop their own democratic processes and develop a charter that is publicised to the student body

### TARGET 5: FACILITIES & RESOURCES

**Our Achievements**
- Acquirement of three SMART Boards in the High School and seven in the Primary School
- Acquirement of one electronic Slate to be integrated into a digital projection system
- Acquirement of two Digi-Blu cameras
- Built a new classroom in the Boys High School
- Introduction of laptops in the Boys High School
- Introduction of laptops in the Girls High School

**Work in Progress**
- Existing pinboards to be decorated throughout the school with posters and examples of student work
- Installation of digital projection systems in Boys High school classrooms
- Faculties taking control of classrooms and being in charge of decorating with subject specific material
### Future Targets

- Purchase of more lockers to facilitate growth in the Boys and Girls High schools
- Redesign and refurbishment of front administration area.

### Discipline / Behaviour Modification

**Discipline Policy**

Our goal in disciplining is to guide our students to a level of self-control and responsibility for their own behaviour. It is important that we teach and continually remind the students about the behaviours we expect. In addition we must remember to model good practice for them.

**The Code of Behaviour**

Students’ behaviour is governed by an agreed set of values and standards. The code of behaviour must apply to all aspects of the child’s life, in all areas of the school.

A balanced policy will clarify for the student what the school expects from him/her in terms of appropriate behaviour and what the ramifications are for inappropriate behaviour.

The following **Values** apply to the KTC Learning Community, comprising our students, teachers, parents and members of the wider community. These ideals shape our actions through the understanding and respect of our school ethos and core values. It is important that as Educators we use, respect and teach the values of:-

1. **Integrity.** Being consistently honest and trustworthy
2. **Excellence.** Striving for the highest personal achievement in all aspects of schooling and individual action, work and life long learning.
3. **Respect.** Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the rights of others to hold different or opposing views.
4. **Responsibility.** Being accountable for your individual and community’s actions towards yourself, others and the environment.
5. **Co-operation.** Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
6. **Participation.** Being a pro-active and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation
7. **Care.** Concern for the well-being of yourself and others, demonstrating empathy and acting with compassion
8. **Fairness.** Being committed to the principles of social justice, opposing prejudice, dishonesty and injustice.
9. **Democracy.** Accepting and promoting the rights, freedoms and responsibilities of being an Australian Citizen.

Some general expectations of staff for maintaining an atmosphere of order in the school.

When working with students it is unrealistic to expect regimented behaviour. Do not be petty about classroom behaviour; these are children and we our role is to teach and guide them. However, an atmosphere of order must be established to accommodate each individual’s need to learn and for your need to teach.

- Please enforce our uniform policy.
- Refer to the School Code of Conduct during lessons.
- Classes moving around must be quiet and walk in single file accompanied by a teacher at all times.
- Each class has a bathroom and corridor pass system.
- Teachers must ensure that students must always enter and leave assemblies, the Shule and the Library in an orderly fashion.
- Students may not enter the corridors or classrooms during recess and lunch play periods.
- Reminding or reprimanding students about heir behaviour is the responsibility of all of us. Please do not ignore misbehaviour on the corridor because the student is not someone you teach or you are not on duty.

**Positive Reinforcement:**

Over and above the usual individual teacher systems for maintaining high standards of work and behaviour in the classroom Kesser Torah operates a praise and reward postcard system to
reward students for good behaviour or good work.

At the start of term class teachers are issued with sufficient postcards to give out two per class per day. Therefore in Primary 2 per day per teacher and at High School 1 per lesson per class.

It is up to the professional discretion of the teacher how they distribute the postcards and for what reasons. However, it is important that the teachers award these postcards appropriately so that the students regard the system seriously and take pride in their effort and achievement.

Once postcards have been completed with name of student, reason for the award and name of teacher they must be handed to the Ethics and Values Co-ordinator who will record the information before sending them to parents.

**Our Behaviour Policy recognizes three Levels of Inappropriate Behaviour**

**Level One** Impulsive, one off, minor rule violations.

**Level Two** Prolonged or repetitive Level One behaviours or behaviours that are more serious in nature.

**Level Three** Intolerable behaviour that either endangers the health and safety of others or is an obvious or prolonged flouting of the Kesser Torah Code of conduct.

**Responding to Level One Misbehaviours**

It is the responsibility of the classroom teacher to deal with such behaviours. The best way to do this is to ensure that lessons are well prepared and students are fully engaged during the lesson.

However, some students at some times will violate class room rules. Many times tactically ignoring can have a positive result . Sometimes an immediate verbal correction (either publically or privately) or a reminder of a possible consequence can stop the misbehaviour.

Sometimes a consequence needs to be given. Consequences should be logical and in suitable measure to the observed misbehaviour. They might incur a loss of privilege or a detention; or the student might be given the opportunity to make amends.

**Guidelines for Detentions**

A detention is a restriction of the student’s normal routine and is used as a consequence for inappropriate behaviour.

- A detention should always be used to enhance a student’s understanding of their behaviour.

- Students on detention must be supervised at all times.

- Students are not to copy lines.

- Teachers are to provide educationally constructive activities.

- A student is not to be asked to face the wall during a detention.

- Students are to be given a full 20 minutes to eat their lunch.

- If the detention is at recess, the student should be given an opportunity to use the bathroom first.

**Responding to Level Two Misbehaviours**

Level two misbehaviours are to be referred to the Co-ordinators. Please see the referral flow chart to see the appropriate coordinator. Level Two misbehaviours can be defined in two forms. They can be Level One misbehaviours that have been repeated over a number of lessons, even though the teacher has exhausted a range of strategies to deal with them. Alternatively they can behaviours that are of a more serious and deliberate nature.

If the teacher feels the misbehaviour of a student is at Level two then the teacher and student must complete an Inappropriate Behaviour Report and this must be given to the relevant Co-ordinator. If a student refuses to complete the report then the teacher completes the report and passes to the relevant co-ordinator.

Unless through prearranged discussion with the coordinator it is not good practise to send a student out of the classroom for Level Two Behaviour. Students must not be sent unaccompanied out of classrooms to other members of staff and High School students must not be given more than 5 minutes “time out” of the classroom. If a student needs to be removed from the room – for the health and safety of themselves or others then a Co-ordinator must be called for by another student in the class.

**Responding to Level Three Behaviours – Intolerable (Coordinator and Principal Management)**

Level Three behaviour will not be tolerated and will result in an immediate Suspension or Expulsion from school. These consequences will be at the discretion of the coordinators in consultation with the Principal.
Enrolment Policy & Conditions

1. Kesser Torah College ('College') offers places to Jewish students whom the College considers will contribute positively to the College community. There may be more applicants than places available in particular year levels. Acceptance into the College is at the College's absolute discretion.

2. The College assesses applicants taking into account a range of factors, which generally include:
   (a) the student's:
       • respect for the College's ethos as an Orthodox Jewish day school;
       • commitment to and ability to participate in the College's educational program;
       • commitment to and ability to participate in the College's co-curricular program; and
       • all-round character; and
   (b) the student's family's commitment to enrolling their child for the duration of the KTC program. For example, due to the limited spaces available in the Preschool, the College may reserve vacancies to be filled by students whose families are committed to sending their child to our Primary School.

3. Depending on the circumstances, the College may also offer places to non-Jewish students who are working towards Orthodox Jewish conversion.

4. The College seeks to meet the individual learning and other needs of all its students. Accordingly:
   (a) the College will only accept a student if it considers that its resources and facilities will be reasonably able to meet the student's needs;
   (b) the College may refuse to enrol a student who has special needs, if the accommodation of those needs would impose an unjustifiable hardship on the College;
   (c) the College may review a student's enrolment from time to time and may cancel the enrolment if the College considers that it can no longer appropriately meet the student's needs or to do so would impose an unjustifiable hardship on the College; and
   (d) if the College may not otherwise be able to appropriately meet a student's needs, the College may consider accepting an offer from the parents of the student to make payment (in addition to the College's usual fees) for special programs or services which are designed to meet those needs.

5. All families enrolling a child at the College for the first time must provide a copy of the parents’ or maternal grandparents’ Kesuva (Marriage Certificate). This condition does not apply to parents who already have a child enrolled at the College. Different conditions apply to adopted children.

6. Students must be assessed by the College as being school-ready before they may progress from the College's Preschool to its Primary School. The College will make its assessment based on its own information, and (if it considers this appropriate) an external assessment.

7. Students in the Primary School and High School must:
   (a) abide by College rules in effect from time to time; and
   (b) demonstrate satisfactory standards of effort, attitude and behaviour in order to continue at the College and progress to the next year level. If the College considers that a student is deficient in any of these areas, the College may require the student to be counselled, to repeat a year level, or to leave the College.

8. Enrolment is conditional on students and their families providing accurate relevant information to the College, both before and after enrolment, including but not limited to information about the student's immunisation status in accordance with government requirements from time to time.

9. If there is an outbreak of disease at the College, the College may without notice temporarily exclude any student who is not relevantly immunised.

10. Continuing enrolment is also conditional on a student's family:
    (a) abiding by College’s rules in effect from time to time;
    (b) supporting the College in its endeavours to deliver education to the student;
    (c) complying with College fees policies and/or fees agreements.

11. The College may suspend and/or expel any student who (or whose family) has breached any of these conditions.

12. If a family wishes to remove a student from the College, the family must give the College one term's notice in writing, or pay the
equivalent of a term’s fees in lieu of notice (irrespective of any fee assistance received by the family).

13. The College may, at its discretion, vary this Enrolment Policy and Conditions from time to time without notice.

Complaints Policy

Policy Document for Registering Complaints at Kesser Torah College

It is desirable that there be in place an efficient, thorough and accountable complaints process to ensure the seamless operation of the College in order that focus can be directed to the education of our children.

The process hereunder is to be pursued, with a view to achieving the aims stated above.

Complaints regarding academic, disciplinary or other matters may be registered with the Board for investigation. Matters relating to fees may be similarly registered. This policy document outlines the procedures for registering such matters so they can be effectively dealt with and resolved in a timely manner.

1. In the first instance any complaints must always be taken up with the school. If the complaint pertains to an issue within the classroom or another student, the first person to contact would be the classroom teacher. If the issue cannot be resolved, the complaint can then be taken up with the following Coordinators depending upon the nature of the complaint:

<table>
<thead>
<tr>
<th>Area of College</th>
<th>Type of Issue</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>General and General studies</td>
<td>Ms. Melissa Greenwood</td>
</tr>
<tr>
<td></td>
<td>Jewish Studies</td>
<td>Mrs. Mindy Amzalak</td>
</tr>
<tr>
<td>Infants School</td>
<td>General and General Studies</td>
<td>Mrs. Jacqui Jankelow</td>
</tr>
<tr>
<td></td>
<td>Jewish Studies issues</td>
<td>Mrs. Shoshana Deitz</td>
</tr>
<tr>
<td>Primary School</td>
<td>General and General Studies</td>
<td>Mrs. Aviva Notelovitz</td>
</tr>
<tr>
<td></td>
<td>Jewish Studies</td>
<td>Mrs. Shoshana Deitz</td>
</tr>
<tr>
<td>High School</td>
<td>Mathematics and Science, D&amp;T</td>
<td>Mrs. Sharon Librack</td>
</tr>
</tbody>
</table>

If the matter is not resolved at this level, then parents may contact a more senior member of staff as follows:

<table>
<thead>
<tr>
<th>Area of College</th>
<th>Type of Issue</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>all issues</td>
<td>Ms. Melissa Greenwood</td>
</tr>
<tr>
<td>Primary – general issues</td>
<td></td>
<td>Mrs. Jacqui Jankelow (Years K – 2)</td>
</tr>
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<td></td>
<td></td>
<td>Mrs. Aviva Notelovitz (Years 3 – 6)</td>
</tr>
<tr>
<td>High School</td>
<td>general issues</td>
<td>Mrs. Gersha Shteyman</td>
</tr>
<tr>
<td>All Jewish Studies issues and all other general issues</td>
<td></td>
<td>Mrs. Dvora Moss</td>
</tr>
</tbody>
</table>

The Principal is to be advised of any complaint (not involving fees) as soon as possible upon its receipt and kept informed, by email, throughout the process.

Staff members must be approached in writing by letter or email. On receiving a complaint, staff members are required to make note of all conversations and keep copies of all correspondence. Likewise it is advisable for parents to take notes during phone conversations and keep copies of all correspondence. If the complaint relates to a teacher or other member of staff, that person is to have the parent’s written complaint of their conduct presented to them in writing, within 2 days of its receipt, in order to prepare a written response, which is to be delivered to the staff member investigating the complaint within 5 working days. Staff will reply in writing to the complainant within two working days of receiving the response from the teacher or other staff member.

2. If, after taking these steps, the parent still feels further action needs to be taken or is aggrieved by the outcome he or she may
approach the Principal by letter or email. He will respond within two working days.

3. If after approaching the Principal, the parent still feels further action is required or is aggrieved by the outcome, he or she may approach the Board by the following method only:

   a. All complaints to the Board must be in writing and submitted to the President. The President may pass such complaints on to a specific Board Member for investigation (the investigating officer).

   b. All written complaints submitted to the Board must clearly outline, particularise and describe the incident or matter of concern, the names of the students and staff members involved, and the times and dates of any incidents. The submission must also state steps taken so far by the parent to resolve the issue and include copies of all correspondence and notes taken during phone conversations. The submission must also clearly state where and what the parent believes the problem is, how he or she would like to see the problem resolved, and, where appropriate, nominate how the parent will contribute to resolving the problem. Any documentation and information the Board requires from the parent or parents, any member of staff or the Principal to fully investigate the matter, must be supplied within 3 working days.

   c. The investigating officer is to provide to the staff member the subject of the complaint and any additional information not already provided, to which the staff member must provide additional comments within 2 working days.

4. All matters relating to fees must be taken up, in the first instance, with The Chief Financial Officer, Ms. Zuzana Ulrichova. This is to be in writing, stating clearly the nature of the issue. At this time, any supporting documentation in support of any application must be provided.

   a. Should a resolution not be reached, or if any decision of Ms. Ulrichova is not satisfactory to the parent or guardian, the matter is to be referred to the Fee Committee. The referral may be at the instigation of either party.

   b. The Fee Committee is to convene at the earliest opportunity, no later than 5 working days after receiving particulars of the issue. The Fee Committee may request the provision of documentation from the parent to facilitate the decision making process. Any such documentation is to be provided to the Chair of the Fee Committee within 5 working days of the requestion being made. The Fee Committee is to meet further, if such is necessary, within 5 days of receipt of all documentation requested. The decision of the Fee Committee is to be made known to the parent or parents, in writing by letter or email, within 2 days of the decision being reached.

   c. Should a parent be aggrieved by the decision of the Fee Committee, the matter may be taken up with the President, in writing by letter or email, at which time the procedure outlined above will be followed, including an Appeals process, if necessary.

   d. The President or the delegated Board member investigating the matter will respond to the parent in writing within 10 working days.

5. All Board members, staff members, and members of the Rabbinic Board of Governors involved in the complaints process or fee determination are required to maintain confidentiality and may not disclose the nature of any complaint or the outcome of any investigation to any third party including spouses and other family members, or other staff members who are not directly involved in the matter.

6. Likewise, parents making a complaint to, or undergoing the fee review process by the Board are required to maintain confidentiality about the matter and the outcome of proceedings, including whether they are satisfied or not. If this requirement is breached by parents it may hinder the Board’s ability to investigate and respond appropriately. The Board reserves the right to suspend all investigations if strict confidentiality is not maintained by parents from the outset of the complaints or fee review process. If parents are not satisfied with the outcome of the Board investigation, they may seek an appeal of the decision. This is by way of letter or email to the President requesting a review of the decision. Any appeal is to be heard by an Appeals Tribunal made up of three Board members nominated by the President for the purpose. The decision of the Appeals Tribunal is final and all staff members and parents must abide by their decision. The requirement of maintaining confidentiality by all parties extends to the outcome of the
Appeals process. Breach of confidentiality by a parent or parents at the conclusion of the complaints process will be viewed by the Board as a serious matter, and the Board may consider further action.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Rabbi Dr. Noteh Glogauer, Principal
Sarah Vasin, Personal Assistant to Principal
Ms. Gersha Shteyman, Head of Curriculum
Meir Moss, President of Kesser Torah College
Michal Rev, Parents & Friends Association

School contact information

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More information pertaining to Annual Reports can be obtained by contacting the school.