OUR SCHOOL AT A GLANCE

OVERVIEW

Kesser Torah College is a Jewish educational facility offering Jewish education and care from Preschool to Year 12. The College incorporates a Preschool, Primary School and High School, situated in beautiful Dover Heights, Sydney.

The end of 2011 marked KTC’s eighth year in operation.

KTC was incorporated in December 2003, and is a Jewish orthodox school with a Chabad ethos. It has grown to accommodate over 400 students catering to over 200 families. With a staff complement of 90 professionals, the school is committed to enhancing academic and extra-curricular learning for each child as an individual, and to providing the highest quality Jewish and Secular education, as well as pastoral care. The teachings of the Lubavitcher Rebbe OBM continue to inspire the educational philosophy of KTC.

The College is co-educational to the Year 1 level. Years 2-6 in the Primary School and in the High School, boys and girls are taught separately.

At KTC, education is also about life itself, “going above” and “looking beyond” the academic and extra-curricular program and applying learning to living.

At KTC we believe passionately in the power of the question. We encourage students to ask why. It’s only by questioning that students can learn who they are, understand Torah values, understand their place in the world and ultimately make choices that are true to themselves.

Because the Jewish Studies and General Studies programs across the entire school are integrated, students can learn first hand how an excellent general education can enhance life as a Torah Jew and how spirituality can give meaning to their existence, undertakings and activities throughout life.

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.

SCHOOL CONTACT INFORMATION

Kesser Torah College
Cnr Blake & Napier Streets, Dover Heights
Ph: 02 9301 1111
Fax: 02 9301 1199
Email: info@ktc.nsw.edu.au
Web: www.kessertorah.nsw.edu.au
School Code: 77652

More information pertaining to Annual Reports can be obtained by contacting the school.
PRINCIPAL’S REPORT

It gives me great pleasure to present Kesser Torah College’s (KTC’s) Annual School report for 2011.

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 life long learners striving for wisdom, knowledge and understanding.

Our educational faculty is dedicated to our student body by establishing a caring and safe learning environment 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 characters 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.

In addition to Kesser Torah’s strong academic focus, our school offers a wide range of additional programs to enrich students’ learning and nurture social, cultural, sporting and personal development. Our goal is to impart a strong sense of personal value in each student and nurture each pupil as an individual, developing the whole child in a supportive and challenging environment.

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
Principal
OPERATIONS

2011 was a great year for KTC.

Our Principal Rabbi Glogauer, together with his dedicated staff, continued to improve our school educationally and culturally.

The trend of low staff turnover has continued, which is a tribute to the stability, environment and ‘feeling’ within KTC.

Our sincere thanks go to Rabbi Glogauer, for his energy, dedication and passion in making each day at KTC the best possible environment for our children’s growth and learning.

Our CEO Saville Abramowitz, who makes sure that everything runs smoothly at the school, has also had a challenging and exciting year.

During the year, Saville oversaw the completion of the security installations that continue to enhance the protection of our children and our school community.

Together with Rabbi Glogauer, Saville assisted in the implementation of our new MAC based computer system. The school spent over $350,000 in 2011, upgrading servers, wireless systems, computer labs, software and providing laptops to staff and students.

During the year we also welcomed a full-time IT Support Manager, Mr Michael Shteyman. This is the first time KTC has appointed a full-time IT administrator.

The school continues to monitor and review its efficiencies and benchmark itself against other Jewish day schools funded by the JCA. KTC continues to have the lowest operating costs on a per class basis for any of the Jewish day schools running both a Primary and High School.

It is the Board’s intention to continue to monitor costs very carefully to ensure that we are providing the most affordable education possible.

KTC received $350,000 from the Jewish Communal Appeal in 2011. We are extremely grateful to the JCA and its donors for the support which assists us in providing the best quality education and pastoral care to our students.

Blake Napier Property Trust, the owner of the campus, has reduced its debt to $5.4m. Further debt reduction is required and the Board’s current target is to reduce debt to $4m by 31 Dec 2013.

We are extremely pleased to report that after JCA funding the school’s cash flow broke even after all costs for the 2011 calendar year.

This was the second year that KTC achieved this cash flow result. This is a strong indicator that the school is continuing to improve its operational and management efficiencies and is the Board’s intention to continue to run the school on a responsible fiscal basis.

That said, we do expect to have a small cash flow shortfall for the 2012 year. This has to do with the timing of a special Government grant which was provided to the school commencing in 2008 and concluding in 2011. We expect to return to a break-even cash flow position for the 2013 financial year.

The school continues to grow at a steady pace. Enrolments grew from 286 in 2010 to 288 in 2011. Enrolments for 2012 are 320 and we expect enrolments for 2013 to be 337. The Board is seeking to continue to improve enrolment growth and is currently seeking a director of enrolments to further build the student numbers.

GOVERNMENT GRANTS

The school is continuing to achieve success in relation to Government funding.

The new security fencing and other infrastructure has now been completed at a cost of approximately $979,000. This was fully funded by the Federal government who funded the community security capital appeal.

The school has recently been approved for further security funding of $226,000 which is to go towards evacuation and access control systems.
SCHOOL FEES

The Board appreciates that the parent body makes significant sacrifices to send their children to a private Jewish school. The Board also understands that given the difficult financial times, the stress recently placed on families has been greater than usual.

As we increase enrolments and achieve better than break even position on our operating income, the Board’s intention is to pass some of these benefits back to the parent body by way of relief in the growth of the cost of school fees.

Fee collection in 2011 was $3.3m up from the 2010 figure of $3m. Expected collection in 2012 is $3.8m.

HSC RESULTS

KTC obtained outstanding results in the 2011 Higher School Certificate. One of our students, Tali Diamond, was placed on the HSC All-Round Achievers list, scoring a perfect score in Extension 2 English. Her Major Work was published in the Young Writers Showcase for 2011. Tali’s Visual Arts Major Work was short-listed for ArtExpress. Two of our students were named on the Top Achievers list for achieving 2nd and 3rd places in NSW in Classical Hebrew Continuers. In Modern Hebrew, 100% of our students achieved in the top 2 bands.

KTC escalated to be placed 43rd on the Sydney Morning Herald list of NSW schools, an improvement from the previous ranking of 82 in 2010.

ACADEMIC ACHIEVEMENTS

Year 11 student Shira Lawrence was named as one of 16 finalists in the annual international Bible Quiz (Chidon HaTanach). Devora Leah Smith and Nechama Israel were named as runners-up in the NSW Anti-Discrimination Board’s Law Week Competition. Chaviva Lazarus’s community work was recognised with a nomination for the B’nai Brith Jewish Youth and Young Adults Achievement Awards.

Three of our High School students had artworks exhibited at the Inspire! Winter Art Exhibition, and Chaya Moushka Hoffman was awarded a Highly Commended Prize for Senior Sculpture at the Mosman Art competition.

PARENT COUNCIL

We are indebted to our dedicated parents who volunteer their time and talents to enhance life at KTC for our children. Thank you to our Parent Council, who under the guidance of President Chana Warlow-Shill, cater for many of our school events, organise fundraising drives and welcome new families into our school community.

VOLUNTEERS

We thank the following people who volunteered their time at KTC during 2011:

Anne Reid in the Uniform Shop.

Elizabeth Robinson who assisted in the Learning Centre.

KTC BOARD

Mr Carl Reid
Vice President

We would like to congratulate Carl on the recognition being granted to him in being awarded an OAM for his services to Jewish education and Israel. Carl has decided after 9 years with KTC to retire from the Board after this year’s AGM. Words cannot describe the contribution Carl has made to KTC’s rebirth and development as a school. His contribution to stabilising and growing KTC is without peer. We would also like to take this opportunity to thank his wife and family for their support of Carl during his term as Vice-President.

Dovid Deitz
Treasurer

Dovid is in his 8th year on the Board. He is Treasurer and sits on the Executive Committee. Dovid has provided much support on the legal, financial and strategic areas of the school. His balanced approach and the considered judgement that he provides are important factors in ensuring good Board debate.

Mrs Ilana Kaplan BA
Secretary

Ilana is also now in her 9th year on the Board. She sits on the Executive Committee and is responsible for driving everything to do with enrolments in the school. Her passion and determination have made an enormous contribution to the growth and wellbeing of KTC.
Mrs Miri Gestetner  
*Director*

We would like to thank Miri for her time on the Board. She retired from the Board July 2011. Miri brought a communal perspective to the Board and we very much appreciate her involvement.

Dr Paul Joshua Bsc (Med) MB BS  
*Director*

Paul continues to increase his involvement in school matters. notwithstanding his extremely busy schedule as a paediatrician. He is involved with the enrolment committee and is concerned with the professional and quality of both the schools internal and external communication.

Mr Peter Zinn BA (Hons) Economics  
*Director*

Peter is a specialist in the logistics and supply disciplines and has provided this expertise to KTC in reviewing and assisting in our contracts and supply arrangements. He is also involved in our enrolments drive.

Rabbi Michoel Gourarie M Ed  
*Mechanech*

Rabbi Gourarie is focused on the Hashkofa and Limudei Kodesh of the school. He is not only focused on ensuring that everything at KTC is done according to Halacha but also that the values of Excellence, Derech Eretz and Nurturing are upheld and given real meaning.

Rabbi Avrohom Blasenstein  
*Mechanech*

Rabbi Blasenstein is focused on the quality of curriculum development and teaching in Jewish Studies. As a meechanich, Rabbi Blasenstein’s responsibility is to also oversee the quality and content of Jewish studies and how it is being delivered in the classroom.

Rabbi Dr Noteh Glogauer  
*School Principal / Mechanech*

Rabbi Glogauer has now been at KTC for 5 years. During this time he has led his team in transforming KTC into a professional school seeking excellence in all areas. Our values of excellence, nurturing and Derech Eretz are imbued in his approach to students, staff and parents. 2011 saw significant improvements in the High School in both education and the commitment of children to their school and their learning.

Rabbi Glogauer drives overall educational strategic direction, whilst at the same time focussing on the needs of individual students and staff.

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I would like to thank our entire Board for their commitment and dedication to KTC. The number of hours that our Board members give to the school each year is beyond what could be reasonably expected. They continually put their own needs aside in order to support our school and community.

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**OUR FUTURE**

We continue to be excited about KTC’s future. During 2011 staff turnover remained at very low levels while we continued to attract extremely high quality personnel. Our teachers, who are the foundation of our school, are making amazing efforts with sometimes limited resources to achieve a level of growth in our children that we only dreamed about a few years ago. Teachers in our school work as a team, supporting one another and enjoying being part of a great working environment. We still do not have the resources to support them to the extent that we would like. It is the Board’s commitment to our staff that we will continue to work to try and provide these resources to them in the coming years.

We, as a Board, remain committed to our mission that every Jewish child should have the opportunity of a rich Jewish education enabling each one to achieve his or her potential in an atmosphere of excellence, Derech Eretz and nurturing.

We wish all our staff continued success in their teaching of our children and in all their personal endeavours.

We thank our parents for entrusting us with their children and for their ongoing support of the school, particularly the Parent Council for their hard work during 2011.

It has been an honour and privilege to once again serve as President of KTC for 2011.

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Meir Moss  
*President*
The Parent Council has enjoyed seeing another year of KTC growth and development. Our focus, together with the school, has been in welcoming and nurturing our school community. This year we introduced a school program where we welcomed each parent with a fruit platter or sushi dish and each new high school student and teacher with a gift.

The response has been wonderful. It is pleasing to communicate tangibly what we all feel, that all of our new members of the school community are treasured.

One of my favourite things about visiting the KTC campus is the sound of the morning davening. Nothing makes me smile more than hearing all the classes of kids singing out the service at the top of their lungs. It is so invigorating to hear the freedom and exuberance of the kids!

We thank the school, the teachers and the school management team for giving our kids this enjoyment of Yiddishkeit, which is in my mind the most important part of being religious. After all, if you can't enjoy what you do, what's the point?

To this end the Parent Council put in a lot of effort fundraising last year to enhance the campus play equipment. We love seeing our kids coming home from a day of school inspired...from the time of davening, to play time, to studies.

In August we put on a magic Maleva Malka: a wonderful post Shabbos meal, with an incredible magic show and even more incredible meal. I would like to thank everyone involved for putting in so much effort and love into this event.

Besides this event, we of course ran many more: Purim, Mother's Day and Father's Day stalls, a park get together, Sukkah parties, an end of year thank you lunch for teachers and an end of year Chanukah BBQ.

All of these events could not have been possible without the tremendous efforts of the Parent Council board: Heidi Borowitz, Shoni Nagel, Jenny Yehuda, Tova Moss, Tanya Sarzin, Elisa Rayman, Sylvia Franklin, Tessa Davis and Galit Gershowitz. Thank you to all of you and to all our volunteers for making this all possible!

We look forward to working together to make sure our school shines in all aspects.

Chana Warlow-Shill
President
2011 was a fulfilling year in which leadership in KTC took a significant step forward.

A new Prefect system of student representatives was established in an attempt to empower student representation. Students from senior grades were chosen as representatives of the student body and were empowered to give the students a voice and develop their sense of belonging within the school. The prefects were 'on the job' at all times, in and out of school hours, ensuring that this year would be the best for all the students. Through this system KTC students felt comfortable within a positive learning environment and were able to express their own ideas for campaigns or programs that would help run the year proactively and smoothly.

The prefects and captains would meet weekly to discuss the welfare of the student body, brainstorm new ideas on how to make the KTC experience even better and take initiative from that.

Some of the programs the prefects instituted include:

♦ fun-filled weekly assemblies,
♦ fundraisers for various causes,
♦ pro-Israeli film festival, and
♦ special pre-Yom Tov activities.

Each fundraiser was carried out with a smile, each program was organised with enthusiasm, each activity ran smoothly and both the prefects and the students gained a lot from the year's endeavours.

Bassie Lieder
School Captain 2011

Dvora Leah Deitz
Vice School Captain 2011
Kesser Torah College generally performed [average/above average] in the various national and state-wide tests and examinations.

**2011 NAPLAN RESULTS**

Please visit the *My School* website [http://www.myschool.edu.au/](http://www.myschool.edu.au/) to view the 2011 NAPLAN results.

**2011 SCHOOL CERTIFICATE**

In 2011, 11 students sat for the NSW School Certificate.

Below is a table that illustrates how KTC performed compared to the State.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Results</th>
<th>State Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>9% in top Band</td>
<td>5% in top Band</td>
</tr>
<tr>
<td></td>
<td>73% in top two Bands</td>
<td>39% in top two Bands</td>
</tr>
<tr>
<td></td>
<td>100% of our students achieved in Bands 3-6</td>
<td>83% in Bands 3-6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>18% in top two Bands</td>
<td>9% in top Band</td>
</tr>
<tr>
<td></td>
<td>54% in top three Bands</td>
<td>25% in top two Bands</td>
</tr>
<tr>
<td></td>
<td>100% of our students achieved in Bands 3-6</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>28% in top two Band</td>
<td>32% in top two Bands</td>
</tr>
<tr>
<td></td>
<td>90% in top three Bands</td>
<td>68% in top three Bands</td>
</tr>
<tr>
<td>Australian History,</td>
<td>9% in top Band</td>
<td>5% in top Band</td>
</tr>
<tr>
<td>Civics and Citizenship</td>
<td>55% in top two Bands</td>
<td>27% in top two Bands</td>
</tr>
<tr>
<td></td>
<td>100% of our students achieved in Bands 3-6</td>
<td></td>
</tr>
<tr>
<td>Australian Geography,</td>
<td>55% in top two Bands</td>
<td>25% in top two Bands</td>
</tr>
<tr>
<td>Civics and Citizenship</td>
<td>90% in top three Bands</td>
<td></td>
</tr>
</tbody>
</table>

2011 was the last year of School Certificate, which will now be replaced by the non-compulsory School Leavers Accreditation of RoSA (Record of Student Achievement) which can be taken at any time on exiting school between Years 10 to 12.
## 2011 HIGHER SCHOOL CERTIFICATE

In 2011, 9 students sat for the NSW Higher School Certificate.

KTC is ranked 43rd out of all schools in New South Wales in the 2011 Higher School Certificate. This is a jump of 39 places, from being ranked 82nd in 2010.

Below is a table that illustrates how KTC performed compared to the State.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Results</th>
<th>State Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>100% in top four Bands</td>
<td>85% in top four Bands</td>
</tr>
<tr>
<td>Business Studies</td>
<td>100% in top four Bands</td>
<td>80% in top four Bands</td>
</tr>
<tr>
<td>English Standard</td>
<td>20% in top two Bands</td>
<td>8% in top two Bands</td>
</tr>
<tr>
<td></td>
<td>100% in top four Bands</td>
<td>70% in top four Bands</td>
</tr>
<tr>
<td>English Advanced</td>
<td>33% in top Band</td>
<td>13% in top Band</td>
</tr>
<tr>
<td></td>
<td>100% in top two Bands</td>
<td>57% in top two Bands</td>
</tr>
<tr>
<td>English ESL</td>
<td>100% in top Band</td>
<td>5% in top Band</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31% in top two Bands</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>67% in top two Bands</td>
<td>77% in top two Bands</td>
</tr>
<tr>
<td></td>
<td>100% in top three Bands</td>
<td></td>
</tr>
<tr>
<td>English Extension 2</td>
<td>50% in top Band</td>
<td>23% in top Band</td>
</tr>
<tr>
<td></td>
<td>100% in top two Bands</td>
<td>83% in top two Bands</td>
</tr>
<tr>
<td>Food Technology</td>
<td>67% in top two Bands</td>
<td>25% in top two Bands</td>
</tr>
<tr>
<td></td>
<td>100% in top three Bands</td>
<td></td>
</tr>
<tr>
<td>General Maths</td>
<td>80% in top four Bands</td>
<td>74% in top four Bands</td>
</tr>
<tr>
<td>Mathematics</td>
<td>100% in top Band</td>
<td>18% in top Band</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50% in top two Bands</td>
</tr>
<tr>
<td>Mathematics Ext 1</td>
<td>100% in top Band</td>
<td>35% in top Band</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83% in top two Bands</td>
</tr>
<tr>
<td>Modern History</td>
<td>50% in top three Bands</td>
<td>65% in top three Bands</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>25% in top Band</td>
<td>10% in top Band</td>
</tr>
<tr>
<td></td>
<td>100% in top three Bands</td>
<td>84% in top three Bands</td>
</tr>
<tr>
<td>Classical Hebrew Continuers</td>
<td>50% in top Band</td>
<td>35% in top Band</td>
</tr>
<tr>
<td></td>
<td>67% in top three Bands</td>
<td>85% in top three Bands</td>
</tr>
<tr>
<td>Classical Hebrew Extension</td>
<td>67% in top Band</td>
<td>58% in top Band</td>
</tr>
<tr>
<td></td>
<td>100% in top two Bands</td>
<td>100% in top two Bands</td>
</tr>
<tr>
<td>Modern Hebrew Continuers</td>
<td>100% in top two Bands</td>
<td>96% in top two Bands</td>
</tr>
<tr>
<td>Religion, Biblical Studies (Chumash)</td>
<td>These subjects are Board Endorsed Subject and as such there is no comparison with the State.</td>
<td></td>
</tr>
</tbody>
</table>

Two students achieved Premier’s Awards for having 10 or more units in Band 6.

One student was nominated and accepted into the English Ext 2 Writers Showcase and one student was nominated for ArtExpress.

**Band 6** = top band in a 2 unit subject, **Band 4** = top band in a 1 unit extension subject.
Numbers of students participating in HSC in 2011

- Biology – 3 students
- Business Studies – 1 student
- English Standard – 5 students
- English Advanced – 3 students
- English ESL – 1 student
- English Extension 1 – 3 students
- English Extension 2 – 2 students
- Food Technology – 3 students
- General Maths – 5 students
- Mathematics – 1 student
- Maths Ext 1 – 1 student
- Modern History – 4 students
- Visual Arts – 4 students
- Classical Hebrew Continuers – 6 students
- Classical Hebrew Ext – 3 students
- Modern Hebrew – 5 students
- Religion Biblical Studies – 9 students

SENIOR SECONDARY OUTCOMES

In 2011, none of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate / VET qualification:

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Qualification / Certificate</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>HSC</td>
<td>100%</td>
</tr>
<tr>
<td>2011</td>
<td>VET qualification</td>
<td>0%</td>
</tr>
</tbody>
</table>
PROFESSIONAL LEARNING

All teaching staff at KTC are required to attend Staff Development Days, of which there were 4 allocated days throughout 2011.

In addition to staff meetings, faculty meetings, term planning sessions and preparation, the Staff Development Days also included the following sessions.

- The Establishment Phase of the Year:- Core Practices and Skills in establishing classroom learning communities
- Classical Hebrew – The Big Picture
- Child Protection
- Evacuation and Security update
- How to treat asthma attacks
- Mathematics Workshop
- Apple Mac computer training
- Wiki computer training

The following professional development activities were undertaken by staff throughout 2011:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ORGANISATION</th>
<th>COURSE TITLE</th>
<th>ATTENDEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELFARE COURSES</td>
<td>Assoc. Of Independent Schools</td>
<td>Child protection investigation training</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Deborah Blackman</td>
<td>Keeping Children Safe</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Practical Solutions</td>
<td>Identify &amp; Respond to Children at Risk</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Humphreys Hannan</td>
<td>Intelligence Workshop</td>
<td>1</td>
</tr>
<tr>
<td>FIRST AID COURSES</td>
<td>St John Ambulance Australia NSW</td>
<td>First Aid Course</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>St John Ambulance Australia NSW</td>
<td>Senior first aid web module</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Surf Life Saving Services Pty Ltd</td>
<td>CPR - Full Course</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Viva First Aid &amp; Resusciation Training</td>
<td>Resuscitation Course</td>
<td>1</td>
</tr>
<tr>
<td>PRESCHOOL</td>
<td>The Sydney Children's Hospitals Network</td>
<td>Anaphylaxis Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Community Child Care Co-operative</td>
<td>National Quality Framework Workshop</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Expect A Star</td>
<td>Educational program</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Community Child Care Co-operative &amp; Good Beginnings</td>
<td>Self Regulation Workshop</td>
<td>1</td>
</tr>
<tr>
<td>HIGH SCHOOL</td>
<td>Dept Education &amp; Training</td>
<td>ArtExpress Teacher Day</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Charles Sturt University</td>
<td>University Course</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Central Coast Grammar School</td>
<td>Director of Studies Conference</td>
<td>1</td>
</tr>
</tbody>
</table>
## TEACHING STANDARDS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers 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</td>
<td>67%</td>
</tr>
<tr>
<td>Teachers 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, or</td>
<td>21%</td>
</tr>
<tr>
<td>Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and worked as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.</td>
<td>17%</td>
</tr>
</tbody>
</table>

## WORKFORCE COMPOSITION

100% of KTC’s staff are non-indigenous Australians.
STUDENT ATTENDANCE & RETENTION

STUDENT ATTENDANCE

Please visit the My School website http://www.myschool.edu.au/ to view the 2011 Student Attendance rates.

STUDENT ATTENDANCE POLICY

This policy can be found in the student handbook which can be found on the College’s website:

1. Students are expected to arrive on the College premises and be ready to daven (recite morning prayers) by the following times:
   
   Primary - 8.20am  
   Girls High School - 8.20am  
   Boys High School - 7.50am

2. Students (including Y12) are expected to arrive at school for davening at 8.20am - that is the time that the school day formally begins. This is regardless of when their first period is scheduled. Y12 students are allowed to leave after their last period of the day provided they get an exit pass from the high school secretary.

3. Doctors’ and Specialists’ appointments should not be made during school time. If there is an unavoidable situation when students need to attend a specialist during school time they should not only bring a note from home but also obtain a formal letter of evidence from the specialist to verify this appointment. If this is not done then any absence will be treated as truancy.

4. Students arriving late to davening must report to the teacher supervising davening and provide an explanatory note signed by a parent/guardian. Students arriving late to school after davening must report to the Office and provide an explanatory note signed by a parent/guardian.

   Any student who arrives late to school will be required to attend a 10 minute Recess Detention that same day. If recess detention is missed, they will be asked to attend a 20 minute detention at lunchtime. For repeated lateness, the student will be required to attend the Principals Detention held on Monday afternoons from 4.10pm – 5.00pm. Students in Year K – 2 will be disciplined in a more nurturing way.

5. Students are expected to stay on College premises until the end of the school day, which currently ends:

   Year K - 6  
   3.20pm (Monday to Thursday)  
   2.40pm (Friday)

   Year 7 - 12  
   4.00pm (Monday to Thursday)  
   2.40pm (Friday)

6. Year 12s sometimes have after-school, weekend and holiday classes in preparation for the HSC.

7. Students needing to leave school before the end of a school day must provide a note to the Office upon arrival at School, signed by a parent/guardian, explaining the reason for early departure. The student must obtain a Leave Pass signed by the Office.

8. During school hours, students are not permitted to leave the grounds without the direct permission of the Principal or an Executive Staff member.

9. The school year runs from the first day of Term 1 each year until the last day of Term 4 each year. Attendance on each of these days is compulsory, except on pupil free days, in cases of illness, injury, personal emergency or pre-approved leave. Under no circumstances is absence from school without the express approval of the Principal or the Principal’s delegate permitted. If a student is truant from a class or from school for part of the school day or the entire school day, they will be given an immediate detention. For repeated truancy, a meeting between the parents and Principal will be required.

10. A student’s absence from school because of illness, injury or personal emergency must be advised to the School office or the Roll Teacher by 9:00am on the day the student is absent. A note signed by the student’s parent/guardian explaining the absence must
be handed to the Office on the day of the student's return to school.

11. It should not be assumed that leave will be granted to travel for extended periods of time. The Principal must be notified in writing to request permission for leave. It is a condition of enrolment that each student completes all courses of study required by the School, by the Board of Studies and by law. Depending on the circumstances, the School may refuse to approve absences which, in the Principal's opinion, will compromise this condition. It is recommended that leave be taken, as much as possible, during the term holidays.

12. The School monitors and records students' daily attendance, punctuality and absence. If a student has an unsatisfactory or poor attendance record, the School may discipline the student. The School may also notify parents of poor attendance and record information about the student's attendance on the student's file.

STUDENT RETENTION RATES AND POST-SCHOOL DESTINATIONS

In following the students' enrolment from Year 10 (2009) to Year 12 (2011), all students proceeded into Year 11. Only 2 students left in Year 12. One pursued a Nursing Course at TAFE and the other student went to TAFE with the intention to re-do Year 12. The remainder went on to complete Year 12.

7 out of 9 Year 12 2011 girls went on to Seminary Education either in Australia or overseas and intend to go on to University after this period of study.

Two students are having a gap year before commencing university studies.

100% of our 2011 Year 12 intend to further their studies through University.
ENROLMENT POLICY

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

2. KTC assesses applicants taking into account a range of factors, which generally include:
   (a) the student's:
      • respect for KTC’s ethos as an Orthodox Jewish day school;
      • commitment to and ability to participate in KTC's educational program;
      • commitment to and ability to participate in KTC'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, KTC 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, KTC may also offer places to non-Jewish students who are working towards Orthodox Jewish conversion.

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

5. All families enrolling a child at KTC 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 KTC. Different conditions apply to adopted children.

6. Students must be assessed by KTC as being school-ready before they may progress from KTC’s Preschool to its Primary School. KTC 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 KTC rules in effect from time to time; and
   (b) demonstrate satisfactory standards of effort, attitude and behaviour in order to continue at KTC and progress to the next year level. If KTC considers that a student is deficient in any of these areas, KTC may require the student to be counselled, to repeat a year level, or to leave KTC.

8. Enrolment is conditional on students and their families providing accurate relevant information to KTC, 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 KTC, KTC 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 KTC’s rules in effect from time to time;
   (b) supporting KTC in its endeavours to deliver education to the student;
   (c) complying with KTC fees policies and/or fees agreements.

11. KTC 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 KTC, the family must give KTC one term’s notice in writing, or pay the equivalent of one term’s fees in lieu of notice (irrespective of any fee assistance received by the family). Commitment Deposits paid will only be refunded on withdrawal if your child has completed at least one full year of Primary School at KTC. Commitment Deposits will not be refunded if your child leaves KTC before that point.

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

ENROLMENT PROCEDURE

1. Enrolment enquiries should be directed to the Head of Enrolments Jan Lurie, on 9301 1141 or email jan.lurie@ktc.nsw.edu.au.

2. A tour of the College will be organised and a meeting will be arranged with key people including the Principal and Coordinators.

3. A completed Enrolment Application form must be returned to the Head of Enrolments together with a $50 application fee per child and a copy of the parents’ Kesuva (Jewish Marriage Certificate). Primary and High School students should include their most recent report card from their current school as well as the most recent Naplan results.

4. Once KTC has received your application, our staff will review the application. As part of this review process, students will be assessed by teaching staff and you and your child may be required to attend interviews. After this review, if KTC decides to offer your child a place, we will send you an Offer Letter.

5. With the Offer Letter, you will receive an Acceptance Form which must be signed and returned to the Enrolments Officer. For Education & Care Centre (Preschool) and Year K enrolments, a $500 commitment deposit is payable at the time of acceptance, and will be refunded when the child leaves KTC provided that the child has spent a minimum on one year at KTC Primary School.

6. New students to the Primary and High School will receive an Enrolment Pack including Uniform Lists, Student Handbooks, and other important information pertaining to enrolment.
STUDENT WELFARE POLICY

KTC seeks to provide a safe and supportive environment which:

♦ Minimises risk of harm and ensures students feel secure
♦ Supports the physical, social, academic, spiritual and emotional development of students
♦ Provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the school’s mission for providing for a student’s welfare are implemented the following policies and procedures are in place:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Changes made to this policy in 2011</th>
<th>Access to full text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Protection Policy</td>
<td>None</td>
<td>Admin Policies Handbook and Staff Handbook located on school server</td>
</tr>
<tr>
<td>Security Policy</td>
<td>None</td>
<td>Admin Policies Handbook and Staff Handbook located on school server</td>
</tr>
<tr>
<td>Supervision Policy</td>
<td>None</td>
<td>Staff Handbook located on school server</td>
</tr>
<tr>
<td>Codes of Conduct</td>
<td>None</td>
<td>Staff Handbook located on school server</td>
</tr>
<tr>
<td>Student Welfare</td>
<td>None</td>
<td>Staff Handbook located on school server</td>
</tr>
<tr>
<td>Communications Policy</td>
<td>None</td>
<td>Staff Handbook located on the school server</td>
</tr>
</tbody>
</table>
Primary school general studies

Our achievements in 2011

♦ Teachers maintained creative imaginative, child centred learning environments with the specific focus on themes being taught; integrating cultural subjects with Literacy and Numeracy.

♦ Primary staff continued to accommodate capable Mathematics students through extension opportunities provided by Enrich-ematics, Mathletics and other problem-based resources, and introduced extension mathematics problem solving menus.

♦ Successfully ran scholarship tests to entice new students to our school and afford opportunities to our more capable students.

♦ Ran a successful Year K Orientation Day.

♦ Primary teachers designed assessment rubrics to guide and advise progress in text type writing and used extension menus in Literacy and Numeracy to support gifted students.

♦ Specific strategies such as prediction, making connections, comparing, determining importance and summarising help to develop literal and inferential understanding.

♦ NAPLAN data reflected that the majority of Year 5 students demonstrated significant improvement in skills across all assessment areas.
  − Even though there is no comparative analysis available for Year 3 since this is the first time they have written NAPLAN, the group performed outstandingly well when compared with the National average.
  − Positive growth in spelling in Year 5.
  − Established Year group Areas of Focus based on Difference from State Item Analysis in order to determine learning priorities
  − Teachers evaluated the NAPLAN data and isolated areas showing the greatest deviation from state.

♦ Teachers taught one Literacy or one Numeracy lesson from the NAPLAN Teaching Strategies – based on Difference from State Item Analysis

♦ Primary teachers completed comprehensive Grade handovers that were delivered within the Primary and from Year 6 to High School. This gave teachers a detailed and comprehensive snapshot of the students in their class. Focused on social, emotional, medical and academic profiles.

♦ Engaged the services of Deborah Blackman a qualified and experienced social worker and an active member of the Jewish Alliance Against Family Violence, having most recently attended the ‘Train the Trainer’ workshop by Debbie Gross focusing on Child Protection in Schools. Since Deborah is affiliated with the KTC religious values, ethos and ideals, we felt it was important that someone with a thorough understanding of a Torah way of life and associated sensitivities would be best suited to impart this knowledge to our students.

♦ Held an annual art exhibition where renowned Sydney artist Marion Kramer judged the students’ work.

Teacher in-services

♦ Sports teacher professional development:
  − Australian Sports Commission Community Coach Training program
  − Updated First Aid Certificate
  − Professional Development Mentoring Program with Cherie Cully, Head of PDHPE at Masada College.

♦ Ongoing Smartboard training for teachers by co-teachers or Smartboard staff.

♦ Coordinators attended Child Protection workshop and in-servicing by renowned psychologist Debbie Gross.

♦ School Counsellor facilitated social skills, positive relationships and anti-bullying workshops

♦ Principal Rabbi Glogauer in-serviced the staff on OHS, Evacuation Procedures and Child
Protection laws as per updates from the Ombudsman and child protection services.

♦ Primary Coordinator completed Child Protection Investigation course through the AIS

RESOURCES

♦ Money raised from the Spellathon is being put towards the purchase of another Smartboard in the Primary School in 2012.
♦ Funding from the AASC allowed us to purchase basketball, soccer equipment, bibs and portable field markers.

SPORT

KTC acknowledges the funding provided under Smarter Schools National Partnership on Improving Teacher Quality and facilitated by the Independent Schools Centre for Excellence. The funding for building relationships with other schools, and developing professional exchange and mentoring relationships allowed us to support teachers in their professional work and build teacher capacity across the independent sector in NSW.

KTC and Masada College engaged in a partnership via the Teacher Quality National Partnership Grant, with the objective of sharing resources and organising interschool sporting events.

♦ Continued to raise the bar in sport within the Primary School. Our sports are motivated and passionate and inspire the students to achieve their personal best without compromising good sportsmanship. Combined Primary and High School Carnivals encouraged a feeling of unity and school spirit. The Athletics Carnival was held at Hensley Oval in Pagewood and allowed our students the opportunity to compete on a professional track.

♦ Successful planning and execution of Cross Country and Athletics Carnivals with students competing in ASSISA tournaments.

♦ A separate Infants’ Athletics Carnival was held at Rodney Reserve at the end of the year.

♦ Extremely successful Active After school sport program now running smoothly in the primary school with coaches Juliet Vesely and Anika Krause.

ENVIRONMENTAL ISSUES

♦ Established an herb garden outside the Food Tech room to support the HS Food Tech program. Year 6, supported and encouraged by their teacher Pearl Blasina nurtured and cared for the herbs.

♦ Sustainable worm farm continues to provide hands-on environmental education and spontaneous know how to our Year 6 group.

INTERSCHOOL COMPETITIONS

Impromptu Debating
♦ KTC participated in the Interschool Impromptu Debating workshops hosted by Emanuel School.

Debating Competition
♦ KTC hosted a Debating Competition for Year 6 and High School students. Our Year 6 girls won all their debates.

Chess
♦ KTC boys competed in an Interschool chess competition held at Mount Sinai College.

STUDENT WELFARE

Reward System
♦ The Primary School fine-tuned the Gold Star Award system. Children in all year groups are motivated and excited to fulfill our core values of Nurturing, Excellence and Derech Eretz.

♦ Reintroduced fortnightly primary assemblies with the Primary students preparing the run sheets and the running the entire assembly.

♦ The Infants Assembly has become a highlight for Infants parents, giving them an opportunity to see their children as the proud recipients of a variety of awards.

DEPARTMENT COLLABORATION

♦ Jewish Studies and General studies staff worked collaboratively on school-wide projects such as BJE
♦ Pesach Day Event, Israel Week and Lag B’Omer.
♦ Year 1 held a successful Siddur Presentation.
♦ The Infants School held a Special Persons Day.

Future Targets for 2012

TEACHER PROFESSIONAL DEVELOPMENT

♦ An improved Kriah program to strengthen and enhance the Hebrew reading skills of our students.
♦ Informal in-class activities for Yomim Tovim and Special Days.
♦ Assist new scheme teachers to submit the necessary documentation required for accreditation with the Institute of Teachers.
♦ Ongoing development and revision of teaching programs in order to accommodate differentiated learning.
♦ IT Training on ‘Wikis’ (teachers created their own intranet page)
♦ Mac Computer Training to ensure a smooth transition to the new Mac computer laboratories.
♦ Writing effective and comprehensive report comments.

RESOURCES
♦ Review maths resources and purchase new resources.
♦ Purchase three new SMARTBoards for the Primary in order to complete the Primary complement.

STUDENT WELFARE
♦ Rewrite Anti-Bullying Policy.

ACADEMIC
♦ Revised report template K – 6
♦ Purchase and implement Reciprocal Reading Program.
♦ To enhance reading skills and to develop inferential comprehension and analytical thinking.
♦ Review Maths Scope and Sequence once the National curriculum is finalised.
♦ Text type writing rubrics to be included for marking in all subject areas. Also to be incorporated into Jewish Studies written work where possible.

PRIMARY LEADERSHIP
♦ Re-establish Captains in the Primary. Portfolios to include: School Captain and Vice Captain, House/Tzivos Hashem Captains, The Green Team and Tzedoka Team.

HIGH SCHOOL
GENERAL STUDIES

Our Achievements in 2011
♦ Improved level of communication and cooperation with more regular Faculty Head and Faculty meetings.
♦ Lesson observations carried out focusing on teacher best practice. Teacher identifies own target and has detailed feedback based on targets identified.
♦ Targeted study/survival skills with Grades across 7-12. Particular focus with extra sessions carried out with Year 7 in their first year in High School and Year 11/Year 12 in preparation for HSC. Sessions conducted by Head of General Studies, Head of Welfare and School Counsellor. Individual targets set for each session to focus on such as; 'organisation for effective study' and 'eating optimally'.
♦ Activate the High School Leadership body:
  ♦ Institution of new system in the GHS with Prefects from Year 11 and Year 12 designed to support the Captains. Prefects to be in charge of particular aspects of school life i.e. Fundraising, Jewish life in the school etc. Election of class captains for each grade. Each grade to be in charge of designing a school wide activity for each Rosh Chodesh (new month)
  ♦ Institution of SRC system in the BHS to support the Captains to be in charge of fundraising, barbeques and other activities.

Ongoing Targets for 2012
♦ Continued focus on literacy/numeracy issues using 2010 Naplan data. Faculties to identify areas that individual students and students as a whole performed and address these issues. The assessment of progress in these numeracy and literacy areas need to be quantitatively assessed with quality data from testing. Department Heads to set targets and report to the Head of General Studies.
♦ Encouragement and inclusion of students in formal Australia or State-wide competitions such as SMH Young Writer of the Year Award, Dorothea McKellar Poetry Award and Inspire Visual Arts Prize.
♦ Continued development and improvement of students’ public speaking and debating skills in preparation for the Interschool Debating Competition held every year in Term 3.
Continued rewriting of Assessment Task Notification pro-formas and marking criteria in-line with syllabus outcomes and rubrics.

Continued refining of the Student Advisor system (roll call groups vertically streamed Years 7-10) with Student Advisors to be up skilled in their welfare role and therefore to take a more active role in mentoring the students in their group in academic/welfare issues.

School leadership body to attend the Annual Halogen Leadership Conference in Darling Harbour. Attendees prepare a proposal of how they will use ideas learned to improve the School in some way, and then refine and implement the proposal.

Future Targets for 2012

**Whole school approach to differentiation**
Targeted sessions in pupil-free days each term to discuss theory and practice of differentiation within the classroom in order to engage the whole learner. This will consist of:

- Lectures delivered by expert in the area to impart new theory
- Staff meetings throughout the year to maintain focus on differentiation (at least one every 4-6 weeks)
- Faculty meetings to discuss differentiation on a faculty/subject specific level and develop resources
- Lesson observations by peers to focus specifically on differentiation in practice within the classroom

Involvement of University of Sydney contact in Education Faculty to develop more effective ideas for student engagement which includes working closely with the Head of General Studies and the staff in Faculty meetings to development appropriate student material.

Preparation of new teaching programs in line with the NSW Board of Studies Syllabi for the National Curriculum. Some teacher release time with collaborative projects designed to upgrade/rewrite curricula.

Cooperation with Primary Staff for new curricula especially English and History Syllabi which means Primary staff need to learn new skills. High School Teachers to work with Primary School to facilitate this.

Development of Faculty Wikis to develop more extensive and meaningful contact between teachers and students. Teachers trained in the use of Wikis and given guidance by Faculty Heads on what to include on Wiki sites.

Use of AIS Scootle to help develop resources for subject areas. Teachers trained how to use the resources.

**HIGH SCHOOL JEWISH STUDIES**

**Our Achievements in 2011**

**Professional Development**
- Developed a mentoring program and team teaching in certain subject areas
- Planned for training and implementation of differentiation strategies
- Planned a program for class observations in 2012
- Organised in-services with Rabbi Lobel and Neta Steigrad
- Consulted with Neta Steigrad for the development of a Chumash curriculum with corresponding work book for introduction in 2012

**Student Informal Education**
- Extended Community Service Program to BHS
- Continued leadership training in BHS in davening – leading prayers, Gabo’os, running assemblies, speaking at assemblies, running communal functions such as breakfast, barbeques, organising various informal education activities
- Staged ‘Yalili’ GHS production on KTC campus
- Organised a variety of special speakers
- Organised special Israel Week program
- Organised Gemoro by heart program
- Organised events around special days in the Jewish calendar

**Student Academic Improvement**
- Introduced Gemoro to GHS via Steinzaltz program for an enriched halacha topic.
- New, young and techno-savvy teachers added to staff
- Created separate BHS & GHS Pesach student Haggada with insights for the Seder night

**Targets for 2012**

- Organise special speakers
- Senior students to attend Seniors’ Conference in Melbourne
- Organise Israel Week program
♦ Develop a Tanach grammar curriculum to feed into Classical Hebrew in Y12
♦ Introduce Mishnayis beal peh program
♦ Introduce young informal education leaders who are role models for the students
♦ Introduce Heritage program into the BHS Y10 Jewish History
♦ Provide resources to allow a more seamless integration of new students into Jewish Studies
♦ Develop and expand student leadership program to drive informal activities around special events in the Jewish calendar

LEARNING CENTRE

Our Achievements in 2011

♦ Improvement in literacy skills for students with learning difficulties
  The literacy skills of students with Learning Difficulties improved dramatically from 2010 to 2011 with 77.5 percent of students improving in either reading or comprehension by a year. Students without learning difficulties generally progress a year academically for every year they move through the Primary School. Thus, the students with learning difficulties were able to achieve similarly through learning support. Furthermore, 100 percent of students in the Learning Centre improved in all literacy skills (reading, writing, spelling and grammar and punctuation) from Year 3 to year 5 and 100 percent of students improved in 3 out of the 4 literacy skills from Year 5 to Year 7 in NAPLAN.

♦ Increase inferential comprehension.
  Through the use of the 'Specific Skills Program' focusing on various levels of inferential comprehension, the students inferred understanding of text has increased. This is ascertained through oral questioning of a variety of question types as well as through formal testing (e.g. The Neale Analysis of Reading Ability and the TORCH assessment). Furthermore, the writing skills of all students have developed through the implementation of the 'Big Writing' program which focuses on vocabulary, connectives, openers and punctuation as a conduit to improved writing skills—a target set in 2010.

♦ Professional Development
  Through memberships of associations such as SPELD and Learning Difficulties Association, the Coordinator Learning Support keeps abreast of new trends in assisting students with Learning Difficulties. The Heads of Learning Support from the various Jewish Schools meet once a term to discuss new ideas and trends in Special Education. Such knowledge is shared with the staff in order that students with learning challenges benefit from these innovative strategies.

♦ Improvements in Teaching and Learning
  Students' literacy skills are monitored on a monthly basis through the use of 'running records' which provide evidence of the kinds of strategies that students use to get information from print. A ‘mini report’ on oral reading, comprehension of text and written expression is written up by the staff for each student and analysed by the coordinator for the development of revised targeted strategies for literacy teaching. These mini assessments contribute to improving quality teaching and learning and they add to the dynamic nature of the individual programs. Through continued assessment and analysis of skills, student targets are refined until they are attained. The staff continues to be in-serviced on a monthly basis by the coordinator to ensure professional tutoring through modelling of the teaching of specific skills and programs (a target set from 2010). Regular meetings, on a formal and informal basis, are held with the aim of improving teaching and learning (a target set from 2010).

♦ Resources
  A myriad of teacher made resources were prepared throughout 2011 by the staff in the Learning Centre. Some of these include ‘reading sliders’ (a resource to assist students to track text), visual reminders, and a variety of phonic resources to support students with decoding. Because parents took up the opportunity to purchase software through a particular computer company, the Learning Centre was rewarded with a free reading/comprehension computer program.

♦ Communication with Outside Support Personnel and Classroom teachers
  Continued regular communication takes place between the Learning Centre Coordinator and the Occupational Therapists, Speech Therapists and remedial teachers who assist the students attending the Learning Centre. Educational strategies are discussed and refined in order to assist the students in reaching their potential. In order to ensure that work done in the classroom is reinforced and understood by the students, teachers email Literacy and Numeracy skills to be covered during the week to the Learning Centre. This communication ensures that students do not miss out on class work when they attend the Learning Centre and that skills are covered in a learning style suited to the students. In addition, meetings with teachers with regard to curriculum differentiation and support take
place on a regular basis to assist students with learning difficulties.

♦ Mathematics
Students requiring Mathematics support attend the Learning Centre in a small group format on a weekly basis. Mathematical concepts covered in class are explained in a multisensory approach using concrete materials. Time is allowed for the development and reinforcement of basic Mathematical skills such as the times tables and the four operations (addition, subtraction, multiplication and division). Teachers inform the Coordinator Learning Support of the Mathematical concepts covered in class to ensure that the Learning Centre is working in tandem with the classroom.

♦ Rewards
In order to encourage students to achieve their potential and do their best in all set tasks, they are rewarded with a ‘stamp’ at the conclusion of each lesson. When ten stamps are accumulated, they are given the opportunity of selecting a prize for their efforts. In addition, to develop the self esteem of the students, the Learning Centre staff ensure that encouragement and nurturing play an integral role in the lessons. A ‘Student of the Week’ certificate is awarded on a weekly basis and special Achievement Certificates continue to be handed out at the weekly assembly.

♦ Parent-teacher Partnership
Parent teacher partnership is pivotal to the success of the Learning Centre program. The Coordinator Learning Support meets with parents to explain strategies in order to support the students at home. ‘Take home packs’ are prepared for the parents containing resources and strategies to assist their children to increase their academic skills. Regular, repeated practice is essential to support the students in reaching their potential and parental assistance allows for this.

♦ Gifted and Talented
Higher Order thinking skills presented within the format of an ‘extension menu’ are used to stimulate and motivate the students under the supervision of the classroom teacher. Students are then given the opportunity to work individually or in small groups to explore challenging topics. Talented mathematicians in Years 5 and 6 take part in the Maths Olympiad competition where they are challenged with Mathematical problems once a month over a five month period. Students also take part in the Dorothea Mackellar Poetry competition which aims to inspire students to express their thoughts creatively through poetry. All students took part in the competition in 2011 and a number of students gained certificates.

Targets for 2012

♦ Improve student learning outcomes in Literacy
  − With the aim of reintegrating the students into the classroom, the literacy skills of decoding, fluency, comprehension, spelling and writing will continue to be developed.
  − Data from informal and formal assessments will be used to inform teaching and learning and to set individual targets.
  − Writing will continue to be a focus, with the emphasis on sentence and paragraph construction.
  − Components of the ‘Visualizing and Verbalizing’ program will be used to support writing and literal and inferential comprehension skills.
  − The use of the ‘brain gym’ techniques to support students’ levels of concentration and learning styles will be increased.
  − Explicit teaching practices with a greater variety of materials to support multisensory learning will continue to be implemented.
  − Continue to ensure that all students are being challenged to improve their literacy skills through high expectations and effective support.
  − The Reciprocal Reading Program which teaches comprehension by explicitly teaching strategies for predicting, clarifying, questioning and summarising will be introduced in the classroom and Learning Centre.

♦ Improve student outcomes in Numeracy
  − Data from PAT Maths, criterion reference tests and anecdotal records will be used to inform appropriate teaching and learning practices for students who attend the Learning Centre.
  − Group Mathematics support classes to assist students with Mathematical concepts and skills covered in the classroom will continue to be implemented.
  − New Mathematical games and resources to reinforce basic skills, number operations and concepts will be introduced.

♦ Professional Development
  − The Occupational Therapists and Speech Therapists will be invited to in-service the Learning Centre staff on strategies to support learning. Staff will be informed of approaches to assist individual students to ensure targets are reached.
  − Coordinator Learning Support will attend conferences on supporting students with Learning Difficulties.
− Relevant strategies to assist the students in the classroom will be passed onto classroom teachers and Learning Centre staff to ensure effective and successful teaching and learning.
− In-service to Learning Centre staff by Coordinator Learning Support will continue on a monthly basis.
− Staff new to the school will be supported in the preparation of the ‘extension menu’ by the Coordinator Learning Support to stimulate students requiring extension.

♦ Resources
− Phonic files related to the 44 phonemes of the English language will continue to be made.
− An on-line reading program will be purchased to enable students to practise reading skills at home and at school.
− Materials to support the on-line program will be purchased.
− Regular board games will be modified to support literacy learning in order to allow for ‘brain breaks’ and incentives to learn.

♦ Communication with Staff
− Support of the Learning Centre staff through regular meetings, modelling of successful and innovative teaching and learning strategies and constructive criticism and advice regarding the one-on-one and group sessions will be continued.
− The communication system within the Learning Centre will be refined in order that all staff benefit from shared ideas (not all staff are present on any one day).
− Classroom teachers will continue to be supported in assisting students to learn effectively.
− Strategies for Jewish Studies teachers to engage with and assist students with Learning Difficulties will be shared.

♦ Gifted and Talented
− Through participating in competitions such as the Maths Olympiad and the Dorothea Mackellar Poetry Awards, students will continue to be inspired and extended.
− Classroom staff will continue to be supported in the creation and/or revision of ‘extension menus’ in order to encourage the Gifted and Talented students to use their higher order thinking skills.
− Well researched strategies in Gifted Education will be communicated to the staff to encourage Gifted and Talented students to achieve their potential.

KODESHE CORNER

Our Achievements in 2011

The Kodesh Corner services the special needs of various different student groups in KTC. Not only does the KC support students with diagnosed learning difficulties but it also provides early intervention programs for Kriah [Hebrew reading] in the Infants’ department, supports the development of excellence in Kriah in various programs school-wide. The Kodesh Corner promotes the learning of vital Chumash Skills and helps integrate new students into the school both academically in their Limudei Kodesh knowledge and in their awareness of Judaism.

New students
In 2011, six students were admitted to KTC in various year grades throughout the course of the year. Since they had not covered the material learnt by their peers, they attended the KC and studied Kriah, K’sivah, Chumash skills, General Jewish Knowledge and Halachah. By the end of 2011, all students were ready to be reintegrated into their classes in all subject areas.

Since most of these students came from public schools and had not had the privilege of the intense Jewish education provided in KTC, this is an outstanding result.

Year 2 Home Hebrew Reader Program – KTC Time
A new Kriah program was introduced into Year 2 in 2011. New sets of graded Hebrew Story Readers were sourced from Israel. Each of the colourful glossy books includes a translation, and the students were expected to read on a nightly basis at home with their parents. Expressive as well as correct reading was encouraged. Certificates were awarded in the General Infants’ Assemblies when students had read for a significant number of nights with smaller incentives distributed to those who read well to the KC Teacher. Students were tested for their accuracy and fluency in Kriah at the beginning of the program and at the end of the year. It was found that nearly all students improved in their standard, some more than doubling their score on their final test.

Early Infant Intervention
One of the most important functions of the KC is to support students in their ability to read Hebrew. Nowhere is this more vital than in the Infants classes. Students who find the learning experience challenging come to the KC and enjoy a multi-sensory program supporting their ability to gain the skills required to learn to read Hebrew. By the end of Year 1, two thirds of the students who had received individual tuition...
were successfully reintegrated back into their class. Additionally, in Years 1 and 2, the KC ran the class Kriah program - Aleph Champ. The aim of this program is to ensure that all students have a clear knowledge of the skills required to read Hebrew correctly.

**Teacher support**
The KC Coordinator maintains ongoing communication with all Limudei Kodesh class teachers providing educational material and advice, especially in the teaching of Kriah. Particular attention is paid to continuously updating class teachers on the progress of the students attending the KC. Where indicated, the KC suggests strategies and provides programs to help KC students in their regular class.

The KC tested the Kriah skills of all the students from Years 2 to 6 last year. The test comprehensively showed the strengths and weaknesses of individual students as well as of each class as a whole. The results were an invaluable source of information for both the KC and class teachers in identifying and remediating basic Kriah skills and assessing the fluency of all the students. Additionally, the KC tested all Year 1 students at the beginning and end of the school year on basic Kriah skills. It was gratifying to note that all students had improved their scores, in most cases very significantly.

**Professional Development**
Through reading educational articles published in world-wide Jewish educational forums and making contact with the authors via the internet and by phone, the KC co-ordinator has been able to keep up to date with the latest thoughts and developments in Chinuch for our educationally-challenged students. This information is shared with class teachers as well as KC Staff who continued to be in-serviced regularly throughout the year.

**Targets For 2012**

♦ **Increasing development of Kriah skills.**
  – Introduce home Hebrew story readers in Year 1 to help develop Kriah skills
  – Introduce new recording and grading scheme for the continuous assessment of Aleph champ in Years 1 and 2
  – Introduce new recording and grading scheme for continuous assessment of KTC Time in Year 2
  – Review the administration of Aleph Champ in the Primary School

♦ **Professional Development**
  – Coordinator will continue to research latest developments and ideas in Jewish educational thought world wide.
  – Aim to source local conferences and in-services that may have relevance to Jewish Education.
  – Continue to in-service KC staff regularly, deepening their knowledge and understanding of the challenges facing our students.
  – Suggest strategies to improve student skills.

♦ **Gifted and Talented**
  – Re-introduce a gifted and talented class for upper senior boys.

♦ **Staff**
  – Source and train new staff and recruit personnel who are committed to working in the KC long term.
  – Continue to support present staff with regular in-services.
  – Ongoing review of work done by KC staff by KC co-ordinator.
  – Continue to recruit volunteers to listen to students reading.
In 2011, the following initiatives were undertaken to promote respect and responsibility within the College:

**COMMUNITY SERVICE**

Both the Girls’ and Boys’ High Schools were involved in the “Holzberg I volunteer” Program. Students are required to accumulate 100 hours of community service towards their School Certificate.

**LEADERSHIP PROGRAMS**

This program promotes student advocacy and give students a voice (which promotes respect and responsibility not only for themselves but for the school). Captains, School Prefects, House Captains run assemblies, give the students a voice, and attended a National Leadership Training Day.

**REGULAR REWARDS FOR STUDENTS**

Students are recognised for their efforts during the school day by receiving blue excellence slips which accrue over the year. They receive certificates for attaining 5 slips and at the end of the term each student who received a slip goes into a draw to win a prize. Furthermore, those who receive no infringements over the term receive acknowledgement for this.

**PEER SUPPORT PROGRAM**

The Girls High School runs a Peer Support Program with Years 7 and 10. The Year 10 students develop a program for the Year 7s in which they learn about respect, understanding and self esteem. Other issues that are addressed within this Program are anti-bullying and study skills. This program also allows the Year 7s to develop positive relationships with older students under supervised sessions and the Year 10s benefit by learning through their support sessions.

**FUNDRAISING - TO ENHANCE LEARNING ENVIRONMENT**

The Boys High School regularly held BBQs throughout the year to raise money in order to purchase additional equipment to enhance their learning environment.
PARENT SATISFACTION

Parents like the idea of a strong Jewish education, and it is strongly recognised that Kesser Torah is one of the few private Jewish schools which offers this;

Parents also like Kesser Torah’s respect for, and encouragement of, Jewish observance in all aspects of the School;

Parents appreciate the support from and dedication of teachers, and were very satisfied the quality and standard of teaching at the College; and,

Parents want to see the College grow and support it into the future.

Parents greatly admire and are grateful for the Preschool. This is a strong potential source of growth, and there are no negatives associated with it.

STUDENT SATISFACTION

KTC prides itself in its low student/teacher ratio. This enables the educator to pay more attention to individual students in a personalised, nurturing and individually accommodating learning environment, resulting in enhanced performance of the student and student satisfaction.

TEACHER SATISFACTION

Our teachers come to school full of enthusiasm for what the kids will achieve that day. Their satisfaction stems from the following:

♦ from working with, and being supported by a committed Principal, an incredible management team and talented and devoted teaching staff;
♦ the children’s achievement of the academic goals that have been presented to them and seeing their growth and development;
♦ the discussions between teacher/student that indicate their love for Torah and understanding of the many ethics and morals found in the original texts studied;
♦ experiencing a student breakthrough – that the child clearly understands a new concept that is ready to be put into action;
♦ guiding students along their academic, social and emotional journey makes the classroom a favourite place among our teachers.
♦ working as a unified team makes KTC a cohesive environment where the focus is on the development of the social, emotional and academic needs of the students.
FINANCIAL INFORMATION

INCOME & EXPENDITURE REPORT

Income

Fees and Private Income 2,959,471.26
State Grants 922,678.74
Commonwealth Grants 2,619,297.42
Capital Income 687,443.38

Total income 7,188,890.80

Expenditure

Salaries, allowances, related expenditures 5,641,819.16
Non-salary expenses 2,059,317.28
Capital expenditure -

Total expenditure 7,701,136.44

Balance carried forward 512,245.64