KESSER TORAH COLLEGE PROMOTES A FAMILY ATMOSPHERE. OUR DEDICATED FACULTIES LIAISE REGULARLY TO FOLLOW STUDENTS’ ACADEMIC AND SOCIAL PROGRESS. TEACHERS KEEP IN CLOSE CONTACT WITH PARENTS TO ALLOW FOR OPEN COMMUNICATION AND FEEDBACK.
Welcome to the School
By Rabbi Dr. N. Glogauer

One of the outstanding features of our school is our ability to seamlessly integrate Jewish Studies with the General Studies curriculum. The focus of our educational approach is to develop the minds and the hearts of the students into productive and accomplished individuals – leaders in their own right. More than this, at Kesser Torah College we place a prime value on the dynamic of learning and teaching because it is a fundamental Torah principle. By fostering individuality and providing opportunities for self-expression, we engender a love of learning that resonates and endures beyond the classroom. The results speak for themselves.

Our pupils’ academic achievements reflect this personalised attention, with Higher School Certificate results consistently above the State average.

Kesser Torah College promotes a family atmosphere. Our dedicated faculties liaise regularly to follow students’ academic and social progress. Teachers keep in close contact with parents to allow for open communication and feedback. Students with particular strengths have extension opportunities while others have intensive help in areas where the need for support is identified.

The warm community feeling at Kesser Torah College is consolidated with a variety of extra-curricular initiatives and informal learning sessions designed to motivate student connectivity and reinforce a positive sense of identity. Camps, excursions, athletics carnivals, swimming carnivals, inter-school sport and Shabbatons for all classes are held throughout the year. These strategic programs expose students to a broad range of experiences outside of the classroom and generate the unique KTC spirit that has become the trademark of our school.

Parental support and involvement is an essential part of making Kesser Torah College a receptive community. Participation in our Parent Council life and other student-led activities is just a small way parents are impacting our vibrant and diverse KTC learning environment. In this spirit, we forge a partnership to develop the potential of each student.

On behalf of our entire faculty at Kesser Torah College, I personally look forward to welcoming you to our Girls’ High School next year.

Rabbi Dr. N. Glogauer
Principal
"...a love for their heritage and a desire to make this connection..."
The aim of the Jewish Studies department is to instill in our students a love for their heritage and a desire to make this connection intrinsically personal. To achieve this, we equip our students with the tools to become independent learners and empower them to translate their learning into a life epitomised by positive contribution. In Tanach, the aim is to learn the skills of studying the text and becoming familiar with the content as well as the storyline and timeless messages of the Chumash and the Neviim. Strong emphasis is also placed on building Hebrew skills and language.

The main topics in our Halacha curriculum focus on Jewish values and the day-to-day issues that we face in the process of living according to Jewish Law. Jewish philosophy is also incorporated into the open discussion format to give a well-rounded knowledge of the facts and laws as well as a deeper insight into their meaning.

Chassidic Philosophy is studied in all Year levels, 7 - 12. Starting with concepts and definitions using a workbook and moving to text-based learning from Year 9 and upwards. It covers the deeper meanings and esoteric aspects of Torah and Mitzvos and gives the students a better understanding of the mechanics of self-improvement and character refinement.

Jewish History is studied in Year 7 – 10. Besides covering chronology and content, it aims to put the lessons learned in context with current events. The students apply Hashkofo — a Jewish perspective through which these events gain meaning in terms of world destiny.

In Year 9, a special study of the Book of Esther is undertaken. It is an in-depth study of the Megillah with explanations including Meforshim and Midrash.

In Year 10, we tackle other texts including the Book of Ruth and Yonah. This is textually based and improves skills and knowledge.

In Year 11 & 12, the High School also offers 1 Board Endorsed HSC Course, Religion General. This is an in-depth study of Chassidic texts which allows students to pursue a higher level of learning.

Our GHS has a strong emphasis on informal education. Shabbatons, after-school learning programs and special get-togethers ahead of special Jewish dates, create opportunities for our girls to grow as a unit while simultaneously fostering their individuality.

Mrs. D. Moss
Head of Jewish Studies
Your daughter will enjoy the opportunity to learn at the Kesser Torah High School. She will be challenged, both in and outside the classroom, to perform at her best. She will gain a sense of accomplishment in her work and a deep sense of pride in her Jewish identity. From this unique platform she will contribute to her community and society at large in the most positive way.

About General Studies
Mrs. G. Shteyman

The NSW Board of Studies mandates the General Studies scholastic program from Years 7-12, preparing students for the external School Certificate and Higher School Certificate exams at the end of Years 10 and 12. Each subject focuses on developing the students’ knowledge and skills. Undoubtedly, the Jewish studies subjects undertaken by the students complement and reinforce these skills.

The school allows students to choose from a range of subjects for their Higher School Certificate studies. While English and our Board Endorsed Religion Course (Chumash) are compulsory, pupils have undertaken a wide range of subjects including Business Studies, Chemistry, Legal Studies, Economics, Ancient History, Modern History, Biology, Physics, Visual Arts, Classical Hebrew, Modern Hebrew, Food Technology, Hospitality and Mathematics. A number of these subjects can be studied at Extension levels depending on student interest.

Kesser Torah College High School recognises the need to develop the whole student. A wide range of internal and interschool competitions are an integral part of the school’s program. A number of academic and sport competitions are held regularly within the school. Extracurricular activities provide the pupils with an outlet for their interests and ability while encouraging sportsmanship and teamwork. The students participate in excursions and visits throughout the year, each based on a particular theme, to enhance the students’ development.

“A wide range of internal and interschool competitions”

Mrs. G. Shteyman
Head of General Studies
The K–10 Curriculum
NSW Board of Studies

This syllabus has been developed within parameters set by the NSW Board of Studies in its K–10 Curriculum Framework. This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

• engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
• enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
• prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
• encourage and enable all students to enjoy learning and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
• promote a fair and just society that values diversity
• promote continuity and coherence of learning and facilitate transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the skills, knowledge and understanding, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

• understand and apply a variety of analytical and creative techniques to solve problems
• understand, develop and communicate ideas
• access, analyse, evaluate and use information from a variety of sources
• work collaboratively with others to achieve individual and collective goals
• possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
• understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
• understand and appreciate social, cultural, geographical and historical contexts and participate as active and informed citizens
• express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
• understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
• be productive, creative and confident in the use of technology and understand the impact of technology on society
• understand the work environment and be equipped with the skills, knowledge and understanding to evaluate potential career options and pathways
• develop a system of personal values based on their understanding of moral, ethical and spiritual matters.
Should you wish to speak with staff

PRINCIPAL
Rabbi Dr. N. Glogauer

Head of General Studies
Mrs. G. Shteyman

Head of Jewish Studies
Mrs. D. Moss

Student Welfare
Mrs. L. Srage | Mr. D. Cohen

School Counsellor
Mrs. N. Kaplan | Mrs. B. Gold

High School Secretary
Ms. L. Logan

Jewish Studies Staff
Mrs. D. Moss | Mrs. S. Dadon | Mrs. D. Gourarie | Mrs. D. Groner | Rabbi B. Light
Mrs. C. Light | Mrs. F. Ulman
Mrs. N. Niasoff
Rabbi Y. Spielman

English/Humanities Staff - Mrs. G Shteyman (Head of Faculty, Humanities)
Ms. S. Rutter | Mrs. L. Srage | Ms. K. Shuey
Ms. A. Westbrook

Maths Staff
Mr. G. Wagner (Head of Faculty, Mathematics) | Mrs. G. Bachman | Rabbi

Dr. N. Glogauer / Mr. M. Needleman
Science Staff
Mr. L. Okati | Ms. L. Mills

Hebrew Staff
Mrs. L. Behar | Mr. M. Benstock

Art/Design & Technology
Mrs. A. Evans
(Head of Faculty, Creative Arts)

Food Technology & Music
Mrs. S. Borer / Mr. J. Mallit

PD/PE/Health/Sport
Ms. A. Davey

Should you wish to speak with staff to discuss your student’s progress, in any respect please contact the appropriate member of staff as set out below on 9301 1111.

General Studies - Academic
Mrs. G. Shteyman

Jewish Studies – Academic
Mrs. D. Moss

Student Welfare
Mrs. L. Srage
**Pattern of Study**

**Jewish Studies**

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<th>SUBJECT</th>
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<td>NOVI</td>
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<td>DINIM</td>
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<tr>
<td>CHASSIDUS</td>
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<tr>
<td>JEWISH HISTORY</td>
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Students will study six basic components:
- Chumash / Parsha
- Novi
- Dinim
- Jewish History
- Chassidus
- Elective Jewish Studies (Years 11–12)

**Halacha - Dinim**

This includes the study of laws and customs relating to all the Yomim Tovim and other special occasions marked on the Jewish calendar. We set out to have a thorough understanding, not only of the ‘How’ but also the ‘Why’ certain things are accepted and followed. Additional topics in this area include Tefillah, Shabbos and Kashrus. Students are encouraged to question, and at the same time show unconditional respect for all different Minhagim (customs).

**Jewish History**

Students commence their study with the Greek Rule in Israel and cover the period up to and including Talmudic Times. These topics include an in-depth study of the period, famous personalities and its relevance and position in relation to world history. In Year 7, a unit is also done on Australian Jewish History, commencing with the Jews on the first fleet, up until today. Classroom instruction is only a part of Kesser Torah College Girls’ High School syllabus. The utmost thought and care is invested to ensure that our Jewish ethos permeates all activities at school as well as extra-curricular activities outside school hours. These exciting and stimulating programs, such as camps and Shabbatons, outings and musical productions, are directed towards developing the students’ entire personality.

**Chumash**

Sefer Bamidbar is covered in Year 7 and Year 8. The students will be required to read from the text, translate and understand Rashi. Additional commentaries are introduced including Baal Haturim and Ibn Ezra. The content includes the exciting narratives in the Sefer, as well as character studies, moral lessons and Hashkofo. Some topics covered are:
- The Meraglim, their journey and downfall;
- Korach’s rebellion and its implications;
- Purity and Impurity as seen through the Poros Aduamh;
- Bolok and the power to Bless; and
- Pinchas, the one who acted on his beliefs.

Parsha is covered weekly in the Chumash lesson.

**Novi**

Year 7 students will study the book of Shmuel Hanovi. This will be taught from the text including reading, translating as well as some commentaries. The historical background, political environment and spiritual relevance will all be discussed in relation to the content. This includes the birth of Shmuel, his growth and training; the anointing of Shaul Hamelech; his kingship; the relationship with Dovid.
The Board of Studies refers to Years 7 and 8 as Stage 4. (Stages 1, 2, 3 refer to Primary School). Years 9 and 10 are called Stage 5. The areas that are compulsory for study are called Key Learning Areas and are as follows:

- English
- Mathematics
- Science
- History
- Geography
- Languages
- Creative Arts
- Technology and Applied Studies
- Personal Development, Health and Physical Education

**English**

Students will experience a wide range of language in use so that they will develop and progress towards personal excellence in using language. Students will be expected to think conceptually about ideas and how they are represented in a wide range of texts. As such, students learn to appreciate both the aesthetic as well as technical qualities of language usage.

The language modes of talking, listening, reading, writing, viewing/representing will be used in a range of contexts – short stories, novels, poetry, drama and mass media – films, television and radio, print and video. They will become competent users of all types of text.

**Mathematics**

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. It is a significant part of the cultural heritage of many diverse societies. The symbolic nature of mathematics provides a powerful, precise and concise means of communication. It incorporates the processes of questioning, reflecting, reasoning and proof. As a powerful tool for solving familiar and unfamiliar problems both within and beyond mathematics. It is integral to scientific and technological advances in many fields of endeavor. In addition to its practical applications, it is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics ‘builds skills in computation and problem solving. It teaches students to search for patterns and relationships using acquired knowledge and skills. These skills require proficiency in six strands:

- Problem Solving
- Geometry
- Measurement
- Statistics
- Numbers
- Algebra

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**Pattern of Study**

**General Studies**

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<tr>
<th>KEY LEARNING AREA</th>
<th>PERIODS/WEEK (40 MIN/EA)</th>
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<tr>
<td>ENGLISH</td>
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<td>MATHEMATICS</td>
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<td>SCIENCE</td>
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<td>LANGUAGE HEBREW</td>
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<tr>
<td>CREATIVE ARTS/Visual Arts</td>
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**TECHNOLOGY AND APPLIED STUDIES:**

- DESIGN AND TECHNOLOGY: 4
- PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION: 3
The Board of Studies gives each student an opportunity to work on a special research project.

Science
The Science course attempts to provide students with contemporary and coherent education, so that students may better understand the natural and technological world in which they live and make a positive contribution to the decisions that shape it. The study of Science develops students’ scientific knowledge and understanding, skills and values and attitudes within broad areas of science that encompass the traditional disciplines of Physics, Chemistry, Biology and Earth Sciences (formerly Geology). The syllabus produces the necessary foundation for study of Senior Science disciplines in years eleven and twelve.

The Board of Studies gives each student an opportunity to work on a special research project. Students should choose investigations related to one of the topics they should be encouraged to address problems relevant to their immediate environment and use readily available materials to undertake their investigation.

The syllabus enables students to be scientifically literate. They will be able to learn and appreciate the history of Science as well as develop their understanding of future technological developments.

History
In History, students will develop an understanding of the forces which have shaped the modern world, including Australia, as well as developing skills in analysis, research, explanation and argument, empathy and interpreting sources.

Years 7 and 8 History focuses on World history, concentrating on ancient cultures, the medieval world, the discovery of the New World and the impact of these discoveries upon native peoples (including indigenous Australians).

In Years 9 and 10 History, the focus is on Twentieth Century Australian history from Federation in 1901 up until the 1980s. Students learn about changes to Australia’s population, society and government with special focus on their place as citizens of Australia and the world.

Geography
In Geography, students will develop an understanding of the forces that have shaped the terrestrial landscape. They will gain an appreciation for how cultural perspectives are determined by ecology. The students will develop skills such as gathering, organising and evaluating geographical information as well as learn about the key geographical issues, natural disasters and future challenges posed to the world. They will understand what is required to become active citizens by focusing on ways to approach these vital areas.

Years 7 and 8 Geography focuses on world geography, global environments, global change, global citizenship and geographical skills. In Years 9 and 10 Geography, students focus on Australian geography in terms of Australia’s physical environment, changing Australian communities and Australia in its regional and
Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D (painting, drawing, and printing), 3D (sculptural work) and 4D forms including traditional and more contemporary forms i.e. site-specific works, installations and digital media in order to build a body of work. They learn to develop their research skills, how to approach experimentation and how to make informed personal choices and judgements. They learn how artists, including painters, sculptors, architects, designers, photographers and ceramists make artworks.

Students learn how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. They also explore how their own lives and experiences can influence their artmaking.

Students learn to develop their research skills, how to approach experimentation and to make informed personal choices and judgements.

Students use ideas, feelings and imagination to invent images, reconstruct their world and use materials expressively. They learn to respond to their immediate environment in terms of appearance, aesthetics, feelings and advertising.

Creative Arts

Music
This course aims to guide pupils to an understanding of music through as wide a range of musical activities as possible. It aims to encourage improvising and composing and to participate in performance. Pupils should also understand how others have worked with sound and in order to increase the knowledge of the repertoire of music.

Visual Arts
Visual Arts provides opportunities for students to enjoy and appreciate the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts allows students to become informed about, to understand and to write about their contemporary world.

Design & Technology
In this subject, the students will develop knowledge and understanding about the importance of technology in our society. They will be involved in practical computing, activities in which they will design, make, and evaluate solutions for a variety of problems. Students have the opportunity to express their own design ideas as well as undertaking individual projects.

Personal Development, Health And Physical Education
PDHPE covers such topics as health and nutrition and character building. Physical Education involves students being trained in increasing competence in various sports and understanding correct techniques of safety of playing those sports. Physical Education coupled with Personal Development are aimed at developing student awareness of the place of physical activity and health in their everyday lives.
Additional Programmes
Non-compulsory

Non-compulsory optional activities, which may be held in or after school hours, will include:

- Sports
- Dance
- Music – band/Choir
- Public Speaking
- Debating
- Chess Competition
- Study skills

Some of these options may incur an extra fee.

Productions
The school presents a major production which involves a very large proportion of the students. The girls are involved in acting, singing and dancing. Students are also responsible for work on props, scenery, costumes and makeup. Not only does this give the girls the opportunity to display their talents but it instils in them a great sense of pride in their school.

Extra Curricula Activities
Activities that are held outside school hours include Shabbatons, school camps, Sunday programs and events related to the Jewish calendar. Community Service is a compulsory program for all students Year 7 – 10.

Excursions in all subjects form an integral part of our teaching program, giving students an opportunity to practically implement the concepts that are taught in class.

Peer Support
Peer support contributes greatly to the settling of Year 7 into High school throughout the year. Year 10, under teacher supervision, engage Year 7 in a variety of activities with the aim of getting to know them better and easing them into the high school environment.

School Houses
There are three school houses:

- Shalom (Blue)
- Chessed (Red)
- Reus (Green).

An annual Swimming Carnival and Athletic Carnival are highlights of the school year. Mothers are welcome to come along and cheer their daughter/s on.
The Usual School Day
By Rabbi Dr. N. Glogauer

The school day begins with students arriving at school before 8.20 am. We are open at 8.00am. The day begins with Student Advisor Group time at 8:20 am, then davening from 8.30am to 9.00 am. Lesson 1 begins at 9.00 am.

Periods are 40 minutes long and there are 3 periods before recess, 3 periods before lunch and then 3 periods before the final bell rings at 4pm (Mon-Thurs) and 1 period before final bell rings at 2:40 pm (Friday). Erev Yom Tov and fast days finish early throughout the year.

Davening
The Kesser Torah College commences its day with the mitzvah of Davening.

It is a source of pride that students at Kesser Torah College participate and noticeably concentrate while they daven. Our students develop a knowledge and understanding of the tefillah text over the years which imbues their personal connection with meaning.

Davening each morning creates the right atmosphere with which to start the school day.

Homework
High School students will have ten or more different teachers. They will develop organisational skills to keep track of their homework. We expect girls to keep their own diary with the homework for each day entered in neatly. Parents should sign the diary to show that it has been completed. If, for any reason, a student is genuinely unable to do her homework, she is required to bring a note from her parents.

Although the amount of homework will vary between subjects and each night, it is expected that students will have either homework to complete or revision each school night and Sundays.

Excursions and Sport Competitions
Excursions and competitive sport are an important part of a student’s education. The High School provides excursions and sporting opportunities for all its years to enhance their learning experience.

Excursions and sport events follow the guidelines below:

- All excursions require a permission note signed by a parent and the approval of the Principal.
- An appropriate level of supervision, varying according to the nature of the event, must be assigned. This supervision must include: A Jewish religious adult and a first-aid trained teacher.
- In cases of long excursions a hand washing vessel, benchers, prayer books etc. are be taken.
- The students and staff attending must bear in mind that the group is representing the school in the wider community. All effort must be made for a “kiddush Hashem” to be realised.
- Students must be attired tidily. Where appropriate, full school uniform must be worn.
- At sporting events students must play to the rules of the game and obey discipline codes. All students must display good sportsmanship both on and off the field.
Kosher Food

All students respect the kosher dietary laws while at the school or at school functions. Students may bring only kosher food onto the campus. No meat or meat products are allowed to school.

Communication

Newsletters are sent out regularly on a fortnightly basis so that parents as well as pupils are kept in touch with what is happening in the school. The newsletter includes recent events and achievements as well as upcoming dates and events.

A calendar of all dates and events for the school is issued at the end of the previous year. This allows parents to plan around meeting and functions held by the school. The school strives to coordinate its calendar with Kesser Torah College and the community to minimize clashes.

Emails and notes in School Diaries are widely used by the administration and staff to quickly and effectively communicate with parents. Staff send information to parents regarding homework and assignments as well as any other concerning issues regarding their daughter. Parents are encouraged to use email, or the School Diary to ask any questions or discuss matters with the school. This has proven to be a very effective method of communication in immediately dealing with any issues that arise.

The Directors together with all teaching staff are always available to discuss your daughter’s progress. They can be contacted by telephone on 9301 1111. Twice a year there are Parent/Teacher evenings where all staff are available to discuss your daughter’s progress.

Computer Network

The school maintains a computer network including a high-speed Internet connection. Each student is provided with a home folder, access to the applications in Microsoft Office XP and additional resources. The computers are only used for school related work under the supervision of a teacher. Students who misuse the computer network have their access suspended for a suitable period of time.

Students Internet access is monitored by the class teacher and IT Manager. Students only go to those sites needed for schoolwork. Access to the Internet will be suspended to students who misuse this access. The sites visited by each individual student are closely monitored.
Uniform

Uniforms must be worn

All students must wear full school uniform at School, travelling to and from the School on public transport, and at other times as directed by the School. Uniform may vary from season to season and changes to the uniform may be made at the School’s discretion. Uniforms must be worn in good order and condition.

• High School girls must wear opaque navy tights/stockings (in winter) OR navy opaque knee-his (in summer) that do not fall or fold. No other socks will be acceptable.
• All shirts must be done up to the top button. No singlets/tee-shirts or other coloured undergarment must be seen. Girls must wear the standard blue cross-tie, to and from school as well as throughout the school day.
• Skirt lengths must be mid-calf and fall 15cm below the knee when standing. With the correct length of skirt and regulation stockings/kee-highs, no leg will be exposed.
• Hair must be tied up, nails must not have nail polish and only one earring – sleepers or studs – in each ear (no hoops or dangling earrings).

Proper decorum, behaviour and appearance must be maintained by students at all times when in uniform. Particular care must be taken by students when travelling to and from the school and when in public places. Students must be aware that they represent not only their family but also the School and the College community.

The wearing of the school uniform is compulsory and is enforced. If your daughter comes to school in anything other than full school uniform she will bring home a letter advising you of what, in particular, needs attention.
Throughout the year girls will be working hard towards achieving their best for these exams. The report cards will be sent home in mid-year and at the end of the year and will show examination performance, class work marks and a comment by each subject teacher and a general comment by the Student Advisor.

Twice a year there are Parent/Teacher evenings where all staff are available to discuss your daughter’s progress. Staff are also available throughout the year to discuss any areas of concern with parents where needed.

“There will be two major exams in the year for all subjects - a half yearly exam and an exam at the end of the year. Throughout the year girls will be working hard towards achieving their best for these exams. The report cards will be sent home in mid-year and at the end of the year and will show examination performance, class work marks and a comment by each subject teacher and a general comment by the Student Advisor.

Twice a year there are Parent/Teacher evenings where all staff are available to discuss your daughter’s progress. Staff are also available throughout the year to discuss any areas of concern with parents where needed.”
Welfare Policy
Based on rewards

Our welfare policy is two-fold and based on rewards and corrective measures. In order to implement the KTC Behaviour Management Program, please refer to the document entitled Behaviour Modification Flowchart. Bulleted numbering and lettering correlate with those set out below. This should provide a clear and comprehensive guideline to help you manage student behaviour efficiently and effectively.

1. 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 proper 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:
- Integrity. Being consistently honest and trustworthy
- Excellence. Striving for the highest personal achievement in all aspects of schooling and individual action, work and life-long learning.
- 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.
- Responsibility. Being accountable for your individual and community’s actions towards yourself, others and the environment.
- Co-operation. Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
- 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.
- Care. Concern for the well-being of yourself and others, demonstrating empathy and acting with compassion.
- Fairness. Being committed to the principles of social justice, opposing prejudice, dishonesty and injustice.
- Democracy. Accepting and promoting the rights, freedoms and responsibilities of being an Australian Citizen.

For the Behaviour Management Program to work effectively, it needs to be understood by teachers, students and their parents.
2. KTC School Core Rules
Kesser Torah College produces intellectually honest critical thinkers who are positive, disciplined and creative. Our students enjoy learning and exploring new ideas. Being secure in their own identity, our students are open to learning and accepting other, diverse opinions and alternative points of view. Our College Community is a secure learning environment that pursues and encourages a vibrant and dynamic pedagogy. Our teachers are engaged in opportunities to reflect on and broaden their skills and expertise as educators. They are committed to empowering the students to be self-motivated leaders who can make a positive contribution to society.

All students at KTC are expected to:
• Attend College everyday, unless they are legally excused, be in class on time and prepared to learn.
• Maintain a neat appearance, including adhering to the College’s uniform and dress code.
• Behave safely, considerately and responsibly, including when travelling to and from the College.
• Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
• Treat one another with dignity and respect.
• Care for property belonging to themselves, the College and others.
• Adhere to IT Policy
• Follow mobile phone policy
• No mobile phones are to be used during the school day
• Ipods, computer laptops, etc. are not to be brought to school.

“Students’ behaviour is governed by an agreed set of values and standards.”
Student Advisor Groups
There are 4 groups in the Girls High School

Every morning students attend Group time in their designated groups. There are 4 groups in the Girls High School and each group consists of students across Years 7 -12.

Group time is a time when attendance is taken, notices read out and other activities like fundraising arranged.

School Fees

The Board of Management has established a fees policy; all fees must be paid in full prior to the start of each term.

Parents seeking financial assistance complete a subsidy application form that is available from the parent based Scholarship Committee. Contact details are available from the Bursar. Applications are kept strictly confidential.
THE AIM OF THE JEWISH STUDIES DEPARTMENT IS TO INSTILL IN OUR STUDENTS A LOVE FOR THEIR HERITAGE AND A DESIRE TO MAKE THIS CONNECTION INTRINSICALLY PERSONAL.
KESSER TORAH COLLEGE HIGH SCHOOL RECOGNISES THE NEED TO DEVELOP THE WHOLE STUDENT. A WIDE RANGE OF INTERNAL AND INTERSCHOOL COMPETITIONS ARE AN INTEGRAL PART OF THE SCHOOL’S PROGRAM. A NUMBER OF ACADEMIC AND SPORT COMPETITIONS ARE HELD REGULARLY WITHIN THE SCHOOL.