



KESSE TORAH COLLEGE

2016 Annual Report



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 2016 marked KTC's thirteenth 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 470 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 programme 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 programmes 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: Our students are noted for striving towards increased accomplishment in all area of learning and self-development. The direct outgrowth of this is a superior standard of ethical accountability and academic excellence.

Derech Eretz: An uncompromised sense of authentic Jewish identity which is centred around the 'three loves': the love of G-d, the love of Torah and the love of fellow man. We instill in the consciousness of our pupils that these 'three loves' are inseparable and only have meaning when translated into actual deed.

Nurturing Environment: The school aspires to making our mutual heritage available to everyone, at any level of learning, background and observance. We recognise that our school community is further enhanced by a wide spectrum and variety of families and we encourage enrolment to all comers.

MISSION STATEMENT

Kesser Torah College aims to provide a first-class child-centred Jewish Orthodox and General Education for each individual student, within a nurturing and stimulating environment of Derech Eretz, warmth, respect, Torah values and Ahavas Yisroel.

SCHOOL CONTACT

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School Code: 77652

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



PRINCIPAL'S REPORT

2016 was a year of transition. Mr Samuel Gurewicz (Mr G) was appointed to the position of Acting Principal, a caretaker role, pending my commencement in 2017 as the new College Principal.

Any changes, observations or developments of programmes instituted in 2017 will be the subject of my report in 2017, submitted and published in 2018.

The excitement of the school commencing the long-awaited building of the new library was palpable towards the end of 2016.

Senior staff have reported on the achievements of the many priorities they set for themselves and their departments at the end of 2015 – to be actioned in 2016.

The College community owes a debt of gratitude to the Senior Management Team for their professionalism, dedication and vision.

In addition, the College community is very fortunate to have committed lay leaders who serve on the Board and who provide the College with expertise and guidance. Led by Mr Meir Moss (President) and Mrs Ilana Kaplan (Vice-President), the Board's optimism and total commitment to Kesser Torah College supports and encourages the professional staff to continue with the work they do.

At the end of 2016, and on the advice of incoming College Principal Mr Roy Steinman, the College advertised and appointed the following:

- A Learning Support Teacher (for the High School)
- A full-time Head of General Studies (for the High School); and
- Maternity Leave positions teaching in both Primary and High School.

Mr R Steinman
College Principal



PRESIDENT OF THE BOARD'S REPORT

Whilst the 2016 school year started with uncertainty I believe we are finishing the year with a renewed sense of excitement and great expectations for the future of KTC.

Mr Samuel Gurewicz (affectionately known as Mr G) moved to Sydney to help stabilise the school whilst we embarked on a search for a long-term Principal to lead KTC into the next phase. With his vast experience in education, Mr G has done a wonderful job in his role of Acting Principal, bringing warmth, caring and child focused education back to the fore at KTC. We are indebted to Mr G and to his wife and family for the sacrifices they have made this year, to help KTC at this critical time.

We were thrilled to announce the appointment of Mr Roy Steinman as Principal, starting in January 2017. Mr Steinman is a person who exemplifies and lives by the values that we were looking for in an educational leader for the school. His previous positions as Principal in Herzlia High School in Cape Town, Moriah College in Sydney and Yavneh College in Melbourne have given him the experience, wisdom and leadership skills to take KTC into the future.

This year we welcomed some new appointments in key leadership positions at KTC.

- Mrs Noelene Bellingham (Head of Primary) joined us in January 2016.
- Rabbi Yaacov Chaiton was appointed Head of Boys High School; a role he fills along with his previous role as Head of Jewish Studies in Boys High School.
- Mrs Gersha Shteyman returned from maternity leave to the role of Head of General Studies across the Boys' and Girls' High School.
- Mrs Nicky Szallasi Fuchs commenced her position as Director of the Early Childhood Centre (ECC) and the Carl Rose Early Learning Centre (CRELS) in Term 4.

After 3 years as Director of ECC and CRELS, Mrs Vanessa McCarthy decided to return to the classroom full-time. As Director, Vanessa greatly missed doing what she is most passionate about, being with the children, nurturing them, being directly involved in their day-to-day growth and development. We are extremely grateful to her for her leadership over the last few years. We thank Vanessa for her continued devotion to the children, the staff and the Centres.

We are very privileged to receive funding from the government for Capital works every year. This year has seen the completion of some infrastructure developments and, as you will have noticed, the commencement of others on campus.

- Earlier in the year we completed the renovations of all staff and student toilets as well as 7 classrooms. We were fortunate to receive \$315,000 from the Government for this project and a matching amount of \$340,000 from a donor for these works.
- A second project completed this year was the Boys High School Zal. Our generous donor fully funded this project.
- We are currently in the process of refurbishing and extending the library to a new Library and Multi Learning Centre. This is one of the most major capital works to date at a cost of \$1,000,000 (\$600,000 from the Government and \$400,000 from our donors). The completed facility will provide a very modern, open and indoor/outdoor learning environment for our children. It will enable multiple streams of the school to utilise the facility at the same time as a library, computer lab, break-out learning area, research area and will also house the Learning Centre and Kodesh Corner. We expect completion of these works by mid-2017.



PRESIDENT OF THE BOARD'S REPORT

- Approval for a further Government grant of \$400,000 has been received. This, together with donor funding of \$350,000 will be used to complete the renovation of a further 15 classrooms. We expect to commence work on this project by June 2017 for completion by December 2017.
- The following capital works are in the pipeline for 2017 and beyond:
 - ECC playground upgrade
 - Girls High School courtyard and Entrance Foyer refurbishment
 - Food Tech and remaining Primary classrooms refurbishment
 - Refurbishment of the corridors around campus

While our enrolment numbers dipped significantly over the last 2 years, we believe we are now stabilising and are working very hard to ensure we build numbers across the school over the next few years.

The Board is very conscious of the financial constraints that private school fees impose on parents. This, together with balancing the need for the educational resources required to provide your child with the best education possible, is an ongoing challenge. Mr Saville Abramowitz, our CEO, works tirelessly with his finance team trying to maintain this balance and continually looking for efficient and effective ways to maintain high standards of education whilst keep fees as low as possible.

Our purpose at KTC is to educate the future leaders of tomorrow in a Torah true environment, providing them with the tools to stand firm in their Yiddishkeit whilst being productive members of both our community and the wider society. We thank all our staff for their dedication and extraordinary efforts in enabling us to achieve this lofty goal.

I would like to take this opportunity to thank our Board who have been very involved in the school over the last 12 months and have given up their time generously and unselfishly. I would particularly like to thank our Vice President Mrs Ilana Kaplan for her unwavering commitment to our school.

Special thanks go to our outgoing Board members, Paul Joshua, who has served on the Board for seven years and Phil Stern, who has been our legal eagle over the last three years. Libby Moss has served nine years on the Board, over two periods. Libby re-joined the Board in 2012 to serve as Secretary. She has been responsible for a number of initiatives and successful changes over the years and we are greatly indebted to her. Libby has worked tirelessly and been one of the main drivers of the Board, always giving of herself. She will be greatly missed. The hours of dedication that Libby, Paul and Phil have provided to the school cannot be under estimated. We wish them the best in their future endeavours.

The Board joins me in thanking our parents for their support and commitment to KTC without which the future of Orthodox education and life in Sydney would not be possible. We wish all our staff, parents and students a safe and enjoyable summer holiday and look forward to a very exciting 2017.

Meir Moss
President



PARENT COUNCIL MESSAGE

PARENTS AND FRIENDS ASSOCIATION - 2016

In 2016 the Parents and Friends Association afforded the families with many social opportunities for the parents and grandparents to come to see our wonderful school.

We started our year with a wonderful Purim Seuda.

This was followed by:

- Mothers' Day Stall
- Rosh Chodesh Club Israeli Dancing
- RCC Evening with Renee Mill
- Generation Sinai Book Week & Book Fair
- RCC Wine and Painting evening
- Father's Day donation cards

- Shabbat Project Mums and Bubs Shabbat Party
- Sausage Sizzle
- Mums and Bubs Chanukah Party

A big thanks to the core group of Parent Council ladies who worked tirelessly for each event and for all those volunteers who gave of their time to help.

Cara Sacks
President



STUDENT PERFORMANCE

Kesser Torah College is generally above average in the various national and state-wide tests and examinations.

2016 NAPLAN RESULTS

Please visit the *My School* website <http://www.myschool.edu.au/> to view the 2016 NAPLAN results.

ROSA

No RoSA credentials were awarded by the Board of Studies in 2016.

2016 HIGHER SCHOOL CERTIFICATE

In 2016, 26 students sat for the NSW Higher School Certificate in 21 courses.

Achievements

- First in State: Classical Hebrew and Classical Hebrew Extension
- Second in State: Classical Hebrew
- Third in State: Classical Hebrew and Classical Hebrew Extension
- Fourth in State: Classical Hebrew Extension
- Fifth in State: Classical Hebrew

Subject	No. of students	Percentage of KTC students in top Bands
Biology	10	17% in top two bands
Business Studies	10	34% in top two bands
Chemistry	2	100% in top two bands
English Standard	18	53% in top two bands
English Advanced	8	43% in top band 100% in top two bands
Legal Studies	7	50% in top band 75% in top two bands
Mathematics General	4	40% in top two bands
Mathematics 2U	10	39% in top two bands
Mathematics 3U	3	50% in top band
Mathematics 4U	3	50% in top band 100% in top two bands
Modern History	4	50% in top band 100% in top two bands
Music	6	100% in top three bands
PDHPE	8	62% in top three bands
Visual Arts	7	86% in top two bands
Classical Hebrew	17	34% in top band 100% in top two bands
Classical Hebrew Extension	13	100% in top two bands
Modern Hebrew	6	100% in top two bands

Other Board Endorsed subjects completed by 2016 HSC students included:

- Religion, General (2 Unit) – 2 students
- Aboriginal Studies (1 Unit) – 1 student
- Physics (2 Unit) – 4 students
- Spanish (2 Unit) – 1 student

SENIOR SECONDARY OUTCOMES

In 2016, none of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate / VET qualification:

Year 12	Qualification / Certificate	Percentage of Students
2016	HSC	100%
2016	VET qualification	0%

Subject name	Total No.	Number of Year 12 Boys	Number of Year 12 Girls
Aboriginal Studies	1		1
Biology	10	5	5
Business Studies	10	6	4
Chemistry	2		2
Classical Hebrew	17	6	11
Classical Hebrew Extension	13	5	8
English Standard	18	13	5
English Advanced	9	2	7
Legal Studies	4	1	3
Mathematics Extension 1	3	2	1
Mathematics Extension 2	3	1	2
Mathematics General	4	3	1
Mathematics 2 Unit	10	6	4
Modern Hebrew	6	2	4
Modern History	4		4
Music	6	6	
PDHPE	8	8	
Physics [G: Distance Ed]	4	3	1
Religion General	2		2
Spanish	1	1	
Visual Arts	7	1	6



PROFESSIONAL LEARNING & TEACHING STANDARDS

PROFESSIONAL LEARNING

All teaching staff at KTC are required to attend Staff Development Days, of which there were three (3) allocated days throughout 2016.

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

- Security Briefing
- STAV Expectations and Procedures
- IT / Preparation & Classroom Setup
- Managing Classroom Behaviour
- Strategising and Assessment

The following the following Professional Development and Inservice activities were undertaken by staff during 2016:

Date	Primary	High	Subject (External Presenter / Organisation)	Duration
Term 1				
27 Jan	✓	✓	Security Briefing / Training, CSG	1:00
	✓		IT Session	0:45
3 Feb	✓	✓	Bullying and Respectful Relationships @ KTC	1:30
17 Feb	✓	✓	Anti-Bullying, NSW Police	1:00
24 Feb	✓	✓	Anaphylaxis Training, AEP	1:10
	2		Child Protection Investigation 2016	18:00
1 Mar	✓	✓	Child Protection Legislation: Reportable Conduct and Allegations Against Employees Online 2016	1:30
2 Mar	✓	✓	Anti-Bullying, AIS	1:30
9 Mar	✓		Child Protection Refresher (online), AIS	1:30
		✓	Child Protection Refresher (online), AIS	1:30
30 Mar	✓	✓	Child Protection Refresher (F2F), AIS	1:30
	✓	✓	Exploring Professional Boundaries @ KTC	1:30
31 Mar	2		Familiarisation: NSW Syllabus for the Australian Curriculum Geography K-6 March 2016	2:30
6 Apr	✓		Slate Science – Matific Workshop	1:00
5 May	✓		Staff Awareness – Positive Behaviours in School, AIS	1:00
	✓	✓	Reports Format	1:00
11 May	✓	✓	Teaching Gifted and Talented Students	0:20
18 May	2		NCCD Refresher Workshop, Trinity Grammar	3:00
25 May	✓		PBIS / NCCD, AIS	1:00
1 Jun	✓		Protecting our Children	0:15
22 Jun	✓		Differentiated writing programmes: Strategies to teach writing-based lessons to all students	1:00
18 Jul	✓	✓	Managing Classroom Behaviour	1:25
1 Aug	2		School Communities Working Together (online module)	1:00
19 Aug	1		The Power of Play and Humour	0:45
	2		'Flying High': Ice, Ecstasy, Cocaine and Young People	0:45
	2		Understanding Self-Harm and How to Support Young People	0:45
	2		Radicalisation and Vulnerable Youth	0:50
	2		Digital Citizenship	0:45
	2		Teaching Boys Respectful Relationships	0:45
	2		What 90,000 Young People Can Teach Us About Resilience	0:45
26 Sep	1		Experienced Teacher Assessment	18:00
16 Dec	✓		PBIS Inservice	2:00

TEACHING STANDARDS

Category	Number of teachers
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	100%
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	0%
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.	0%

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 2016 Student Attendance rates.

STUDENT ATTENDANCE POLICY

School Day Hours

The KTC school day formally begins at the beginning of davening. Students (including Year 12) are expected to arrive at KTC premises and be ready to daven at that time, regardless of when the student's first class begins. The relevant times are:

Year K - 6	8:20am
Year 7 – 12 (Girls)	8:20am
Year 7 – 12 (Boys)	7:50am

Students are expected to stay on KTC premises until the end of the school day which currently ends:

Year K – 6	3:20pm (Mon to Thurs) 2:40pm (Friday)
Year 7 – 12 (Girls)	4:00pm (Mon to Thurs) 2:40pm (Friday)
Year 7 – 12 (Boys)	4:00pm (Mon to Thurs) 2:25pm (Friday)

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, and 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.

Notifying the School of Absences

Parents must inform the Office or the Roll Teacher by 9:00am of their child's absence from school because of illness, injury or personal emergency on the day that the student is absent. Parents must notify the school about the reason for their child's absence either by a note signed by the student's parent or an e-mail explaining the absence, on the day of the student's return to school. The Receptionist or HS Secretary inputs the absence into Edumate.

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, using the form "*Parental Application for Exemption from Attendance at School*" posted on the KTC website:

<http://www.kessertorah.nsw.edu.au/attendance.html>.

It is a condition of enrolment that each student completes all courses of study required by relevant legislative provisions, KTC and the Board of Studies. Depending on the circumstances, KTC may refuse to approve absences which, in the Principal's opinion, will compromise this requirement. It is recommended that leave be taken, as much as possible, during the term holidays. The Principal's PA enters the absence into Edumate, then scans and emails the *Exemption from Attendance* form to the parents notifying them of the outcome. The Coordinators and Secretary are cc'd on this email. The original *Exemption from Attendance* form is saved in the students' file.

Students arriving late to school must report to the following people and provide an explanatory note signed by a parent:

Primary: Rachelle Smith (Receptionist)

Girls High School: Liz Logan (HS Secretary)

Boys High School: Davening Supervisor or STAV.

The above administrators must enter the late arrival into Edumate and forward the note to the Secretary for filing in the students file. Students will be issued with a late arrival slip which must be presented to the relevant class teacher.

Students who need to leave school before the end of a school day must provide a note signed by a parent to the Office on the relevant day explaining the reason for early departure. The Office will enter the early departure into Edumate and issue the student with an early departure slip.

Where possible medical and other health appointments for students should not be made during school hours.

If there is an unavoidable situation where a student needs to attend an appointment during school hours, s/he should provide KTC with a note from home and a letter from the health practitioner to verify this appointment. If this is not done, the student's absence may be treated as truancy.

Year 12 students may leave KTC premises after their last period of the day provided they get an exit pass from the High School Secretary.

If parents have not provided a note and their child's absence has been recorded in Edumate with no reason provided, they will receive an automatic reminder email, generated from Edumate, to complete an attached absence from school notification form. The form must be returned promptly to the relevant school secretary to input into Edumate. If the unexplained absence has still not been updated with a reason after one week, a second reminder email will be generated automatically from Edumate and sent to the parents. This will continue each week until the absence reason has been updated.

Recording Attendance

KTC electronically monitors and records students' daily attendance, punctuality and absence through the Edumate database.

Primary Teachers mark the class Roll at the start of Prayers, Period 1, Period 3 and Period 6.

Each High School teacher marks the Roll on Edumate, at the start of each period.

All notes for absences, late arrivals and early departures that are handed to the Office are filed in the students' file. Student files are located with the Primary Secretary (Years K – 6) and the High School Secretary (Years 7-12 boys and girls).

Consequences for Repeated Lateness or Absence

If a student has an unsatisfactory or poor attendance record, KTC may discipline the student. KTC may also notify parents of poor attendance and record information about the student's attendance on the student's file.

If a student is truant from a class or from school for any part of the school day, he/she will be given an immediate detention. For repeated truancy, the Principal may meet with the relevant student's

parents.

High School Students who leave KTC premises without permission will be required to attend a Wednesday afternoon detention. Their parents will be contacted either by email or phone by their relevant STAV. If this happens again, further action will need to be taken depending on regularity and individual cases: Sunday detention in school uniform; parents contacted by Welfare Coordinators; possible in-school suspension; if in year 12, could stand to lose privileges.

For each late arrival, a High School student accumulates 20 points. Together with other demerit points, once 100 points are reached, the student is required to attend Wednesday afternoon detention for one hour after school. The STAV is responsible for monitoring lateness and must report of any repeat offenders to the Welfare Coordinators who will report to the Principal if and when necessary.

Student on-Campus Requirements

During school hours, students must be in their classroom when the lesson starts and must not leave until the bell has rung. If a student needs to leave the classroom during a lesson and has permission to do so, the student must return to class as soon as possible. If a student does not attend a class and does not have a valid excuse, he/she must attend Wednesday afternoon detention for one hour.

A student must not enter a classroom where another class is being taught unless permission has been granted by the teacher. Students must not wander around on the school oval during P.E. lessons and must remain with their class and participate in all set activities.

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

STUDENT RETENTION RATES

The school's Year 12 enrolments for 2017 comprises 6 girls in the High School.



ENROLMENT POLICY

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 discretion.
2. KTC assesses applicants taking into account a range of factors, which generally include:
 - (a) the students:
 - respect for KTC's ethos as an Orthodox Jewish day school;
 - commitment to and ability to participate in KTC's educational programme;
 - commitment to and ability to participate in KTC's co-curricular programme; and
 - all-round character; and
 - (b) the student's family's commitment to enrolling their child for the duration of the KTC programme. For example, due to the limited spaces available in the KTC Early Childhood Centres, 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 programmes 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 Education and Care Centre 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 when 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.
14. KTC may, at its discretion, vary the Enrolment Policy and Conditions from time to time without notice.
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.

CHARACTERISTICS OF THE STUDENT BODY

At 31 July 2016, 416 students were enrolled at KTC. Of this, 188 students were in the Primary School, 121 in the High Schools and 107 students in our Early Childhood Centres (Carl Rose Early Learning School and the Education & Care Centre).

There are approximately equal numbers of boys and girls throughout the school.

While the vast majority of the students are from Australia, there are a small number who have emigrated from countries such as Israel, USA and South Africa.

ENROLMENT PROCEDURE

1. Enrolment enquiries should be directed to the Head of Enrolments Brenda Butnaro, on 9301 1141 or email enrolments@ktc.nsw.edu.au.



SCHOOL POLICIES

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 programmes 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:

Policy	Changes made to this policy in 2016	Access to full text
Student Welfare encompassing: <ul style="list-style-type: none"> ▪ Child Protection policy ▪ The Welfare team and its aims ▪ Mentoring programme ▪ Student/Parent Review Process 	None	<i>Staff Handbook located on school server</i> <i>Student Handbook located on KTC website</i>
Anti-Bullying Policy encompassing: <ul style="list-style-type: none"> ▪ What is Bullying? ▪ What can you do about Bullying? ▪ What will KTC do about Bullying? 	None	<i>Staff Handbook located on school server</i> <i>Student Handbook located on KTC website</i>
Discipline Policy encompassing: <ul style="list-style-type: none"> ▪ Demerit and Infringement system ▪ Merit slip system 	None	<i>Staff Handbook located on school server</i> <i>Student Handbook located on KTC website</i>
Complaints & Grievances Policy encompassing: <ul style="list-style-type: none"> ▪ KTC's aims for resolving complaints/grievances ▪ Who you should contact ▪ How might a complaint be resolved? 	None	<i>Staff Handbook located on school server</i> <i>Student Handbook located on KTC website</i>

The Complaints & Grievances Policy is scheduled to be updated early in 2017.



SCHOOL-DETERMINED IMPROVEMENT TARGETS

PRIMARY SCHOOL

Achievement of priorities that were identified in the 2015 Annual Report:

Priorities	Achievements
AREA: Curriculum	
1. Planning and implementation of the NSW Australian Geography Syllabus.	<ul style="list-style-type: none"> The NSW Australian Geography Syllabus has been implemented from K-6. Two staff members attended professional development by the AIS and then trained the remaining staff.
2. Continued planning and implementation of integrated, inquiry-based learning for English, History, Geography, Creative Arts, Science and PDHPE where relevant.	<ul style="list-style-type: none"> Inquiry-based, integrated units have been developed for approximately 50% of the required teaching time. Further units are to be developed in 2017.
3. Review of the 'Get Reading Right' programme and the teaching of early literacy skills in Year K and Year 1.	<ul style="list-style-type: none"> A review of the 'Get Reading Right' programme was undertaken. It was discovered that students were being introduced to the new content at a rate that was too slow for their learning ability. We have increased the introduction of phonemes and 'camera words'
4. Planning for implementation of a phonics and spelling approach K-6.	<ul style="list-style-type: none"> A number of Phonics and spelling programs were reviewed for their suitability to KTC. A decision was made to remain with the "Get Reading Right" programme in Years K-2 and implement the Soundwaves programme in Years 3-6 in 2017.
5. Development of teacher ability to deliver differentiated learning for students.	<ul style="list-style-type: none"> All teachers were provided with training by the Learning Support Team and the Head of Primary. Select staff were also trained by the AIS. Teachers began providing differentiated learning to students within the regular classroom. This learning process will be ongoing in 2017.
6. Development of opportunities for Gifted and Talented students.	<ul style="list-style-type: none"> Students were provided with the opportunity to develop a Personal Interest Project where they individually developed some outstanding displays of in-depth knowledge and talent in their chosen area. Extension Mathematics classes were created for Years 2-6. These classes built on students' instant recall of information and problem-solving skills at a higher-level than is provided in the regular classroom. Extra-curricular classes for extension in Science were offered to students in Years 2-6. Teachers were provided with training by a specialist on strategies to teach students who showed talent within their classrooms.

Priorities	Achievements
7. Provision of staff professional development to enhance teacher capacity.	<ul style="list-style-type: none"> Teachers were provided with opportunities to attend external professional development and network through IPSHA. Staff meetings were also used for professional development in areas such as differentiated writing programs, Positive Behaviour Interventions and Strategies, Gifted and Talented, Scope and Sequence development, teaching of Guided Reading, Mathematics, Spelling and the 'Get Reading Right' programme.
8. Development and implementation of lesson programming tools suited to Jewish Studies subjects.	<ul style="list-style-type: none"> Lesson programming tools were successfully developed for Chumash and have been implemented in select Jewish Studies. The effectiveness of the Kriah programming tools were reviewed and adjustments were made based on the feedback of the staff.
9. Development and implementation of Chumash scope and sequence for Year 1 through 6.	<ul style="list-style-type: none"> A comprehensive Chumash scope and sequence was developed. It was rolled out in select Jewish Studies classes.
10. Development of teacher collaboration initiatives for Jewish Studies teachers aimed at improving teacher capacity and student performance.	<ul style="list-style-type: none"> Held a full day session with Jewish Studies staff at the start of Semester 1 devoted to collaboration and team building. The staff agreed on 5 values to define the team and how they would relate to each other. These were regularly reviewed at all Jewish Studies staff meetings. The staff have developed into a fantastic, collaborative and supportive team.
11. Professional development in teaching Chumash.	<ul style="list-style-type: none"> Teachers participated in professional development focused on developing their knowledge of Chumash grammar to be able to better plan and teach their lessons.
12. Professional development to build Jewish Studies teachers capacity to plan, teach and assess to standards.	
13. Review of the current Dinim curriculum.	<ul style="list-style-type: none"> The Dinim curriculum was reviewed and we are currently researching a number of curriculums in the USA to check their suitability for our school.
14. Review of the effectiveness and appropriateness of the current Jewish Studies steaming system in Year 3-6.	<ul style="list-style-type: none"> The streaming system in Years 3-6 was reviewed and a wealth of feedback was collected from both staff and parents. The decision was made to move to mixed-ability classes in 2017.
AREA: Student Welfare / Rewards	
1. Planning and begin implementation of 'Positive Behaviour Interventions and Strategies (PBIS)' programme.	<ul style="list-style-type: none"> A PBIS team was developed and attended a number of professional development sessions run by a consultant at the AIS.
2. Define who we are as a school and develop core values.	<ul style="list-style-type: none"> Respect, Resilience, Responsibility and Chessed were decided upon for our core PBIS values. Definitions were created.
3. Re-develop the M.A.D token system to include leveled rewards.	<ul style="list-style-type: none"> New MAD tokens were developed to reflect our Core Values.
4. Choose and implement a resilience programme for students.	<ul style="list-style-type: none"> A review of a number of resilience programs were undertaken. The school began professional development surrounding the Kidsmatter program; however, it was realised that this programme was not suitable for KTC Primary at this point. Further review of this in 2017 is necessary.
5. Acknowledgement of student achievement and Mentchen at Rosh Chodesh assemblies.	<ul style="list-style-type: none"> Student achievement as well as good midos (character traits) are recognised at each Rosh Chodesh assembly.

Priorities	Achievements
6. Acknowledgement of student achievement at a presentation day.	<ul style="list-style-type: none"> Student awards were presented for Academic Achievement in General Studies, Academic Achievement in Jewish Studies, Mentch of the Year, Most Improved, Sports Achievement, Music Achievement and Science Achievement. Students were acknowledged with a certificate and a trophy.
7. Child Protection programme for staff and students.	<ul style="list-style-type: none"> Deborah Blackman attended school and provided training for teachers and 2 sessions for students to teach them about keeping safe.
AREA: Facilities and Resources	
1. Purchase of new resources to support the inquiry-based learning curriculum.	<ul style="list-style-type: none"> New teacher resource books and quality texts for English were purchased as required. Further texts are still required.
2. Review of the school's reading scheme and the purchase of new books to supplement the programme.	<ul style="list-style-type: none"> A full review of the reading scheme was completed and the books were all leveled based on the PM Readers levelling system. New books were purchased to supplement the scheme, particularly in the higher levels.
3. Purchase of playground equipment to allow students to develop a variety of social skills.	<ul style="list-style-type: none"> A variety of playground equipment was purchased for the students to use at lunch time. Much of this equipment was misplaced or broken over the year and will need replacing in 2017.
4. Development of resources to support standard-based teaching in Jewish Studies.	<ul style="list-style-type: none"> We developed standard-based resources for Kriah and are in the process of doing the same for Chumash.
5. More sports equipment to be purchased for after-school sports activities.	<ul style="list-style-type: none"> Sports equipment was purchased where required though further purchases are necessary. Due to teacher constraints after school activities were limited this year.
AREA: Peer Support Programme	
1. Development of the roles of the prefects to build leadership skills.	<ul style="list-style-type: none"> The leadership roles were redeveloped to allow all students the opportunity to take on a role due to the small cohort. These will need redefining in 2017 due to a larger number of students. This programme will also need further development to allow students a greater level of skill.
AREA: Special Days, Events and Initiatives	
1. Rosh Chodesh Assemblies were introduced to further develop a sense of Jewish and school pride and an appreciation of Jewish learning and living across the school.	<ul style="list-style-type: none"> Rosh Chodesh Assemblies have become a part of school life and the students look forward to the assembly each month.
2. Jewish birthday awareness.	<ul style="list-style-type: none"> Student birthdays are acknowledged and celebrated at the Rosh Chodesh Assemblies each month.
3. Bas Mitzvah Chesed project – the girls will take upon themselves a personal Chesed project to complete in preparation for the KTC Bas Mitzvah Dinner. They will present their experiences in their presentations.	<ul style="list-style-type: none"> The Chesed Project was successfully implemented with girls choosing a range of projects including visiting the elderly in old age homes, packing clothes for the needy and tutoring less fortunate children. The student presentations had a strong and positive impact on the school community.
4. Pirkei Avos learning initiative to encourage children/parent learning.	<ul style="list-style-type: none"> This initiative was successfully implemented with over 70 parents and their children learning together over the weekend.

Priorities	Achievements
5. Jewish General Knowledge learning initiative.	<ul style="list-style-type: none"> This initiative was successfully implemented in Years K-6 where all the students learned a range of Jewish General knowledge facts and topics in a fun and engaging learning programme.
6. Involvement in activities to develop a passion for learning such as National Simultaneous Story Reading Time, Book week and Science Week.	<ul style="list-style-type: none"> All students K-6 participated in National Simultaneous Story Reading time and Book week. Book Week was very successful with activities including shared reading, parade and Book Fair. Limited activities were provided for Science Week and this is to be developed in 2017.
7. Involvement of students in a broader range of competitions to strengthen their learning.	<ul style="list-style-type: none"> Students had the opportunity to participate in ICAS, Maths Olympiad and began training for a Project Passion Science competition for which they will consider entering in 2017. Students also participated in inter-school competitions such as Chess, Debating and Inter-school sport.

Priorities for areas of improvement for 2017:

Priorities
AREA: Curriculum
<ul style="list-style-type: none"> Continue developing and implementing inquiry-based learning for all Key Learning Areas K-6. Development of an integrated Scope and Sequence K-6. Implementation of the SRA Phonemic Awareness programme for Year K. Implementation of the Soundwaves Phonics and Spelling programme for Years 3-6. Development of a detailed Mathematics Scope and Sequence, aligned with the imaths programme. Implementation of the iMaths investigative Mathematics programme for K-6. Monitoring of Reading Levels for all students K-6 through running record assessments. Continued development of teacher ability to deliver differentiated teaching and learning opportunities for students. Implementation of extra specialist Science and Coding lessons for all students K-6. Continuation and development of Mathematics Enrichment programs. Continuation of the Personal Interest Project, implemented with a more structured approach with set project criteria. Provision of further professional development to enhance teacher capacity, including PBIS, Mathematics and spelling. Implementation of a gymnastics programme provided by qualified coaches for K-2. Review and revitalisation of the K-6 music programme. Years 3-6 Jewish Studies will be changed from streamed classes to mixed-ability classes. This process will need to be managed carefully to ensure its success. The Chumash scope and sequence will be rolled out in all Chumash Jewish Studies classes Years 2-6. The Chumash programming and planning tools will be rolled out in all Chumash Jewish Studies classes Years 2-6. Jewish Studies teachers will participate in professional learning to assist them in teaching mixed ability classes. Additional Jewish Studies learning support will be provided for Years 3-6. Appropriate programming and planning documentation will be developed for the Years 3-6 learning support subjects. Jewish Studies teachers will participate in Cooperative learning training. Jewish Studies teachers will participate in training showing the many ways technology can be used to enhance the Jewish Studies subjects. Will further improve the Year K and 1 Kriah programme so that the students master the skills earlier on in the year. Will develop Hebrew reading fluency programme in Year 2. Will review and adjust the Year K Parsha programme.

Priorities
<p>AREA: Student Welfare / Rewards</p> <ul style="list-style-type: none"> Develop visual representations of our PBIS Core Values Development of a Scope and Sequence and lesson plans for PBIS. Implementation of PBIS lessons. Development of a new Behaviour Management policy for Primary School. Development of a support document to assist teachers in managing challenging behaviour. Decide on and trial implementation of a system to monitor behaviour. Implement social skills programs in select classes. Review of the MAD token reward system and consider the need to add more levels of achievement and the suitability for older students. Consider implementation of aged champions for Sporting Carnivals.
<p>AREA: Facilities & Resources</p> <ul style="list-style-type: none"> Purchase of new library books. Purchase of further leveled guided reading books. Purchase of quality texts for the English curriculum. Review and purchase of coding and technology equipment such as microbits and computers. Purchase new playground games and equipment. Purchase the <i>Torah Live</i> programme to enhance Jewish Studies learning experience in Years 5-6.
<p>AREA: Peer Support Programme</p> <ul style="list-style-type: none"> Develop students' ability to work together to create cooperative playground games. Redefine the Year 6 leadership roles and their associated names. Provide students with additional leadership responsibilities such as developing goals and running fundraisers, canteens, assemblies.
<p>AREA: Special Days, Events and Initiatives</p> <ul style="list-style-type: none"> Implementation of Science Week activities to encourage a passion for all things Science. Expansion of the participation in Book week activities. Will launch our first Torah Fair initiative to encourage students to extend themselves and explore their heritage outside of the classroom. Beis Hamikdash initiative to excite the students about the 3rd Beis Hamikdash and Moshiach. Will run initiatives to further improve student participation in the Tzivos Hashem programme and the regular return of the weekly missions.

HIGH SCHOOL

Achievement of priorities that were identified in the 2015 Annual Report:

Priorities	Achievements
AREA: Teaching and Learning	
1. Further work on fine-tuning the specific outcomes for each particular stream in Jewish Studies.	<ul style="list-style-type: none"> Great headway was made in this regard and these outcomes have now also been incorporated into the reporting system
2. Further work on a solid 6-year curriculum, specifically with regards to Chumash and Gemorah concepts.	<ul style="list-style-type: none"> This work has continued through comparison to similar schools both in Australia and overseas.
3. Major focus on up-skilling teachers to be able to properly differentiate in their classes and improve student engagement.	<ul style="list-style-type: none"> The employment of a Gifted and Talented director has contributed towards this as he has spent time training teachers in this regard
4. Development of a Gifted and Talented programme.	<ul style="list-style-type: none"> A head of gifted and talented was employed and he started laying the foundations for this program

Priorities	Achievements
5. Up-skilling teachers to be able to better deal with behaviour management issues in their classes.	<ul style="list-style-type: none"> Sessions that were focused on behaviour management were held for all staff. Additionally, a buddy system was developed between staff to encourage support and sharing of ideas in this regard
6. Further integration of ICT into teaching programmes.	<ul style="list-style-type: none"> BHS - JS staff are continuing to make use of technology in so many more areas. This includes use of programs such as quizlet, kahoot as well as Gemara Brurah and other programs specific to JS.
7. Expanding and giving even better structure to our remedial programme.	<ul style="list-style-type: none"> We further formalized and gave additional structure to the JS remedial programme including better processes for identifying students who need assistance and providing more individualized outcomes for those who are part of the programme.
8. Do all the paperwork to have Gemorah become a Board endorsed subject.	<ul style="list-style-type: none"> Due to the lack of Yr 12 Boys in the coming years we decided to put this on hold for the time being.
9. Create a standard format for teacher evaluations so that proper informed and individualized mentoring can take place on a regular basis with specific expectations and outcomes.	<ul style="list-style-type: none"> Deferred to 2017.
10. Development of a more quantifiable system for tracking student development and meeting of educational outcomes.	<ul style="list-style-type: none"> In JS we worked on bettering our outcomes for each class and spent more time working with teachers to monitor how the students were tracking with the specific outcomes
11. Development of systems to focus on poorer achievers to build academic achievement into their schooling so they can feel a sense of accomplishment.	<ul style="list-style-type: none"> In BHS we actively encouraged those who are poorer achievers academically to take on leadership roles in extra-curricular activities. We have seen much success in this area.
AREA: Student Welfare	
1. Restructure the entire management of Welfare both in regards to our responsive and proactive procedures including creating a very clear system of who is responsible for what.	<ul style="list-style-type: none"> Great effort was made in this regard. Individual meeting were held with teachers to explain the new system. Signs were placed around school pointing out who was responsible for what.
2. Work closely with outside providers to develop a strong anti-bullying culture within the school.	<ul style="list-style-type: none"> A number of outside providers came in to do sessions with both staff and students.
3. Work closely with outside providers to bring about awareness of mental wellbeing and also work on resilience within our student body.	<ul style="list-style-type: none"> A number of outside providers came in to do sessions with both staff and students.
4. Work closely with outside providers to develop a programme to deal with teenage-specific issues.	<ul style="list-style-type: none"> A number of outside providers came in to do sessions with our year 9 boys.
5. Reconsideration of school's policies and procedures on rewards and infringements.	<ul style="list-style-type: none"> It was decided to postpone this until 2017
6. More focus on changing the way we do things in the classroom rather than focusing on the punitive.	<ul style="list-style-type: none"> This was done as part of our restructuring of welfare
7. Development of a reform policy on 'chronic offenders'.	<ul style="list-style-type: none"> We did this in some way as part of our welfare restructure but it was decided to postpone the major changes until 2017

Priorities	Achievements
8. Streamlining the Welfare structure and reporting mechanisms.	<ul style="list-style-type: none"> We achieved in this area through better use of Edumate and its reporting/data mechanisms
9. More staff development of how to deal with behavioural issues in class before referring on to Welfare.	<ul style="list-style-type: none"> This was provided to staff both as a group and on an individual basis by the head of G & T
10. Further development of positive initiatives by the STAVs (Student Advisors).	<ul style="list-style-type: none"> This was achieved through teacher nominated excursions and “blue slip” awards.
AREA: Facilities and Resources	
1. Continue to develop links with other schools with a specific focus on sharing resources, curricula and subject outcomes.	<ul style="list-style-type: none"> In BHS JS we made headway in this. This was done mainly through individual contacts In GHS we contacted other sister schools in search for some subject specific curriculum. In the end, we did share with Torah Academy, South Africa with some new material ready to be implemented and trialled in 2017
2. Up-skill and mentor a member of staff to assist in curriculum development.	<ul style="list-style-type: none"> Deferred to 2017.
3. Gaining a bigger allocation for remedial.	<ul style="list-style-type: none"> In JS BHS the allocation was extended by 2 periods/week
4. Creating a sustainable system for management and staffing of extra-curricular programs. Ideally this should be done with shluchim but if this is not possible then it should be done using local resources. Budget for this to be taken from BHS extra-curricular budget.	<ul style="list-style-type: none"> We still didn't have the budget or staffing to manage shluchim but we employed members of staff on a part-time basis with a weekly allocation. This was budgeted from the BHS extra-curricular budget. Although GHS has a head of Informal ed, Mrs Chaya Gourarie, we did have few opportunities to get the help of alumni as shluchos, but funding did not come through. Shluchim/shluchos are still imperative for both BHS and GHS.
5. Gaining a proper extra-curricular budget.	<ul style="list-style-type: none"> We were given an allocation towards this. The amount wasn't enough to cover a fulltime person or shluchim but it did significantly contribute to the extra-curricular programming and school spirit.
6. Appointment of dedicated teacher for Learning Support to support students but also up-skill the staff in learning support and differentiation in their own classes.	<ul style="list-style-type: none"> The new head of Gifted & Talented did much of this but a teacher dedicated for this cause will need to be appointed for 2017
7. Appointment of a dedicated teacher for Gifted & Talented to support students but also up-skill the staff in learning support and differentiation in their own classes.	<ul style="list-style-type: none"> A head of gifted and talented was employed and he started laying the foundations for this programme including many sessions with staff
8. Develop links with other schools with the aim of sharing resources and knowledge in subject areas.	<ul style="list-style-type: none"> In BHS JS we made headway in this. This was done mainly through individual contacts GHS is now in communication with Beth Rivkah in Melb and Torah Academy in SA.
9. Developing a format for extra-curricular activities to be run across the school year.	<ul style="list-style-type: none"> This was carried out in both BHS and GHS
10. Gaining a proper extra-curricular budget.	<ul style="list-style-type: none"> Deferred to 2017.
11. Development of more courses with a vocational/practical element to cater for student interest.	<ul style="list-style-type: none"> Deferred to 2017.

Priorities	Achievements
12. Development of quiet areas for students to work in during lunches and recesses.	<ul style="list-style-type: none"> In BHS we had teacher on duty during lunchtime in the zal area so that students could do quiet work there.
AREA: Student Leadership	
1. Create a proper SRC system.	<ul style="list-style-type: none"> In the BHS we strengthened the authority of the school captains. With SRC it was decided to work on criteria this year but to only implement at the beginning of 2017 In GHS the Captaincy/SRC continues but SRC still needs more guidelines and definitive areas of responsibility.
2. Place greater focus on community service and volunteer work.	<ul style="list-style-type: none"> This was done in the BHS through visits to the Montefiore home, the weekly mitvzoim (Outreach) programme and participation as a school in various communal fundraisers. Community service hours are still required in GHS. This programme was placed under the head of informal ed.
3. Develop a more active Student Leadership body that has control over their own structure and works on activating and mentoring younger leaders. Create a sustainable leadership within our junior students so that we can have continuity in different areas where leadership is required despite the lack of a Yr 12 cohort in 2017.	<ul style="list-style-type: none"> Our buddy system which pairs senior and junior students went very far in furthering this goal. We encouraged the juniors to take on leadership roles particularly with extra-curricular programs.
4. Appoint more staff members to work with student leadership teams ensuring that student initiatives are in-line with the school's ethos and at the same time to ensure that student initiatives are run efficiently and safely.	<ul style="list-style-type: none"> We made use of some of our staff that we already have on campus.
5. Re-undertake student survey on leadership within the school (last one was undertaken in 2007). Survey is designed to identify what the student population wants in a leadership body and to determine if current structure is effective (current structure was based on student recommendations in 2007 survey).	<ul style="list-style-type: none"> It was decided to postpone this until the beginning of 2017 when a new SRC structure would be implemented
AREA: Literacy and Numeracy National Partnership	
1. Cooperative sharing of resources and knowledge across faculties in a specific manner so that literacy and numeracy is a shared priority for all areas. School to develop documentation to record this.	<ul style="list-style-type: none"> Some progress made – but mostly will be deferred until the appointment of a new Head of General Studies.
2. Cooperation with other schools in the area in ways to improve literacy and numeracy across the curriculum. Setting of clear targets for literacy and numeracy improvements across 7-12.	<ul style="list-style-type: none"> Again, not much progress made in this area.

Priorities for areas of improvement for 2017:

Priorities
AREA: Curriculum / Teaching and Learning
<ul style="list-style-type: none">▪ Restructuring the day schedule so that boys and girls have breaks at the same time, thus allowing teachers ability to manage their own behaviour and support/extend students during lunchtime▪ Appointment of fulltime learning support person who will develop a programme for our school▪ Further work on a solid 6-year curriculum, specifically with regards to Chumash and Gemorah concepts.▪ Further work on fine-tuning the specific outcomes for each particular stream in JS.▪ Continue to expand and give even better structure to our JS remedial programme.▪ Develop a programme in the BHS that will be focused on increasing the boys' yiras shamayim▪ Continue to focus on up-skilling teachers to be able to properly differentiate in their classes and improve student engagement.▪ Further development of systems and extra-curricular programs to focus on poorer achievers to build academic achievement into their schooling so they can feel a sense of accomplishment.▪ Implement a rebranded Community service program▪ Implement a rebranded Gemorah Baal Peh Programme in the BHS▪ Expand our list of volunteers who can come in and provide learning support in the JS department▪ Working with primary to ensure that students are better equipped to enter our JS streamed system in year 7.
AREA: Student Welfare / Rewards
<ul style="list-style-type: none">▪ Appointment of a head of welfare who will manage all welfare and create parity across the boys' and girls' schools▪ Appoint year coordinators who will effectively replace the STAV structure▪ Completely revisit our Behaviour Management Programme being consistent with the school's new leadership structure▪ Continue to work with outside providers to further develop a strong anti-bullying culture within the school.▪ Continue to work closely with outside providers to bring about awareness of mental wellbeing and also work on resilience within our student body.▪ Restructuring the ways that time on detentions are used▪ Place greater emphasis on teacher-managed detentions during lunchtimes▪ Having school councilor become more actively involved in the behaviour management▪ Further development of positive initiatives by the STAVs (Student Advisors).▪ Possibly revisit the school uniform in the BHS▪ More staff development of how to deal with behavioural issues in class before referring on to Welfare.▪ Develop a programme within the BHS that tracks the spiritual wellbeing of every student.
AREA: Facilities & Resources
<ul style="list-style-type: none">▪ Secure a budget for extra-curricular that can cover shlichim or the cost of employing a person on an almost full-time basis in the BHS▪ Gaining an allocation to extend students in JS▪ Gaining a bigger allocation for remedial.▪ Continue to develop links with other schools with a specific focus on sharing resources, curricula and subject outcomes.▪ Provide an allocation to a member of staff to assist in curriculum development.▪ Provide allocation to purchase curriculum/training for JS▪ Ensure that there are enough working laptops for each student in the HS

Priorities
<ul style="list-style-type: none"> ▪ Work further with the kolel, Baltimore boys, YG Melbourne to provide extra academic learning opportunities in BHS JS ▪ Setup of a unique assembly room in the BHS with enough chairs ▪ Setup an allocation for staff development days and other professional development in the JS department.
AREA: Peer Support Programme
<ul style="list-style-type: none"> ▪ Create a proper SRC system. ▪ Develop a mechanism whereby students have by-in into the structure of the timetable and the Behaviour Management policies ▪ Develop alliances with community bodies to create more opportunities for our students to participate in communal projects and organizations ▪ Provide allocation for staff to work with SRC ▪ Continue to develop systems for our Junior students to assume positions of leadership so that the lack of a year 12 cohort will not be so strongly felt.

GENERAL STUDIES PRIMARY LEARNING CENTRE

Achievement of priorities that were identified in the 2015 Annual Report:

Priorities	Achievements
AREA: Staff Development	
<p>1. The Learning Support Coordinator to continue to give professional development on new strategies, resources and research during the weekly/fortnightly learning support staff meetings. Student progress and appropriate teaching strategies to be discussed.</p>	<ul style="list-style-type: none"> ▪ The Learning Support Coordinator provided professional development on a number of topics to develop teaching and learning skills during the weekly Learning Support staff meetings. Examples included, 'Here, Hidden and Head' comprehension strategy, metacognitive techniques for learning and multisensory strategies for written expression and punctuation.
<p>2. The Learning Support Coordinator to give the Primary staff ideas and strategies on a range of methodologies that work in the classroom and in the Learning Centre to support students with additional learning needs.</p>	<ul style="list-style-type: none"> ▪ The Learning Support Coordinator met with the classroom teachers regularly to discuss student progress, individual targets and strategies for enhancing student learning. The emphasis was on practical teaching and learning measures for differentiation. Ongoing communication between the Learning Support staff and classroom teachers ensured a collaborative approach to supporting students in the classroom.
<p>3. Learning support staff to share research findings as well as successful techniques, ideas and resources used in the Learning Centre during the fortnightly Learning Support meetings.</p>	<ul style="list-style-type: none"> ▪ The weekly Learning Support staff meetings were used as a forum to discuss successful teaching/learning experiences and methodologies. The creative use of established resources was shared and innovative ideas to increase student learning were considered. Research findings were shared less frequently. Staff meetings took place on a weekly basis.
<p>4. Allied Health personnel to in-service the Learning Support staff on strategies to assist students with specific difficulties.</p>	<ul style="list-style-type: none"> ▪ The Learning Support staff was given professional development on fine motor skill development by an occupational therapist. The 'visualising and verbalising' programme and the phonograms incorporated in the Spalding method of teaching reading, writing and spelling was presented by a speech pathologist.

Priorities	Achievements
5. Organise for the author of the 'Get Reading Right' programme, Jo-Anne Dooner, to in-service the Learning Support and infant staff on the theory and practice of synthetic phonics.	<ul style="list-style-type: none"> Jo-Anne Dooner in-serviced the Learning Support staff and the K to 2 infants' teachers on the evidence-based synthetic phonics 'Get Reading Right' programme with the aim to ensure early intervention and increase student performance in the areas of reading, writing and spelling.
6. A representative of 'Matific', an on-line Mathematics programme, aligned with the New South Wales syllabus, to in-service all Primary staff on the use of the programme for home and school.	<ul style="list-style-type: none"> Without cost to the school, the Matific mathematics programme was integrated into the classrooms with varying success. It allowed the Primary students access to an on-line approach to increase mathematical skills at home and at school.
7. The Learning Support Coordinator to continue to attend conferences, seminars and workshops to ensure that students with additional learning needs are given educational support of the highest quality.	<ul style="list-style-type: none"> The Learning Support Coordinator attended the SPELD Learning Differences Convention, encompassing lectures, seminars and workshops to support students with additional learning needs. Various webinars on dyslexia were completed and information and articles from organisations (e.g. SPELD) was disseminated.
8. Learning Support Coordinator to continue to meet with coordinators from other schools to discuss relevant research, programs and strategies to support students with additional learning needs.	<ul style="list-style-type: none"> In order to share knowledge, research, successful teaching and learning strategies and programs, the Learning Support Coordinator met with coordinators from other private schools once a term.
9. Learning Support Coordinator to in-service the Primary staff on differentiation strategies in the classroom to ensure quality teaching and learning.	<ul style="list-style-type: none"> The Learning Support Coordinator in-serviced the primary staff on differentiation, including the application of practical strategies, to ensure that appropriate adjustments were made for students with additional needs in the classroom. A second in-service included the benefits of flexible grouping as a strategy for differentiation.
AREA: Teaching and Learning	
1. Continue to improve student outcomes in literacy for students with specialised learning needs.	<ul style="list-style-type: none"> According to standardised and informal assessments, eighty-seven percent of students improved by at least a year or more in at least one or all of the literacy components (including oral reading, comprehension and spelling). Fifty-six percent of students improved their scores by more than two years and twelve percent of students increased by more than three years in reading, comprehension and/or spelling. Nineteen students were fully re-integrated into the classroom for literacy and/or mathematics.
2. Refine targets to include data from mid-year assessments.	<ul style="list-style-type: none"> The individualised literacy targets were further refined by including more detailed information from the mid-year formative and summative assessments.
3. Accommodations for students with learning difficulties to be documented in the classroom programs.	<ul style="list-style-type: none"> Adjustments and modifications were made to the classroom programs to ensure appropriate support for students with additional learning needs. These adjustments are monitored by the Head of Primary.
4. In class support to be recorded by Learning Support staff using a newly created proforma.	<ul style="list-style-type: none"> To ensure effective collaboration between the classroom teachers and the Learning Centre, educational support in the classrooms was documented using a more comprehensive proforma.

Priorities	Achievements
5. Data from informal and formal assessments to continue to be utilised to inform teaching and learning.	<ul style="list-style-type: none"> Data (for example, standardised assessments, formative and summative testing, observations and monitoring) was used to inform teaching and learning. The analysis of the data drove decision making and direction of student learning. The individualised literacy targets were updated and modified accordingly.
6. Phonemic awareness to be practised daily in the Year K classroom to ensure increased reading and spelling skills. 7.	<ul style="list-style-type: none"> Phonemic awareness skills were taught informally in the classroom and practised in the Learning Centre according to specific needs. A formal phonemic awareness programme is to be introduced into the classroom in 2017.
8. Resources and programs to continue to be shared between the classroom and Learning Centre.	<ul style="list-style-type: none"> The myriad of resources used in the Learning Centre for reading, writing, comprehension and spelling are available for use in the classroom. The comprehension aids were of particular use as a classroom resource.
9. Increased variety of writing techniques to be used in the Learning Centre to develop written output. 10.	<ul style="list-style-type: none"> Writing techniques such as 'Leap Writing', 'VCOP' and 'Publishing as you go' were used successfully to develop the written expression skills of students with additional learning needs. Fine motor activities were also effectively incorporated into the writing programme.
11. Student data, including personal details, reading, spelling and comprehension ages, summary of difficulties and levels of support to be incorporated into one document.	<ul style="list-style-type: none"> The use of a single document to include essential data was successfully completed and proved to be of significant value in the development of the learner profiles. Added to this document was Allied Health support and data from the school wide testing.
12. Learner profiles to be created for those students included in the Nationally Consistent Collection of Data.	<ul style="list-style-type: none"> The individualised student targets and the data analysis document were used in place of the Learner Profiles in 2016. The creation of learner profiles for students included in the NCCD data was postponed for 2017.
13. Increase collaboration between the Head of Primary and the Learning Support Coordinator to assist the students with additional learning needs, particularly in relation to the Nationally Consistent Collection of Data.	<ul style="list-style-type: none"> In order to support the students academically, socially and emotionally, the Head of Primary and the Learning Support Coordinator collaborated on an ongoing basis to ensure that the needs of the students were being met.
14. Increase communication to parents through a monthly Learning Centre article for the newsletter.	<ul style="list-style-type: none"> The number of Learning Centre articles for the school newsletter was increased. However, these were disseminated approximately once a term.
15. Parent literacy resource packs to be created as part of the support given to parents to assist their children at home.	<ul style="list-style-type: none"> Literacy resource packs were created for home support. These included literacy materials for decoding, comprehension and spelling. Parents of newly referred students met with the Learning Support Coordinator to discuss the assessments and how to use the resource packs effectively at home.
16. The role of parents in supporting the learning needs of their children to be increased through strategies such as the development of holiday literacy packs.	<ul style="list-style-type: none"> Holiday literacy packs were prepared for all K to 4 students with additional learning needs. Students in Years 5 and 6 with more significant difficulties were also provided with literacy resources for practice during the holidays.
17. Midyear learning support assessments to be discussed in detail with classroom teachers to ensure accurate reporting.	<ul style="list-style-type: none"> The Learning Support Coordinator met with classroom teachers to discuss the literacy learning support assessment data. Student samples were included. The result was a collaborative approach with accurate data for the purpose of reporting.

Priorities	Achievements
AREA: Facilities and Resources	
1. A new Specialised Learning Centre to be built with flexible learning spaces enclosed one on one areas for teaching and learning and an office.	<ul style="list-style-type: none"> ▪ Renovation for the Learning Centre to begin in August 2017.
2. Purchase and creation of new literacy and fine motor resources to increase the literacy levels of students with additional learning needs.	<ul style="list-style-type: none"> ▪ Various manipulatives were made and inexpensive resources purchased to assist the students in the development of their fine motor skills. In addition, the Occupational Therapists provided the Learning Centre staff with exercises to increase hand strength. Due to a limited budget, no literacy resources were purchased.
3. iPads with new apps for reading and comprehension to be used as a multisensory tool.	<ul style="list-style-type: none"> ▪ Due to budget restraints, no new apps for iPads were purchased.
4. Syllabification file to be created with resources to match.	<ul style="list-style-type: none"> ▪ The Learning Support staff created a user-friendly syllabification file to develop the reading and spelling skills of the students requiring support.
5. Optional purchase of the Reading Eggs program for students in Year K to 5 to support reading and comprehension at home to be continued.	<ul style="list-style-type: none"> ▪ Parents were given the option of purchasing the Reading Eggs on-line programme in order to support reading and comprehension skills at home. However, the limited number of parents who purchased the programme did not justify the time and administration involved.
6. Purchase of resources for students with sensory needs.	<ul style="list-style-type: none"> ▪ Inexpensive resources for students with sensory needs were purchased.
AREA: Student Welfare	
1. Continuation of reward systems, intrinsic and extrinsic, to ensure the academic and socio-emotional development of the students with additional learning needs.	<ul style="list-style-type: none"> ▪ Specific verbal praise for effort, improvement in literacy skills and behaviour was given as an integral part of the development of the 'whole child'. 'Student of the Week' and assembly certificates were awarded as evidence of socio/emotional and academic development. Students worked towards a group contingency award, which was celebrated at the end of the year.
2. Student services meetings (including the Head of Primary, Coordinator Learning Support, the Primary Jewish Studies Coordinator and the School Counselor) to continue.	<ul style="list-style-type: none"> ▪ The student services meetings continued on a fortnightly basis. Input from the Head of Primary, the Learning Support Coordinator, the Primary Jewish Studies Coordinator and the psychologist allowed for a collaborative approach to providing strategies and support for students experiencing behavioural and/or socio/emotional challenges.
3. To continue addressing the individual needs of the students with an emphasis on providing a nurturing and supportive environment.	<ul style="list-style-type: none"> ▪ The role of the Learning Centre as a nurturing and supportive haven for students with additional learning challenges is ongoing. The one on one environment provided the opportunity to build self-esteem in a safe, supportive environment.
4. Cross peer tutoring/activities event to take place in which Learning Centre students in the Upper Primary tutor and engage in social activities with the Learning Centre students from the infants' sector of the school.	<ul style="list-style-type: none"> ▪ The Learning Support staff provided a forum for the students of varying ages to engage in a communal activity. This afforded the older students a leadership role and allowed the younger students the opportunity to observe and appreciate peer tutoring and nurturing.

Priorities for areas of improvement for 2017:

Priorities
AREA: Curriculum
<ul style="list-style-type: none">▪ The Learning Support Coordinator to continue to support the classroom teachers with effective differentiation strategies to enhance learning outcomes for students with additional learning needs.▪ The Learning Support Coordinator to provide professional development for the learning support staff during the weekly staff meetings. Information from journals, professional associations, webinars and learning support courses to be disseminated.▪ The Learning Support Coordinator to meet with the learning support staff on an individual basis each week to provide strategies and ideas for the students with additional learning needs.▪ The Learning Support staff to engage in self-reflective practice with the aim to extend and improve the delivery of literacy skills to the students.▪ In order to enrich teaching and learning, support staff to be observed and appraised by self and others.▪ Allied Health personnel to provide relevant information and practical strategies in order to reinforce and develop teacher knowledge and student learning.▪ The Learning Support staff to engage in professional development to ensure that students with additional learning needs are supported by strategies and methodologies that are current and evidence based.▪ Meetings with coordinators from other schools to continue with the aim to collaborate and reflect on best practice.▪ Learning Support Coordinator to collaborate with classroom teachers in order to improve teacher capacity and student outcomes.▪ Learning Support staff to be allocated defined roles to enhance the efficient running of the Learning Centre.
AREA: Teaching and Learning
<ul style="list-style-type: none">▪ Re-tune the individualised student literacy targets to allow for clarity and ease of use. The literacy target documents to continue to be used as a working document.▪ Continue to improve educational outcomes for students with additional learning needs.▪ Provide the appropriate amount of learning support for students with additional learning needs to encourage successful reintegration into the classroom.▪ Student performance data from informal and formal assessments to be utilised to evaluate the effectiveness of teaching practice and to track student progress.▪ Phonemic awareness testing to be administered to all K-2 students referred to the Learning Centre and appropriate strategies applied in order to remediate specific areas of weakness in this area.▪ Creation of an all-inclusive document to record the levels of adjustment and accommodations for every student included in the National Disability Data Collection (NCCD).▪ Learner profiles to be created for all students included in the Nationally Consistent Collection of Data.▪ Develop working memory and auditory memory processing skills with the aim to increase comprehension and student ability to understand and follow instructions.▪ Teaching strategies for brain based learning to be explored and utilised to maximise learning.▪ Increase reading fluency skills and develop effective writing strategies through a variety of techniques and incentives.▪ Trial the use of coloured overlays to increase decoding skills in students with resistant learning difficulties.▪ Create language targets, aligned with the syllabus and ESL scales for ESL students.▪ Embed mindfulness and metacognitive strategies into teaching and learning experiences.▪ Learning support staff meetings to continue to provide a forum to share effective teaching and learning strategies. More time to be given to evidence based research on assisting students with additional learning needs.

Priorities
<ul style="list-style-type: none"> ▪ In order to ensure a collaborative approach to report writing, classroom teachers to be provided with current learning support assessments, including a mini report on reading, comprehension, spelling and writing skills. ▪ Increase publicity and raise the Learning Centre profile via monthly newsletter articles. ▪ Build on positive partnerships and increase parent involvement in the collaboration process. ▪ Increase student participation in the literacy targets and learner profiles and integrate student interests into the one-on-one lessons.
AREA: Student Welfare / Rewards
<ul style="list-style-type: none"> ▪ Introduce informal opportunities to celebrate student success. ▪ Continuation of individual and group reward systems with a focus on the socio-emotional needs of the students. ▪ Weekly student services meetings aimed at providing support for students with behavioural and socio/emotional challenges to continue. ▪ Whilst building academic skills, simultaneously focus on students' well-being. ▪ Create opportunities for cross-peer interactions amongst students with additional learning needs.
AREA: Facilities & Resources
<ul style="list-style-type: none"> ▪ The renovated Learning Centre to include organised cupboard spaces for resources, whiteboard tables, an enclosed area for one-on-one learning and new furniture. ▪ Appropriate resources to be made and/or purchased to increase auditory perceptual, spelling and decoding skills. ▪ Purchase of resources for social skills development. ▪ Link with colleagues from other schools with a focus on sharing resources.



RESPECT AND RESPONSIBILITY

In 2016, the following initiatives were undertaken to promote respect and responsibility within the College:

LEADERSHIP

Students elect a College Captain and a Vice College Captain House Captains and a Student Representative Council (SRC) from different year levels.

The Captains and the SRC meet with the College Principal from time to time.

FUNDRAISING

Numerous fundraising days were held in 2016 where students donated the proceeds to charities both local and international to demonstrate their awareness of poverty and their concern for those less fortunate than themselves.

PEER SUPPORT

In our efforts to promote a 'one school' approach and create synergy between the Primary and High School, opportunities were created where the HS students supported and encouraged PS students on the sports field. In addition, senior students supported the infants' students to develop their reading and literacy skills.

WORKSHOPS

Various workshops were held throughout the primary school to reinforce the importance of friendship. Students were again involved in discussions around:

- Peer pressure
- Bullying and intimidation
- Feeling safe
- Caring for others.

Deborah Blackman again conducted Child Protection Workshops throughout the school.

The focus of the lessons was to teach the students how to be safe and give them the skills to protect themselves in potentially unsafe situations.



PARENT, STUDENT & TEACHER SATISFACTION

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 Early Childhood Centre. This is a strong potential source of growth, and there are no negatives associated with it.

KTC values the opinions of our stakeholders. It is common throughout the year for us to seek direction and feedback from the parent body on significant issues affecting our students.

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:

- 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	6,821,236.00
State Grants	810,974.00
Commonwealth Grants	2,605,834.00
Capital Grant	150,000.00
Total income	10,388,044.00

Expenditure

Salaries, allowances, related expenditures	8,126,803.00
Non-salary expenses	2,609,623.00
Capital expenditure	0.00
Total expenditure	10,736,426.00

Balance carried forward

(348,382.00)