



# Annual Report 2022

*We grow minds  
and nurture character  
– guided by the Torah*



Kesser Torah College

Early Learning Centres | Primary School | High School

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## Theme 1: Key Messages

### College Principal: Roy Steinman (retiring)



For the past 6 years, I have lived and breathed KTC: I have laughed, celebrated and cried. Through it all, I have been inspired by the commitment and talent of our students and the dedication of our teachers and staff. Some highlights:

- **Enrolment growth:** 41% growth is a positive indicator of the cultural and atmospheric changes that have taken place. Improved retention of students from Early Learning (ELC) to Year K and from Year 6 to 7, aid continuity in our students' journey. Our Primary School (PS) is almost at capacity, with waiting lists in some years and our High School (HS) is also poised to grow, as larger year groups feed through from Primary.
- **Year 12 students reflecting** on their schooling at Graduation: filled with affection and emotion for their "home away from home". There is a greater sense of pride in who and what we are, and the KTC narrative in the community is more energised and positive. The JCA Strategic Report on Jewish Day Schools (JDS) featured a comprehensive parent survey, which revealed that KTC's Parent Satisfaction Score (PSS) was one of the highest among JDS in Sydney. I have been overwhelmed by the positivity that exists inside the KTC community and the improved perception we enjoy from outside the College.
- The \$250,000 raised for the **Charidy campaign "Ignite the Spark"** - and particularly the last few hours when we pushed all boundaries, with adults and students working the phones to get over the line. That feeling of excitement and of having achieved an otherwise unattainable goal, will be with me for many years.
- Expansion of our **General Studies programme**. In 2022, we increased our HSC subject offering from 22 to 31. We also introduced Extension Mathematics in Primary and streamed Maths in Years 7, 8 and 9 - enhancing our academic differentiation.
- Since 2020, **Graduations** have been live-streamed to allow relatives from all over the world to partake in this once-in-a-lifetime moment. Initially zoomed in the heart of the COVID storm, Graduations have been watched by hundreds around the world.
- The **support and mentoring by older students of younger students**: Bar Mitzvah boys putting on tefillin; challah bakes; mentoring Maths, Science and English; Friday Mitzvoim; swimming and athletics carnival support.
- The **Tzivos Hashem room**: a vital component in expanding our Informal Jewish Education in Primary. The expansion of our Informal programme has given us a tangible sense of purpose, where the Jewish ethos permeates every aspect of the College: it is in the DNA of the neshama of KTC. One significant outcome of this is seen in the increased student numbers taking part in the Chidon HaRambam ("The Chidon") – with over 100 students this year.

- The **International Bible Quiz**, Chidon HaTanach (run by the World Zionist Federation) features a live-streamed "Live Final" from Yerushalayim, with finalists from schools worldwide.
- The completion of our new **Food Technology** kitchen. The Food Tech kitchen and the soon-to-be-built **Design and Technology Hub**, offer incredible facilities for KTC.
- Expansion of our **Sports offering**: The quantity and quality of our sports programme throughout K-12 has almost tripled. The fact that KTC is both competitive and successful (against much larger and well-resourced schools) in sports such as Futsal and Rugby Union, is testament to our recent achievements.
- **JNF Green Sunday Project**: twice offering the largest volume of student volunteers for this important community fundraising initiative.
- Our **teaching and support staff**. I have been fortunate to work with some of the best educators. I am humbled by their love and passion for KTC and I am appreciative for everything they do. At KTC, I saw child-centred education in action.
- With the model of an Early Learning "creche" in mind, we opened "**The Nest**" for babies too young to conventionally be accepted to preschool. Our renovation of the ELC campuses (classrooms, bathrooms, staffroom, play areas), plus the warm and nurturing efforts of our staff has seen an increase in our ELC enrolments.
- The **Senior Management Team**: Rabbis Chaiton, Light and Milecki; Noelene Bellingham; Michele Hanwell-Short; Darrell Godin; Lesley Shneier; Hannah Trenowden and Wendy Altman. I also thank my EA, Virginia, with whom I have shared memorable adventures. Together with our support staff, they are the unsung heroes. I also thank our lay leaders: members of the P&F and Board of Management. Thank you for your trust and confidence in me over the last six years. KTC has enriched my life, just as it has enriched the lives of all who have entered its gates.
- Our **students**: thank you for your energy and for making it the warm, energetic, fun-filled, and inspirational place of learning I have loved. Your passion and energy; your "ruach" and involvement - has reminded me why I chose this profession (Teacher) and then Principal. I am, of course, delighted with my successor and know that in Rabbi Yaacov Chaiton, we have an educator and leader of integrity, empathy, vision and enormous capacity.

I came to lead and teach. I leave having learnt much more. More than ever before, I now appreciate the words of Pirkei Avot, when it says:

לא עליך המלאכה לגמור, ולא אתה בן חרין להבטל ממנה

"You are not required to complete the task, yet you are not free to desist from it..."

May Hashem continue to bless our College.

ברכת שלום וכל טוב

## Theme 1: Key Messages

### President of the Board of Management: Shaul Schapiro



2022 saw most things return to normal. Earlier on, we announced that College Principal Roy Steinman was making Aliyah to join his family in Israel at the end of 2022. It is hard to put into words our gratitude to Mr Steinman for everything he has done. He leaves KTC in a strong and stable position and in the capable hands of a wonderful staff, senior management team, and new Principal. The Board undertook a worldwide search for a new Principal. We

interviewed some strong candidates, and we are very excited that Rabbi Chaiton was the standout candidate throughout the process. I am looking forward to working with Rabbi Chaiton to take KTC on its next phase of growth.

At the end of 2022, our Head of High School General Studies, Michele Hanwell-Short, retired. I thank her for all she has done to build the rigorous academic program and her commitment.

I also thank the outgoing P&F President Michal Ben Shimol and the committee on their initiatives during COVID to keep our parent body connected. I wish our new P&F Executive success and look forward to an ever-growing list of events and initiatives to bring our community together.

Our very special ELC educators and leadership team are always making sure that our precious children are taken care of and shown love. With their support, we have a beautiful centre with lots of exciting programs and our children are flourishing.

With the growth of the school, we have continued to develop our wellbeing infrastructure and various appointments made during the year in Primary and High School: Rabbi Milecki to Head of Welfare in Primary and Megan Rosettenstein as Coordinator of Student Welfare in our Girls' High School (GHS). Aligned with the growth in our wellbeing offering has been further investment in our Informal Jewish education programs, including having two full-time Shluchos. Other highlights include: high school shabbatons; the growth of Chidon HaRambam (under Rabbi Straiton - over 100 children enrolled this year); both our boys' and girls' Israel trip at the end of the year (the first since 2019). We are looking forward to increasing our informal Jewish education offering for students next year and beyond. We are also excited about the growth in our educational offering, both academic and extra-curricular.

In 2022 we began a dedicated extension Maths program in the Primary School, while in the High School, we have 31 HSC subjects on offer.

At the beginning of 2022, we were advised of our successful application for a BGA Grant (Government) for a new Design and Technology (D&T) Centre. Plans are being finalised with the intention to start building in 2023. This year has also seen massive growth in our sports' program as well as much success on the field, including our High School Rugby team finishing an undefeated season in a draw in the Grand Final.

None of this could happen without the incredible support of the KTC Foundation and our donors. The KTC Foundation, headed by Meir Moss and Tania Cohen, not only raises funds to improve all areas of KTC but they are showcasing our gem of a school to the broader community. It is fantastic just how much communal support KTC has. I would especially like to thank our bedrock supporters: the JCA and the Education Heritage Foundation, who year after year support the many and various programs we run; making it possible for so many families to be able to access an authentic Jewish education.

On a personal level, I am honoured to serve on a Board with so many talented and active members - passionate about KTC's success. I also thank our parents for partnering with us in our children's education. May the coming year be even more successful than the last.

### Head of High School General Studies: Michele Hanwell-Short (retiring)



Schools need inspiring and knowledgeable practitioners enacting a program that will stimulate and enable young people to learn and enjoy learning. We need to understand their backgrounds and tailor learning to their needs. I thank members of the General Studies teams for their tremendous efforts in a difficult year. Staff have shown amazing fortitude, strength of character and the ability to learn new things themselves, post COVID-19.

Term 1 was the first full term of onsite learning since Term 1 2021 and required both staff and students to re-acclimatised to early starts, long days of learning and being at school all day. It developed into a busy year with NAPLAN in Term 2 and being online again. After a few access issues and students who forgot their headphones, all went swimmingly and upon first analysis of the results, KTC has done very well in all aspects for Years 7 and 9. 2022 also saw the continuation of activities that were implemented due to COVID-19. Yes, there were some positives from our time in lockdown! We now conduct High School Parent/Teacher interviews via Zoom; facilitating increased dialogue between parents and teachers. The development of Google Classroom and Zoom skills by our students and staff during lockdown has made it easier for our teachers to provide lessons and work for students who are absent from school. These, along with email, have been great resources in maintaining the teaching and focus of students who are absent from school for a range of reasons.

I add my personal thanks to Roy Steinman for all the support and encouragement he has given me over the last five years and to Rabbi Chaiton and Rabbi Light, my fellow members of the High School Senior Management Team (SMT).

Gerard Manley Hopkins wrote: "*The world is charged with the grandeur of G-d. It will flame out like shining from shook foil.*" This is our task as educators and parents at KTC: to enable as many as possible, in G-d's world, to shine.

## Theme 1: Key Messages

### Vice-Principal & Head of High School Jewish Studies: Rabbi Yaacov Chaiton



It's been wonderful to have 4 full terms in school where we have been able to build the momentum in learning - missed over the past 2 years. This year we have seen many teachers completely reassess their teaching styles. This includes a better synthesis of frontal teaching with self-learning, use of technology to better differentiate between students, greater focus on reaching students who are more adept to computer-based learning and learning that involves better managed group work. The ability to use video conferencing and collaborative work tools has also allowed our teachers to tap-into overseas markets. The students in the classroom have been the beneficiaries of all of this.

If you want to see firsthand what makes our school unique - walk through the corridors of KTC: the sound of boys learning Gemora and girls participating in their Jewish Studies classes is on par with what you would experience anywhere in the world. One of my greatest delights is to see firsthand how our students are becoming literate and proud Jews.

We continued to strengthen our focus on turning the students into independent and excited learners who have a deep sense of pride and passion in their yiddishkeit. In the Boys' High School (BHS) Gemora Program, we focused on revision, retention, and skill-building; enhanced by the "Talmudoi Beyodoi" program wherein boys dedicated hours to daily revision and were tested on tens of pages of Gemora from within the texts.

In the Girls' High School (GHS), the girls have continued to thrive in their skills-based Chumash program and in the restructured Dinim program. The Advanced Jewish Studies elective for Years 9 and 10 has had success and we continued to see enthusiasm in the optional Gemora stream in the GHS for students in Years 9 and 10.

We saw excellent outcomes from students in the Jewish Studies Learning Support Program. It has been a joy to see students who joined our school unable to read Hebrew are now well integrated into the Jewish Studies classes.

Our class-time study schedule was complemented by a strong out-of-class program. We benefited from partnership with Dover Heights Shul (DHS) Bochorim, who learnt with our boys and ran extraordinary programs in honour of Gimmel Tammuz and Yud Alef Nissan.

A massive highlight in the GHS was the introduction of our Shluchos who hit the ground running at the end of Term 3 and introduced many exciting initiatives and programs for the girls. The Shabbatons held in the North Shore at the start of Chodesh Elul, Lag Baomer and Purim events won't easily be forgotten. Having our parents come in to learn with us at the Father/Sons and Mother/Daughter learning sessions is also very special.

We had many guest shiurim and talks from international and local guests including Rabbi Ari Shishler, Rabbi Levi Cooper, Rebbetzin Moscowitz from Ukraine, Rav Shai Shecter, Rabbi Lieder and Dr Sheva Vissel. We are proud of our students who participated in extra learning initiatives that we have offered them on a weekly basis - from Tuesday and Friday morning

Tanya for boys to the Masmidos and Tanya shiurim with Rabbi Feldman for the girls. We are particularly proud of the girls' participation in the Introspect Program. Through these and other programs the students have moved to new heights in their Torah study.

Mivtzoim once again played a central role. The weekly distribution of Shabbos candles by the GHS and the BHS Friday afternoon mivtzah-tefillin, reflect on the school in a positive way. The participation of our students in The Joint Fundraiser for the Jews in Ukraine and the JNF Green Sunday are also areas of great pride for us.

It's been an impressive year with tangible growth on many fronts. There are many who need to be thanked for making it the success that it was. The teachers and staff have put in so much effort to make this possible and parents have been supportive in this educational partnership. More importantly: the students themselves - who provided all of us with a source of immense pride. 2022 was great but 2023 promises to be bigger and better.

### Head of High School Student Welfare: Rabbi Berel Light



In 2022 year, we continued the Behaviour Management Policy, based on the 1-2-3 Magic system, coupled with an updated feature on serious infractions. We updated the Merit Award so that there are fortnightly nomination raffles in addition to term awards, to allow more focus and recognition of students' class engagement and hard work.

The biggest addition to this policy was the '3 for 3' initiative. The main objective is to train students to pack materials for 3 lessons at a time, allowing for longer and quality class time and minimal distraction between lessons. Welfare initiatives and activities in 2022 were:

- Vertical streamed *buddy system*. Buddy groups were used for inter-school activities and programs, enabling students across years to work together and create a wider network of friends and a more connected High School.
- *Wellio online mental health*. An online platform that allows students to learn about mental health topics such as phone addiction and anxiety in an engaging manner.
- *PEERS social interaction* program. This program was developed to support students' appropriate and healthy social skills. It was adapted for our Year 7 students.
- There were various *speakers and workshops* organised throughout the year on important topics related to mental health and wellbeing; coordinated by HS Psychologist Karlee Martyn and other external counsellors.

The objective of these programs is to enable students to become more organised learners, have a wider social network and improve their mental health and wellbeing.

The incredible welfare achievements and developments throughout this year were made possible through an amazing team of Year Coordinators, including Mrs Gourarie, Ms Burke, Ms Donaldson, Ms Green, Ms Menga, Mr Cassell and Mr Walsh.



## Theme 1: Key Messages

### Head of Primary School: Noelene Bellingham



Thankfully, 2022 presented a return to a 'normal' year. While there were some restrictions in place early, they were lifted in time for us to run many wonderful activities. The return of excursions was allowed including our trip to Bathurst. We have also been to unfamiliar places such as Cockatoo Island and AHG Camps where the Years 4 and 6 students and teachers challenged themselves to complete high ropes and zipline courses.

Book Week Celebrations with parents resumed after 2 years. We welcomed parents back with a change of schedule to include craft, free play, a coffee cart, buddy reading and our famous parade, albeit in a miniature version. Our Book Fair saw an incredible number of books purchased for homes and donated to the school – with the P&F playing an invaluable part in running these celebrations.

NAPLAN was delivered completely online this year. Students enjoyed the new format and achieved remarkable results.

This year the General Studies teachers commenced a long-term project to change the way we deliver Mathematics. After reviewing and trialling several programs, we commenced the implementation of Origo Maths in some classes in Term 4, alongside the new government mandated curriculum in 2023. We are excited about the new resources and teaching methods that this program will bring to the classroom. Teachers also began to look at the way we assess students and record and track data across the years. Staff Development focused on best practice in this area and this focus will continue in 2023.

A number of our students participated in academic competitions and gained excellent results in ICAS: Meir Itkin achieved a High Distinction in Digital Technologies; Shua Light received a Distinction in the Mathematics; Zach Sandler received a Distinction in Mathematics and Spelling. Shua Light also achieved outstanding results in the Maths Olympiad and Australian Maths Competitions. Congratulations to everyone who participated in these challenging assessments. With such talent in Primary school, we increased our Mathematics Enrichment program, particularly in our Years 5 and 6. This increase in lessons has allowed our students to cover class content and move on to activities that challenge them more each day.

Over the past two years we have seen our students' online presence increase significantly. This year we joined Y-Safe who are assisting our teachers, students and parents with online safety via lessons, workshops and practical resources. Student lessons will continue to be implemented in the years to come.

Such incredible learning and extra-curricular experiences could not be delivered without the amazing team we have at KTC. A special thanks must be given to all our wonderful teachers and support staff.

### Head of Primary Jewish Studies & Student Welfare: Rabbi Levi Milecki



They say, 'absence makes the heart grow fonder.' This was true in 2022! After the lockdowns, it was special to be on-campus for the duration of 2022: the sounds of Davening through the corridors; students engaged in their learning; the sights and sounds of students laughing and playing.

The year started off with a bang, with the announcement of Morah Devora Joseph joining the Primary Jewish Studies team as Coordinator of Informal Jewish Education. Under her direction, students enjoyed a plethora of activities and programs including: the Kindness Initiative for the Three Weeks; the Lag B'Omer Scavenger Hunt; the Adar clowns; and the Bas Mitzvah Celebration. Students also enjoyed activities including the Niggunim Program, Melava Malkas and the Jewish Birthday Initiative.

We saw growth in our Jewish Studies Learning Centre, with Mrs Dini Groner taking on the role of Coordinator of Jewish Studies Learning Support. In addition, we sharpened our Mark and Target program, providing 1-on-1 Kriah reading opportunities to students in Years K-3.

Another highlight: >60 students participated in the International Chidon HaMitzvos competition. In addition to a meaningful ceremony, the students' efforts were recognised and rewarded with our first 'Banquet and Grand Trip'.

In Student Welfare, we saw exceptional growth and development in a number of areas. We welcomed our Primary Psychologist, Emi Genua in Term 2. Emi hit the ground running, providing targeted care and support to both students and staff.

We revised the M.A.D. (Making a Difference) Token system, our incentive program, so that it celebrates the efforts of every child, no matter their level or ability. It has been inspiring to see our MAD Token raffle box fill up over the year with thousands of tokens, demonstrating the wonderful behaviour choices and Derech Eretz throughout the school. Students' efforts were acknowledged with MAD certificates and the weekly raffle. As we reached our token milestones during the year, students were rewarded with hot chocolate, snow cones, extra play time and more.

Understanding the challenges of digital devices and the internet to students' social and emotional wellbeing, students participated in lessons with their class teachers and sessions with ySafe, helping them appreciate the importance of being safe online and boundaries.

Another exciting development this year was the Behaviour Framework based on Torah Hashkafa and values. This set of principles provide the foundation of all Behaviour Management and Wellbeing programs and activities. Primary teachers participated in training to understand the framework and we have begun the work to ensure our systems and methodology are in line with these guidelines.

I extend my thanks and appreciation to the incredible team of staff and teachers who worked tirelessly over the year, allowing for these programs and activities, and many more, to be the amazing success they were.

## Theme 1: Key Messages

### Head of Primary School Learning Support: Wendy Altman



How do you react when someone cuts you off in traffic? Do you take some deep breaths and let it go, or do you yell at the other driver? Your response is dependent on whether you are able to self-regulate in order to control your emotions and actions. Because evidence-based practice forms the essence of our teaching and learning, all of our students, in varying degrees, have shown academic and socio-emotional progress, as discerned through observation, monitoring and comprehensive assessments. Some students have been reintegrated into their class cohorts, whilst others are better able to access the curriculum within the classroom. The focus for 2022 has been self-regulation, the process by which students monitor and control their cognition, motivation and behaviour.

Research is clear on the significant role that emotional regulation plays on academic performance, peer relationships and the ability to focus. A stimulating and productive 2022 saw the implementation of initiatives to support our students' socio-emotional growth. Strategies to calm impulses, think through situations and increase focus.

The individual Learning Plans (ILPs) incorporate a component on self-regulation, in which targets are set to ensure that appropriate strategies are intertwined with cognitive development. Students are given a choice from a variety of exercises, such as breathing techniques, which they apply to assist focus and/or to initiate tasks. When the younger students are collected from their classrooms, for example, they utilise a variety of these strategies as they move to the Learning Centre in preparation for learning.

Exciting new resources were purchased to support the self-regulation journey, including: a range of seating options that allow the body to move whilst seated; programs; games and apps; sensory fidgets. The 'Zones of Regulation' is one such program, where feelings are divided into 4 distinct zones. Thus, learning is not only stimulating and motivating but it supports the research-based notion that children learn best through hands-on activities.

So next time someone steals your parking spot, instead of confronting the driver, select a technique that soothes your emotions. Modelling self-regulation will not only reinforce the strategies we support to develop the 'whole child', but it may just promote a positive sense of wellbeing!

### Director of Early Learning: Lesley Shneier



When reflecting on the past year and the lessons our children, educators and families have learnt, a common thread emerged: resilience and positivity.

My wonderful team of staff have worked tirelessly to achieve many goals and do their best to support our children and families. They are instilling important life skills: respecting each other; respecting our toys and environment; and being kind.

2022 was filled with many programs, events and activities that challenged our children and provided them with meaningful lessons and fun. You deserve to be thanked every day!

Celebrating worldwide events like Earth Day, World Environment Day, Clean Up Australia, Dental Week, Book Week and Science Week connects our children to the world. The introduction of a Music Programme (Little Suite) and Playball (4–5-year-olds) have proven to be successful initiatives and we hope to continue this into the next year.

We were grateful and appreciative to open our doors and welcome Mums and Dads back into the classrooms and also to celebrate Mothers' Day and Fathers' Day.

Collaborative partnerships with our families is fundamental to achieving quality outcomes for our children. Having respectful, honest and open communication has given our families the opportunity to feel connected with their children's experiences at KTC. Thank you to all our parents and the P&F for your involvement and support throughout the year.

I look forward to another successful and fulfilling year at KTC Early Learning where I hope we will continue to be blessed to grow from strength to strength.

### Head of Early Learning Jewish Studies: Mushky Chaiton



We have a special privilege every day to experience Judaism through the eyes of children. We are lucky to be on a journey of Jewish learning and discovery with all the children: from our tiny little learners in the Nest, to our oldest children who leave us for school in 2023.

There have been many highlights: some small, everyday encounters such as the daily mitzvos and Torah study, and some larger events such as the many Jewish holiday celebrations and activities that take place for every Yom Tov.

Our morning Jewish Studies circle time has always been a highlight in all the Early Learning classes. The children sing along to all the tefillah (prayer) songs and start their day by thanking Hashem for all that we have. It is a special treat to see even our youngest children clapping along to the morning tefillah songs.

Our integrated curriculum has always brought the weekly parshah and Jewish holidays to life. We saw the weekly parshah topics expressed through art, craft, stories and games and the children are always eager to share their knowledge with their families each week.

Fridays have a special feeling as the children get ready for Shabbos. We bake challah with our yummy Bagel Co dough and sharing our delicious challah with our family. Our weekly Shabbos parties include music, singing, dancing and role play to get the children in the Shabbos mood. The children enjoyed bringing the school Shabbos celebration home with our "Shabbos bag" and "Shimmy the Shabbos sheep" that made its way around Sydney and visited a different family each week!

## Theme 1: Key Messages

Our Jewish holiday celebrations this year were joyous and special and ensured that the spirit and excitement of the Yomim Tovim were felt throughout our Centre. We enjoyed Rosh Chodesh Adar dancing with the Primary School students, a Purim magic show, a model Pesach Seder, a Shavuot ice cream party, an Israel-focused 'trip to Israel' day, a Post Box walk, the Bee Man incursion, a Rosh Hashana party and shul visit with Rabbi Milecki, Chanukah celebrations and much more! The children also loved bringing home their special Yom Tov crafts and creations which always help to enhance their Yom Tov experiences.

I would like to express a huge amount of gratitude to the entire Early Learning staff for their dedication and hard work. It is through their incredible efforts that Judaism is brought to life and the children are given the chance to experience the special moments that will set the tone for their future Jewish education.

### Girls' High School Captains' Graduation Speech: Amit Aronstam & Batya Moss



When everyone told us how fast Year 12 flies, we didn't realise how true it would be. We decided to use an acrostic poem:

**G**: *Graffiti*, how did individuals get away with literal vandalism?

**R**: *Rabbi Light's* creative and unique fashion of telling us to take our earrings out.

**A**: *Air purifier lights* being re-purposed as disco lights for our many Common Room "raves".

**D**: *Dirtiest* floor of fruity pebbles (Common Room), a 'Hansel & Gretel trail' to Shaina.

**U**: *Unanimous* decision to carry a couch (from the side of the road) to our Common Room.

**A**: *Artichoke* - Amit's favourite recess snack. It's actually a flower - not a vegetable.

**T**: *Tea bags* hanging from the roof in the Common Room

**I**: *Insect* friend: "Mick Rug the Stick Bug"

**O**: *On* the 2nd of February 2022, Shira brought a chocolate fountain to school.

**N**: *Never* going to class on time.

We cannot express how grateful we are that we got to go through our High School experience with all of the unique people in our class. You guys are the most entertaining people we know and we even managed to get some learning done in between all the fun.

**Shira's** camera roll of **Amit** crying after every Maths class, with **Shaina** in the background speaking every thought that enters her skull. Shaina, it's a good thing no one listens.

There would be a knock at the door and looks at **Chana** as she does a swift exchange.

**Tali** sitting at her desk eating rice cakes and online shopping, unlike **Aliya**, who is not even at school, but probably somewhere on Hamilton island.

**Bibbles Eva Revaya River** does a little jig, before hurrying to class in fear of being late.

**Edden** is the opposite (fear of being on time), waltzing to class, bringing the party with her.

The party is not confined to the Common Room, as **Sara-Chana** can be heard singing as loud as her vocal chords will allow, with **Batya** eating everyone's leftover food.

It was truly a unique, chaotic year, but that's how we like it.

To all our Teachers since Year K: you have given us strong foundations in Jewish and secular studies. You have helped us grow, with tools to take our first steps into the outside world.

**Mrs Srage, Mrs Burke, Mrs Borer, Miss Donaldson, Mrs Bachmann, Mrs Novy, Mr Walsh, Mrs Rutter, Rabbi Lobel, Mrs Niasoff, Mrs Moss, Mrs Joffe, Mrs Levy, Mrs Suffrin, and Mr Einstein**: we thank you. You have gone above and beyond: answering emails; extra classes; individual attention - pushing us to achieve our best. Thank you for your effort.

**Mrs Gourarie**: we appreciate the programs and activities: Shabbatons; farbrengens; and numerous others – the positivity it brings to Yiddishkeit and "**The Core 4**":

**Mrs Hanwell-Short**: no-one knows NESA like you. We know you reply to our emails (not after 9pm). We knew we could come to you and you'd help us. Thank you.

**Rabbi Light**: We admire the way constantly try to lift the atmosphere and make everyone feel included and involved.

**Rabbi Chaiton**: we see how much care and attention you put into ensuring the Jewish Studies is above and beyond. You are always approachable and we thank you.

**Mr Steinman**: your Southern accent when teaching *To Kill A Mockingbird* will stay with us. Thank you for leading. We wish you much Hatzlocha and all the best for making Aliyah.

We wish the *legendary class of 2022* nothing but success with the next steps of their lives.

### Parents & Friends Association: Shira Greenwald

2022 saw a change to the P&F Executive and we thank to Michal Ben Shimol and her team for their amazing efforts, particularly during lockdowns and remote learning. We welcome Shira Greenwald as the new P&F President. The P&F implemented numerous initiatives – including individual student birthday celebrations; new family welcome packs and Mother's Day stall to name a few.

A special mention of the wonderful "farewell & thankyou" evening that the P&F arranged in honour of Mr Steinman's retirement.



## Theme 2: Contextual Information & Characteristics of the Student Body

Kesser Torah College (KTC) is a Jewish educational facility offering Jewish Education and care for children aged nine (9) months to Year 12. The College incorporates the following facilities at our beautiful Dover Heights location:

- Early Childhood Centre
  - Carl Rose Early Learning School (CRELS): the Nest and Simcha class have children aged from 9 months to 2 years.
  - Education & Care Centre (ECC): the Torah, Tamar, Rimon, Gefen and Mitzvah classes have children aged from 2.5 years to 5.
- Primary School
- High Schools

KTC is a Jewish Orthodox school with a Chabad ethos. It accommodates over 500 students, catering to over 200 families. With a staff complement of over 100 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 Year 1. From Year 2 in Primary School and throughout High Schools, boys and girls are taught separately.

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

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

As 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.

Our Vision: “Growing minds and nurturing character – guided by the Torah.”



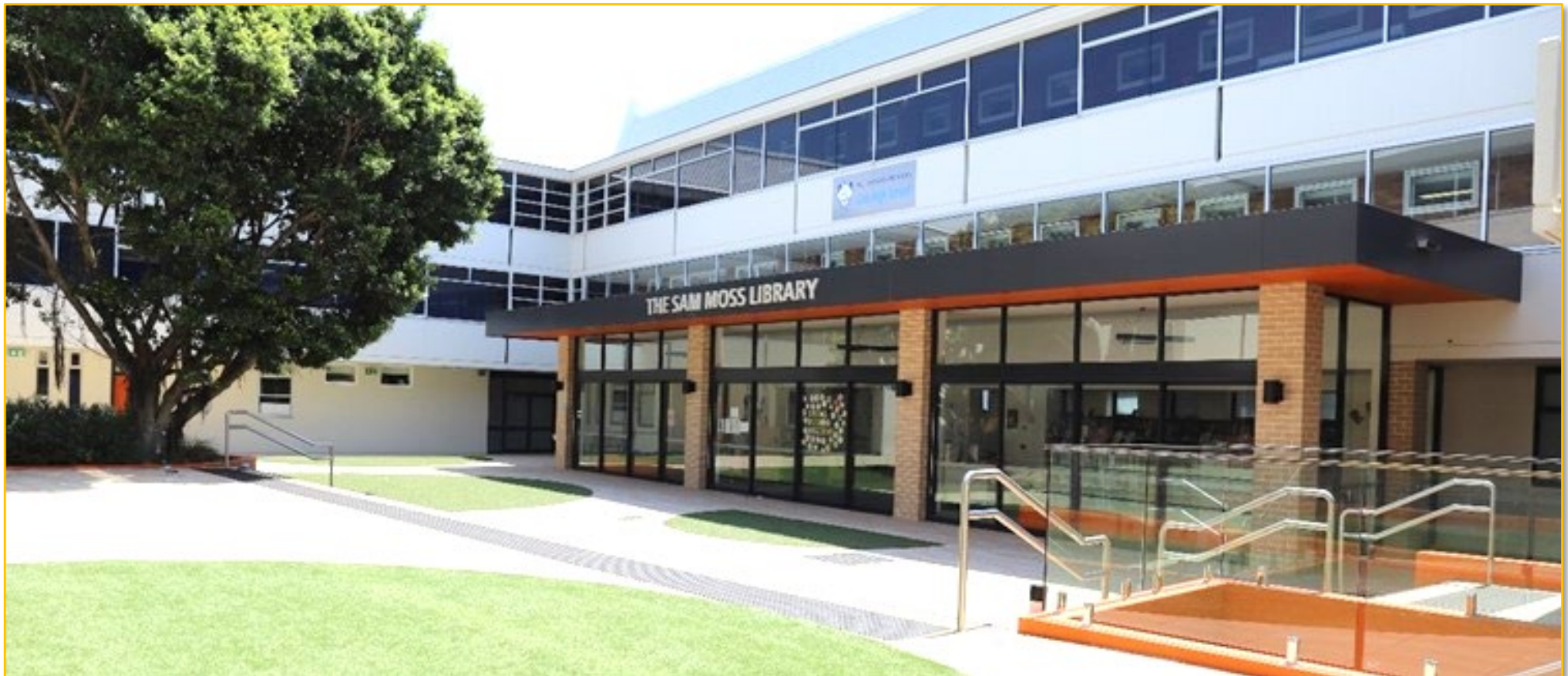
### Theme 3: **Student Outcomes in Standardised National Literacy & Numeracy**

Year	Reading	Writing	Spelling	Grammar	Numeracy
3	464	459	449	458	429
5	532	503	526	540	502
7	586	582	592	597	583
9	609	591	595	624	602

Well above the  
Australian average

Above Australian average and close  
to the Statistically similar schools

For more detail of results, please refer to the MySchool website: <http://www.myschool.edu.au>





## Theme 4: RoSA & Higher School Certificate (HSC)

### HSC

- There were ten (10) Year 12 students who sat 49 HSC exams and achieved nine (9) Band 6 or Band E4 results.
- 60% of students placed on the NSW Distinguished Achievers List – that is, they attained 90 or above in at least one subject (Amit Aronstam, Shira Dadon, Shaina Johnson, Bibbles Lobel, Aliya Ray and Batya Moss).
- 100% of students in the Top 2 Bands in the following subjects:
  - Ancient History
  - Chemistry
  - Legal Studies
  - Mathematics Standard 2
- First in State: Classical Hebrew Continuers (Shira Dadon, Dux)
- Third in State: Classical Hebrew Continuers (Bibbles Lobel)
- Fourth in State: Classical Hebrew Extension (Bibbles Lobel)
- 88% of KTC's examination means were above the state examination mean, with KTC examination means well above state examination mean scores in: Ancient History (13.02%), Chemistry (11.49%) and Mathematics Standard 2 (14.66%).

The following table shows the NSW average examination mark and the KTC 2022 average examination mark:

Subject	State mean	KTC mean 2022
Ancient History	71.98	85.00
Biology	70.03	78.40
Business Studies	73.95	82.95
Chemistry	72.51	84.00
English Standard	69.88	76.95
English Advanced	81.53	82.37
Food Technology	71.78	82.33
Legal Studies	73.78	81.40
Maths Standard 2	70.87	85.53
Maths Advanced	78.31	86.20
Maths Extension 1	77.45	73.10
PDHPE	69.75	71.60
Physics	74.25	79.50
Visual Arts	81.36	81.80
Classical Hebrew	86.01	90.60
Classical Hebrew Extension	47.08	46.57






## Theme 4: RoSA & Higher School Certificate (HSC)

The following table shows variation in examination means for the state versus KTC over the last five years for all subjects studied at KTC in 2022:

	2022		2021		2020		2019		2018	
Subject	KTC	State	KTC	State	KTC	State	KTC	State	KTC	State
Ancient History	85.00	71.98	71.80	71.06	n/a		n/a		71.40	72.76
Biology	78.40	70.03	89.20	73.38	78.80	72.39	64.96	71.93	85.74	74.09
Business Studies	82.95	73.95	77.60	73.32	80.64	71.99	71.80	72.18	79.69	73.62
Chemistry	84.00	72.51	81.00	74.37	85.40	75.52	68.60	75.38	87.80	74.82
English Standard	76.95	69.88	72.20	70.47	78.74	69.93	79.50	69.16	80.75	68.66
English Advanced	82.37	81.53	83.63	81.92	86.71	81.33	80.65	80.73	89.10	80.60
Food Technology	82.33	71.78	71.80	73.36	69.87	72.15	n/a		n/a	
Legal Studies	81.40	73.78	93.60	74.72	78.60	74.97	64.60	73.66	n/a	
Mathematics Standard 2	85.53	70.87	74.56	69.15	83.80	68.40	67.73	70.68	73.00	69.92
Mathematics Advanced	86.20	78.31	81.95	78.41	82.87	78.79	68.18	78.01	83.37	78.20
Mathematics Extension 1	73.10	77.45	88.10	78.21	80.55	79.20	58.30	79.98	86.60	79.29
PDHPE	71.60	69.75	65.80	72.19	73.97	72.57	73.30	72.57	n/a	
Physics	79.50	74.25	71.00	75.34	75.12	73.99	63.60	73.20	74.80	73.18
Visual Arts	81.80	81.36	89.25	80.99	82.60	81.02	81.63	80.77	80.37	79.80
Classical Hebrew Continuers	90.60	86.01	79.93	84.04	87.84	87.30	79.15	89.19	82.85	88.95
Classical Hebrew Extension	46.57	47.08	46.10	44.48	45.99	46.12	41.77	45.65	46.70	46.40

 = Above state mean

Description	Number	Percentage
Record of Student Achievement (RoSA) awarded	0	0
Students in Year 12 undertaking vocational or trade training	0	0
HSC Certificates awarded	10	100%

## Theme 5: Professional Learning & Teacher Standards

### Professional Learning

K-12 staff participated in four (4) Staff Development (PD) days, which were specifically targeted towards Orientation & Induction (for new staff), and Child Protection and CPR / First Aid. There were additional sessions specific for Primary Staff and High School Staff, which targeted: Disability Provisions; Behaviour Management & Welfare; Neurodiversity; Community Security; NCCD documentation; and the launch of the Employee Assistance Programme EAP).

The following Professional Development (PD) was undertaken in 2022: [staff number]

- Advanced Solutions International (ADV SOL): Differentiation for Students with Learning Difficulties [1]
- Association of Independent Schools (AIS NSW)
  - Aboriginal & Torres Strait Islander Perspectives in Visual Arts [1]
  - Research to Practice Project [8]
  - Chemical Safety in Schools [1]
  - Deepening the Learning in Technology Mandatory [1]
  - Focus on Maths Standard [1]
  - MEA Interpretation [2]
  - NCCD: School Counsellors; T2 Network Meeting; Principals & School Leaders [5]
  - PDHPE Conference: The Power of Purpose [3]
  - Planning and Programming for the new K-2 Syllabus: English, Maths [9]
  - Risk Management & Assessment: Child Protection & Mental Health [2]
  - School Counsellors' Conference: Growing Stronger Together [1]
  - Supporting Students with Challenging Behaviour [3]
- Dynamic Learning Group
  - Cracking the Hard Class (with Bill Rogers) [5]
  - Behaviour Management for Early Career Teachers [1]
- Edval: Line Construction [1]
- Gerric UNSW: Curriculum Differentiation and Gifted Learners with Disability [1]
- Independent Primary School Heads of Australia (IPSHA)
  - ICT & Innovation Umbrella Group [2]
  - Music Umbrella Group [1]
  - Wellbeing [1]
- Teacher Training Australia
  - Inspiration in Business Studies [1]
  - Performance Excellence in HSC Practical Music Exams [1]

- The Zones of Regulation: Basic Training [1]
- JewishCare: Youth Mental Health First Aid [1]
- Conferences & Association Days
  - Australian Primary Principals Association (APPA) [1]
  - Association of School Business Administrators (ASBA) [1]
  - History Teachers' Association – Stage 6 (HTA) [1]
  - Institute of Technology Education (ITE) [1]
  - Zionist Federation of Australia (ZFA) Educators' Conference [3]

Professional Learning	No. of Participants
First Aid / CPR	78
Orientation and Induction of new staff	15
Child Protection	All staff
Staff Development Days (K-12) – four (4) days in 2022	All staff

### NESA Accreditation

KTC's K-12 Teaching complement comprises:

2022 Staff		Staff departed during or at the end of 2022*	Total
Conditional	5	2	7
Provisional	3	1	4
Proficient	37	11	48
	45		59

Two (2) teachers achieved Proficient Teacher accreditation in 2022.

## Theme 5: Professional Learning & Teacher Standards

### Qualifications

All of the KTC K-12 teaching staff have either Australian higher education qualifications or overseas obtained qualifications which have been assessed and accredited by NES.

Category	No. of Teachers
Teachers having teacher education qualifications from higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AAEI-NOOSR) guidelines; or	31
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AAEI-NOOSR guidelines lack formal teacher education qualifications	32

*Excludes Early Learning Staff.*

Note: the number of teachers falling into these two categories may not sum to the total number of teachers as reported in the previous accreditation table as some teachers with Conditional accreditation may be excluded. In addition, some teachers may have attained both Diploma certification as well as Bachelors and/or Masters Degrees in Education.





## Theme 6: Workforce Composition

100% of KTC's workforce are either non-indigenous Australians, or skilled workers whose qualifications and /or visa conditions permit employment.

In addition to the K-12 Teaching staff (refer Theme 5), KTC also employees also comprised the following:

Type	Gender	All Staff		Indigenous	
		Headcount	FTE	Headcount	FTE
Principal	Male	1	1	0	0
Teaching Staff	Male	6	5.5		
	Female	34	27.8		
Specialist Support	Male	1	0.6		
	Female	10	6.9		
Building Operations	Male	3	2		
	Female	1	0.5		
Administration & Clerical	Male	2	1.4		
	Female	11	6.7		
Total		69	52.4		

(Excludes Jewish Studies Teachers and Early Learning Centre staff.)



## Theme 7: Attendance & Retention

### Student Attendance & Retention

The following table shows attendance rates, as reported to the Dept of Education, for 2022 (Term 3):

Year	# Students	Attendance Rate
Year 1	34	94.7%
Year 2	35	95.4%
Year 3	33	94.9%
Year 4	45	95.2%
Year 5	34	95.6%
Year 6	40	95.8%
Year 7	29	92.8%
Year 8	35	91.5%
Year 9	33	87.7%
Year 10	18	93.1%
Whole School (K-12) overall attendance rate:		88%

### Non-Attendance

The Principal maintains a register, in a form approved by the Minister, of daily attendances, which includes information for each student as required by Section 3.8 of the *NESA Registered and Accredited Individual Non-Government Schools (NSW) Manual*. Where the parents of a student of compulsory school age seeks an exemption from attendance at school, the Principal will process the parent's application in accordance with the guidelines from NSW Department of Education. The Principal may exercise the Minister's delegation under Section 25 of the *Education Act 1990* in relation to granting and cancelling a certificate of exemption from being enrolled and attending school in certain prescribed circumstances.

### Retention Rates

The retention rates for students in years 10 to 12 from the academic years 2021 to 2022 are tabled below:

2021	2022	Retention Rate
Year 9 [20]	Year 10 [19]	90%
Year 10 [11]	Year 11 [11]	100%
Year 11 [11]	Year 12 [10]	91%

### Post-School Destinations

In 2022, all KTC HSC students were enrolled in further Jewish Studies either in Australia or overseas for a portion of the following 12 months; or went directly into NSW-based University.

Once their further Jewish Studies have been completed, 82% of students intend enrolling in NSW or Australia-based University courses. 18% of students have enrolled in TAFE training for 2023.





## Theme 8: **Enrolment Policy**

The Enrolment Policies for the College are available from the Enrolments Officer, or the College's website. The following is from the K-12 Enrolment Policy:

### **Enrolment Policy and Conditions**

1. KTC offers places to Jewish students who it considers will contribute positively to the KTC community. Acceptance and continued enrolment at KTC are at KTC's discretion.
2. KTC assesses applicants considering factors which generally include:
  - (a) the student's:
    - respect for KTC's ethos as an Orthodox Jewish day school
    - commitment to and ability to participate in KTC's educational programme
    - commitment to and ability to participate in KTC's co-curricular programme
    - all-round character
    - complying with such rules and directions as given by teachers and Senior Managers from time to time.
  - (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 KTC 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, KTC:
  - (a) will only accept a student if it considers that its resources and facilities will be reasonably able to meet the student's needs
  - (b) may refuse to enrol a student who has special needs, if the accommodation of those needs would impose an unjustifiable hardship on KTC
  - (c) 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
  - (d) if not otherwise 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 ELC to its Primary School. KTC will make its assessment based on its own information, and (if it considers this appropriate) an external assessment.
7. 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.
8. If there is an outbreak of disease at KTC, KTC may without notice temporarily exclude any student who is not relevantly immunised.
9. Students in the Primary School and High School must:
  - (a) abide by KTC rules in effect
  - (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
10. Continued enrolment is also conditional on student's family:
  - (a) Abiding by KTC's rules in effect
  - (b) Supporting KTC in its endeavours to deliver education to the student
  - (c) Complying with KTC fee policy and/or fee agreements
  - (d) Generally complying with KTC in the interests of the student and KTC.KTC may suspend and/or withdraw enrolment of any student if a member of the student's family has breached any of these conditions.
11. 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.
12. Dispute Resolution
  - (a) Should there be any dispute between KTC and a student's family as to the provision or non-provision, or content of a fee subsidy application including a failure to provide a properly completed fee subsidy application when a subsidy is requested; and/or a failure to agree or pay a student's tuition or any other fee to KTC, in whole or part, representatives of KTC and the family are to meet at KTC's premises within 7 days of a request (which can be telephone or email request) by either party, to attempt to resolve the dispute.



## Theme 8: Enrolment Policy

- (b) If the parties cannot resolve their dispute within the time period set out in paragraph 12(a), KTC must refer the dispute to Rabbi Mottel Krasnjanski ([mottel@lenoxx.com.au](mailto:mottel@lenoxx.com.au)), or such other Dayan as he may decide, who must, after giving both parties the opportunity to provide submissions as to their respective positions, determine the dispute as a binding arbitration. *The Commercial Arbitration Act 2010 (NSW)*, will apply to the determination of the dispute. KTC will initially pay any fees charged by the Dayan but if the dispute is resolved adversely to the student's family the Dayan may determine as part of the arbitrated award that some or all of his fees are payable by the student's family.
- (c) Both KTC and the student's family will accept the ruling of the Dayan as a binding halachic (Bein Ledin Bein Leotas)\* determination of their dispute and agree and acknowledge that his determination will be enforceable pursuant to the laws of NSW and is intended to be a final determination of the dispute.

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

(\*the ruling is binding)

The following table shows a summary of the College policies, as required:

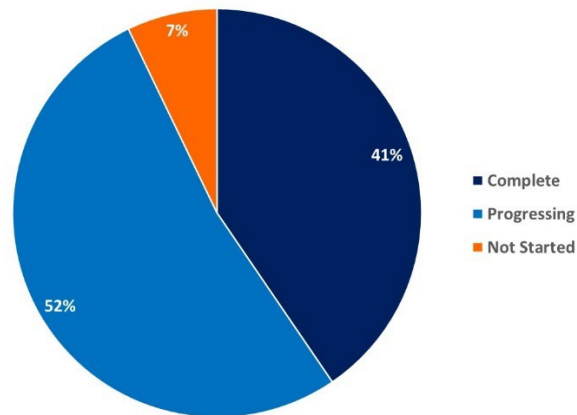
Policy	2022 Amendments	Distribution
<p>Student Welfare: KTC seeks to provide a safe and supportive environment which:</p> <ul style="list-style-type: none"> <li>Minimizes risk of harm and ensures students feel secure</li> <li>Supports the physical, social, academic, spiritual and emotional development of students.</li> <li>Provides student welfare policies &amp; programmes that develop a sense of self-worth and foster personal development</li> </ul>	<ul style="list-style-type: none"> <li>Updated re uniform</li> <li>Updates to behaviour</li> </ul>	All staff & families (website and server)
<p>Anti-bullying: The school policy provides processes for responding and managing allegations of bullying including the contact information for the local police School Liaison and Youth Liaison Officers.</p>	Updated formatting	

## Theme 9: School Policies

Policy	2022 Amendments	Distribution
Child Protection: Child Safe Standards, NSW Child Protection Legislative Context; Professional boundaries; and processes for Mandatory reporting and reportable conduct.	Updated in May to reflect statute (federal and state). Also updated formatting.	Refer Student Welfare
Discipline / Behaviour: The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.	Refer Student Welfare	
Complaints & Grievances: The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.	Updated formatting	
Other: <ul style="list-style-type: none"> <li>Communications</li> <li>WHS</li> <li>3 for 3</li> <li>Student Rights &amp; Responsibilities</li> </ul>	<p>Drafted Created See Behaviour Updated formatting</p>	

## Theme 10: Priority Areas for Improvement

The College drafted its first Strategic Plan in 2017. The progress of implementation of the Strategic Framework is shown below:



The following table describes the school's objectives and status:

Objectives		Status
1.	Ethos: to ensure the College's point of difference advantage of a school that strives to nurture and develop the spiritual growth of our students, as well as their physical, social, emotional and academic growth, in accordance with our unique ethos. To constantly embed our own unique ethos, culture and <i>hashkafic</i> dimension into everything we do, so that we constantly strive to develop the spiritual dimension of the boys and girls entrusted to our care.	P
(a)	Establish a clear and practical identity document for all stakeholders	C
(b)	Initiate and run "whole School" programmes that provide students with opportunities to express our ethos in tangible ways.	P
(c)	Initiate informal/experiential programmes that complement the formal Kodesh programme and impact the tone and ethos.	C
(d)	Commemorate/celebrate all important Chabad days in the school calendar	C
(e)	Expose students to effective and charismatic speakers that exemplify both the Jewish and Chabad ethos of the College	C
(f)	Relocate the Tzivos Hashem room.	C
(g)	Organise a range of informal camps, shabbatonim and special event celebrations/ year group 'farbrengens', etc.	C
(h)	Plan and implement a new chassidus curriculum for both boys and girls.	P

Objectives		Status
2.	Recruitment & Retention, PD of high-performing classroom teachers	
(a)	Clear and accurate Job Descriptions (JD) for each appointment	C
(b)	Professional recruitment process, including thorough reference checking	C
(c)	Competitive remuneration	C
(d)	Regular formal reviews / appraisals; clear expectations	P
(e)	Commitment to PD	C
3.	Ensure excellence in both General Studies (GS) and Limmudei Kodesh (LK) programs	
(a)	Review, evaluation and development of the GS and LK programs and delivery of excellence in both areas	P
(b)	Review and evaluation of all subjects offered (esp. HSC level)	P
(c)	Professional Development	P
(d)	Develop Quality Improvement & Development Plans:	
i.	Literacy and Numeracy	P
ii.	Quality assured viable and accessible Curriculum	P
iii.	A pedagogy that inspires and encourages personalised learning	P
iv.	Informal education: an effective and dynamic informal and experiential education program to complement and underpin formal classroom learning	P
v.	Strategic Plan to increase school pride	NS
vi.	Wellbeing program for students	P
vii.	Strategic plan to strengthen student engagement in GS and Jewish Studies (JS)	NS
4.	Evaluation, development and improvement of the College's Communication systems and processes between all stakeholders	
(a)	Between College and parents	C
(b)	Between College and Community	P
(c)	Internally, between management and all staff	C
(d)	Between teachers and students	P
(e)	Develop a comprehensive marketing and public relations strategy	P
(f)	Develop a comprehensive enrolment strategy	P
5.	Develop and implement a Behaviour Management Protocol and implementation system in both Primary and High Schools, encouraging positive reinforcement with clear consequences.	C
6.	Review Evaluation and Development of a comprehensive IT Strategy to improve and enhance both the education management of students as well as to enhance our Teaching and Learning through the use of	C

## Theme 10: Priority Areas for Improvement

Objectives		Status
	ICT/eLearning and emerging Digital Learning Technologies, so as to ensure high quality functioning Technology and infrastructure to enhance both teaching and learning.	
	Costing and Implementation of IT Strategy	P
7.	To constantly seek to improve our focus on student / teacher wellbeing, emotional and physical safety and the development of a “culture of caring and respect” that permeates the College and community	P
(a)	Employment of support personnel and supportive systems where possible to assist teachers.	
(b)	Retention of small class sizes/Year Groups	
(c)	Effective differentiation: Extension and Learning Support	
(d)	Ensuring <i>Derech Eretz</i> (proper respect) at all times.	
8.	The development of a robust Fundraising Strategy and Programme to ensure:	
(a)	College’s capacity to keep improving the quality of the educational programme, upgrading the Learning Environment and the capacity to attract and effectively remunerate outstanding educators.	P
i.	Establish an Alumni Association	C
ii.	Establish a KTC Foundation to optimise fundraising potential in the broader community.	C
iii.	Investigate the feasibility of a College Community Bequest Program	NS
iv.	Other strategies to expand our capacity to fundraise	P
v.	Review the college cost structure to maximum operating efficiency.	P
vi.	Develop a medium-term plan for improving the College’s Information and Communications technology infrastructure	P
vii.	Annually review College fee structure and benchmark our fees subsidy model with best practice models in other schools.	C

**C** = Complete (Achieved)

**P** = Progressing (Good effect evident pre-completion / Ongoing)

**NS** = Not started and/or requires review

Within the Priority Areas identified above, the following progress has been made towards achievement in 2022.

Area	Priorities	2022 Achievement
Teaching & Learning	1, 1(c), 1(h), 3(a), 3(b), 3(c), 3(d)(i), 3(d)(iii), 7(c),	P, C, P, P, P, P, P, P, P
Staff Development	1(d), 2(a), 2(d), 2(e), 7(a),	C, C, P, C, P,
Facilities and Resources	1(a), 1(f), 4(a), 5, 6, 8	C, C, C, C, C, P





## Theme 11: Promoting Respect & Responsibility

In 2022, KTC commenced updating the following resources:

- Staff Code of Conduct / Handbook: which details expectations of staff
- Parent / Carer / Volunteer Code of Conduct: detailing expectations of parents, carers and visitors to KTC.

Rights	Responsibilities
I have the right to be happy at school and to be treated fairly with understanding and respect.	<p>I have the responsibility to:</p> <ul style="list-style-type: none"> <li>Treat others with respect, understanding, tolerance, care and kindness and to treat others "like I want to be treated".</li> <li>Speak politely</li> <li>Follow staff directions.</li> </ul> <p>Torah references: 1, 2 and 3.</p>
I have the right to learn all that I can.	<p>I have the responsibility to:</p> <ul style="list-style-type: none"> <li>Attend school regularly and punctually.</li> <li>Behave in class and not disturb the learning of others (the classroom is a shared learning environment).</li> <li>Complete classwork and homework.</li> </ul> <p>Torah references: 1, 4, and 5.</p>
I have the right to feel safe and have my property treated with respect.	<p>I have the responsibility to:</p> <ul style="list-style-type: none"> <li>Behave safely.</li> <li>Respect the property of other people.</li> <li>Respect school property.</li> <li>Behave sensibly and safely in the classroom, playground, at sport, on excursions and travelling to and from school.</li> </ul> <p>Torah references: 6 and 7</p>
I have the right to have a clean and tidy school.	<p>I have the responsibility to:</p> <ul style="list-style-type: none"> <li>Care for the school environment and keep it clean.</li> <li>Put litter in the rubbish bins.</li> </ul> <p>Torah reference: 8</p>
I have the right to participate in school activities.	<p>I have the responsibility to:</p> <ul style="list-style-type: none"> <li>Value my own achievements and positively acknowledge the achievements of others.</li> </ul> <p>Torah reference: 9 and 10</p>
I have the right to my own Hashkafah and not to be mocked for my level of observance.	<p>I have the responsibility to:</p> <ul style="list-style-type: none"> <li>Respect others' Hashkafah and Minhagim.</li> <li>Respect other people in thought, speech and action, regardless of their level of observance.</li> <li>Respect the Ethos and Hashkafa of the school</li> </ul> <p>Torah reference: 11</p>

אם אין תורה, אין דרך ארץ. אם אין דרך ארץ, אין תורה<sup>1</sup>.

There can be no Torah study without Derech Eretz, but one cannot properly conduct oneself with Derech Eretz without Torah knowledge. These two must come together. As Jewish students, you are to think of behaviour at school as part of the instructions of the Torah<sup>2</sup>. The following is a list of relevant Torah sources and principles that relate to the KTC students' charter.

- 1) כבוד חברך כמורא רבך, ומורא רבך כמורא שמים<sup>3</sup> - The honour [you give] your friend [should be as great] as the awe of your teacher. And the awe of your teacher like your awe of Hashem.  
דעלך סני לחברך לא תעביד<sup>4</sup> - Don't do to another that which you would not want another to do to you
- 2) **איזהו מכובד? המכבד את הבריות**<sup>5</sup> - Who is honoured, he who honours others
- 3) **ואהבת לרעך כמוך**<sup>6</sup> - Love your fellow like yourself. Visit them when they are sick<sup>7</sup>, welcome them when they are new etc.
- 4) **לא עלך המלאכה לגמור, ולא אתה בן חורין לבטל ממנה**<sup>8</sup> - It is not incumbent upon you to complete the work, yet you are not free to desist from it.  
**אל תאמר לכשאפנה אשנה, שמא לא תפנה**<sup>9</sup> - Do not say "when I have free time I will study" for perhaps you will never have free time
- 5) **שומעת בעא צילותא כיומא דאסתמא**<sup>10</sup> - Studying requires [an atmosphere that is good for getting] clarity like the day the north wind blows. [The north wind blows on clear sunny days. This is a metaphor for making sure the place one learns in helps with concentration].
- 6) **ונשמרתם מאד לנפשותיכם**<sup>11</sup> - Be very careful with [the safety of] your souls.
- 7) **יהי קמון חברך חביב עליך כשלך**<sup>12</sup> - The property of others should be as dear to you as your own.
- 8) **ונקיות מביאה לידי טהרה**<sup>13</sup> - Cleanliness is part of the process of self-refinement.
- 9) **כל האומר דבר בשם אומרו מביא גאולה לעולם**<sup>14</sup> - One who says a teaching in the name of the person who said it, brings Geulah (redemption) to the world. Give credit, where credit is due!
- 10) **הדרך האמיתי הוא שצריכים לדעת מהות עצמנו... בחסרונות עצמנו ובמעלות עצמנו**<sup>15</sup> - The true path is that we must know ourselves, both our faults and our strengths.
- 11) **אלו ואלו דברי אלוקים חיים... ושונין דבריהן דברי בית שמאי. שמקדימין דברי בית שמאי לדבריהן**<sup>16</sup> [both the opinion of Beis Shamai and that of Beis Hillel] are the words of the living G-d...the students of Beis Hillel would say their own opinion and also say the opinion of Beis Shamai, [but] they would say the words of Beis Shamai before saying their own opinion.  
**אל תדין את חברך עד שתגיע למקומו**<sup>17</sup> - Do not judge your fellowman until you have stood in his place

### Charter of Student Rights and Responsibilities

- 1] פרקי אבות ג. יז. וראה ויקרא רבה ט. "דרך ארץ קדמה לתורה. ראה עין יוסף שם
- 2] ברטנורה על פרקי אבות א.א. ונתבאר ע"י אדמו"ר נשי"ד. ביאורים לפרקי אבות על אתר.
- 3] פרקי אבות ד, יב.
- 4] שבת ל"א ע"א<sup>4</sup>
- 5] אבות ד:א<sup>5</sup>
- 6] ויקרא יט, וז. וזבא לחלכה משנה תורה הל' דעות פ"ו ה"ג. וע' תניא פל"ב.
- 7] שבת קכז, ע"א ושי"ג. משנה תורה הל' אבל פ"ד ה"א.
- 8] אבות ב:ט"ז<sup>8</sup>
- 9] אבות ב:ד<sup>9</sup>
- 10] מגילה כח ע"ב. עירובין סה ע"א. וע' סוכה כה סע"ב.
- 11] דברים ד, טז. שו"ע"ר חו"מ
- 12] פרקי אבות ב, יב.
- 13] משנה סוטה פ"ט, טו. וש"ג.
- 14] מגילה טז ע"א. וש"ג.
- 15] היום יום כי חשון.
- 16] עירובין יג, ע"ב
- 17] אבות ב:ד<sup>17</sup>

## Theme 12: Parent, Student & Teacher Satisfaction

### Teachers & Students

At the end of 2021, KTC contracted with AISNSW to conduct a 12-18 month Project based on the 2022 year. This encompassed surveying both students and teachers about the Teaching and Learning taking place across High School. All students in Years 7-12 were anonymously surveyed, with the following questions and their responses indicated below:

Survey Question	Never	Sometimes / Usually / Always
1. My classroom is a safe and positive environment for learning	0.9	99.1
2. In my classroom, everyone feels like they belong	0.9	99.1
3. I feel safe and confident to make mistakes in the classroom and learn from them	5.3	94.7
4. I believe my voice will be heard and valued	7.9	92.7
5. I always try to do my best as a learner	0.9	99.1
6. I believe I can learn and achieve well in my learning	0.9	99.1
7. My teacher provides an engaging learning environment	3.6	95.4
8. I feel confident to discuss learning, achievement and next steps with my teacher	11.4	88.6
9. I feel confident to discuss learning, achievement and next steps with my peers	4.4	95.6
10. I know that my teacher believes I can learn and achieve	5.3	94.7
11. My teacher understands and responds to my needs	8.8	91.2
12. My teachers often share learning goals with the class	16.7	83.3
13. My teacher involves me in developing success criteria for learning goals	25.4	74.6
14. My teacher helps me review my progress towards achieving my learning goals	20.2	79.2
15. I know how to give helpful feedback to my peers	6.1	93.9
16. I know how to receive helpful feedback from my teachers	3.6	96.4
17. I use teacher feedback to improve my learning	5.3	94.7
18. My teacher sets clear expectations for learning	4.3	95.7
19. My teacher involves me in planning my next learning steps	25.4	74.6
20. I know how to work out where I'm at in my learning	7	93
21. I am involved in measuring where I'm at in my learning	13.2	86.8
22. My teacher knows when I am doing my best	8.8	91.2

### Teacher Feedback on Survey

The results of the student survey were used for a staff development session (see comments below). Students were then taken out in groups to delve deeper into their answers. Staff were also surveyed and the Project team, working with AIS facilitators, developed a series of workshops for staff to address concerns highlighted in the survey.

#### Questions 1 & 2

- Possibly linked to classroom behaviours which will shift perceptions
- Is it an issue with 'safe' (taking risks in the classroom) or 'positive'
- Linked to Question 3
  - A confidence issue that needs to be addressed
  - How is the teacher responding to mistakes?
  - How are other students responding to mistakes by peers?

#### Question 4

- Is this teacher or peer driven?

#### Question 5

- Do teachers agree?
- Is there serious student self-reflection?
- More specific questions on their own learning are needed

#### Question 6

- Needs to be addressed with students (do they really do their best?)
- Do they have insight to what hard work really is required?
- High work ethic awareness?

#### Question 7

- Concerning responses
  - Review different year groups and boys/girls to get clearer picture of accuracy

#### Question 8

- Hard to build relationships with students who see us as a deliverer of curriculum and 'bad news'
- Is it because of classroom behaviour and perception of being unapproachable?
  - Lack of external events to build relationships
- Contrasts with Question 9

#### Question 10

- Expected response

## Theme 12: Parent, Student & Teacher Satisfaction

### Question 11

- Needs review. Why is there this perception? What is their need?

### Questions 12-14

- Learning goals need to be clearer in each classroom
- Look at how progress is reviewed
- It would be valuable to hold a roundtable with staff to share strategies

### Question 15

- Do they really know this?

### Question 16

- They receive it, but what do they do with it?

### Question 17

- Do they understand what it is to use feedback?

### Question 18

- Do they understand the term “expectations”?

### Question 19

- How can we address this and use it to make sure students understand the next steps to be taken?

### Question 20

- Do they?
- Have they got reasonable insights to their personal learning?

### Question 21

- Would they have understood the nuances of the question?

### Question 22

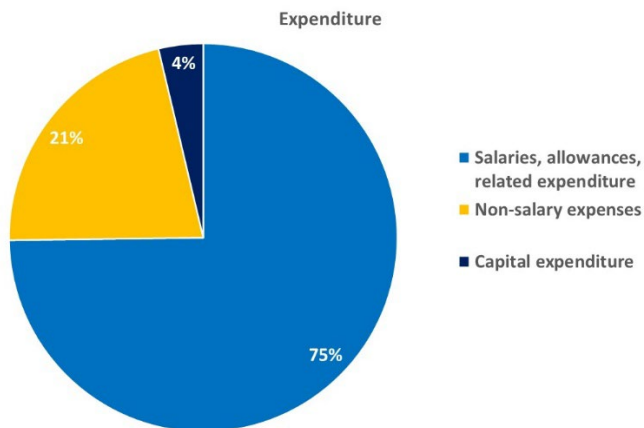
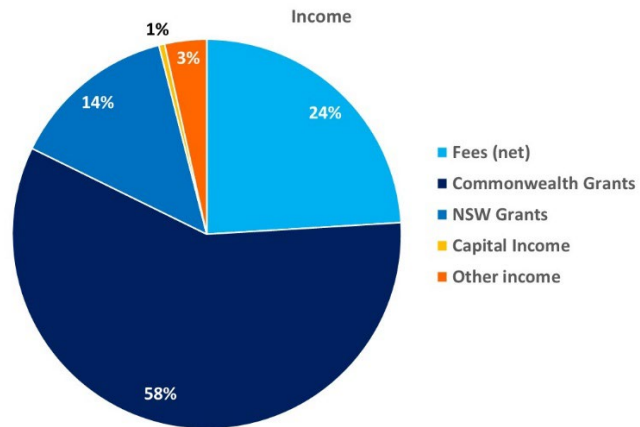
- Why is there this negative perception?
- View that teachers don't know me
- They don't know when I am doing my best





## Theme 13: Financial

### Consolidated Income and Expenditure Summary:



## Theme 14: Publication & Information

This Annual Report was submitted on 30 June 2023 to the NSW Education Standards Authority (NESA) via RANGS Online, according to the requirements to provide information about the educational and financial performance measures and policies of the College.

The Annual Report will be available on the College's website, and via request received directly to the College.

In addition to the requirements for the Annual report to be published on the KTC website, we acknowledge that information may be requested at any time by NSW or Australian Government Departments.

