

# LEIBLER YAVNEH COLLEGE

## School Performance Information Report 2018



## VISION

To be Melbourne's pre-eminent Jewish Day School:  
Developing the characters, enriching the intellects, and engaging the souls of outstanding,  
Torah and Israel-committed youth.

## MISSION

- To play a central role in the personal development of its students, nurturing them to be:
- Of fine character, imbued with integrity and compassion;
  - Inspired by and personally committed to a relationship with Hashem based on study of Torah and adherence to its values and Mitzvot;
  - Life-long, independent learners who pursue excellence and strive to achieve their potential;
  - Knowledgeable of and passionate about Yahadut (Judaism) and Tziyonut (Zionism); and
  - Committed Australians, aware of and loyal to their communal, civic and personal responsibilities.

## VALUES

We aspire to a lifetime love of learning and pursuit of academic excellence in both Jewish and General Studies, because they are mutually reinforcing, so that all students can achieve their potential.

- We are committed to the development of a warm and nurturing school environment for all students, which, leading by example, encourages the practice of Derech Eretz (ethical behaviour), adherence to Halacha, and a commitment to Religious-Zionist ideals.
- We believe that helping our students to realise their potential requires a holistic emphasis on their overall sense of well-being: personal, emotional and intellectual needs.
- We strive to develop resilient, independent learners, equipped with the appropriate knowledge and skills to participate effectively as Jews in the outside world.
- We encourage our students to take pride in their Australian heritage and challenge them to make their own contribution in order to shape its future direction.

## TABLE OF CONTENTS

• To Our Parents _____	4
• Staffing Information & Student Attendance _____	5-6
• National Benchmarks _____	7
• Co-curricular Program _____	8-9
• Average Standardised Assessment Results (Yr 7 & 9) _____	10
• Secondary Outcomes _____	11-12
• Survey Outcomes _____	13
• Financial Outcomes _____	14
• Contact Information _____	15

## TO OUR PARENTS

I am pleased to report to you on the various aspects of the College's Performance for the 2018 year.

Leibler Yavneh College is a Modern Orthodox, Religious Zionist School that attracts students from across a wide spectrum of the Melbourne Jewish community.

The College commenced operations in 1962 with 53 students and has grown to provide educational services for over 700 students.

The College philosophy encompasses commitment to Jewish knowledge, values and ethics, good citizenship and the wellbeing of the Australian society, fostering a love of lifelong learning and an acknowledgement of the role of Israel within our lives.

At Yavneh we use the data presented in this report to benchmark our school's performance against similar schools and schools of best practice, and to measure our annual progress. We are a College committed to continual improvement.

**Ms Cherylyn Skewes**  
**Principal**  
June 30, 2019



# SCHOOL PERFORMANCE INFORMATION REPORT

## 1. STAFF ATTENDANCE

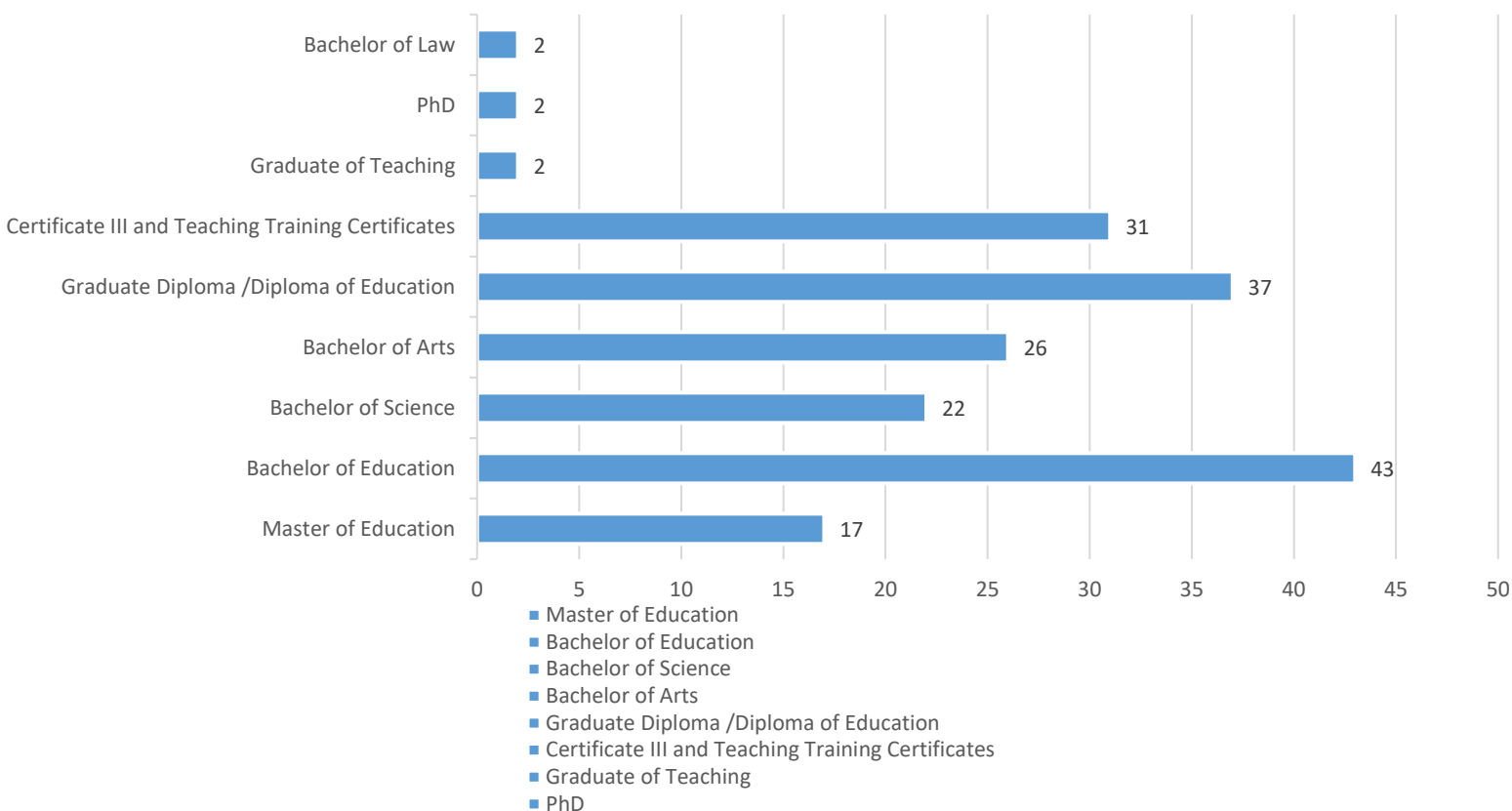
(teaching staff only)

- Average number of days attended per teacher **179 days**
- Total number of teacher days **188 days**
- Percentage of total teacher days attended **95.21%**

## 2. RETENTION OF TEACHING STAFF

- Total teaching staff as at 31/12/17 **100**
- Teaching staff retained at 31/12/18 **84**
- Percentage of teaching staff retention **84%**

## 3. TEACHER QUALIFICATIONS



#### 4. INDIGENOUS COMPOSITION AS AT 31 DECEMBER 2018

0%

#### 5. EXPENDITURE & TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

- The number of teaching staff and support staff participating in professional learning activities such as Behaviour Education, Information Technology, Leadership, Jewish Studies, LOTE, Hebrew NETA training, Understanding Autism Management, Child Protection, Mandatory Reporting, Differentiation, Child Safe Legislation, VCE Study Designs, Comprehensive First Aid, Asthma Education, Anaphylaxis training, ACHPER Conference, Restorative Practice training, Changemakers and Mental Health, Mindfulness, Coaching and Adolescents Course.  
= **100 teachers**
  
- Average expenditure per teacher on professional learning  
= **\$2,100**

#### 6. STUDENT ATTENDANCE

(Average rate for the year)

ATTENDANCE – year level	BOYS %	GIRLS %
One	90	91.4
Two	92.6	89.6
Three	90.6	86.7
Four	88.8	90.6
Five	90.4	93.1
Six	94.1	91.5
Seven	89	87.7
Eight	88.5	92.7
Nine	88.8	82.5
Ten	85.7	87.2

Student attendance is monitored at least twice daily, and attendance rolls are managed electronically. Absences are noted and investigated daily. Unexplained absences are followed up and recorded in the system.

Poor attendance is communicated with parents, through a parent meeting.

## NATIONAL BENCHMARKS

Proportion of Year 3, 5, 7 and 9 students who meet the National benchmarks for reading, writing, spelling and numeracy

YEAR LEVEL	READING %	WRITING %	SPELLING %	NUMERACY %
<b>Year 3</b>				
▪ 2018	100	98	100	100
▪ 2017	100	100	100	100
▪ % change from 2017 to 2018	0	2	0	0
<b>Year 5</b>				
▪ 2018	100	100	100	100
▪ 2017	100	100	100	100
▪ % change from 2017 to 2018	0	0	0	0
<b>Year 7</b>				
▪ 2018	98	100	100	100
▪ 2017	100	100	100	100
▪ % change from 2017 to 2018	2	0	0	0
<b>Year 9</b>				
▪ 2018	100	100	100	100
▪ 2017	100	98	100	100
▪ % change from 2017 to 2018	0	2	0	0



## CO-CURRICULAR PROGRAMS

### Primary School Programs Include:

- Extension Math
- Teaching of Chess
- Instrumental Program
- School Enrichment Programs
- Lunchtime Clubs (Hama Beads, Chess, Computer Lab)
- Buddy Program for students entering Prep with students in Year 5
- Year 10 students mentoring Year 3 & 4 students in Sport
- Interschool Sport Program via Balaclava district competition
- Premier's Reading Program
- Outdoor Education Program
- Homework Club Program
- Swimming Carnivals
- Athletics Carnival
- Year 6 Graduation evening
- Robotics Program
- Coding Program
- Scratch Programming
- Intensive Year 4-6 Outdoor Education and Camping Program

### Student Services/ Education Support

- Comprehensive Integration Program
- Occupational Therapy
- Speech and Language Therapy
- Availability of psychological support services
- Psychological testing
- Teacher support regarding differentiation of curriculum
- Training in conflict resolution skills, coping strategies and resilience

### Secondary School Programs Include:

- Leadership Program for Year 10 students
- Accelerated Math Program
- Year 10 & 11 students may select from a range of VCE subjects Units 1 to 4
- Year 12 students may study Tertiary Hebrew, on the Yavneh College campus
- Year 11 + 12 students are supported to study VCAL and other VCE subjects not offered at Yavneh
- Wellbeing Program – Years 7-12
- Interschool Debating
- Interschool Sport
- Writing Festivals
- Art Enrichment Program
- Premier's Reading Program
- Outdoor Education Program
- Community Service Program Years 7-10



- Tutorials for VCE students
- Welfare and counselling services
- Integration Program
- Pastoral care via the Heads of Year program
- VET program
- Careers Counselling and Guidance
- Career Testing
- Holocaust Seminar Program
- Hebrew Immersion Programs
- Maths Competition
- Science Competitions
- Bible Competition
- Public Speaking Competitions (Vonnie and Mikolot)
- Musical production open to all secondary students 7-12
- Athletics Carnival
- Year 12 Graduation dinner

### Jewish Educational Activities

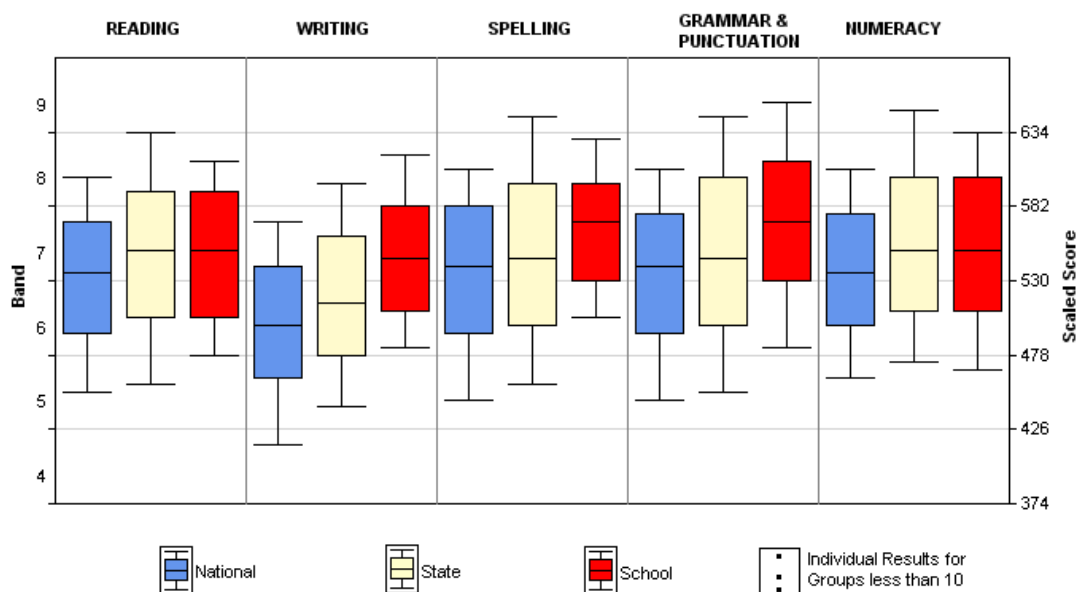
- Celebration of Hebrew learning in Prep
- Siddur celebration Year 1
- Chumash celebration in Year 2
- Celebration of Shabbat program in Year 3
- Special programs before each festival
- Special programs for Yom Ha'atzmaut, Yom HaShoah, Yom Hazikaron, Yom Yerushalayim
- Mishmar programs after school including sport, discussion and food
- Cheder program – intensive learning for students
- Shiurim (lesson and discussion groups) before school and lunchtimes
- Purim program
- Pesach program
- Tisha B'av program
- Visiting the elderly both in day centres and hospitals
- Special Tefilla program enabling all students to participate
- Shabatonim ( programs on weekends)
- Tikken Lel Shavuot Program
- High holidays program
- Succah celebration program
- Chevrotah program – learning in Bet Midrash
- Meals and programs at the homes of the Sherut Girls and Hesder men
- Tzedaka collection
- Shabbat program each week in Junior Primary
- Bet Midrash program
- Affiliation with Bnei Akiva Youth Movement.

# AVERAGE STANDARDISED ASSESSMENT RESULTS FOR YEAR 7 & 9

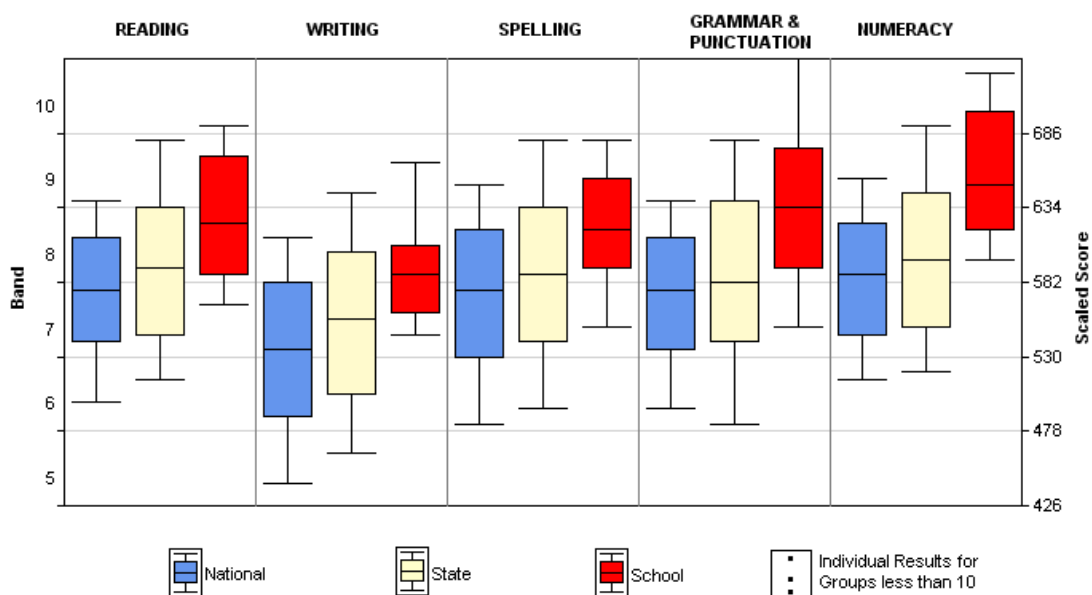
## Transition from Year 7 to Year 9:

2018 Results for Year 7 & 9 contrasted against National State Schools indicate strong growth in student learning.

### SCHOOL SUMMARY REPORT National Assessment Program – Literacy and Numeracy Tests Year 7 2018



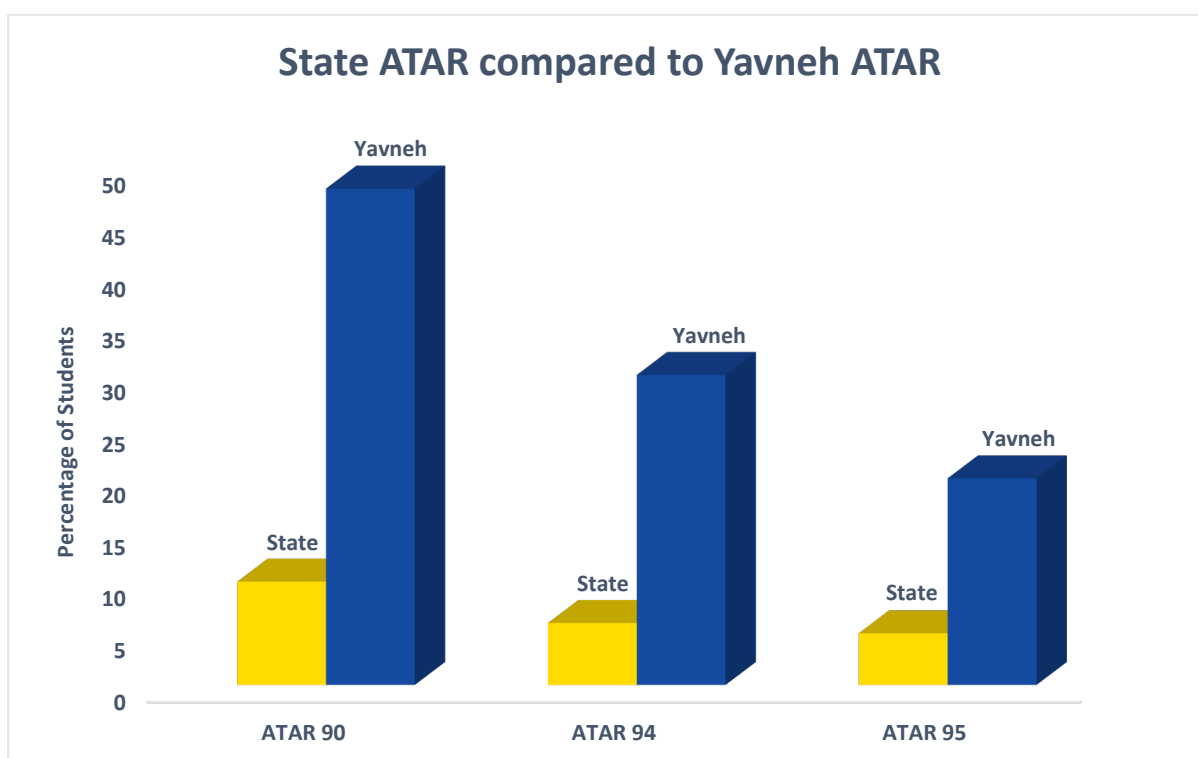
### SCHOOL SUMMARY REPORT National Assessment Program – Literacy and Numeracy Tests Year 9 – 2018



## SECONDARY OUTCOMES

### VCE Highlights

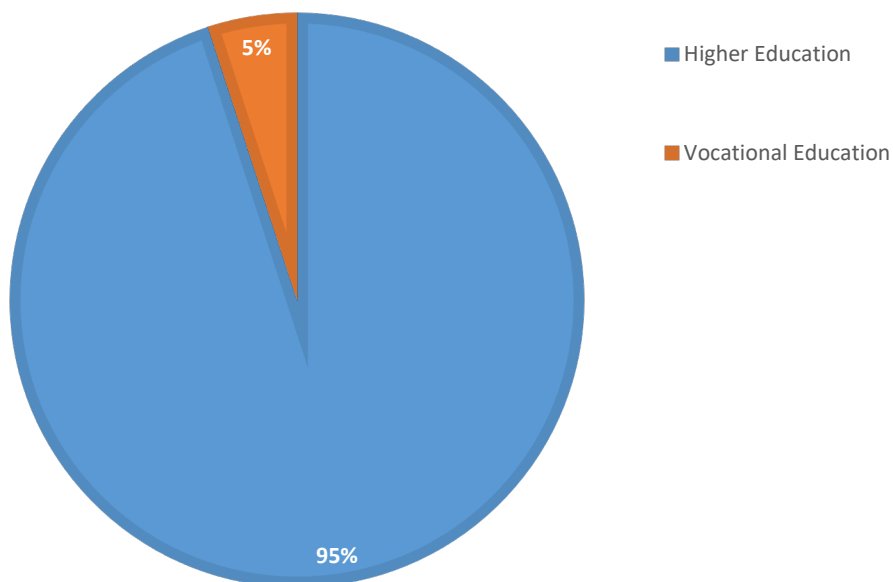
- 20% of our students ranked in the top 5% of the state
- 30% of our students ranked in the top 6% of the state
- 48% of our students ranked in the top 10% of the state
- One student achieved a perfect score of 50 for Legal Studies



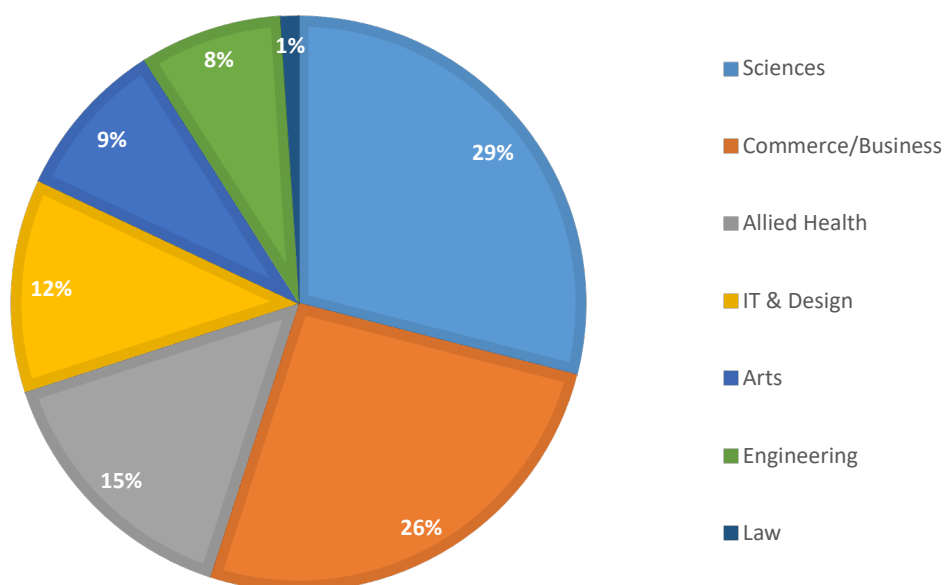
### PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12 IN 2018

Year 12 – 2018	46 Students	97%
Year 9 – 2015	38 Students	

### POST-SCHOOL DESTINATIONS OF YEAR 12, 2018



### STUDY DISCIPLINES



## SURVEY OUTCOMES

**Staff satisfaction** is monitored through regular staff conferences and meetings with Heads of Department, the Director of Teaching & Learning and Heads of School. Staff are asked to complete an Independent Schools Victoria (ISV) Staff Satisfaction Survey annually on a range of factors that in turn influence leadership's decision making.

**The overall staff satisfaction rating was 7.19**

**Student satisfaction** is monitored through regular meetings of the Student Leadership Committee, staff mentor feedback and an annual Independent Schools Victoria Survey. The Principal also meets regularly with College Captains to discuss student-based concerns. The Student Leadership Team incorporates representation from students covering areas of responsibility in Student Life, Religion, School Spirit, Sporting Houses, Charity and Community.

**The student survey of Secondary students showed an overall outcome of 7.74**

**Parent satisfaction** is monitored via an annual Independent Schools Victoria survey. We survey parent's views on a range of areas of performance and review the outcomes at Senior Leadership meetings. Parents are also invited to provide feedback by key personnel in the school on an ongoing basis. Parents are in contact with the Presidents of the Yavneh Parents' Organisation, who in turn meet regularly with the College Principal. Parents are asked to provide feedback on academic performance, student wellbeing, and teacher performance, health and safety and goal alignment.

**The overall parent satisfaction rating was 6.38**

**Year 12 Student Exit Survey.** Year 12 students have a unique vantage point from which they can reflect on the strengths of our school. The Year 12 Exit Survey measures the extent to which the students believe effective school practices are apparent.

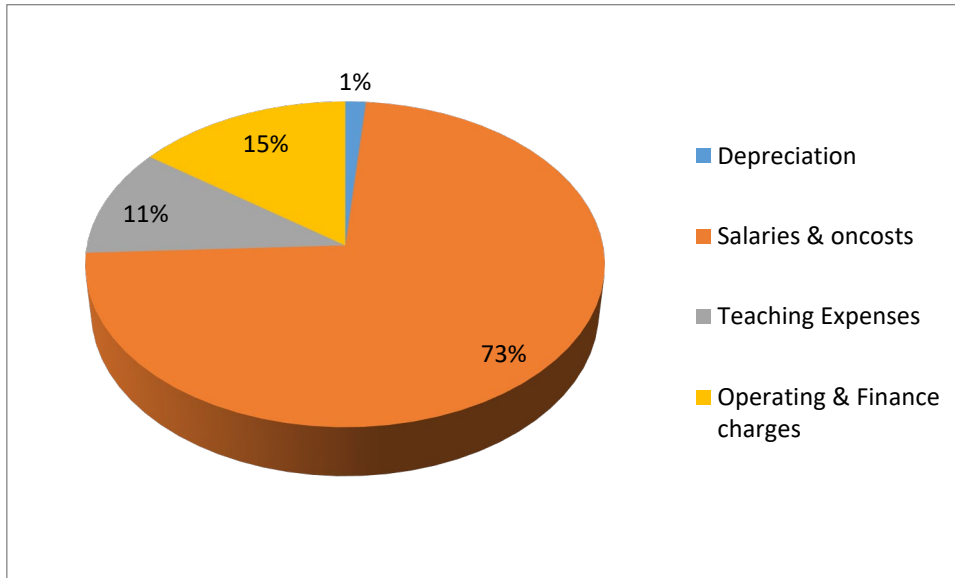
**The student's overall level of satisfaction rating was 7.82.**

Yavneh students rated the College higher than statistically similar schools in every domain.

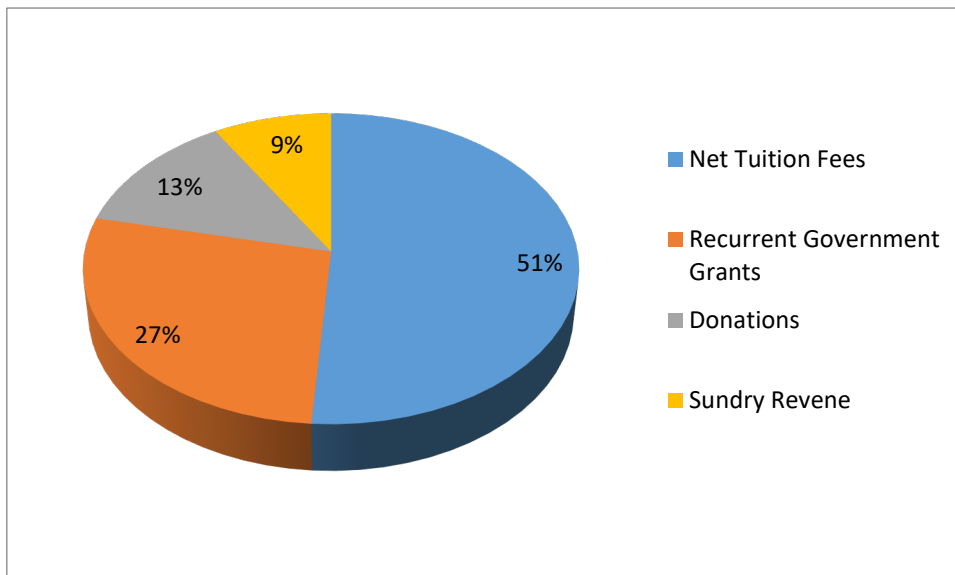
Data collected by these surveys is shared with the College Executive and College stakeholders.

# FINANCIAL OUTCOMES

## Expense Jan-Dec 2018



## Revenue Jan-Dec 2018



## CONTACT INFORMATION

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