

LEIBLER YAVNEH COLLEGE

School Performance Information Report 2019



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 2019 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, 2020



SCHOOL PERFORMANCE INFORMATION REPORT

1. STAFF ATTENDANCE

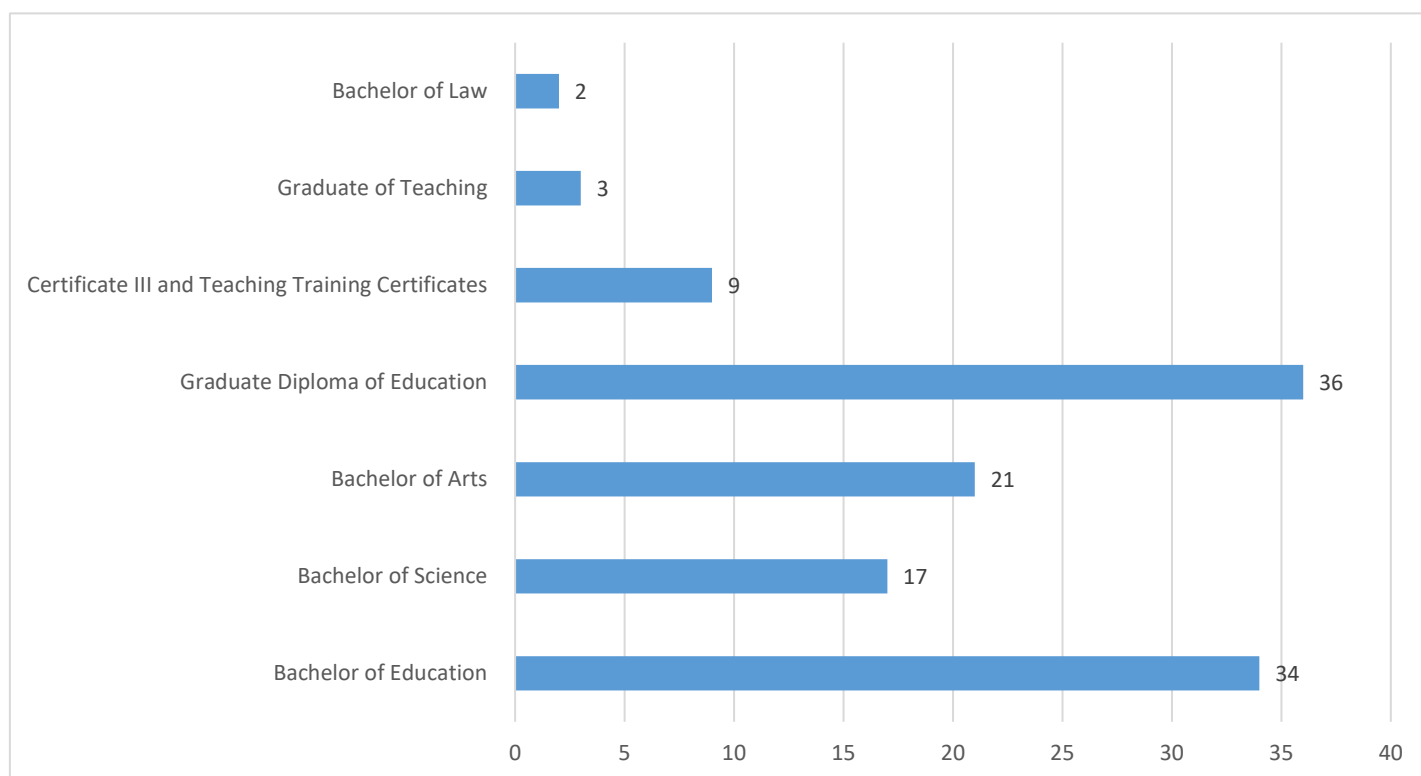
(teaching staff only)

- Average number of days attended per teacher **184 days**
- Total number of teacher days **190 days**
- Percentage of total teacher days attended **96.84%**

2. RETENTION OF TEACHING STAFF

- Total teaching staff as at 31/12/18 **100**
- Teaching staff retained at 31/12/19 **83%**

3. TEACHER QUALIFICATIONS



4. INDIGENOUS COMPOSITION AS AT 31 DECEMBER 2019

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
= \$1,231

6. STUDENT ATTENDANCE

(Average rate for the year)

ATTENDANCE – year level	BOYS %	GIRLS %
One	92.5	93.2
Two	94.0	95.5
Three	94.2	94.0
Four	94.0	93.4
Five	91.0	91.4
Six	93.0	93.4
Seven	91.2	91.0
Eight	92.6	90.6
Nine	90.2	89.6
Ten	89.9	92.0

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 %
Year 3				
▪ 2019	100	100	100	100
▪ 2018	100	98	100	100
▪ % change from 2018 to 2019	0	2	0	0
Year 5				
▪ 2019	100	100	100	100
▪ 2018	100	100	100	100
▪ % change from 2018 to 2019	0	0	0	0
Year 7				
▪ 2019	100	100	100	100
▪ 2018	98	100	100	100
▪ % change from 2018 to 2019	2	0	0	0
Year 9				
▪ 2019	98	98	100	100
▪ 2018	100	100	100	100
▪ % change from 2018 to 2019	2	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 11 students may select from a range of VCE subjects Units 1 to 4
- 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 (Vonnice and Mikolot)
- Musical production open to all secondary students 7-12
- Athletics Carnival
- Year 12 Graduation dinner

Jewish Educational Activities

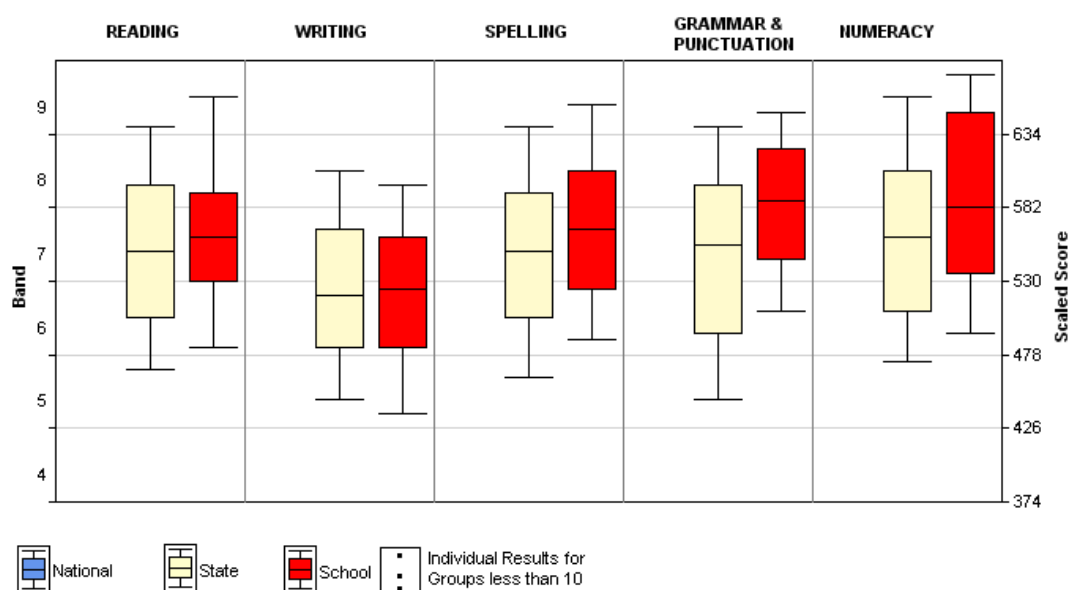
- Celebration of Hebrew learning in Prep
- Siddur celebration Year 1
- Chumash celebration in Year 2
- Celebration of Shabbat program in Year 3
- Special programs before each festival
- Special programs for Yom Ha'atzmaut, Yom HaShoah, Yom Hazikaron, Yom Yerushalayim
- Mishmar programs after school including 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)
- Tikkun Lel Shavuot Program
- High holidays program
- Succah celebration program
- Chevrutah 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

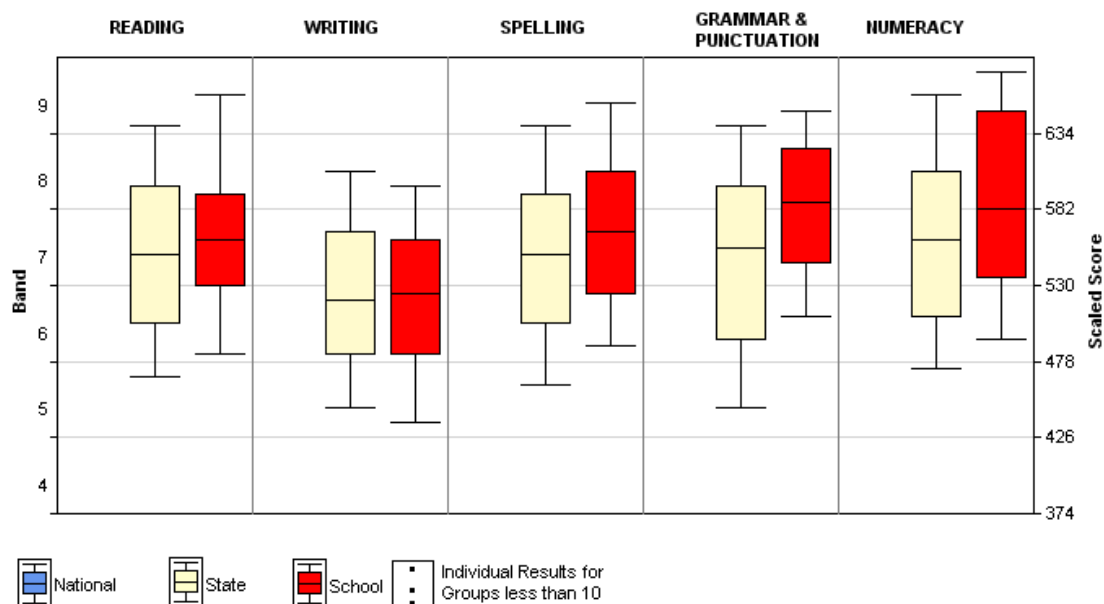
Transition from Year 7 to Year 9:

2019 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 2019



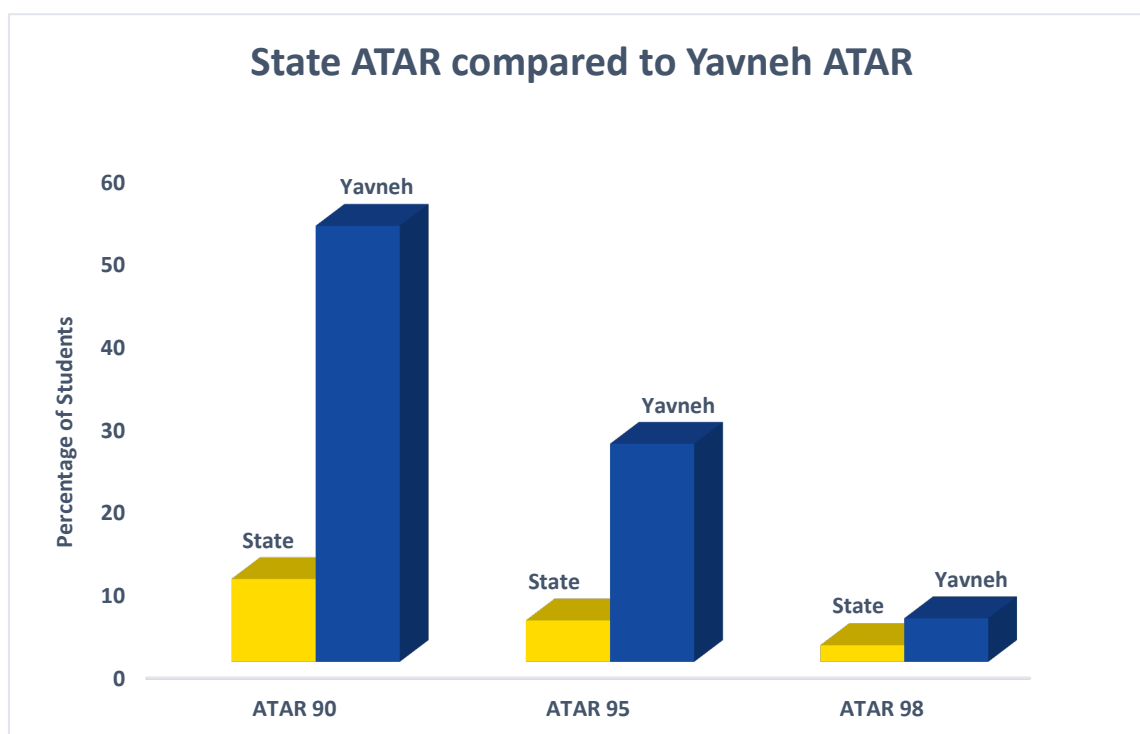
SCHOOL SUMMARY REPORT National Assessment Program – Literacy and Numeracy Tests Year 9 – 2019



SECONDARY OUTCOMES

HIGHLIGHTS

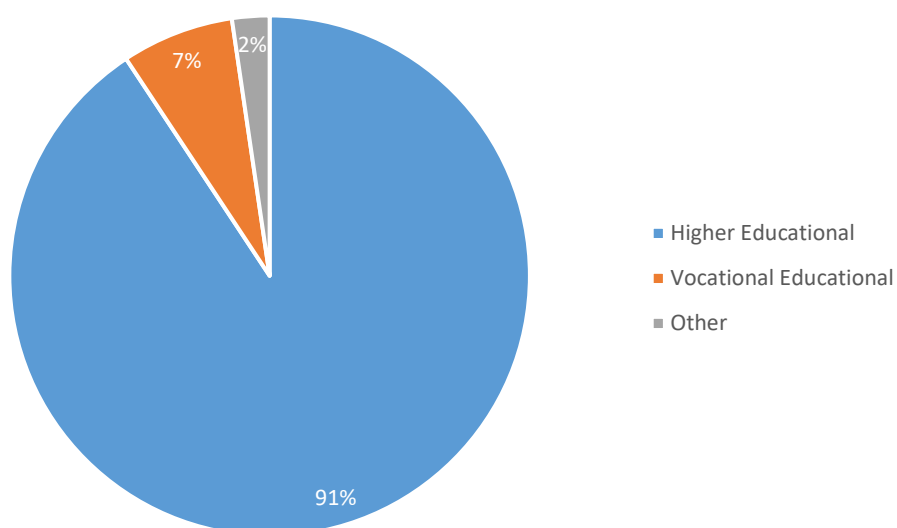
- More than half of our cohort achieved an ATAR above 90.
- More than 26% of students achieved an ATAR above 95.
- More than 18% of students achieved an ATAR above 98.
- Two of our students are to be commended for achieving an ATAR above 99.



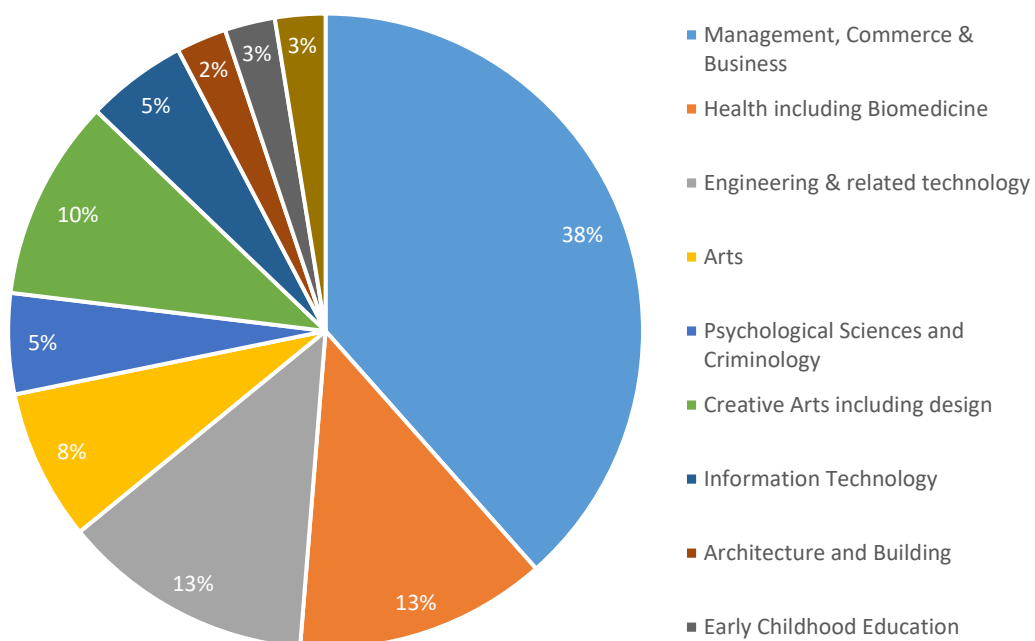
PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12 IN 2018

Year 12 – 2019	39 Students	100%
Year 9 – 2016	37 Students	

POST-SCHOOL DESTINATIONS OF YEAR 12, 2019



STUDY DISCIPLINES



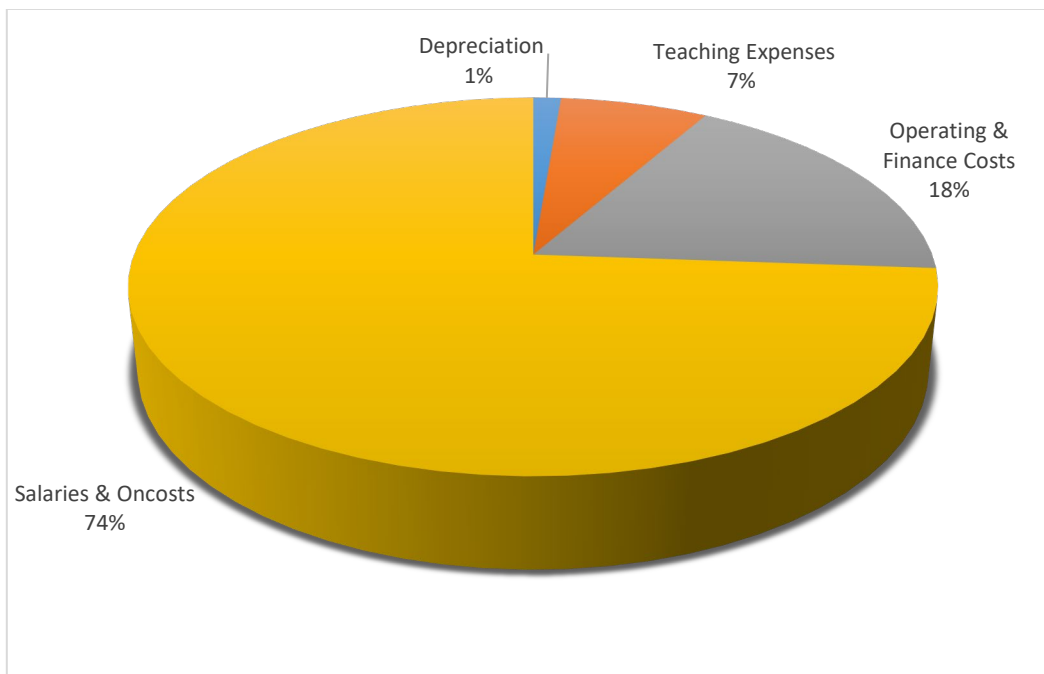
SURVEY OUTCOMES

Leibler Yavneh College invited staff, parents (Years 5, 7, 9 and 12) and students from Year 6 to Year 12 to participate in the 2019 School Effectiveness Survey conducted by Independent Schools Victoria. The survey results assist in the measurement of the College's performance and the development of its priorities. The survey results demonstrated increased levels of overall satisfaction from staff and students, especially those students in Year 12. Staff identified a key strength of the College as being the staff dedication to improving student learning and outcomes. The key area for growth was receiving constructive feedback regarding job performance. Our Year 12 students identified their overall satisfaction with their experience with the College as a key strength. The key area for growth was the quality of teachers. Results of the parent satisfaction survey reflected high levels of satisfaction with Yavneh being a safe place to learn and parents being made to feel welcome at the College. The key areas highlighted for growth were the learning program meeting the needs of individual students and teachers understanding the differing abilities of students and teaching accordingly.

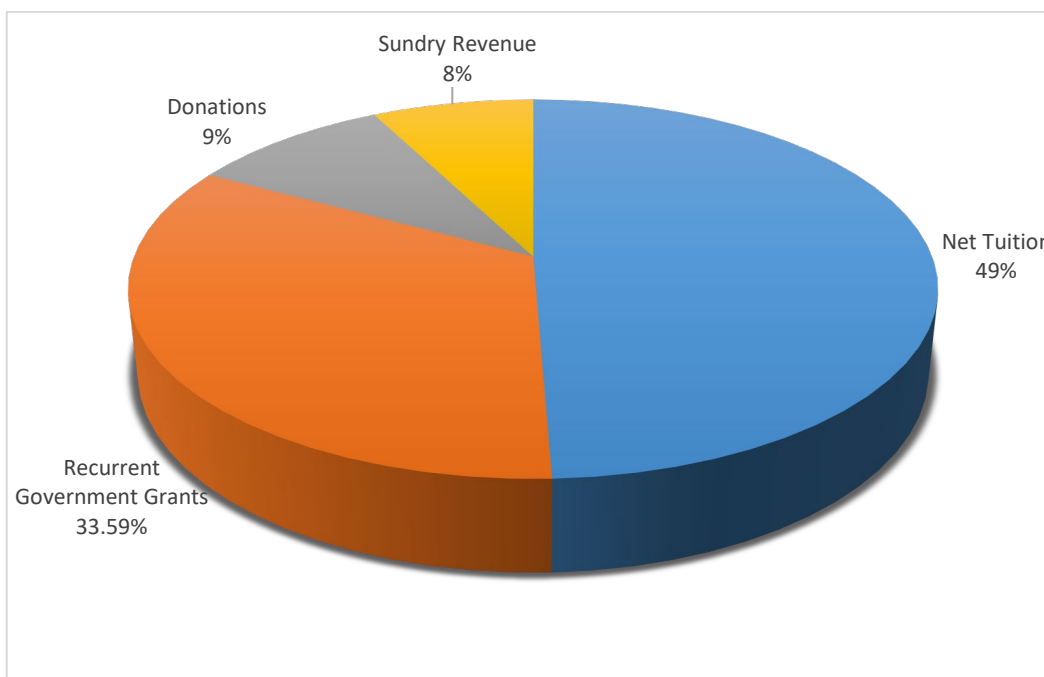
Levels of student satisfaction is also monitored through regular meetings of the Student Leadership Team, and the College Captains meet weekly with the Principal to discuss student-based concerns. The Primary Captains also meet regularly with the Head of Primary. Parent feedback is sought via short, specific surveys and parents are encouraged to contact members of the College Leadership Team with feedback on an on-going basis. The Principal also meets regularly with the Presidents of the Yavneh Parent Organisation and parents are also able to provide feedback to the Co-Chairs of the College's Executive. Staff satisfaction is monitored through regular staff meetings, with the Heads of Departments, the Director of Teaching and Learning and the Heads of School. Full school staff meetings provide opportunities for feedback and discussion and short staff surveys are used to seek feedback on specific initiatives implemented at the school.

FINANCIAL OUTCOMES

Expense Jan-Dec 2019



Revenue Jan-Dec 2019



CONTACT INFORMATION

Cherylyn Skewes

Principal

Tel: 9528 4911

Fax: 9523 0036

c.skewes@yavneh.vic.edu.au



David Fisher

Head of Administration

Tel: 9528 4911

Fax: 9523 0036

d.fisher@yavneh.vic.edu.au



Daniel Solomon

Chief Financial Officer

Tel: 9528 4911

Fax: 9523 0036

d.solomon@yavneh.vic.edu.au

