

# LEIBLER YAVNEH COLLEGE

## School Performance Information Report 2020



## 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.

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## TO OUR PARENTS

I am pleased to report to you on the various aspects of the College's Performance for the 2020 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, 2021



# SCHOOL PERFORMANCE INFORMATION REPORT

## 1. STAFF ATTENDANCE

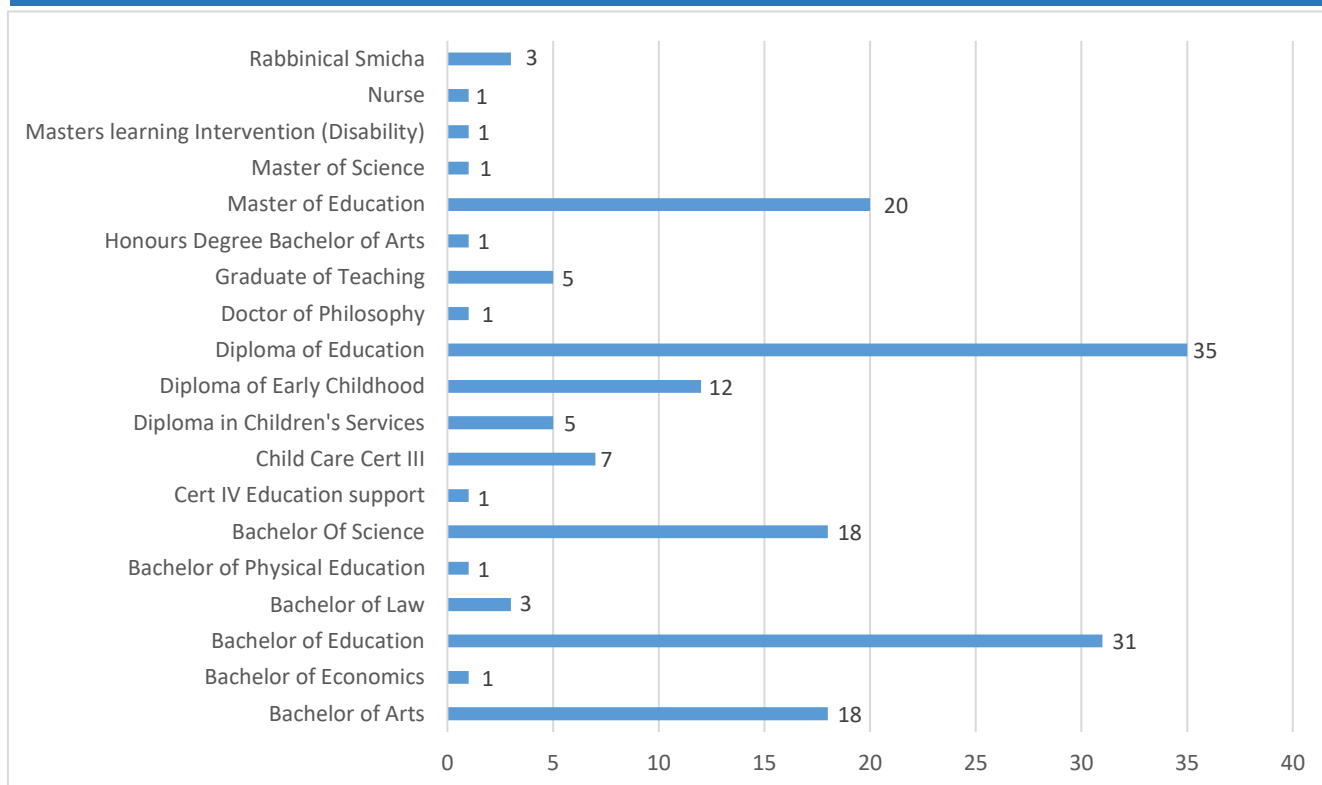
(teaching staff only)

- Average number of days attended per teacher **191 days**
- Total number of teacher days **197 days**
- Percentage of total teacher days attended **96.95%**

## 2. RETENTION OF TEACHING STAFF

- Total teaching staff as at 31/12/19 **103**
- Teaching staff retained at 31/12/20 **95%**

## 3. TEACHER QUALIFICATIONS



#### 4. INDIGENOUS COMPOSITION AS AT 31 DECEMBER 2020

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.  
= **103 teachers**
  
- Average expenditure per teacher on professional learning  
= **\$196**

#### 6. STUDENT ATTENDANCE

(Average rate for the year)

Year Level	Attendance %
One	94.8
Two	96.9
Three	97.8
Four	95.5
Five	96.8
Six	95.6
Seven	94.0
Eight	94.8
Nine	95.4
Ten	96.2

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>				
▪ 2019	100	100	100	100
▪ 2018	100	98	100	100
▪ % change from 2018 to 2019	0	2	0	0
<b>Year 5</b>				
▪ 2019	100	100	100	100
▪ 2018	100	100	100	100
▪ % change from 2018 to 2019	0	0	0	0
<b>Year 7</b>				
▪ 2019	100	100	100	100
▪ 2018	98	100	100	100
▪ % change from 2018 to 2019	2	0	0	0
<b>Year 9</b>				
▪ 2019	98	98	100	100
▪ 2018	100	100	100	100
▪ % change from 2018 to 2019	2	2	0	0

Note: Due to COVID-19 there was no NAPLAN testing in 2020. As such, the report above reflects the last two periods of NAPLAN testing.

## CO-CURRICULAR PROGRAMS

\*\* Due to COVID many of our regular programs had to adapt to online events for 2020. We look forward to completing these face-to-face in 2021.

### Primary School Programs Include:

- DARE Mathematics
- Literature Lovers
- Leadership Program for Primary School Captains
- JLife afterschool activities
- Extension Mathematics
- 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
- FLL and 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 Opportunities – Including Year 12 Captains & Vice Captains, Jewish Life Captains, Social Action Captains and House/Spirit Captains
- Leadership Program for Year 10 students
- Accelerated Mathematics Program
- Wellbeing Program – Years 7-12
- FLL and Robotics Program
- Interschool Debating
- Interschool Sport
- Writing Festivals
- Art Enrichment Program
- Arts Exhibitions
- Premier's Reading Program
- Outdoor Education Program



- Community Service Program Years 7-10
- Welfare and counselling services
- Integration Program
- Pastoral care via the Heads of Year 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
- School Camps:
  - Year 7 Camp
  - Year 8 Camp
  - Ski Camp (Years 7-9)
  - Zionist Camps (Years 9-12)
- Athletics Carnival
- Year 12 Graduation dinner

### Jewish Educational Activities

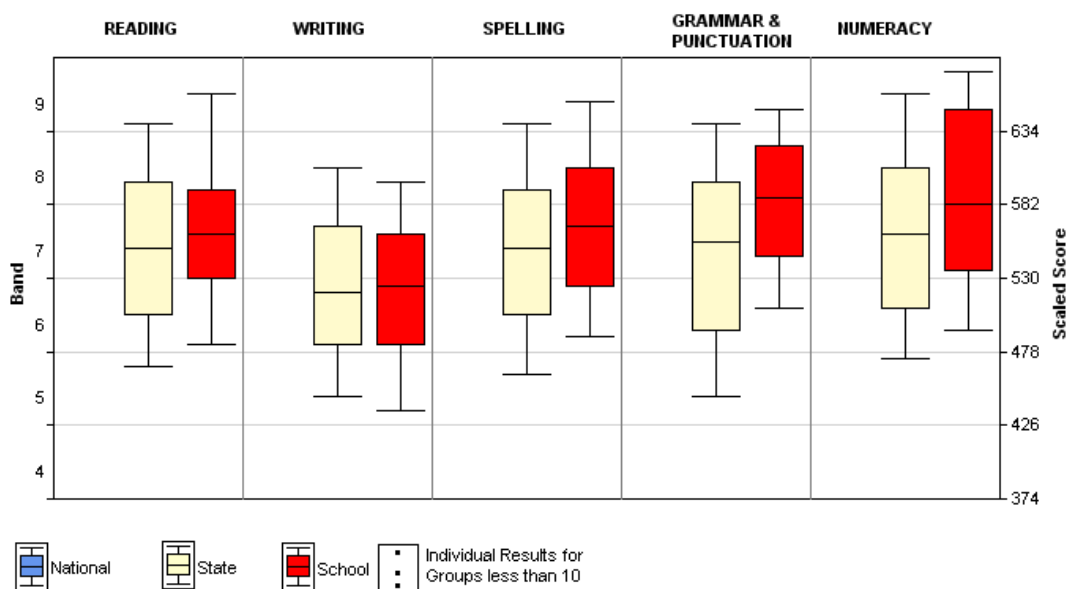
- Celebration of Hebrew learning in Prep
- Siddur celebration Year 1
- Chumash celebration in Year 2
- Celebration of Shabbat program in Year 3
- Special programs before each festival
- Special programs for Yom Ha'atzmaut, Yom HaShoah, Yom Hazikaron, Yom Yerushalayim
- Mishmar programs after school including sport, discussion and food
- 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)\*\*did not occur due to COVID
- Tikkun Lel Shavuot Program
- High holidays program
- Succah celebration program
- Chevrotah program – learning in Bet Midrash \*\*did not occur due to COVID
- Meals and programs at the homes of the Sherut and Hesder \*\*did not occur due to COVID
- Tzedaka collection
- Affiliation with Bnei Akiva Youth Movement

# AVERAGE STANDARDISED ASSESSMENT RESULTS FOR YEAR 7 & 9

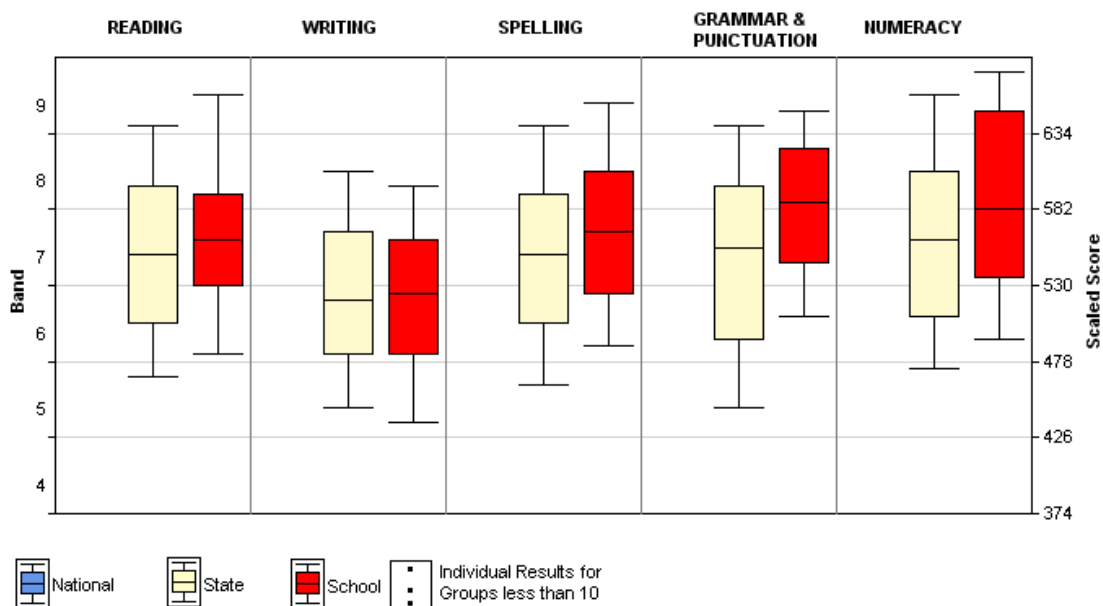
## Transition from Year 7 to Year 9:

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

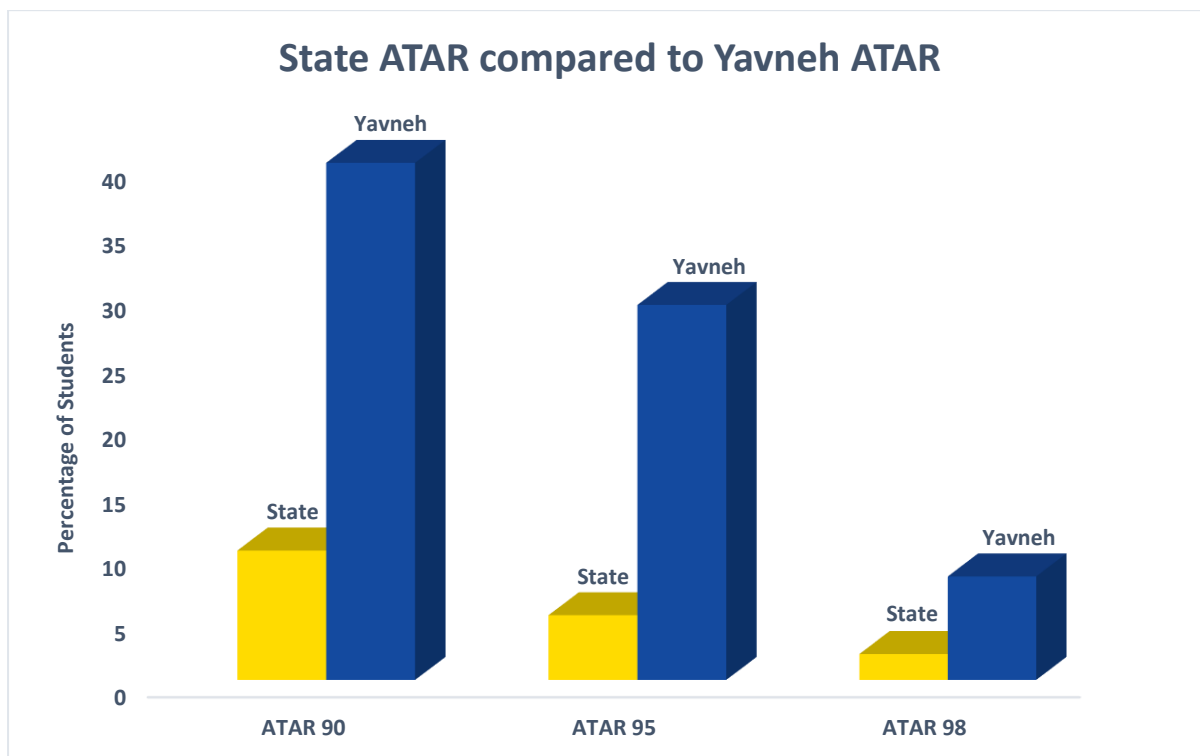


Note: As there was no NAPLAN testing in 2020 due to COVID-19 the above results reflect the 2019 NAPLAN outcomes.

# SECONDARY OUTCOMES

## HIGHLIGHTS

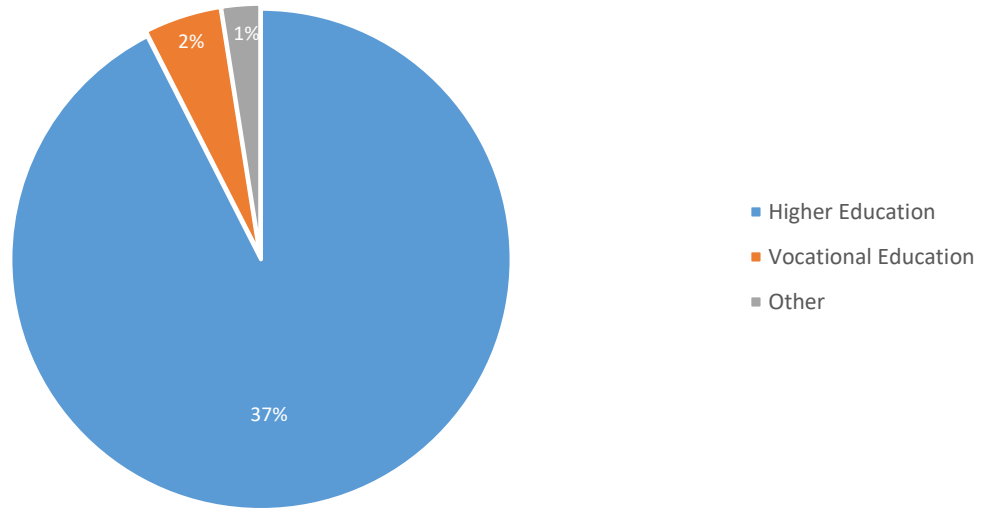
- 8% of students achieved an ATAR above 98
- 29% of students achieved an ATAR above 95
- 40% of students achieved an ATAR above 90



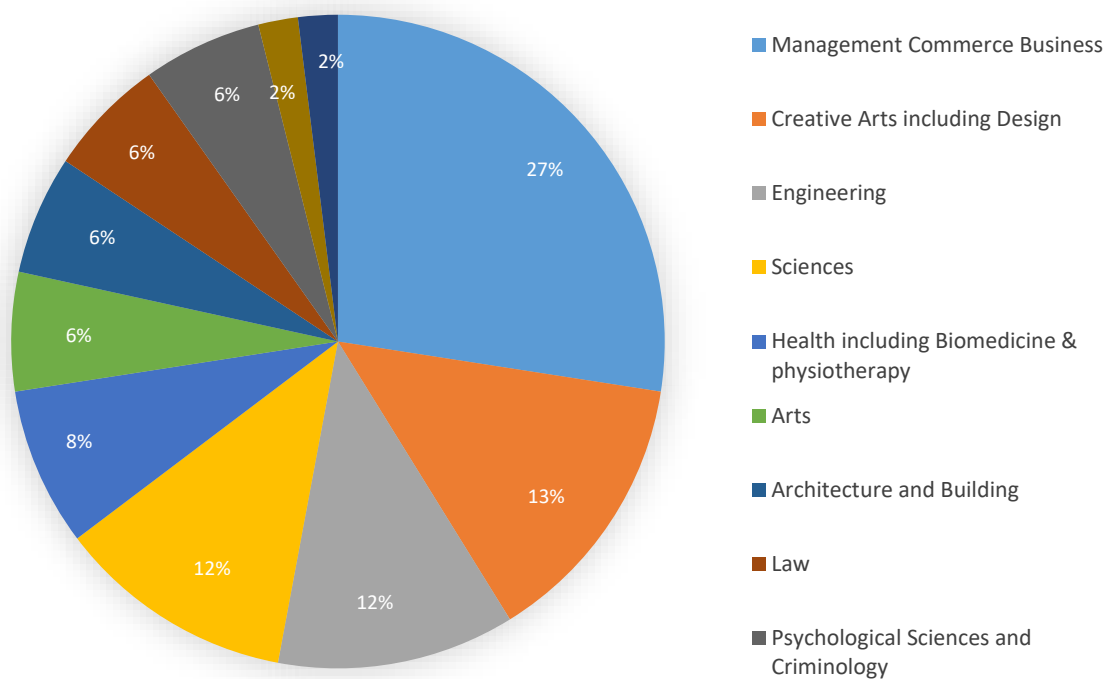
## PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12 IN 2018

Year 12 – 2020	40 Students	100%
Year 9 – 2017	46 Students	89%

## POST-SCHOOL DESTINATIONS OF YEAR 12, 2019



## STUDY DISCIPLINES



## SURVEY OUTCOMES

In 2019, Leibler Yavneh College invited staff, parents (Years 5, 7, 9 and 12) and students from Year 6 to Year 12 to participate in the biennial School Effectiveness Survey conducted by Independent Schools Victoria. During 2020 the College utilised internal surveys to measure parent, student and staff satisfaction. These surveys focused on the ongoing assessment of our remote learning program.

The survey results from the two extended lockdown periods in 2020 demonstrated increased levels of overall satisfaction from the survey groups: primary & secondary parents and secondary students. During the first remote learning stage, primary parents identified an increase to the quantity of live learning as a key area for growth. From the second remote learning period in August, 74-80% of primary parents overall responded positively in regards to remote learning and the increase to the number and length of live lessons. Secondary parents highlighted their overall satisfaction with school communication during this difficult period. Key areas for growth during the lockdown period included attendance at prayers and some students feeling disconnected.

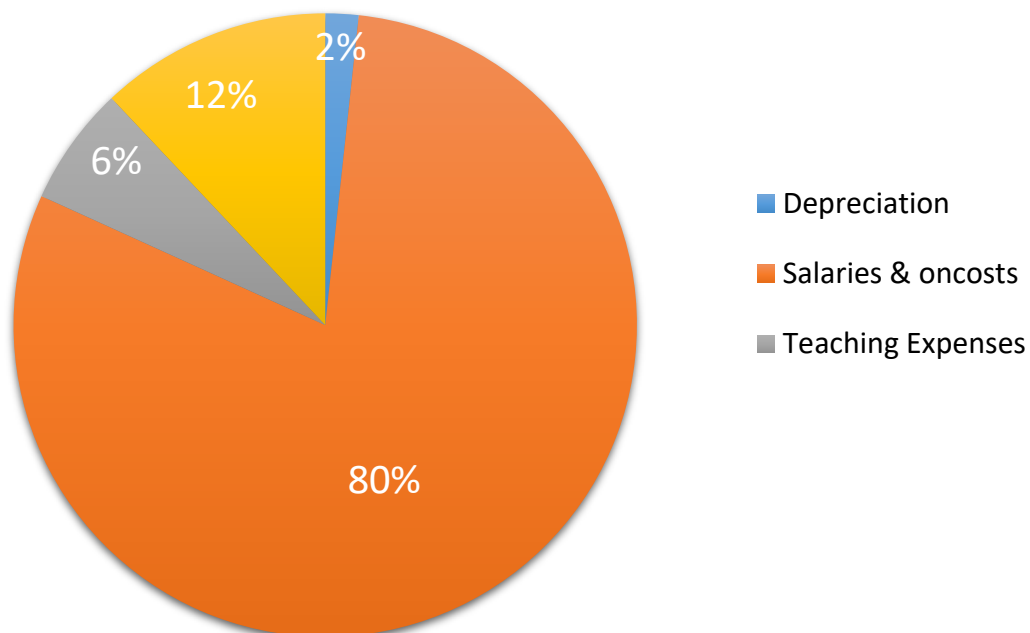
The staff survey responses to the statements: - the current lesson length is ideal; Students are engaged with their learning; I feel sufficiently upskilled for the remote learning environment; Students are attending classes; I feel supported by the College; There is a strong sense of school community were overwhelmingly positive with agreement/strong agreement to the statements varying between 64-88%. A common challenge that was raised by staff during the remote learning period was engaging students effectively in the online environment. There was also no disagreement to the statement "There is a strong sense of school community" which is remarkable, given the challenges of not being physically together on school site. Our secondary students identified their overall satisfaction with their teachers adapting the lessons appropriately to the remote class setting and students feeling they understood what was expected of them during remote learning as key strengths. The key area for growth as identified by students was feeling connected to their teachers and pastoral care.

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

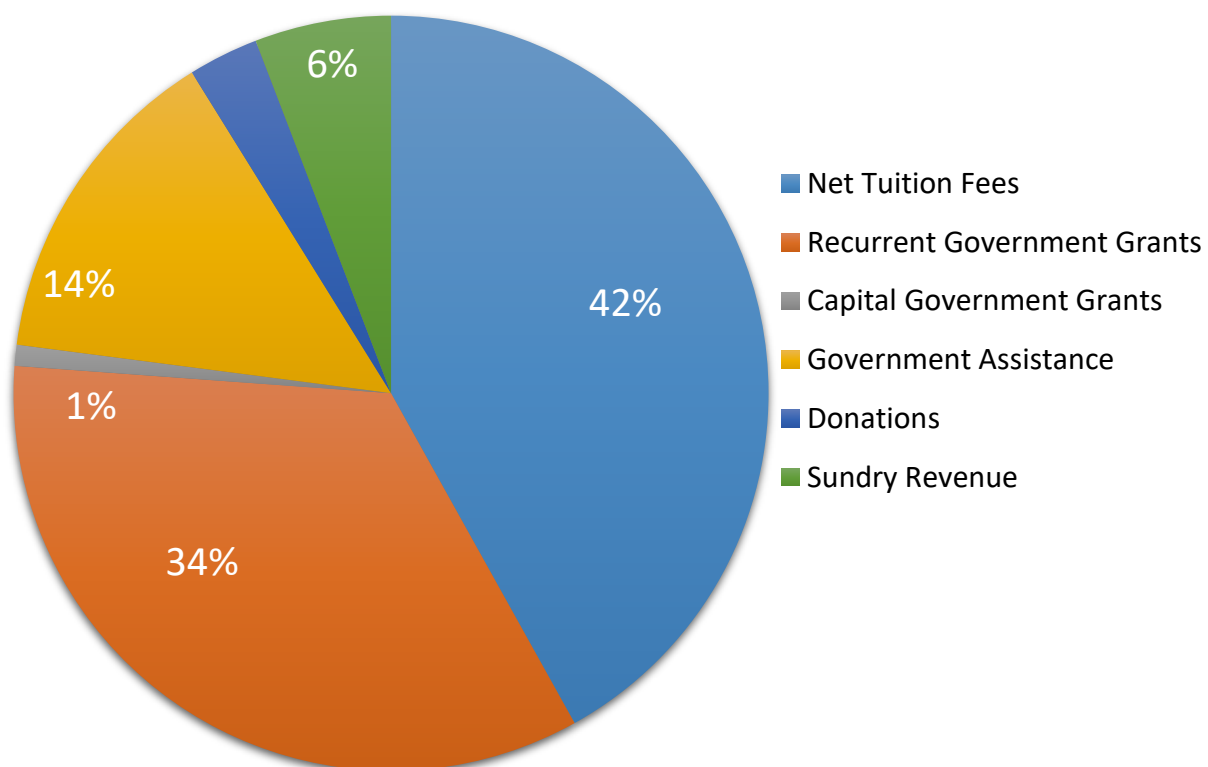
able to provide feedback to the Co-Chairs of the College's Executive. Staff satisfaction is monitored through regular staff meetings, with the Heads of Departments, the Director of Teaching and Learning and the Heads of School. Full school staff meetings provide opportunities for feedback and discussion and short staff surveys are used to seek feedback on specific initiatives implemented at the school.

## FINANCIAL OUTCOMES

### Expense Jan-Dec 2020



### Revenue Jan-Dec 2020



## CONTACT INFORMATION

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