

LEIBLER YAVNEH COLLEGE

School Performance Information Report 2021



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 2021 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.



Shula Lazar

Principal

June 30, 2022

SCHOOL PERFORMANCE INFORMATION REPORT

1. STAFF ATTENDANCE

(teaching staff only)

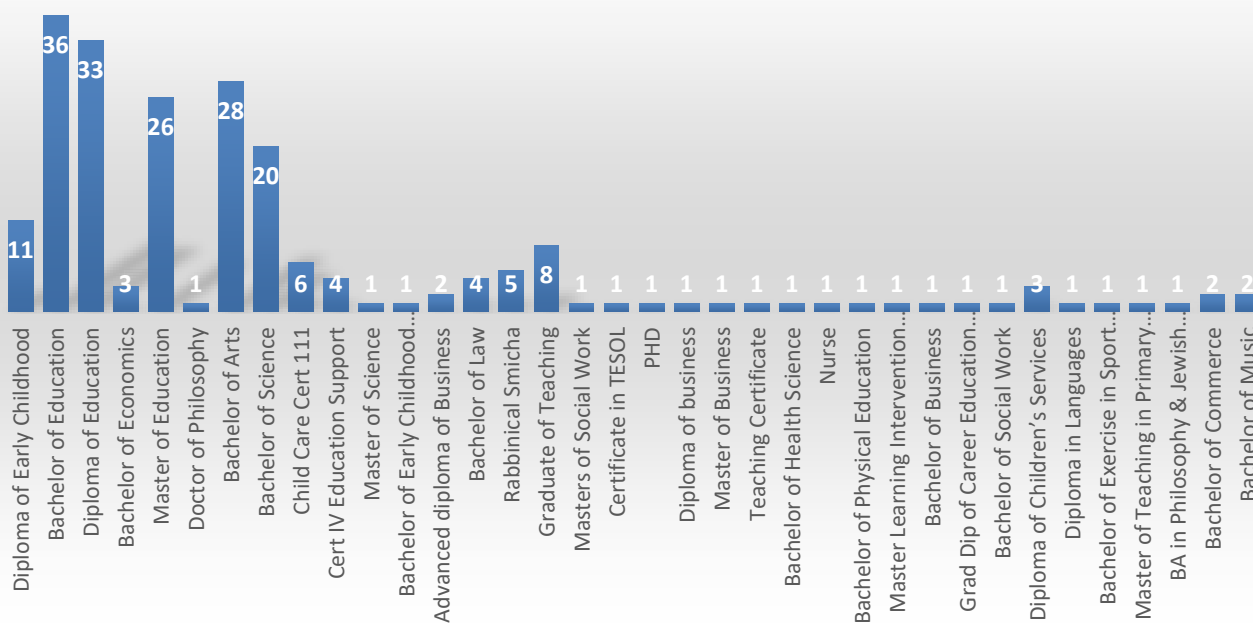
- Average number of days attended per teacher **187 days**
- Total number of teacher days **196 days**
- Percentage of total teacher days attended **95.4%**

2. RETENTION OF TEACHING STAFF

- Total teaching staff as at 31/12/20 **99**
- Teaching staff retained at 31/12/21 **96%**

3. TEACHER QUALIFICATIONS

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.
= **99 teachers**
- Average expenditure per teacher on professional learning
= **\$365**

6. STUDENT ATTENDANCE

(Average rate for the year)

Year Level	Attendance %
One	88.42
Two	85.22
Three	91.39
Four	89.44
Five	75.99
Six	80.17
Seven	91.92
Eight	89.78
Nine	83.67
Ten	87.29

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 %	GRAMMAR %
Year 3					
▪ 2021	100	100	100	100	100
▪ 2019	100	100	100	100	100
▪ % change from 2019 to 2021	0	0	0	0	0
Year 5					
▪ 2021	100	100	98	100	100
▪ 2019	100	100	100	100	100
▪ % change from 2019 to 2021	0	0	2	0	0
Year 7					
▪ 2021	100	100	100	100	100
▪ 2019	100	100	100	100	100
▪ % change from 2019 to 2021	0	0	0	0	0
Year 9					
▪ 2021	100	98	198	100	98
▪ 2019	100	100	100	100	100
▪ % change from 2019 to 2021	0	2	2	0	2

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

Primary School Programs Include:

- Leadership Program for Primary School Captains
- JLife lunch time and afterschool activities
- Extension Mathematics
- Instrumental Program
- Gifted and Talented Program: Born to Soar
- Extending Mathematical Understandings (EMU) for Year 1 and Year 2 students
- Lunchtime Clubs (Chess, choir, band, Art Club)
- Buddy Program for students entering Prep with students in Year 6
- Year 6 students mentoring Prep students in their PMP sport program
- Interschool Sport Program via Balaclava district competition
- Swimming Carnivals
- Athletics Carnival
- Year 6 Graduation evening
- Vonnies
- Scratch Programming
- Intensive Year 4-6 Outdoor Education and Camping Program
- Year 3 sleepover

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
- 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
- Pastoral care via the Heads of Year program
- Careers Counselling and Guidance
- Career Testing and Work Experience program and VCE Counselling
- STEAM Club
- DARE Maths Club
- AV Club
- MacqLit Literacy Intervention Program

- GRIN Numeracy Intervention Program
- History Competition
- International Jerusalem Science Contest
- Hadar Institute Rambam (Maimonides) MOOT Court Competition
- SYN Radio – Youth Media Organisation
- School-wide Podcasting
- Roots Project (Yr 9)
- Holocaust Seminar Program
- Hebrew Immersion Programs
- Maths Competition
- Science Competitions
- Bible Quiz
- Public Speaking Competitions (Vonnie Coopersmith and Mikolot)
- School Camps:
 - Year 7 Camp
 - Year 8 Camp
- 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)
- Tikkun Lel Shavuot Program
- High holidays program
- Succah celebration program
- Chevrotah program – learning in Bet Midrash
- 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

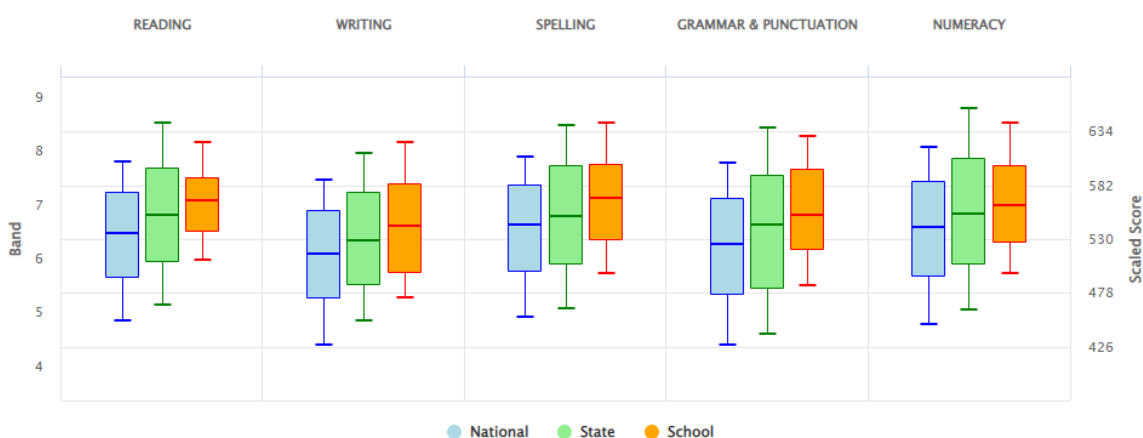
AVERAGE STANDARDISED ASSESSMENT RESULTS FOR YEAR 7 & 9

Transition from Year 7 to Year 9:

2021 Results for Year 7 & 9 contrasted against National State Schools indicate strong growth in student learning.

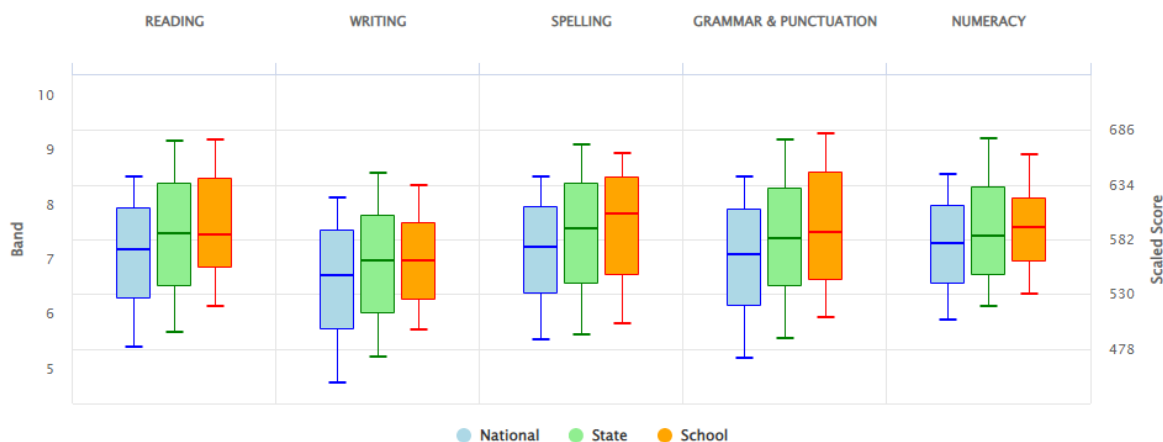
SCHOOL SUMMARY REPORT National Assessment Program – Literacy and Numeracy Tests Year 7 2021

2021 | Year 7
Gender: All | LBOTE: All | ATSI: All
Date: 31/05/2022 | Time: 02:01:22 PM



SCHOOL SUMMARY REPORT National Assessment Program – Literacy and Numeracy Tests Year 9 – 2021

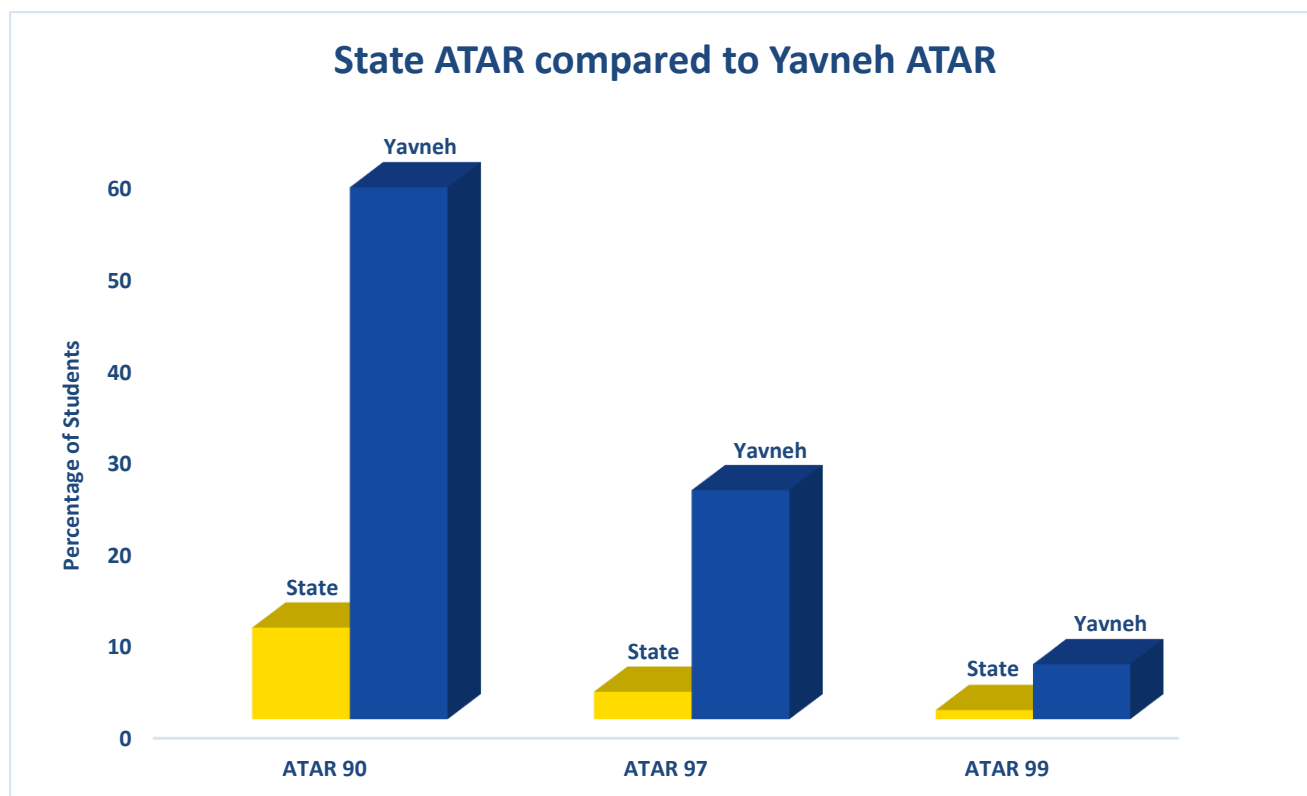
2021 | Year 9
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SECONDARY OUTCOMES

HIGHLIGHTS

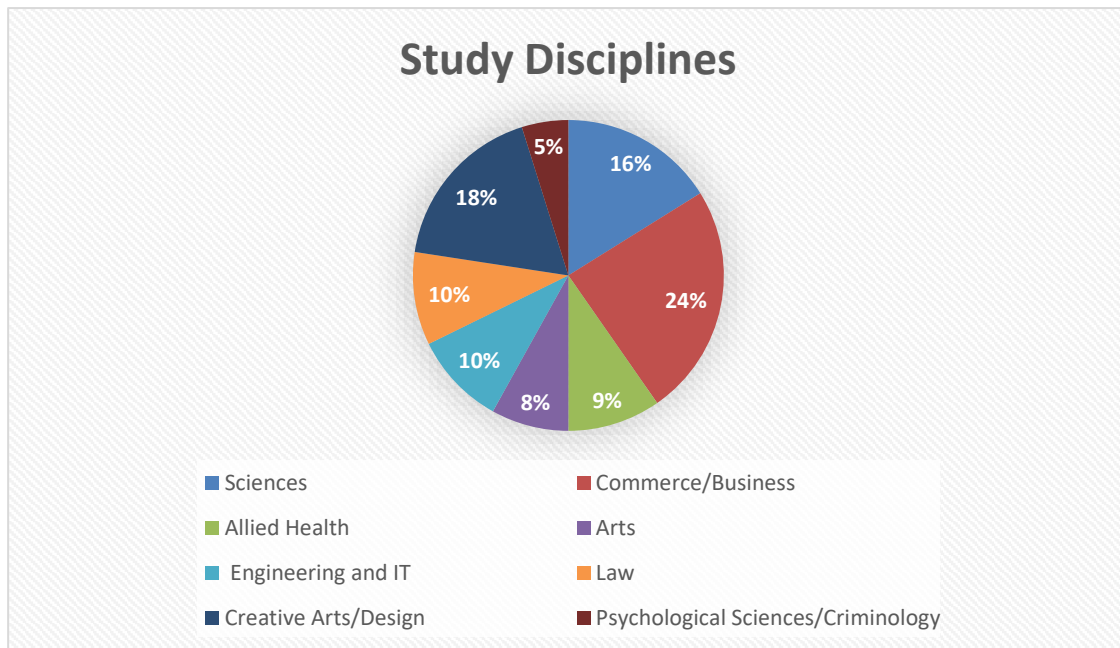
- 6% of students achieved an ATAR of 99 and above
- 25% of students achieved an ATAR of 97 and above
- 58% of students received an ATAR of 90 and above



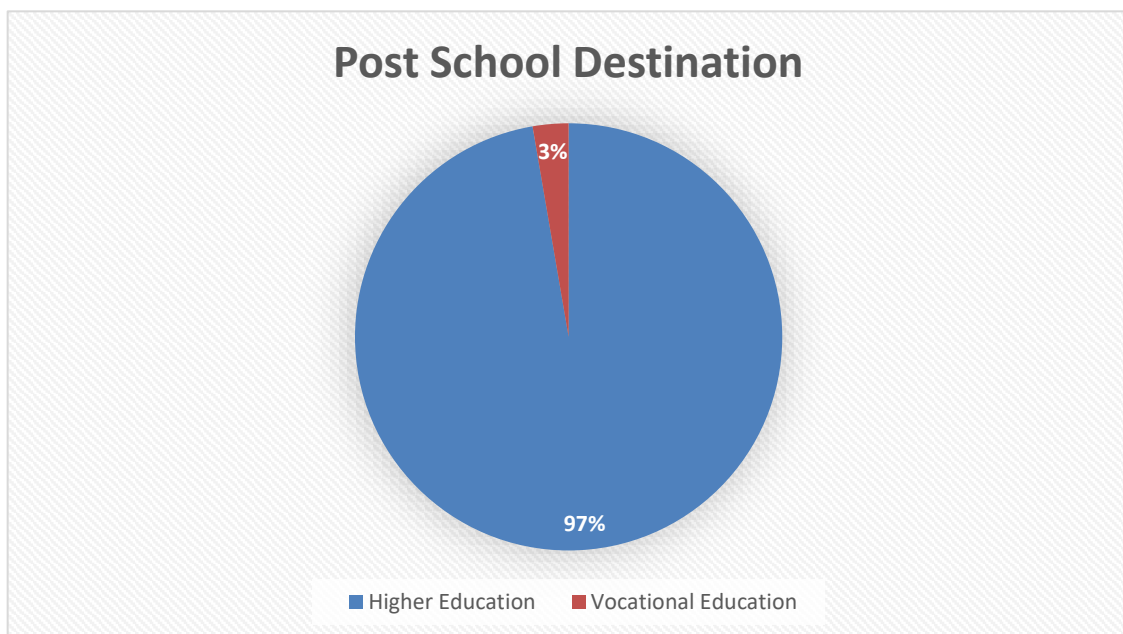
PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12 IN 2021

Year 12 – 2021	38 Students	100%
Year 9 – 2018	38 Students	95%

POST-SCHOOL DESTINATIONS OF YEAR 12, 2021



STUDY DISCIPLINES



SURVEY OUTCOMES

In 2021, Leibler Yavneh College invited staff, parents (Years 5, 7, 9 and 12) and students from Year 6 to Year 12 to participate in the 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. Parents responded positively to some of the new questions in the annual survey: The school provides my child with a positive connection to Judaism rated very highly (8.67/10).

Our Year 12 students identified their overall satisfaction with their experience with the College as a key strength.

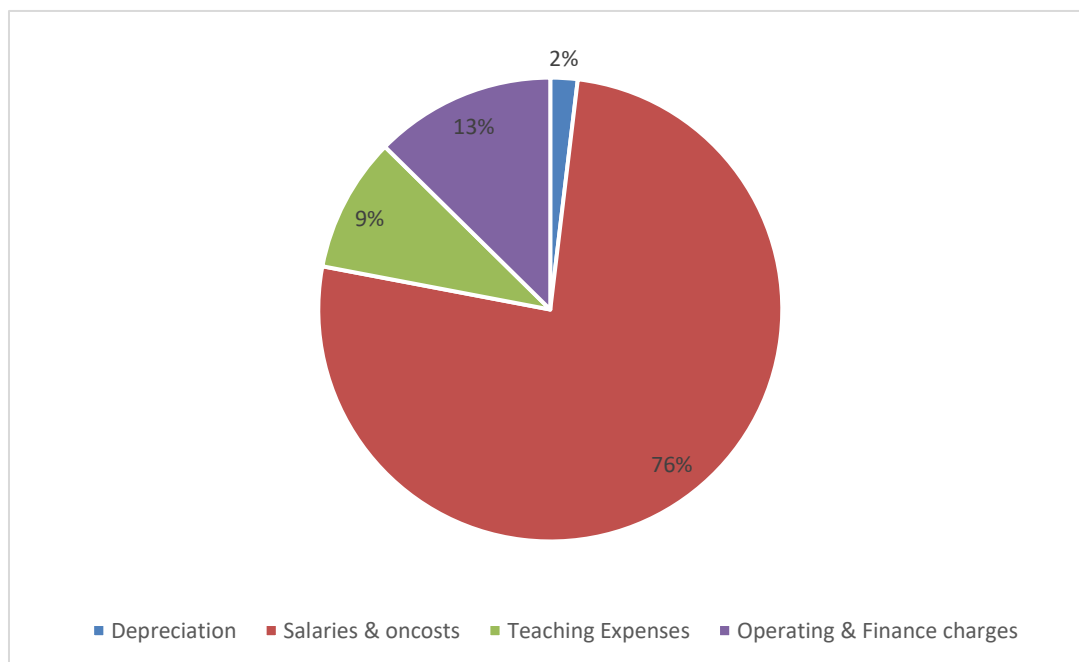
Results of the parent satisfaction survey reflected high levels of satisfaction with Yavneh being a safe place to learn and parents being made to feel welcome at the College. The key areas highlighted for growth were the learning program meeting the needs of individual students and teachers understanding 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.

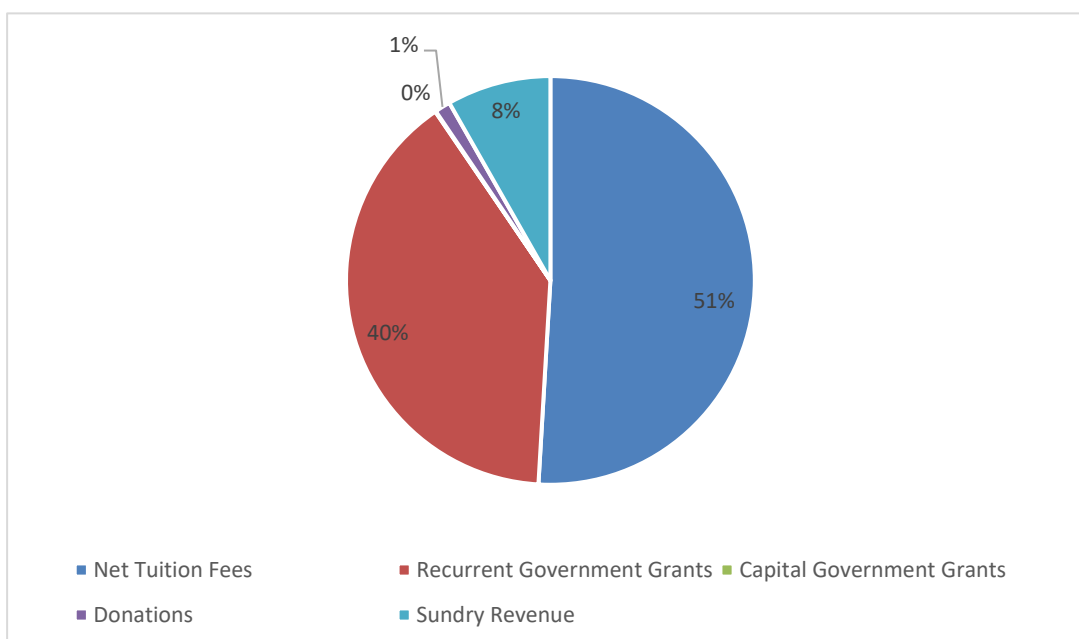
The Principal also meets regularly with the Co-Chairs of the College's Executive. Staff satisfaction is monitored through regular staff meetings, with the Heads of Departments, the Director of Teaching and Learning and the Heads of School. Full school staff meetings provide opportunities for feedback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

FINANCIAL OUTCOMES

Expense Jan-Dec 2021



Revenue Jan-Dec 2021



CONTACT INFORMATION

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