



Masada College

St Ives – Lindfield

2008 Annual Report Educational & Financial



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Educational and Financial Reporting

Policy

Masada will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

Procedures

Annual Report

Procedures for implementing the policy include:

- ◆ identification of the staff member responsible for co-ordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required (*College Principal*)
- ◆ for each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report (*PA, to College Principal*)
- ◆ determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness (*College Principal*)
- ◆ preparation of the report in an appropriate form to send to the Board of Studies (*PA, to College Principal*).
- ◆ setting the annual schedule for — delivery of information for each reporting area to the coordinator — preparation and publication of the report (*PA, to College Principal*)
- ◆ distribution of the report to the Board of Studies and other *stakeholders* (*PA, to College Principal*)

Requests for additional data from the NSW Minister for Education and Training

To ensure that any requests from the Minister for additional data are dealt with appropriately, the school will identify the staff member responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

DEST Annual Financial Return

The school will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.

Reporting Area 1: A message from key school bodies

Presidents' Report

Our 2007 year ended on a high when Masada College's fine academic record was reinforced with our outstanding 2007 HSC results, which placed us 13th overall and 5th non selective school in the State.

The 2008 academic year commenced with a record number of new enrolments which has been steadily growing over the course of the year, moving from 561 to over 600.

I came in to office at a very exciting period in the College's history, following on from the benefits reaped by the hard work and dedication of the previous Board, led by President, Jonathan Teperson.

Mr David Staples and Ms Michelle White joined our Junior school in Term 2 to head the newly structured Junior School assisted by of Head of Early Learning, Ms Lynn Lane.

Our strategic plan is in place. We are ready to implement each of the steps, which includes the sale of the Lindfield Junior School campus. All elements of the plan are focussed on achieving consolidation of the Junior School and Senior School at St Ives campus by the start of Term 1, 2011.

Central to our success is working together as a team and looking after the needs of all in the Masada community – our teachers, parents and especially our students.

Our Parents' Auxiliary has continued to foster the welcoming spirit of the Masada community, in 2007 under the team leadership of Adele Block and Wendy Ginsberg and now in 2008 Nikki Florence.

Our Board of Management is constituted by community members, majority of whom are current Masada parents. Several long-standing members retired in 2008, some having serviced up to 11 years. Their efforts are greatly appreciated.

Our ability to achieve excellence in all fields is a credit to all our stakeholders.

We are a community school and will continue to strive to both serve support where possible to better our community.

Marlon Teperson

Reporting Area 1 cont: A message from key school bodies

College Principal / Head of Senior School

Together, Once Voice was the theme for Masada College 2008, which was echoed in this year's Beijing Olympic theme of *One World, One Dream*. We encouraged students, staff, parents, the Masada and wider community, to develop their understanding of and support for each other, with the aim of promoting greater unity, tolerance, respect and understanding.

With the releasing of one hundred doves from our St Ives oval, symbolising the value, Hope, we launched our Values Community Program. Our student-formed Re Bow (Rebuilding Our World) Committee, used the day to focus on the children in Darfur, whose lives, in contrast to ours, are often without hope. They highlighted how our small community can, by working together, raise awareness and make a difference.

Our Interfaith programs in the Junior and Senior Schools reinforced the similarities between faiths, as Years 5/6, Year 9 and some Year 11 students became involved in activities with students from Muslim, Catholic, Aboriginal and Armenian schools. Students who joined our seniors in a synagogue service left with a new understanding and appreciation of Judaism and our students were similarly enriched by the opportunities they were provided to learn and ask questions of the other faiths. There was a real sense of the commonalities and that together we can talk with one voice.

Our involvement in the Senior School with the YarnUp program, provided us with the opportunity to have a better understanding of our indigenous people. Having Barry Zworestine and our students playing the didgeridoo with their Aboriginal counterparts, symbolised the coming together of two cultures which have many differences but also many similarities.

Through our Parent Information Evenings we continued to encourage parents to feel confident to speak together with one voice to their children around the confronting issues that face our adolescents today.

The generosity of the Faktor family through the JCA funding provided us, once again this year, to develop our leadership programs and opportunities across the College. Our leaders, madrichim, prefects, peer support, house and sports captains and SRC representatives were all encouraged to have the student-body speaking in one unified voice and the outcomes of the carnivals and chagim celebrations, echoed their successes.

The building of the human Israeli flag on the oval on Yom Ha'atzmaut symbolised more than just our celebration of Israel's 60th year of independence, it symbolised the successes and strength that comes with working together as one voice.

My appreciation goes to all students, staff, parents and members of the Board of Management, who have worked so supportively together to ensure another very successful year at Masada College.

Wendy Baref

Reporting Area 1 cont: A message from key school bodies

School Captains

Fifteen Prefects eagerly awaited 2008, determined to leave a lasting indentation on "Our Rock and Our Fortress." Wide eyed and bushy tailed, the group commenced their term at a Leadership Camp in Term Four 2007. Inspired and equipped with a group of diversely talented individuals, we developed and refined many new visions for 2008. We were entirely committed to making a positive difference to both the student life and the ethos of the school. These two days not only improved our leadership skills, but helped build a cohesive and highly motivated team.

The Prefect body decided to make 2008 a year of unity, building on the themes adopted by previous Prefect bodies. "Together One Voice" was 2008's slogan. The team sold this to the school in a highly successful and dynamic assembly run by the Prefects. This gave us a chance to introduce ourselves to the student body as approachable and helpful leaders. Following this we sold coke floats at which Year 7s and new students "drank" for free. We furthered our relationship with the new Year 7s at the School "initiation" Camp. Amid chaos and fits of laughter, following the entertaining activities and comical conversations, this camp was one to remember.

Friendship Day was our first major event. Extensive preparation was conducted by the Events Portfolio group, who organised the sale of gerberas with notes attached. The Prefects decided that it would be appropriate to add a Jewish touch, moving away from the traditional Valentines Day. In this spirit, each personalised note sent by the students included a message that detailed a magical love potion from Jewish sources. A highlight of the day was the traditional 'singing telegrams' that proved a tremendous hit across the school. The day was successful in creating a positive start to the year for all students, accentuating our theme of unity, but also raising funds for the Prefect's charity.

Next up was Purim, which once again saw the Events Portfolio hard at work in organising the senior's Purim Ball. The theme was "In your wildest dreams" allowing the students' imagination to run wild. The Judaism Portfolio was also heavily involved in leading the Prefects in helping the school celebrate Purim during the day. Dressing up as Smurfs, and conducting our own exceptional Purim Play, the Prefects themselves had a terrific day.

The Prefects were honoured in representing the school at a wide range of events. Attending numerous afternoon teas hosted by different schools, we networked with other Prefects, taking on a few of their ideas and leadership strategies. The body also hosted our own afternoon for young leaders in the area. The group volunteered at a variety of fundraisers and ceremonies ranging from the Montefiore Fete to the Yom Ha'shoah and Anzac ceremonies. It was astounding to witness the dedication and involvement of Masada students in activities extending far beyond the school grounds.

Yom Ha'atzmaut was an exciting day for all, reflecting Masada College's unified spirit. Both the senior and junior school jointly participated in the 'production' of our Israeli flag. The Prefects were instrumental in the success of the day's activities, working all shifts of the night decorating and preparing for the big day. Masterminded by Steve Garr, the day proved to be a great success.

We hosted the entire senior school in the hall for a three course meal celebrating Shavuot. Each Prefect also ran an educational program after for attendees group. The dinner was a tremendous success with close to 150 attendees! The Prefects added their own personal touch in upholding past traditions with the continuation of the "Perfection" and "Friday Lunch Games". These events further developed our school's unique enthusiasm, with students supporting their respective countries in both Olympic and Tri-nation themed events.

School Captains report cont.

Reporting Area 1 cont: A message from key school bodies

School Captains —Senior School cont.

Cont from page 6

By far the highlight of the Prefect's events was the inaugural Year 12 Fete, "The Fete of Year 12", which was a fun day for all and raised funds for the school. Activities included indoor soccer, a cinema, xbox challenges, a portable beach, graffiti walls, live bands and food.

The Prefect body has been one of excellence with unrivalled enthusiasm and participation across all areas of school life. Much of the work performed by the body is unrecognised and unheralded, attesting to the exceptional leadership skills cultivated by Masada's Leadership Program. Special thanks to Mr Brooks and Mrs Das, whose commitment extended far beyond the classroom, continually guiding us towards many of our goals for 2008.

"If you want to build the finest structure, use the finest tools". Masada College has instilled in us the greatest tools to build our future. We pray that the upcoming Prefect body and students will continue to move towards news heights and success.

*Hayley Stein
Justin Lipman*



Reporting Area 2: Value added information

- ◆ Our HSC results in the majority of subject areas showed an improvement in terms of the percentage of students in the top band compared to 2007.
- ◆ As in 2007 we were placed in **2008 13th overall in NSW** (Sydney Morning Herald) and in 2008 top non-selective school on the North Shore.
- ◆ 63% of students in our non-selective school gained UAls over 90.
- ◆ There was a consolidation of our programs which increased the number of opportunities for our students to be involved in and or exposed to Interfaith, Indigenous, Environmental Generational and Special Needs projects.
- ◆ There was a whole College directed focus on Values—most notably hope and respect.
- ◆ Our NAPLAN results, particularly in Year 3 & 5 were very strong with a marked improvement of Year 5 students on their Year 3 results.
- ◆ Parents were provided with opportunities to learn and work with their children around social issues including cyber bullying, safe internet use, drugs, alcohol and safe partying.
- ◆ Community and social awareness was highlighted by our Senior students forming the ReBow Committee, Rebuilding our World, with a focus on Darfur.
- ◆ A growing percentage of students chose to take extra challenges ie Duke of Edinburgh—with six gaining Gold
- ◆ Sarah Schwartz Year 12 Dux - awarded from the Order of Australia Association NSW Branch—The Certificate of Commendation for Service to the Community
- ◆ Sarah Schwartz 2008 — Won the Zonta Competition
- ◆ Ruth White Year 8 won 1st place in the 'National Mathematics Quest'.
- ◆ Special days to promote curriculum areas and allow students to have uninterrupted time to develop skills and ideas relating to subject areas. Our Creative Arts camp, Mathematics Day (Senior School), Science Day (Junior School) and Hebrew Day/s (Years 9—12) were very successful.
- ◆ Our Year 11 and Year 12 students' involvement in Camp Sababa, a four day retreat for children with special needs gave our students excellent training and insight into the needs of the children and their families.



Reporting Area 3: Student performance in Statewide or equivalent tests and examinations

Higher School Certificate

* Percentage results in top band(s) greater in comparison to those gained in 2007 HSC

*	Subject	Top 2 bands Masada %	Top 2 bands (State) %	Medians
	Biology	91	31	88
*	Business Studies	95	32	92
*	Chemistry	64	38	89
	DAT	93	34	88
	Drama	0	48	76
*	Economics	94	46	91
*	English (Adv)	83	49	88
*	English (Std)	31	5	76
*	ESL	80	28	82
*	English (Ext1)	100	82	41/50
	English (Ext2)	90	81	41/50
*	Food Technology	58	29	81
*	Hospitality	57	23	80
*	Mathematics (General)	86	25	89
*	Mathematics	88	45	89
<i>same</i>	Mathematics (Ext1) <i>same</i>	100	81	47/50
	Mathematics (Ext2)	100	90	89

	Subject	Top 2 bands Massada %	Top 2 bands (State) %	Medians
	Modern History	72	41	84
	History Extension	0	74	34/50
	Music 2	75	79	84
	Music Extension	0	93	32/50
<i>same</i>	PDHPE	80*	32	87
*	Physics	67	32	84
	Society and Culture	50	37	79
*	Studies of Religion	100	48	91
*	Visual Arts	100	61	94
External Studies				
*	Accounting	100	42	92
*	Japanese Beginners	100	37	94
	Japanese Continuers	100	54	86
*	Japanese Extension	100	73	39/50
*	Korean	100	61	90

Reporting Area 3: Student performance in Statewide or equivalent tests and examinations

Higher School Certificate

Distinguished Achievers List	UAI
Equivalent of five subjects above 90	
Daniella Aizen	98.55
Michael Chaitow	NFP
Rafaella Felthun	99.70
Justin Lipman	99.55
Daniel Schlosberg	98.15
Sarah Schwartz (Dux)	99.80
Hayley Stein	99.50
<p>We are aware that:</p> <ul style="list-style-type: none"> ◆ 5 students gained UAIS over 99 ◆ 46% gained UAIs of 95 or above * ◆ 63% of students achieved UAIs of 90 or above ◆ 83% of students achieved UAIs of 80 or above 	

Masada College High Achievers	UAI
Arun Agranat	90.50
Joel Arnott	97.30
Avi Bauer	95.70
Adam Black	90.50
Lara Biggs	97.20
Melanie Bloch	95.45
Daniel Brand	97.00
Gavin Fuchs	94.05
Jadene Levitan	97.80
Stephen Narunsky	98.75
Joel Palte	98.35
Kara Sandler	98.85
Angie Segal	95.15
Daniel Segal	98.45
Evelin Vayzer	90.25
Melanie Zelenka	99.00
<p>The School is not provided with UAIs we rely on students phoning in their results, some students despite getting UAIs over 95 have requested their results be withheld from publication.</p>	

Masada College - had a very positive and productive year of growth which fittingly concluded with once again outstanding HSC results.

In summary we were placed: 13th overall in NSW

Results in terms of non selective schools:

- ◆ 1st on North Shore
- ◆ 3rd overall in NSW
- ◆ 1st in Mathematics
- ◆ 5th in English

Masada College has been consistently represented in ARTEXPRESS. In 2008 we were delighted with 11 candidates preselected for the highly esteemed exhibitions (50% of the class).

Lauren Sussman, Jadene Levitan, Sarah Schwartz, Daniella Aizen, Arun Agranat, Melanie Bloch, Jessica Isaacman, Jodi Geller, Angie Segal Dean Ginsberg and Lauri Vinokur were all thrilled upon hearing the news. An amazing four students went on to be selected as exhibitors at the various venues that constitutes ArtXpress.

designTECH — Four of our eleven students were nominated for inclusion in the DesignTECH exhibition. Arun Agranat, Daniella Aizen, Montanna Dogan & Emma Nehama. Daniella Aizen then had the honour of being chosen to exhibit her major work in the esteemed POWERHOUSE exhibition.

Reporting Area 3: Student performance in Statewide or equivalent tests and examinations

School Certificate 2008

Subject	Band 6 % (Masada)	Band 6 % (State)	Band 5 % (Masada)	Band 5 % (State)	Band 4 % (Masada)	Band 4 % (State)	Medians
English	7	6	47	33	39	38	81
Mathematics	15	7	31	18	34	24	79
Science	15	6	32	26	44	33	79
Australian History	3	5	25	18	36	28	73
Australian Geography	8	7	32	22	41	37	78

Subject	Highly Competent	Competent	Median
Computer Skills	75	24	87

When compared to the 2007 results there was an improvement in Science in Band 6 results.

Reporting Area 3: Student performance in Nationwide or equivalent tests and examinations cont. from page 11

NAPLAN Year 3			
Literacy	Masada College %	State %	National %
Band 6	53	22	18
Band 5	33	26	23
Band 3	3	16	18
Band 2	0	8	10
Band 1	0	3	6
For Year 3 Band 4 is National Minimum Standard. Therefore 100% of our students achieved National Minimum Standard.			
Literacy Top 2 Bands %			
Masada College	State	National	
86	48	41	
Numeracy			
Masada College %	State %	National %	
Band 6	42	17	12
Band 5	39	23	21
Band 4	13	28	28
Band 3	6	21	23
Band 2	0	9	11
Band 1	0	2	3
For Year 3 Band 4 is National Minimum Standard. Therefore 100% of our students achieved National Minimum Standard.			
Numeracy Top 2 Bands %			
Masada College	State	National	
81	40	33	

NAPLAN Year 5			
Literacy	Masada College %	State %	National %
Band 8	26	12	10
Band 7	33	21	19
Band 6	24	28	27
Band 5	13	22	24
Band 4	5	11	13
Band 3	0	5	7
For Year 5 Band 4 is National Minimum Standard. Therefore 100% of our students achieved National Minimum Standard.			
Literacy Top 2 Bands %			
Masada College	State	National	
59	33	28	
Numeracy			
Masada College %	State %	National %	
Band 8	29	10	7
Band 7	20	17	14
Band 6	37	26	26
Band 5	14	27	29
Band 4	0	15	17
Band 3	0	5	6
For Year 5 Band 4 is National Minimum Standard. Therefore 100% of our students achieved National Minimum Standard.			
Numeracy Top 2 Bands %			
Masada College	State	National	
49	27	21	

Reporting Area 3: Student performance in Nationwide or equivalent tests and examinations cont. from page 12

NAPLAN Year 7			
Literacy	Masada College %	State %	National %
Band 9	16	10	8
Band 8	34	18	17
Band 7	36	28	28
Band 6	16	26	27
Band 5	4	13	13
Band 4	0	5	6
For Year 7 Band 5 is National Minimum Standard. Therefore 100% of our students achieved National Minimum Standard.			
Literacy Top 2 Bands %			
Masada College	State	National	
50	28	25	
Numeracy			
Masada College %	State %	National %	
Band 9	21	15	12
Band 8	28	17	17
Band 7	26	24	26
Band 6	15	24	26
Band 5	8	15	15
Band 4	0	3	3
For Year 7 Band 5 is National Minimum Standard. Therefore 100% of our students achieved National Minimum Standard.			
Numeracy Top 2 Bands %			
Masada College	State	National	
49	32	29	

NAPLAN Year 9			
Literacy	Masada College %	State %	National %
Band 10	12	7	6
Band 9	21	15	14
Band 8	28	26	25
Band 7	29	27	38
Band 6	8	18	18
Band 5	2	8	9
For Year 9 Band 6 is National Minimum Standard. Therefore 98% of our students achieved National Minimum Standard.			
Literacy Top 2 Bands %			
Masada College	State	National	
32	22	21	
Numeracy			
Masada College %	State %	National %	
Band 10	26	12	8
Band 9	25	16	14
Band 8	22	24	25
Band 7	18	26	28
Band 6	8	17	18
Band 5	0	5	5
For Year 9 Band 6 is National Minimum Standard. Therefore 100% of our students achieved National Minimum Standard.			
Numeracy Top 2 Bands %			
Masada College	State	National	
51	28	22	

Reporting Area 4: Professional learning and teacher standards

Teaching Standards	
Category	Quantity
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines	36
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	7
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	2
<p>Professional Learning</p> <p>At Masada College staff professional development is seen as ongoing and central to success for both teaching and learning. Staff are encouraged to nominate courses (Association of Independent Schools or others) which are relevant to their needs. A large percentage of staff (up to 1/3rd in our Senior School) are involved in Board of Studies in exam setting, marking which provides outstanding Professional Development opportunities in terms of standard setting and peer contacts.</p> <p>Our New Scheme teachers have ongoing mentoring as they prepare and work towards the standards set by the Institute of Teachers. In 2008 to encourage peer mentoring we introduced a peer feedback sheet in our annual appraisal process.</p> <ul style="list-style-type: none"> ◆ IT training for all staff continues in house as well as through external providers. ◆ New staff attended professional development courses and induction in house. ◆ New staff and current staff offered “meet the Rabbi” sessions. ◆ Occupational Health and Safety for Chemical Safety ◆ Culture of Thinking Focus Groups continued meeting and introduced routines based on Project Zero and Second Senior School group formed. ◆ All staff exposed to Culture of Thinking routines at staff meetings as well as a Staff Development Day centred on the concepts. ◆ Tal Am / Tal Sela and NETA Hebrew programs offered to Hebrew staff. Head of NETA and Tal Am attended overseas course / training ◆ Technology was the focus of courses undertaken by staff in English, Languages, Mathematics and Science. ◆ Classroom management courses for less experienced staff. ◆ Interactive Whiteboard—instruction to selected staff in Senior School and all Junior School staff. ◆ Executive members attended three day Child Protection accreditation course. ◆ Pastoral conferences ◆ Principal attended international leadership conference PEJE (Partnerships in Jewish Education) Boston, USA. ◆ All members of Jewish Studies department and executive attended Jewish Educators conference Melbourne 	

Reporting Area 5: Teacher attendance and retention rates

In 2008 the average daily teacher attendance rate was 98.9%. The percentage of staff retained from 2007 is approximately 81%. Several of the staff who left had reached retirement age and others left due to changing family circumstances.

Reporting Area 6: Student attendance & retention rates in secondary schools

The retention rate of students at Masada is always very high. Nearly all students have high academic aspirations and continue through to Year 12. This has been a consistent pattern.

Student Attendance					
Years Compared	Year 10 enrolment on census date 2006	Year 12 enrolment on census date 2008	Year 10 enrolment at census date 1 remaining in Year 12 on census date	Apparent Retention Rate	Actual Retention Rate
2006 / 2008	60	61	55	101.7%	91.7%
2005 / 2007	63	56	55	88.9%	87.3%
2004/2006	77	72	68	93.5%	88.3%
2003/2005	83	87	83	104.8%	100.0%
2002/2004	56	59	55	105.4%	98.2%
2001/2003	83	75	73	90.4%	88.0%

The majority of students who left Masada in the period from their Year 10 to Year 12 students transferred to other schools rather than joining the workforce. Year 10 has in the last two years become an entry year, hence the high apparent retention rate.

Reporting Area 7: Post school destinations

Nearly all Masada students continued on to tertiary studies — primarily at universities, but also at specialised private colleges and TAFE.

In 2008 there were 62 students sitting the HSC. Of the 62 students 84% were accepted into university courses in Sydney.

Below is a table outlining the degree choices of the 2008 cohort and the percentage of students selecting each degree.

Degree	Areas of selection Degrees % students
Arts / Media	12
Business / Commerce	40
Creative Arts / Design	2
Design / Construction	17
Science	2
Law	12
Health / Medicine	15

Places were spread across the Universities	
University of Technology	38%
University of NSW	23%
Sydney University	21%
Macquarie University	10%
Australian Catholic University	4%
Newcastle University	4%

Reporting Area 8: Enrolment policies and profiles

Masada College is a comprehensive co-educational Jewish Day School that operates within the policies of the NSW Board of Studies. Masada College does not discriminate with regard to enrolments on the basis of gender, disability or special needs, however the College may not be able to accommodate all children given the limitations of space, number, specialised facilities and special needs teachers.

Enrolment is necessary for new students and students re-entering the College.

Once students have enrolled they are expected to support the College's ethos and abide by and respect the College's rules to maintain their enrolment.

Enrolment Procedure

Enrolment procedure is as follows:

Return completed and signed Application Form with the Application Fee (\$110)

The Application Fee is \$110 and is non-refundable. Applications are dated from the receipt of a completed and signed Application Form and the accompanying Fee.

Interviews with the relevant Head of School and the Business Administrator

For students new to the College, they and their parents must attend an interview with the relevant Head of School or Deputy Principal (or their nominee). Parents new to the College must also attend an interview with the Business Administrator. E.S.L. students have to undergo a language test and satisfy a required standard.

A place at Masada College will be offered if a vacancy exists

Offers will be made in approximately June for the following year. Applications for immediate enrolment will be made subject to availability. Where the College is unable to offer a place, the applicant's name will be placed on a waiting list. Places will be offered in strict order of receipt of the Application Form and Fee. Priority is given to siblings of students enrolled in the College and children of Masada graduates.

Commitment Deposit (\$1000) and Security Deposit (\$300)

A place at Masada College is accepted with the return of the completed Offer Form accompanied by a cheque for the Commitment Deposit (\$1000). A Security Deposit (\$300) will be invoiced with the first term's fees. The Commitment Deposit (non-refundable if the student does not take up the accepted place) is deducted from the first term's fees. The Security Deposit is held until the student leaves the College.

For students applying from overseas, any offer of a place made before the interviews is conditional pending satisfactory interviews.

Student Population

Masada College 2008 — 530 students, of which 341 were in the Senior & 189 in the Junior. Gender balance whole school is 242 Females; 288 Males. The College enrolls Overseas Students however at present they are a minority of the total enrolments (approximately 4 %). The College has some students with special needs however our student population contains a fairly narrow range of backgrounds. As it is a Jewish school, the majority of our students are Jewish.

Reporting Area 9: School policies

Policies
<p>The Parent Guide and the College IT server contain the general policies and procedures relating to Student Welfare and daily expectations.</p>
<p>The Policies listed below were not amended in 2008. These include those relating to:</p> <ul style="list-style-type: none">◆ Homework◆ Assessment◆ Uniform◆ Lateness and Absence from school◆ Hats and Sun protection◆ Mobile telephone◆ Roll Taking◆ Excursions / Incursions◆ Accidents and Illness◆ Occupational Health and Safety◆ Sick Bay

Reporting Area 9: School policies

Policy	Changes in 2008	Access to text
<p>Welfare Policy Includes: Masada College seeks to provide a safe and supportive environment which:</p> <ul style="list-style-type: none"> • minimizes risk of harm and ensures students feel secure • supports the physical, social, academic, spiritual and emotional development of students • provides student welfare policies and programs both secular and religious that develop a sense of self-worth and foster personal development • Ensure procedural fairness is in place 	<ul style="list-style-type: none"> ◆ Nil 	<ol style="list-style-type: none"> 1. Parent Guide 2. Student Diary 3. Staff Handbook 4. College IT Server
<p>Security Policy Includes:</p> <ul style="list-style-type: none"> ◆ Use of grounds and facilities ◆ Procedures for ensuring security for grounds and buildings, ◆ Emergency procedure – includes evacuation procedures, all personnel and contact lists ◆ Lock down procedures ◆ Role of security guards 	<ul style="list-style-type: none"> ◆ Lock down procedures fine tuned after each implementation practice. ◆ Review ongoing of Security needs and procedures 	<p>Location:</p> <ol style="list-style-type: none"> 1. Administration / Accounting Handbook K – 12 (in full) 2. School student diary (partial) 3. Referenced in Parent Guide 4. Casual staff ' informal pack 5. PSG roster weekly updates in newsletter / website 6. Documentation for lockdown issued to nominated personnel 7. College IT Server
<p>Supervision Policy Includes:</p> <ul style="list-style-type: none"> ◆ Duty of care and risk management ◆ Guidelines for supervisors ◆ Defining of supervision areas ◆ Supervision rosters (regularly updated / amended) ◆ Levels of supervision for on-site and off-site activities ◆ Excursion proposal and permission forms ◆ Risk Assessments 	<ul style="list-style-type: none"> ◆ Regularly updated /amended ◆ Work by executives commenced on Risk Management 	<p>Location:</p> <ol style="list-style-type: none"> 1. Staff Handbook updated annually 2. Staff Induction folders, updated as changes made 3. Administrative Handbook 4. College IT Server

Reporting Area 9: School policies

Policy	Changes in 2008	Access to text
<p>Policy for Information Technology includes:</p> <ul style="list-style-type: none"> ◆ Student / Staff Agreement — Acceptable Use Policy for IT equipment that is held at the College and also personal equipment brought on to campuses. 	<ul style="list-style-type: none"> ◆ Regularly reviewed and amended IT usage 	<p>Location:</p> <ol style="list-style-type: none"> 1. Staff Handbook 2. Classrooms 3. Parent Guide 4. Shofar / school newsletter 5. College IT Server
<p>Codes of Conduct Policy includes:</p> <ul style="list-style-type: none"> ◆ Code of conduct for staff and students ◆ Behaviour management guidelines ◆ Anti-bullying policy and strategies ◆ The role of student leaders 	<ul style="list-style-type: none"> ◆ Student leader handbooks updated ◆ Anti Bullying procedures reviewed, updated and expanded 	<p>Location:</p> <ol style="list-style-type: none"> 1. Staff Handbook 2. Student diary 3. Classrooms 4. Induction folders 5. Parent Guide 2006 6. Student Leadership handbooks 7. College IT Server
<p>Pastoral Care Policy includes:</p> <ul style="list-style-type: none"> ◆ Pastoral Care System – Year Patrons, Patron meetings, Parent / Patron reporting, ESL, Careers ◆ Counselling—availability of and access to special services ◆ Learning Support Teams ◆ Critical incident policy ◆ Homework guidelines ◆ Sick Bay procedures 	<ul style="list-style-type: none"> ◆ Staff access to students data on IT server. Include students special needs—constantly updated. 	<p>Location:</p> <ol style="list-style-type: none"> 1. Student Diary 2. Parent Guide 3. Staff induction folders 4. College IT server 5. Website
<p>Child Protection Policy Includes:</p> <p>Masada College complies with the Working with Children Check Guidelines April 2004 which provides:</p> <ul style="list-style-type: none"> ◆ definitions and concepts ◆ legislative requirements ◆ preventative strategies ◆ reporting and investigating “reportable conduct” ◆ Investigation processes ◆ documentation 	<ul style="list-style-type: none"> ◆ Nil 	<p>Location - full text available in:</p> <ol style="list-style-type: none"> 1. Business Administrators office 2. Principal, Head of High School office 3. Head of Primary office. 4. Abridged version Staff Handbook 5. College IT server

Reporting Area 9: School policies

Cont. from page 19

Policy	Changes in 2008	Access to text
<p>Communication Policy includes: Formal and informal mechanisms for facilitating communication between the school and those with an interest in the student's education and well being</p>	<ul style="list-style-type: none"> ◆ Website updated and expanded ◆ Initial discussions around intranet continued and in house steps taken ◆ Organisational chart updated reflecting changes in Junior School structure ◆ Newsletter format modified ◆ Most major communication to parents via email rather than post 	<p>Location</p> <ol style="list-style-type: none"> 1. Administration and Accounting Handbook / folder 2. Parent Guide 3. Website 4. Emailed to staff
<p>Policies for Student Discipline include:</p> <p>Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances. All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.</p> <ul style="list-style-type: none"> ◆ System of commendations and discipline notices ◆ Detention system 	<ul style="list-style-type: none"> ◆ Nil 	<p>Location</p> <ol style="list-style-type: none"> 1. Administration / Accounting folder 2. The Student Diary 3. The Parent Guide 4. Print outs fortnightly to Year Patrons 5. Staff Handbook 6. Student Leaders' Handbook 7. College IT Server
<p>Policies for Complaints and Grievances Resolution include:</p> <p>The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by staff, parents and / or students. These processes incorporate, as appropriate, principles of procedural fairness.</p>	<ul style="list-style-type: none"> ◆ Nil 	<p>Location on completion:</p> <ol style="list-style-type: none"> 1. Administration / Accounting folder 2. The Parent Guide

Reporting Area 10: School-determined improvement targets K—12

Priority areas for improvement 2008

Area	Priorities	Achievements
Teaching & Learning	<ul style="list-style-type: none"> ◆ Continue to expand focus on Culture of Thinking ◆ Provide additional support for students with Special Needs ◆ Extend usage of Reading Plus programs ◆ Promote subject areas through subject days. ◆ More active promotion of debating 	<ul style="list-style-type: none"> ◆ Form second focus group in Senior School ◆ Increase exposure at staff meetings plus Staff Development Days of routines to all staff ◆ Small English classes, consisting of Special Needs Students taught by Special Needs staff ◆ Sharon Bresler promoted use of Reading Plus and encouraged ALL students to take up opportunities offered. High Ability students as well as Special Needs students benefitted. ◆ Very successful Maths day for Years 7 & 8 seen as great fun. Our student Ruth White won a National Maths competition, Hebrew days for Years 9, 10, 11 and our Annual Creative Arts Camp ◆ Our juniors and seniors won Inter Jewish Day School competition.
Staff Development & Support	<ul style="list-style-type: none"> ◆ Continue as requested in Staff Professional Development Review ongoing IT support for staff ◆ Ongoing Professional Development an electronic whiteboards as introduced into both senior & Junior Schools ◆ Encourage and promote staff peer mentoring ◆ Mentoring of new scheme teachers ◆ Classroom environment reflecting learning ◆ Promote Visible Thinking and Culture of Thinking—use of routines ◆ Two staff given opportunity to travel to Israel—attend Yad Vashem Holocaust conference ◆ Staff social club established 	<ul style="list-style-type: none"> ◆ Growing staff IT confidence and competence corresponding to reduced paper work, growing reliance on IT ◆ More staff using whiteboard as interested to take up challenge ◆ All staff involved through appraisal process, seen as less threatening and positive outcomes. ◆ First Masada new scheme teacher accredited at end of 2008. Others on way through process. ◆ Staff gained greater level of insight for Holocaust / Judaism and the culture of our school ◆ Variety of social activities, theatre, movies, walks offered.

Reporting Area 10: School-determined improvement targets 2008 / K—12 cont.

Area	Priorities	Achievements
<p>Student Welfare</p>	<ul style="list-style-type: none"> ◆ Increase students respect, understanding and acceptance of differences ◆ Promote seamless transition between Preschool and Year K—new Junior School structure. ◆ Greater environmental awareness ◆ Focus on Values Education for students and their families ◆ More leadership training opportunities 	<ul style="list-style-type: none"> ◆ Year 9 three staged Respect Understanding Acceptance (interfaith) program was very successful. The Year 5 / 6 Harmony Day was also very successful. ◆ The Senior School YarnUp program gave students a greater awareness and understanding of indigenous people and their culture. ◆ St Edmunds (school for Special Needs students) performance welcomed by Senior School Students ◆ Year 9 students visit to St Edmunds school gave them great appreciation of difficulties posed by disabilities ◆ Students visits and work at Montefiore Home promotes awareness of difficulties of the aged. ◆ Having Year K teacher Ms Lane, Co-ordinate Preschool to Year 2, resulted in greater knowledge of students and families in transition process — providing continuity ◆ Succession reflected in much higher percentage of students making transition Preschool to Year K. ◆ Waste project and results shared with school community, well attended Environmental Evening ◆ Very successful Day of Hope with focus on Darfur ◆ Parents directly involved with students in education process. Combined students / parents in sessions: <ul style="list-style-type: none"> • Year 5 / 6 Cyber Bullying • Senior School Body Image—Eating Disorders • Year 10 - Subject Selection Program • Year 10 Oxygen Factory lecture • Year 9 / 10 Drug Alcohol Forum • Year 11 Byron Bay experience ◆ Selected students attended mid year Leadership National Camp run by Rising Generations very well received. ◆ Shared staff leadership officer role led to more regular supervision of leadership positions.

Reporting Area 10: School-determined improvement targets 2008 / K—12 cont.

Area	Priorities	Achievements
Facilities & Resources	<ul style="list-style-type: none"> ◆ Planning continued for consolidation on campuses ◆ Electronic whiteboard installed in Senior School ◆ Centralisation of staff rooms ◆ Purchase Apple Macs for Creative Arts Use 	<ul style="list-style-type: none"> ◆ Architects plans in draft form and various estimates put in place ◆ Staff trained in and working with whiteboard (particularly maths staff). ◆ Jewish Studies / Hebrew staff moved to central staff block ◆ Apple Macs purchased for music rooms and Room 9 for use by all departments and technical crew.
Marketing & Enrolments	<ul style="list-style-type: none"> ◆ Continue to develop marketing strategies and forms of communication ◆ Promotion in local area with Masada Banners in public forums ◆ Actively connected with Project Sydney to target South African immigration market 	<ul style="list-style-type: none"> ◆ Established stronger relationship with media outlets and resulted in better and more positive coverage. ◆ Tried letter box drops ◆ Use of banners promoting school in public forum ◆ Shopping Centre promotions ◆ Growing enrolments
Community	<ul style="list-style-type: none"> ◆ Continue to forge stronger ties with Alumni 	<ul style="list-style-type: none"> ◆ Several reunions held in 2008 ◆ Used alumni as guest speakers / presenters at College functions and featured alumni in College publication The Link.

Reporting Area 10: school-determined improvement targets 2009 / K—12cont.

Area	Priorities	Expectations
Teaching & Learning	<ul style="list-style-type: none"> ◆ Improve HSC Modern History results ◆ Improve SC History results ◆ Improve NAPLAN literacy results in Senior School ◆ Give time allowance to Simon Brooks to Foster and promote Culture of Thinking across College ◆ Four staff members do Harvard –on line course Teaching for Understanding ◆ Year 6 preparation for Senior School and address behavioral management issues. ◆ Reading Plus introduced in Junior School 	<ul style="list-style-type: none"> ◆ Establish links with departments in other successful schools. ◆ Feedback from double marking ◆ Work on expansion of student vocabulary ◆ Address areas of weakness ◆ Majority of staff in a focus group by end 2009. ◆ Less spoon feeding and greater student responsibility for own learning ◆ All staff experiences success with Thinking Routines ◆ Greater visibility of thinking around College ◆ Melbourne conference further inspire progress in Culture of Thinking ◆ These staff members will make decision re application for principles Teaching for Understanding at Masada. ◆ Students' individual learning needs & interest best catered for. Self discipline and responsibility a focal point. ◆ Students' progress will reflect positive results as seen in Senior School
Staff Development Support	<ul style="list-style-type: none"> ◆ More staff trained in electronic Whiteboards ◆ Provide staff with opportunity to study history of Israel ◆ All staff refreshed in Child protection and duty of care responsibilities ◆ Complete process of accreditation for staff members ◆ Staff first aid qualifications updated 	<ul style="list-style-type: none"> ◆ Staff attend courses on offer ◆ Staff have full awareness of their responsibilities in these areas ◆ All accredited with Institute by end of 2009 ◆ Majority of staff have current accreditation

Reporting Area 10 B: School-determined Improvement targets. Priority areas for improvement 2009

Area	Priorities	Expectations
Student Welfare	<ul style="list-style-type: none"> ◆ Raising Responsibility system to supplement discipline system ◆ Provide coaching for public speaking and debating 	<ul style="list-style-type: none"> ◆ Greater responsibility taken by students for their own behaviors, ◆ Less student / teacher 'conflict' over behavioral issues. ◆ Greater parent support and understanding re behavioral issues. ◆ Greater parent support and understanding re behavioral issues ◆ Improved confidence and standards in these areas.
Facilities and Resources	<ul style="list-style-type: none"> ◆ Installation of Apple Macs in Music Department and also in Room 9 for General Curriculum usage. ◆ Continued planning and progress in name towards consolidation ◆ Establish intranet access on our web-site prior to full intranet commitment 	<ul style="list-style-type: none"> ◆ More flexibility creative areas possible through Mac use. ◆ Through government funding initial steps taken in construction of Junior School at St Ives Campus ◆ Staff and student have access to materials outside of school hours
Marketing and Enrolments	<ul style="list-style-type: none"> ◆ Target broader community for enrolments—Israelis, North Shore Temple Emanuel, + via other synagogues in the northern districts local public Schools and non Jewish students 	<ul style="list-style-type: none"> ◆ Growth enrolments

Reporting Area 11: Initiatives promoting respect and responsibility

Masada College supports the Federal Government Values program and ensures the whole community is aware of our focus. The College's code of conduct is based on RESPECT. Respect of oneself, others and the environment and we are constantly looking at ways to reinforce this theme. Our Welfare & Discipline Policy reflects our focus on respect and responsibility. Responsibility for one's actions and one's learning is also central to our teaching and learning progress.

The bullet points indicate some of the steps in place to promote respect and responsibility.

- ◆ Interfaith programs were extended from Years 5 / 6, Year 11 to include Year 9 in a three stage Respect, Understanding and Acceptance project
- ◆ Year 10 are responsible for staging Fashion Show as a major fund raiser, allowing them to experience Leadership, organizational opportunities and co-operation.
- ◆ Our Year 9 students were involved in a program which entailed visits to St Edmunds College for students with Special Needs.
- ◆ Our Primary students entertained residents at the Monetfiore and a local aged home
- ◆ Our Living Historians program in Year 6 and Year 10 sees our students form relationships primarily with Holocaust survivors, which gives them a renewed appreciation of their own democratic existence and great respect for the survivors.
- ◆ Up to half of our Year 11 students are involved in the March of the Living Holocaust program which involves visits to sites in Poland
- ◆ Our Sheirut program in which all Senior school students are involved, involves community service work.
- ◆ Our Leadership programs and training focus on respect and responsibility
- ◆ As a school we celebrate and recognize Anzac Day and Remembrance Day as well as the memorial days linked to the Shoah and Israel's commemoration days.
- ◆ We have a daily ceremony raising the flags
- ◆ Students from St Edmunds school for children with special Needs, presented a performance to our Assembly in the Senior School
- ◆ Our Environmental Club in 2008 held a well attended community presentation and the focus was reusable waste.
- ◆ Year 11 & 12 students participated at Camp Sababa - held at St Ignatius College for disabled students—this involved pre-training.
- ◆ Our Year 6 students organized a fete to fund raise for the Junior School learning to plan, work in teams and be responsible.
- ◆ Senior students had the responsibility of launching our Values Program with the Day of Hope which was attended by students in the Junior School
- ◆ Our Peer Support initiated a Peer Mentoring program after school to support younger students with homework, study and exam preparation.
- ◆ Senior Students were instrumental in the organization of Yom Ha'atzmaut 60th celebrations and responsible for successful formation of human Israeli Flag.

Reporting Area 12: Parent student and teacher satisfaction

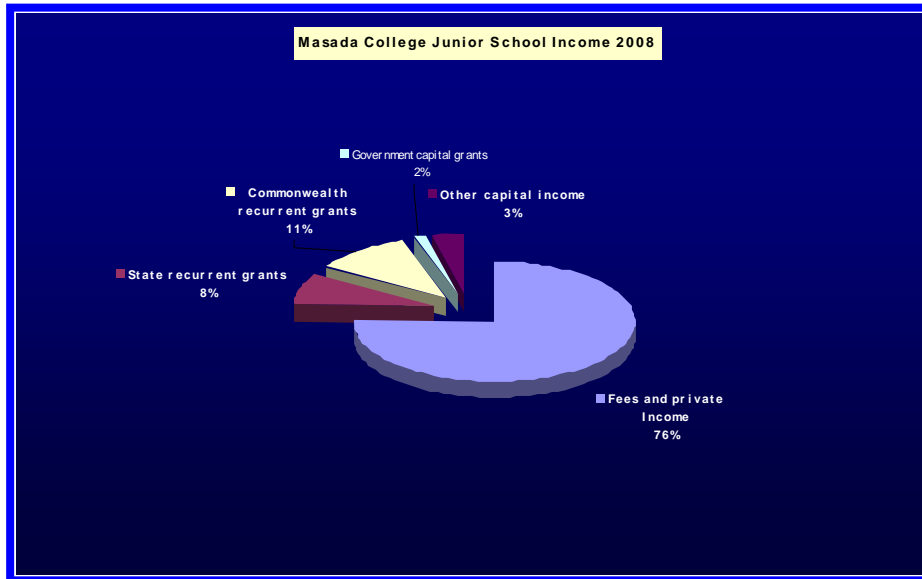
Parent, students and teacher satisfaction and feedback is most valued at Masada. We encourage open communication of concerns or ideas and where-ever possible we provide appropriate channels for these.

<p>Students</p>	<ul style="list-style-type: none"> ◆ Have their Student Representative Council (SRC) to voice their ideas / concerns through this. The College Executive have an open door policy and encourage students to communicate with them and this also resulted in several improvements or initiatives taking place in 2008. ◆ Prefect meetings are held weekly as are meetings with Peer Support and House Captains, Student Representative Council fortnightly. ◆ Student questionnaires / surveys were carried out with open discussions in Years 7—10 ◆ Year 12 students complete a comprehensive exit survey which is analysed on an annual and comparative basis. Several chose to also have exit interview with the College Principal. ◆ The 2008 survey reflected a very positive attitude on the part of the students towards all aspects of the College—ranging from amenities, academic & co-curricular programs, pastoral care, religious programs, school spirit, daily routines and staff support. ◆ It was particularly positive in terms of satisfaction with the support offered by staff. ◆ Our Year 6 students completed an exit survey on the completion of their year, which was overall very positive.
<p>Staff</p>	<ul style="list-style-type: none"> ◆ The annual staff appraisal process provides all staff the opportunity to provide meaningful feedback which can be further elaborated on in discussions at appraisal meetings. ◆ Staff are also encouraged to communicate freely with the College Executive. ◆ Regular staff meetings, Head of Department and Patron meetings also provide opportunities for staff feedback. ◆ Three staff members join the executive for a Senior School Executive fortnightly meeting where feedback from staff is presented, discussed and minuted for the entire staff. Staff morale in 2008 seemed to be positive and staff felt valued and this was reflected in staff stability in terms of staff turnover ie high retention rate. ◆ Strong staff attendance at College functions and social events reflected high staff morale.
<p>Parents</p>	<ul style="list-style-type: none"> ◆ An active parent run Board of Management and Parents Auxiliary provide opportunities for parent discussion and feedback. ◆ Parents are encouraged to communicate directly with the appropriate contacts at the College and did so in the course of 2008 with a great deal of positive feedback both in written and verbal form. ◆ The Annual General Meeting always has a discussion forum incorporated into its structure and very few if any issues raised at this forum. ◆ Parents of both Year 6 and 12 are also able to have follow up interview with the College Principal and many chose to do so. ◆ Year 12 parents have a comprehensive exit survey which is analysed and compared to previous years. The 2008 cohort has reflected a positive satisfied parent body, as did correspondence from parents in Year 12 and other years. ◆ The Year 6 students and parents had an exit survey which reflected overall a strong sense of satisfaction. ◆ Parents and students and staff who leave Masada to attend other schools are requested to participate in an exit interview which also provides useful information and is usually of a positive nature.

Reporting Area 13: Summary financial information

Graphic one:
Junior School (K – 6) recurrent / capital income
represented by pie chart

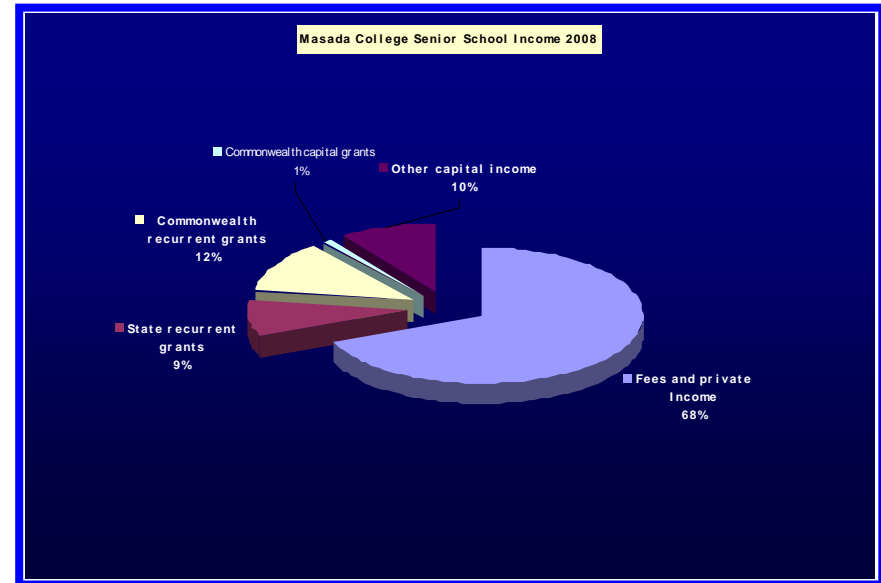
Source Commonwealth Financial Questionnaire 2008



Reporting Area 13 : Summary financial information

Graphic one:
Senior School (Years 7 – 12) recurrent / capital income
represented by pie chart

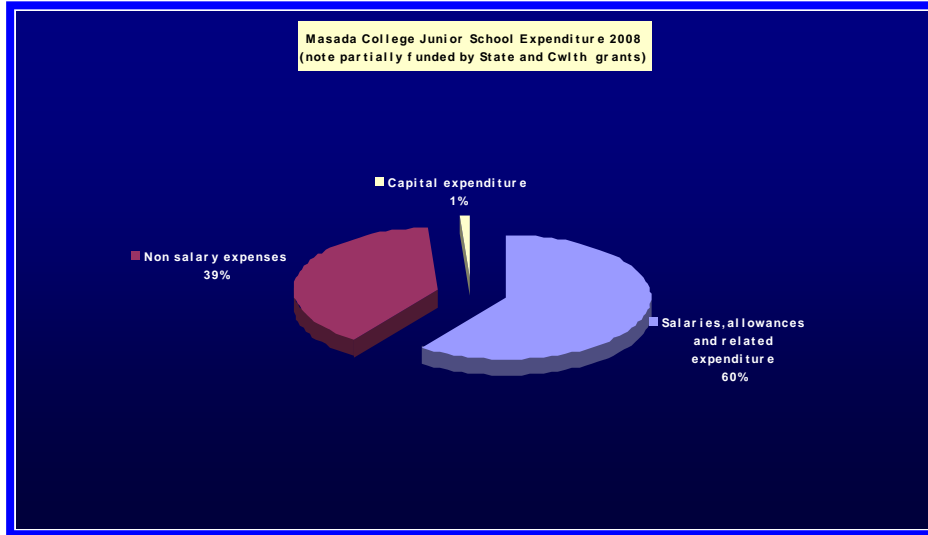
Source Commonwealth Financial Questionnaire 2008



Reporting Area 13: Summary financial information

Graphic two:
Junior School recurrent / capital expenditure
represented by pie chart

Source Commonwealth Financial Questionnaire 2008



Reporting Area 13: Summary financial information

Graphic two:
Senior School recurrent / capital expenditure
represented by pie chart

Source Commonwealth Financial Questionnaire 2008

