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As we move into our new 2013 academic year we celebrate the successes of our 2012 graduates. We are so proud of them, not just for their outstanding efforts and achievements in their Higher School Certificate examination as shared in these pages, but for the synergy, caring and responsibility they showed as a year group. There was much diversity, as some excelled as musicians, others in creativity, many as advocates for social justice and all as leaders in their own right.

The citizenship of our graduates was recognised not just by our College but by the wider community through Zonta, Bnai Brith, Order of Australia and Duke of Edinburgh awards and various tertiary scholarships. The opportunities offered to our students through all aspects of our Leading Learning Educational package, was also recognised by our parents and students, as reflected by their responses to our exit survey.

To quote a 2012 Year 12 student: “Words can not express how grateful and appreciative I am for attending such an incredible and special school as Masada. I feel so privileged to have had the opportunity to go to Masada. It was truly the best thing that ever happened to me and I feel so lucky to have made the most amazing friendships, developed such strong relationships with teachers, grown as a person and in my Judaism, established good morals and values, as well as fulfilled my academic potential. I absolutely LOVED school and being involved in College life: whether that was in sport, music, dance, leadership, committees, volunteering and so much more”.

This student would have fully understood our 2013 focus, Unity in commUnity which encourages students, staff and parents to become actively involved in the life of the College, whether that be by attending our varied functions and events, volunteering or partaking in the diverse range of extra curricular programs on offer. Involvement provides opportunities for developing relationships, making a difference and personal growth.

We look forward this year to not only having our students involved but also parents, as we offer them courses in Hebrew and 7 Habits of Highly Effective Families and many social events through our active Parents and Friends Association.

Masada College’s strength lies in our Unity as a commUnity and I feel confident that we will all work together, parents, students and staff, to ensure that 2013 is a very successful year for us all.

Wendy Barel
College Principal
A message from the College President

It is so easy for us to become complacent about the results that we achieve each and every year in the Higher School Certificate examinations. It has become an expectation that we always do so exceptionally well. But in so doing we do an injustice to all those involved – teachers, students and parents. There is significant pressure on students to excel, most often from the students themselves. Yet finishing school is more than an outstanding ATAR. The ATARs are important but it is the skills, perseverance, focus and commitment that each student develops along the way, through their learning experience at the College, that will determine their success going forward.

I congratulate all our teachers and students once again on their outstanding results in 2012. We should all be very proud. I wish our graduates all the best as they embark on the next stage of their lives.

As a Board we continue to examine and explore a variety of options so that we can create a product that is both attractive to all in our community and financially affordable. Over the last several years we have continued to have high levels of attendance at the Senior School from within our community. However, with a substantial decrease in immigration there has been an erosion of enrolment numbers since the late 1990’s. Lower enrolments are never good. Unfortunately fees are also beyond the capability of too many families. Alternatives to accommodate these realities are required. As a Board we recognise the importance of finding solutions so that we can create a vibrant and exciting future for the College going forward.

Community support as always will be required as we progress these necessary changes, once they are assessed, defined and articulated. As I have highlighted previously there is much debate about the ever increasing cost of a private Jewish education. Should a Jewish Day School education be accessible to all Jewish students that choose to attend, or only to those families that can afford it? If a Jewish Day School education is to be made available to all those that desire it, the community will need to find structural and funding solutions in order to provide this.

My strong belief is that the Jewish Day Schools provide a critical pillar to the fabric of Jewish identity and continuity in Sydney and indeed Australia. Perhaps it is time for us as a community to decide on the importance we place on the Jewish Day Schools. Do we need to make them more accessible and affordable to all – irrespective of financial means? These are key questions for all the Jewish Day Schools and the community at large, not just Masada College. A more affordable and accessible Jewish Day School education is certainly a worthwhile objective for all of us to pursue.

Perhaps very appropriate for all of us to embrace the theme chosen by our 2013 Prefects – Unity in commUnity. I wish you all a successful and rewarding 2013.

Trevor Lorge
President, Masada College Board of Management
New Initiatives

New Year - New Slogan
The focus for our Prefect body will be to encourage student involvement and support for the many and varied co-curricular opportunities on offer at the College. Their slogan for the year, *Unity in commUnity* reflects this goal.

The Leader in Me continues its journey at Masada
To further embed our Leader in Me program we will as a first time event in NSW, be offering parents a course run by our counsellor and 7 Habits Facilitator, Barry Zworestine, on 7 Habits of Highly Effective Families.

We will also be once again offering our parents Hebrew lessons, which proved to be a very popular option in 2012. Masada College will continue our Culture of Thinking journey as we, jointly with Emanuel School, work with Harvard Project Zero guru, Mark Church in three one-week sessions over the course of the year. Focussing on different cultural forces which are the ingredients for a thinking school and include language, modelling, environment, time, opportunities and routines, staff will be developing their own action research projects, under Mark’s guidance.

Chinese offered in Junior School
While Chinese has been on offer as an elective in our Senior School, we will now be offering it as a co-curricular option to our Junior School students – already garnering much interest from our parents.

Inspiring Spaces
There have been some exciting environmental changes in our Senior School campus, reflecting our pedagogical directions. A room, in a central location in the school, has been dedicated to Jewish informal learning and will provide the perfect venue for our popular lunchtime shiurim. Our library is being restructured to reflect the focus on research and learning, with some new furniture. A new learning area, with varied, colourful and practical new furniture is also being established to facilitate the environmental cultural force.

Last year a Learning Hub (pictured right) was set up in a classroom in the middle of the school, where teachers meet and conduct their professional learning sessions, in full view of passing students, to model the thinking and learning we value so much at our College. We now have a gym space which will be well used by our PASS and PDHPE, as well as for extra-curricular fitness classes.

Staff News

After a very successful first year at the College, Rabbi Evan Widmonte is taking on a full time position in 2013, with his main focus being our Informal Jewish Life programs.

We look forward in the Junior School, to Mrs Naomi Heilpern expanding her role to Head of Jewish Studies and Hebrew, Preschool to Year 6. Mrs Heilpern will be working very closely with Mrs Chaplin in this executive position.

Ms Justine Milner, is very excited to be joining Masada College Junior School staff in 2013 taking up Mrs Kahn’s maternity leave position.

Ms Milner comes to us with glowing references having worked for the last ten years at various schools, including Mt Sinai.

Ex-Masadian, Ms Danna Rosen, who has spent the last few months doing an excellent job as a casual for us, will be joining the staff as the Junior School Art teacher, replacing Mrs Buining, and as an additional member of the Senior School Visual Art Department, teaching Years 7 and 8. We are delighted to have Danna join our staff.

In the Senior School we are delighted to welcome to Year Patron roles Mrs Susie Virgona (Year 7), Mr David Steel (Year 9) and pleased that Mrs Sharon Bresler will continue with Year 8, Ms Lyn Rutherford with Year 10, Mrs Sheikhah Jackson with Year 11 and Mr Steve Levy, with Year 12. Mrs Jenny Greaves will be an Assistant to our Patrons. Mrs Jenny Mathews will continue as Patron to Overseas Students.

Another exciting partnership from 2013, is Mr Ryan Gill, Senior School and Mrs Clare Greenup, Junior School, in their roles of E-Learning Integrators. They will be working closely with both students and staff as we keep apace of 21st century technology.
2013 College Leaders
Junior & Senior School Captains

Above (L-R): Junior School Captains - Romi Grauman and Jayse Bergheim; Senior School Captains – Sofia Parker and Michael Subel.

Getting to know our 2013 Prefects

What are you excited about as leaders for 2013 at Masada College?
As the Masada College Prefects of 2013, we are excited about creating a more vibrant Jewish experience at the school through initiatives such as workshops and discussion during prayers. We also want to try and bridge the gap between year groups by encouraging people to participate in inter-grade activities and sessions which we hope will see a synergy throughout the school. Within the ‘Social Action’ portfolio we want to encourage a sense of global citizenship within the school where students are more informed about world and national issues outside of their normal consciousness.

Which qualities do you hope to enhance in our students and out school?
“By the end of the year we hope to have inspired students in developing their individual leadership qualities whether it be in Judaism, social action, academics or simply school involvement in general. Also, we hope to continue to enhance the engaging environment and vibrant atmosphere at Masada College in every day school life, which sets apart our school from most others.”

How can we improve?
This year we really want to encourage appreciation of our multi-cultural heritage and an awareness of worldviews and events.
The implementation of such programs will be achieved through our ‘Jewish Life’, ‘Social Action’, ‘Entertainment and Events’ and ‘Student Welfare’ portfolios. We believe that taking even the smallest of steps like increasing the level of respect for our uniform can make a world of difference to the existing ethos at the College. Masada’s uniqueness is one of our main assets, and we hope that the students and community can continue to embrace our College’s change and forward development, which the Prefects are very excited to be working on in 2013.
**Masada College Class of 2012 - Achievements & Honour Board**

**Over-all Results**
- 22nd NSW
- 1st Co-ed in North Shore
- Over 12% ATARs over 99.00
- Over 50% ATARs over 90.00
- Over 75% ATARs over 80.00

**Non-selective Results**
- 9th in NSW
- 2nd in Mathematics
- 10th in English

**Top Achievers**
- Iris Vayzer
  2nd in Modern Hebrew in NSW
- Farran Gordon
  2nd in Hospitality in NSW
- Stephanie Cemal
  3rd in Food Technology in NSW
- Dana Segall
  4th in Modern Hebrew in NSW
- Lauren Satill
  5th in Classical Hebrew in NSW

**All-Round Achievers**
- Shir Dekel nominated for Encore
- 4 students selected for Art Express: Shir Dekel, Haydee Katz, Nicola Shear & Dana Segall

**Top Achievers**
- Iris Vayzer
- Farran Gordon
- Stephanie Cemal
- Dana Segall
- Lauren Satill

**Top Achievers**

**Stephanie Cemal**

*How did you manage your study leading up to the HSC?*

I found that studying for the HSC was harder than studying throughout the year because my energy was running out. My study plan was to work backwards so that I could spend more time on the topics we hadn’t been tested on yet. I preferred to first learn my notes thoroughly and summarise larger points. I would then make acronyms or sentences to help me remember my information. The next step would be to write as many past papers as possible in exam conditions for the correct amount of time. Past papers train you to manage your time, show your weaknesses, help you understand exam format as well as the amount of information required for different types of questions. I would take breaks every few hours so that I wouldn’t lose motivation and also ensured that I had enough sleep every night, which is very important for memory and wellbeing.

**What are your plans for 2013?**

I would like to go to Israel on MTA, the Bnei Akiva Shnat Program. This program is a mixture of travelling, hikes, Kibbutz, Army, Poland, volunteering and Torah learning.

**Can you offer any advice to the class of 2013?**

My advice is to have a balance; it’s important to make sure you don’t solely focus on your work and studying. Exercise, eating and drinking well, and having time for yourself to do the things you enjoy are all aspects for a successful year.

I would advise the Year 12 students to make notes as they go along to decrease their workload before exams. Another piece of advice I would give is to always consult your teachers – they are very helpful, committed and will happily give up their time to help you. I also recommend doing past papers as they are usually set in the same format every year and will help enrich your answers. And lastly, while the HSC is work-rich, it is still one year in your life, so make sure you enjoy it!

**Joshua Berman**

*How did you manage your study leading up to the HSC?*

After the HSC trials, leading up to the HSC I set out a timetable that outlined any upcoming assessments and the subjects that I would be studying or revising each day. I found that by working consistently and revising between the HSC Trials and the HSC, I was able to minimise the amount of work and stress during the study vacation. Planning and allocating times to which I would study ensured that I stayed on track and completed all the necessary work that I had set out to achieve on any given day.

In my study plan I ensured that I assigned ‘me time’, in addition to my routine study breaks. During this time I would remove myself from the HSC by socialising, playing sports, going to synagogue, or by doing unrelated learning.

Through managing my time I was able to maintain a healthy balance between work, friends and family that enabled me to tackle the HSC with minimal stress.

**What are your plans for 2013?**

I would love to spend time in Israel volunteering and meeting different people.

**Can you offer any advice to the class of 2013?**

Year 12 is a very exciting, fun filled, challenging and rewarding year. I recommend for every student to find a study technique and plan that works for them, whilst maintaining a healthy and balanced year. Lastly I urge everyone within the cohort to work together, as this will help every individual within the grade reach their potential. I wish the class of 2013 the best of luck for Year 12 and the HSC!
Karen McEwen
Head of English

What is your approach to HSC teaching?
Teaching an HSC course thrusts you into the role of teacher, advisor and life coach! Students need to be encouraged to keep focused and have a plan! In all English courses there is a great deal of content which needs to be covered and skills which need to be developed and honed. Commitment is required by all parties. The HSC experience can be summed up by the metaphor of travelling between two paths. The assessment process is like traversing a mine field as students lurch from stressful situation to hopefully a safe place before they have to negotiate the next task. Studying, revising and consolidating characterises the other less urgent and less stressful pathway, which is characterised by no land mines or IEDs but where the onus is on the individual to get out their machete and hack their own, yet satisfying pathway. My role is to advise and mentor as students deal with the challenges of both paths.

What can students expect from studying English for the HSC?
English as a subject is challenging and engaging. It is not about regurgitation of information but rather about thinking, formulating arguments and systematically presenting a viewpoint. Students experience literature from differing times and contexts and the opportunity to explore ideas about the human experience which scholars have been grappling with for centuries!

The opportunity to develop one’s own composing skills is another valuable aspect of this experience with students confidently developing their skills as communicators.

What suggestions have you got for HSC students in their approach to their studies?
Preparing for the HSC is like training for an elite athletic event and students need to be prepared to embark on a rigorous course of training. Beginning with the end in mind, they need to effect practice in all components both in the time limit of the examination as well as the completion of untimed tasks. Take advantage of your teacher’s time and expertise. They have travelled this road vicariously many times!

Ryan Gill
Society & Culture

What is your approach to HSC teaching?
Whilst the pressures of the HSC in terms of the time, rigour and effort are apparent to all, I believe that dynamic and enjoyable teaching and learning styles of the previous years should not be adversely affected. Embracing Masada’s Culture of Thinking and utilising the latest technology, tools and techniques, adopting a collaborative, autonomous and self-motivated approach in the classroom, as well as drawing on my experiences of teaching in a range of schools and countries, I hope to instil a love of learning in all my students. My approach is simple; if I share my passion for learning with my students they will be inspired to have the same.

What can students expect from choosing to study Society & Culture for the HSC?
The study of how we operate as individuals, within and outside of cultures and groups is central to the subject. Combining the disciplines of Psychology and Sociology, this multi-faceted subject also encompasses studies of anthropology, philosophy, social ecology as well as cultural, communication and media studies. The major work, the Personal Interest Project (PIP), worth 40% of the HSC assessment, is invaluable preparation for a university research project and thesis, integrating a student’s personal experience with public knowledge.

What suggestions have you got for HSC students in their approach to their studies?
I often hear conversations about subjects, which scale well and/or those, which will enable a student to achieve the highest ATAR. I think we all agree that marks are important and Society and Culture has proven to provide just that, but what is equally as critical is developing a thirst and passion for learning. Determining a personalised learning style will also enable your study to be more efficient and effectual. Working consistently hard throughout the Preliminary and HSC course is key, developing a reflective approach to assessments, learning from successes and mistakes. Employing a collegiate and cooperative approach with all peers in the class and grade is often under utilised but is also key to unlocking maximum achievement in the HSC.

Elizabeth Iffland
Music

What is your approach to HSC teaching?
In HSC Music it’s all about giving individual attention and guidance. I work closely with students to find their strengths and we choose electives and topics that best suit them. If students love the material that they are doing, the work is enjoyable and the good results come from that. At Masada we have a great team of music tutors who are on board to help the students where needed.

What can students expect from choosing to study Music for the HSC?
Music is such an enjoyable and rewarding subject for students that love music. Studying Music requires many extra hours a week, however, it seems to provides a good break from other writing based courses.

Music is divided into two courses. Music 1 is a broad course where students choose electives based on performance, composition and musicology (discussing music). Music 2 is a more specific course that is geared towards students that have received formal music tuition. Music 2 students may also choose Extension Music for the HSC year. Music is the perfect subject to choose if you really enjoy creating music.

What suggestions have you got for HSC students in their approach to their studies?
Utilise your teachers. If my students ask, I’ll run a marathon for them (given that they do as many laps as I do!). However, the success really lies with you. If you are willing to really engage with the course and if you put the hours in, you will achieve success. Also, in the summer holidays take the time to revise the content covered in Term 4. Make study notes, create a video blog of your learning, stick post it notes around the house, get your parents to quiz you, teach a little sibling, study with a friend from another school: get involved with your learning.
In block corner children explore sea creatures and build an aquarium for them.

Children manipulate playdough to develop fine motor strength; they are pretending to make dinner.

Jessica Shelton engaged in painting a picture that she loves about nature.
“Is it possible to ever not be excited on the first day of school whether you are a mum, dad, student or teacher? On ‘Day One’ we had teachers excited to be beginning the year with their new class, children who could not wait to be in their new classroom and parents who I think wished they were able to stay! Our year began with what we called ‘Two Day Orientation’ – time for children and teachers to engage in thinking activities designed around the 7 habits. Learning experiences were all designed to ensure the students understand the expectations for the year, feel secure and comfortable in their learning environment and are prepared to take a risk and try anything in 2013! Our students explored the concept of the leader within them and how they can make the most of their talents and skills and grow the areas that may need more development.

On entering the school our 7 Habits pole reminds us all that we are endeavouring to use the habits to be the best that we can be, whether it be academically, socially or in an area of talent or expertise. It provides us with a visual reminder that we can all be leaders in our learning, the local community and the world around us.

2013 is an exciting year as the Junior School endeavours to ensure every student can achieve to their potential. From Kindergarten through to Year 6, students are grouped for English, Maths and Jewish Studies to ensure optimum opportunities to learn at the pace best suited to them. Groupings vary from eight students to approximately 14 allowing each student maximum access to the teacher and the confidence to seek any support needed. The teacher has the joy of being able to move their group at the pace that works for those students, to challenge, encourage, nurture and extend when appropriate. Each group becomes a safe learning environment for dynamic learning, risk-taking and solid progress.

Masada College Junior School is an energetic and focussed environment where everyone feels valued for who they are and encouraged to be a strength in their group, class, school and community!”

Michelle Chaplin
Head of Junior School

Top to Bottom (L–R): Parent Lauren Ryder with daughter Mikaela in her first day of Kindergarten; Students created their own 7 Habits trees on their first day back at school as part of their 2013 goal setting; The 7 Habits pole grabs your attention as you enter the Junior School and is a strong symbol of the direction students are travelling; Small learning groups allow optimum learning opportunities in the Junior School.
Art making is physical, tactile and sensory... The arts – in particular the Visual Arts – enlivens their sensory experience of the world. That’s why they feel vital and it empowers them.

Daphne Flax, Head of Creative Arts

Masada had seven students nominated for ArtExpress!
+ Joshua Gishen ‘Into The Unknown’
+ Deborah Karpel ‘You To Me’
+ Haydee Katz ‘Oblivion’
+ Dana Segall ‘Slum Dwellers’
+ Nicola Shear ‘The Tempest’
+ Tali Weinberg ‘Fragility’
+ Shir Dekel ‘Stream’

For the final exhibition the following students were selected:
+ Haydee Katz
  Hazelhurst Regional Gallery & Arts Centre
+ Dana Segall
  Art Gallery of New South Wales, Blue Mountains Cultural Centre, Wagga Wagga Regional Art Gallery
+ Nicola Shear
  The Armory Sydney Olympic Park
+ Shir Dekel
  The Armory Sydney Olympic Park, Broken Hill Regional Art Gallery, Maitland Regional Art Gallery, Grafton Regional Gallery

Details of exhibition venues and dates can be found on the ArtExpress website: www.artexpress.artsunit.nsw.edu.au.

Five students were nominated for inclusion in DesignTECH, the annual exhibition of outstanding major design projects. They were Adam Caspary, Gabrilella Chertkow, Jenna Chertkow, Maxine Lorge and Rebecca Lumbroso.

“Art making is physical, tactile and sensory... The arts – in particular the Visual Arts – enlivens their sensory experience of the world. That’s why they feel vital and it empowers them.”

Daphne Flax, Head of Creative Arts

ART students from Masada College will have to wait one more week to see whether their HSC artwork is chosen for the Education Department’s ART-EXPRESS exhibition.

Masada’s head of creative arts Daphne Flax said getting into the show meant the students’ work had a life in the real world. “Otherwise they take the work home and it sits in the garage,” she said.

Ms Flax said it was a privilege to teach them and watch them grow.
At the start of 2013 Senior School students engaged in a ‘Ruach’ session with Rabbi Evan Widmonte where students are exposed to the different opportunities to experience Judaism at Masada.

The Class of 2012 celebrated their Formal at Taronga Zoo Convention Centre in November.

Top Row (L–R): Brett Cemanoff & Tiffany Hurwitz; Taryn Fox & Joshua Burman; Deborah Karpel & Justin Klein; Tali Weinberg, Gina Abramowitz, Lauri Teperson and Nicole Abramowitz.

Second Row (L–R): Haydee Katz & Dale Slater; Justin Klein & Joshua Tooch; Stephanie Zwi & Farran Gordon; Raphael Ben-Menashe, Yael Neumann, Stephanie Cemal and Lauri Teperson.

Third Row (L–R): Deborah Karpel & Justin Klein; Demi Kanowitz & Joshua Goldin; Ricky Zinn & Nicola Shear.

Bottom Row (L–R): Samuel Saltoon & Stephanie Zwi; Farran Gordon, Robyn Katz & Taryn Fox; Jasmine Bernard & Jaron Miller.
Getting into the spirit of Unity in commUnity, a group of mums volunteered to support the Food Technology students in making and baking over 1,000 delicious hamantashen.

Their delicious wares were enjoyed by the children and staff from 3 year old Preschool to the Senior School in celebration of the festival Purim.


Masada has launched an eBook lending library in the Senior School in our newly refurbished Learning Centre. We are proudly the first of any Jewish Day school in Sydney to offer this library option. Students can ‘borrow’ ebooks for two weeks, after which the publication is deleted from their reading device. No more late fees!

Shir Dekel was nominated for Encore, a showcase concert put on by the Board of Studies. Shir’s HSC program was nominated out of thousands in NSW as being exemplary.

Masada’s band performed at the annual Battle of the Bands competition at St Josephs’ College, Hunters Hill late last year. The band comprised of Mikhayla Trope, Lauren Coppel, Daniel Lowy, Joel Port, Asher Katz and Max Jacobs. Masada competed against 15 other bands from schools around Sydney. Mikhayla Trope won Best Singer and Masada won Best Original Song, written by Mikhayla and Max Jacobs. Pictured (L-R): Mikhayla Trope and Lauren Coppel.

2012 School Captain Samuel Saltoon was awarded a Certificate of the Order of Australia at an award ceremony at Government House. The prestigious award has been received by Masada students for five consecutive years for their commitment to their community.

Kim Gamaroff received an award for songwriting from the Australian Songwriters Association. Kim came fourth in the Youth Category for her original song called ‘High Life’ out of over 3,000 entrants from across the country.

Kyron Isrealsohn has become a force to be reckoned with in the swimming pool. He is in the top two swimmers nationally in his age group, currently holding the title of fastest 50m freestyle swimmer in the country for his age with a sub-24 seconds time. Having won countless gold medals since 2008, he is now the record holder in numerous strokes at Maccabiah, school and club swimming events.

He has been selected for the Australian national age team, having competed at Nationals in Canberra, Brisbane and Adelaide. He is part of the NSW state squad as well as a member of the NSW state development squad.

Kyron is a speed merchant, competing at the highest level in Breaststroke and Butterfly, but his favourite stroke is definitely Freestyle, where he excels in the high profile sprint events over 50m and 100m.

Juggling an arduous and focused training regime with school is no mean feat... Kyron swims an average of 9 sessions a week while still achieving excellent results academically. He is a tribute to setting goals and going after them with a dogged determination.

As for the future, Kyron’s immediate goal is to compete at the Maccabiah Games representing Australia in July this year. He then has his sights firmly set on the next Olympic Games; a dream which is seemingly well within his reach.