



About Us

Located in Sydney's leafy North Shore, Masada College is Australia's first Jewish international co-educational school. Students from all backgrounds are welcome to our Jewish College, which prides itself on inclusivity. Our educational mission is to raise responsible individual thinkers with a strong sense of social justice and confidence in their ability to determine their own future.

So it's not surprising that our graduates win scholarships and awards and embark on a diverse range of career paths. We take great pride in hearing of their involvement in the community and their successes post-school.

Our Vision Statement:

Masada College will be internationally renowned for Jewish values and educational excellence.

Our Mission Statement:

In our students, through Jewish values and a nurturing community, Masada College engages and instills a genuine love of learning with a quest for excellence.

Understanding the H.I.V.E of potential

It may look like just a humble beehive, but it's so much more. It's a close-knit community of individuals, each with their own desires, but all with one common goal: to live in a world where everyone has a place.

This is the foundation of the Masada College H.I.V.E educational ecosystem, which nurtures Happiness, Inclusion, Values, Edge. It's about using insights to nurture our children's individual strengths, ensuring each becomes a stronger part of the whole.

And by our children, we mean yours. Because we're open to students of any background. It's part of the inclusive Jewish culture and a core value of the H.I.V.E. So enrol, and offer your children an exceptional education today which will give them the EDGE they need for tomorrow.

We pride ourselves on strong academic results in the Higher School Certificate, consistently placing in the top schools in New South Wales. However, our real success stories are not the ones published in the league tables. They are those students who exceed their own expectations thanks to the individual attention they receive here. Their enhanced performance comes down to the encouragement of their teachers, the smaller class sizes as well as the collaboration of teachers and parents.



A Culture of Thinking and Leader in Me



A Culture of Thinking

Taking our inspiration from the Project Zero research team at Harvard University, our Culture of Thinking has two goals: to nurture students' thinking dispositions, and to deepen their understanding of content. We help our students develop curious, reflective and critical mindsets, encouraging them to notice thinking and learning opportunities and become eager to take them.

At its core, the Culture of Thinking is about developing dispositions to apply thinking skills while making use of routines to encourage this way of learning. For example, the "See- Think- Wonder" routine is not an activity set for a certain date, but a method which encourages children to describe, interpret and ask questions about the content of their courses. It also means being flexible with thinking so that students are open to ideas from their peers and answer questions such as 'what makes you say that?'. It's not a program that we implement – it's a Culture of Thinking.

In the classroom, this means that teachers are encouraged to create environments where students make their own connections and conclusions and most importantly, feel safe doing so; where they become an active part of the learning process, realising that learning doesn't happen to us, but rather, it happens with us. Masada was one of the earliest adopters of this pedagogy and have now become renowned for it, with other schools coming to us for our Critical and Creative Thinking Courses.

Our Head of Teaching and Learning Years 7-12 and Head of Teaching and Learning ELC to Year 6, spearhead Masada's Culture of Thinking, with all teachers involved in study groups which meet fortnightly to discuss how to achieve the teaching goals they've set for themselves. Skills such as problems solving, coordinating with others, critical thinking and people management are all acquired by immersing students in a Culture of Thinking, resulting in us producing students who stand out for their confidence and the diversity of their thinking.



A Culture of Thinking and Leader in Me (Continued)

The Leader in Me

At Masada College we aim to equip our students with the tools to develop life skills and personality traits that will guide them through life in the 21st century. Stephen Covey's The Leader in Me® program, which is part of our Leading Learning educational package, strongly supports this aim.

Through The Leader in Me® program, each student is introduced to the 7 Habits of Highly Effective People, enabling them to learn to:

- Take responsibility for their actions (be proactive)
- Set goals (start with the end in mind)
- Prioritise (first things first)
- Resolve conflicts (win-win)
- Build effective interpersonal relationships (seek first to understand and then be understood)
- Communicate effectively with others and work as a team (synergise)
- Have a balanced lifestyle (sharpen the saw)
- Create their own vision for success (mission statements)

Not only does incorporating the common language of the 7 Habits into the curriculum as well as into playground activities deepen our students' understanding of the values that underpin Masada College, it gives them the EDGE they need when they leave the comfort of Masada's doors and enter the workforce as confident, secure and successful adults.



Academic Care

Student wellbeing underpins the educational experience of all students at Masada College, ELC – Year 12. As a College we believe that by providing a supportive and nurturing environment the school contributes to the development of students' sense of self worth, enthusiasm for learning and optimism for the future (Adelaide Declaration, 2000, p1). The College prides itself on a whole school approach, acknowledging that wellbeing can be influenced by a number of factors, which can impact a student's learning and connectedness to the classroom.

Academic Care uses the school's existing organisational structures of classroom teachers (ELC – Y6) and Year Patrons (Y7 – Y12) to promote well-being in an inclusive environment. The College believes all educators are teachers of well-being and are responsible for ensuring that students' needs are met in a nurturing and supportive environment. Our student wellbeing program is based on the College ethos and is delivered through a variety of structured programs and experiences.

Senior School

In the Senior School, each year is cared for by their Patron who is the link between students, staff and parents. It is the Patron who greets students on their first school day, provides them with buddies if they join throughout the course of the year and accompanies students on camps. They are their 'parent figure' at school. Patrons keep a close watch on not only the academic needs of their students but also their emotional and social needs. They do this by observing the students in the classroom situation and in the playground; by liaising regularly with parents and staff.

The Patrons hold a fortnightly meeting with all the staff in their year groups, at which each student in the grade are discussed in order to gain an impression of their overall progress or any issues that may be emerging. Our aim is to be proactive rather than reactive to situations. Discussions with parents and/or students may be initiated from the information gleaned at Patron meetings.

Prior to commencing in Year 7 the Patron organises an orientation program in Term 4 as part of our transition programs for Senior School. In the first weeks of Year 7 the Patron takes the cohort on a three day camp where the activities are aimed at allowing students to build relationships with each other and with staff.

The Patron is the first port of call for parents who have a general concern about their child or information that may affect a student's performance or behaviour, such as events on the homefront, which the Patron will then disseminate, as appropriate, to staff.

Each year group has a weekly meeting time with their patron, where issues can be discussed but this is also when our student wellbeing program is enacted. Students are engaged in programs that are specific to each year group and are based on topics that may be affecting students during this time of their life. Our program touches on topics such as study skills, stress management, cyber safety, healthy relationships, drugs and alcohol awareness and students are fortunate enough to be addressed by industry professionals, specialising



Academic Care (Continued)

in adolescent development and wellness. These topics are also covered for parents on our very informative School TV on the homepage of the Masada website.

Parent/Teacher Nights are held twice a year but feedback can be given to parents at any time of the year and Patrons are able to supply informal reports to parents on request or as needed.

Led by our College Counsellor, our Senior School Learning Support Team works with students with specific additional needs.

For International students, we have additional support through the enrolments office, as well as an external guardianship service, that liaise between the College and the students' parents, ensuring each International student is settling well into life at Masada College and in Australia.

Junior School

In the Junior School, The Leader in Me® program, based on Stephen Covey's seven habits of highly effective people, provides us with a common language and key tools to guide our students to be self motivated and directed, as well as equipping them with organisation and planning, relationship- building and teamwork skills. Through the program we aim to develop our students' confidence and have each child recognise the leader within themselves. Through our weekly PDH lessons, assemblies, playground interactions and conversations these habits are reinforced.

Students are also reminded of these steps within our behaviour management plan through completing reflection forms to encourage them to learn from their mistakes. Students participate in gratitude programs and each week students are recognised for their acts of kindness.

All teachers in the Junior School are teachers of well-being however, the class teacher is the first point of contact for students and/or parents. Stage Coordinators meet with the teachers fortnightly and discuss any students well-being concerns. These are passed on, where necessary, to the Head of Academic Care.

Students have access to a School Psychologist, supported by interns as well as learning enrichment teachers. Where necessary, individual meetings are held for specific students. During this time we meet to develop Individual Education Plans (IEP) to ensure we are best catering to the child's social/emotional and academic needs. In this meeting we invite parents, any external specialists working with the family and the literacy and numeracy teacher/s to spend time evaluating the best way to provide for the child's needs. It is a concentrated time that we work in partnership to support each other and better understand the student. The meetings occur once a term and are in lieu of a parent teacher interview.

Parent/Teacher Nights are held twice a year (Term 1 and Term 3) but feedback can be given to parents at any time of the year, with written reports provided in Term 2 and Term 4.



Early Learning Centre



Masada Cottage is located in a leafy enclave in St Ives. The beautiful centre has been purpose-built inside the Masada College grounds and officially opened on 15 May 2016. Our excellent early learning program is a combination of the Reggio Emilia philosophy and the new National Early Years Learning Framework. We believe that children learn best through play complimented by intentional and responsive teaching.

Accreditation

It is with great excitement that, following an inspection, our Masada Cottage Early Learning Centre was recently classified as EXCEEDING EXPECTATIONS. This difficult- to- achieve rating is indeed a credit to our exceptional team.

Facilities

KITCHEN - Fresh meals are prepared each day in our college canteen and children are provided with three Kosher vegetarian meals a day – morning tea, lunch and afternoon tea. Masada Cottage has its own purpose-built kitchen which the children use to cook in and thus nurture their holistic learning.

MULTI-PURPOSE ACTIVITY ROOMS - All rooms are utilised to enhance children's cognitive, physical, emotional, social, communication and spiritual development.

OUTDOOR AREAS - These include a sandpit, mud pit, bike tracks, natural landscape and a variety of equipment.



Early Learning Centre (Continued)

Learning

Our program of learning and discovery relates specifically to how children grow and develop. It instils in each child an excitement and eagerness to learn. From the moment children commence at Masada Cottage they are taught, using the Culture of Thinking routines, the skills necessary to think critically and to problem-solve. We encourage children to identify and value the leader in themselves and in others by following Stephen Covey's The Leader In Me® program.

Our specialist junior school teachers teach our early learning classes music, sport and Jewish Studies, which not only provides students with high quality programs but also assists in their transition to junior school in year K.

Throughout the year, the four year olds are involved in a Transition to School Program. They visit the Kindergarten classes and become familiar with the Kindergarten teachers through participation in pre-literacy and numeracy activities. In addition, they visit the Junior School library regularly, enjoy lunch with their Year Five buddies, join in school assemblies and celebrate selected festivals with the K-6 students. All this helps them with a seamless and comfortable transition to school the following year.

Parents are expected to be active participants in the learning process and educators respect their views and opinions.



Junior School



Masada College Junior School is fortunate to boast a dynamic team of highly trained, experienced teachers who are passionate about their personal learning and the learning journeys they create for students. This creates an atmosphere that enables our students to achieve the best academic results while learning the skills necessary to be contributing and responsible citizens in the world around them – both now and in the future.

Opportunities abound in the Junior School: we focus on offering each student a program that best supports their learning style and needs. This ranges from the formal curriculum to the use of interest-based classes, personalised learning experiences and individual mentoring. Our curriculum provides the opportunity to develop individual skills and critical thinking to support learning and achievement.

Curriculum

Masada College Junior School is first and foremost a school with a Culture of Thinking. As part of our Leading Learning educational package, every student is challenged and stimulated in their journey by evaluative thinking, the opportunity to lead and the acceptance of personal responsibility. Our aim is to help young boys and girls develop their learning skills while allowing the strengths of each child to shine.



Junior School (Continued)

The development of literacy and numeracy skills is vitally important for primary aged children. Our students consistently perform well above state and national averages in the National Assessment Program – Literacy and Numeracy (NAPLAN).

- English
- Mathematics
- Science and Technology
- Human Society and its Environment (HSIE)
- Creative Arts (includes Visual Arts, Music, Drama, Dance)
- Personal Development, Health and Physical Education (PDHPE)

STEM

According to the NSW Education Department, STEM education is the learning of science, technology, engineering and mathematics in an interdisciplinary or integrated approach. In this regard, Masada College continues to keep its finger on the pulse of educational advancement with the introduction of Robotics & STEM programs, as well as Junior Engineers co-curricular options, all of which ensure that our students are equipped with the EDGE to lead and achieve in the 21st Century.

Co-Curricular

Throughout the year, various clubs run during lunchtime to enhance the social skills program embedded in the curriculum, develop interactive skills across age groups and add to the learning experiences of our students.

The Arts

- Choir
- Israeli dancing
- Country Music
- Band
- Various instruments ensembles
- Xylophone to the String ensemble
- Playground art and crafts

Sport

- Athletics
- Fitness
- Baseball
- Netball
- Rugby
- Rugby League
- PSSA sports
- Soccer
- Swimming
- Tennis

Plus more...

- Chinese language
- Drama
- Junior engineers
- Chess
- Homework Club
- Lego/Board games
- Dance



Junior School (Continued)

Extra-Curricular

- Chess tournaments
- Da Vinci Decathlon
- Debating
- HICES Gifted and Talented camps
- ICAS competitions
- Maths Challenge
- Maths Olympiad
- Public Speaking competitions
- Northside Workshops for gifted students
- Tournament of the Minds (TOM)

High Potential Learners

“Our students have a genuine love of learning and desire to know more. They also need the school curriculum delivered in a different way. Now we’re giving them the tools to get it,”

High Potential Learners (HPL) classes (also known as Gifted and Talented) are offered to Year 5 and 6, whereby students are grouped together and taught at a more complex level. There are also HPL groupings offered in Jewish Studies which are taught within the Year 5 and Year 6 classes to further extend the content. Our students love the challenge of learning at a quicker pace and it’s a great way to channel their competitive natures in the classroom, which allows for less competition on the playground. What’s important to note is that these classes are not about grades or marks. It’s about giving our students a place that they feel comfortable both socially and academically, instead of feeling left out or different.

In order to move into HPL classes, students go through two testing programmes, with teacher and parent nominations adding extra layers of information about the students. The process is data based, allowing very little room for error.

Ultimately, our aim is to have HPL programmes across all the years, and we are working on getting mini certificates of gifted education for all junior school teachers. That way, we will continue to have teachers who understand the needs and offer the right opportunities to the broad range of students at Masada College.



Senior School



Our College raises responsible, individual thinkers with a strong sense of social justice and confidence in their ability to determine their own future. We work in close partnership with parents and teachers to maximise our students' potentials. It is not surprising that our graduates win scholarships and awards and embark on a diverse range of career paths. Students from all backgrounds are welcome to our Jewish College which prides itself on inclusivity.

Curriculum

Years 7-10

Masada College Senior School follows the NESA's guidelines with all students in Years 7-10 covering the required hours of study in the key learning areas:

- Creative Arts
- English
- Human Society and its Environment (HSIE)
- Language other than English
- Mathematics
- Personal Development, Health and Physical Education (PDHPE)
- Science
- Technological and Applied Studies

In Years 7-10, all students have a Jewish Life class component.



Senior School (Continued)

Years 9 & 10

In Years 9 and 10, students choose three electives from a range of subjects including:

- Big History
- Commerce
- Design and Technology Workshop
- Drama
- Food Technology
- Hebrew
- iSTEM
- Jewish Life
- Languages
- Mandarin
- Music
- Physical Activity and Sports Studies (PASS)
- Textiles Technology
- Visual Arts

Students in Year 9 study History pre-WWII and Year 10 students learn Holocaust Studies and Israel Studies. We are introducing two new electives for Year 9 and 10 with iSTEM and Big History

Years 11 & 12

The subjects offered in Years 11 and 12 vary according to the interests and strengths of each cohort. All students must study English (either Advanced, Standard or ESL) and then choose courses, which can include:

- Ancient History
- Biology
- Business Studies
- Chemistry
- Chinese and Literature
- Design and Technology
- Design and Technology
- Economics
- Extension courses
- Food Technology
- Geography
- Hebrew (Modern and/or Classical)
- Hospitality (Food and Beverage)
- Mathematics (all levels)
- Modern History
- Music
- Personal Development, Health and Physical Education (PDHPE)
- Physics
- Society and Culture
- Studies of Religion
- Visual Arts



Senior School (Continued)



The Year 11 preliminary course subjects are prerequisites for the HSC courses in those subjects. Masada advises students to study 13 or 14 units in Year 11 (two more than NESA's minimum) and 11 or 12 units for the HSC year. In Year 11 and 12, all students also attend weekly Issues and Ethics classes.

Students are provided with alternative paths for subjects they may wish to study which fall outside of those offered.

We offer a wide range of subjects and our students continue to achieve exceptional results, demonstrating a strong commitment to the pursuit of learning and personal self-development.

What is iSTEM?

iSTEM is an interdisciplinary subject incorporating electives such as mechatronics, aerodynamics, engineering, 3D CAD/CAM, aerospace and motion modules. iSTEM presents topics to students in ways that challenge not only their understanding of these subjects but also their ability to manage projects and work in teams. This elective subject provides students with curriculum to support the most up-to-date technologies. It engages students in problem-based learning and involves them in real 'on-the-job' situations. This facilitates students to better engage in science, technology, engineering and mathematics and is designed to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry-based learning where students are encouraged to learn by doing.



Senior School (Continued)

Our goal at Masada College is to provide a learning environment which values:

- Integrated approaches to teaching and learning;
- Use of project and problem- based learning as well as inquiry- based learning pedagogies;
- An emphasis on enterprise skills such as complex problem solving, teamwork, communication, negotiation and creativity;
- More connected real-world learning, including industry contextualisation;
- Team teaching and research- based approaches to teaching and learning.
- Relevance to further study

The importance of STEM disciplines for the future economic and social well-being of Australia cannot be underestimated. International research indicates that 75 percent of the fastest growing occupations require STEM skills and knowledge. In the USA, STEM employment grew three times more than non-STEM employment over the past twelve years and is expected to grow twice as fast by 2018.

The importance of STEM subjects to Australia is indisputable. Future employment opportunities for our students will be enhanced with STEM based knowledge. In 2012, Ian Chubb, Chief Scientist of Australia triggered a major focus on the decline of interest in STEM studies across the nation and its potential impact on our future. To this end we are excited to be able to offer this opportunity to our students.

Co-Curricular

- Camp Sababa
- Charity committee and Chesed program
- Da Vinci Decathlon
- Debating
- Duke of Edinburgh
- Mock trials
- Music
- Public speaking
- Tech crew

Extra-Curricular

- Athletics
- Basketball
- Cricket
- Fitness
- Football
- Futsal
- Netball
- Oz Tag
- Rugby
- Softball
- Squash
- Tennis



Jewish Life



Masada College is an Orthodox Jewish day school that draws on students from a wide range of backgrounds and cultures. Our inclusive approach to learning makes sure that every student receives a meaningful and relevant education. Our Jewish Life Department encourages our students to explore their past, understand contemporary Judaism and actively and proudly celebrate their Jewish identities through practice and social action.

In the classroom, our Jewish Life teachers adopt an interactive approach to learning which blends seamlessly with our Culture of Thinking. This is extended beyond the classroom into our dynamic informal program which focuses on experiential Judaism.

We pride ourselves on producing young men and women who embody a 'living Judaism' – students who guarantee the continuity of Judaism through practice, understand their communal responsibilities and are proud of their connection to the State of Israel and their heritage.

Curriculum

Our Junior School Jewish Studies and Hebrew classes focus on imparting a love for Judaism and Medinat Yisrael (the State of Israel). In Hebrew, our students follow the iTaLAM and Chaverim B'ivrit programs in Years 1- 6. Our days begin with tefilla (prayers) so that when our Year 6 students enter Senior School, they feel at home in our synagogue and are able to lead the morning service.

In senior school, our students in Years 7-9 attend tefilla each morning while our Year 10 – 12 students participate in a combination of tefilla and workshops which challenge and deepen their connection to Judaism.

New Initiatives:

A new initiative in our College is the formation of the Year 11 JLife Madrichim. These young men and women



Jewish Life (Continued)

promote social justice awareness and drive community service initiatives in our school, reinforcing the Jewish concept of healing our world and being responsible for others. We are running the newly launched Pearls of Wisdom programme in conjunction with the Montefiore from 2018 for our Year 7 cohort. Students will learn from our older generation through a series of programmes run at our Hunters Hill facility. This will be expanded in 2019 to Year 8.

Year 7 follows a Bnei Mitzvah program which ensures they have both the skills and literacy to conduct themselves as young Jewish men and women in our community. Year 8 consolidates the learning of Year 7 through Yahadut (Judaic) classes, while Year 9 and 10 students are offered a taste of contemporary Jewish ethics and the politics of Israel classes, as well as challenging social-action projects. An exciting initiative in 2018 is the creation of a Hadracha (informal) class for the Year 9 cohort. These classes offer training in informal programmes, which are then carried out with our ELC and Year K-2 cohort.

Both Year 9 and 10 students have the choice of opting in to our newly- formed Chidon HaTanach class. The Chidon haTanach (Bible Quiz), founded by David Ben Gurion, is an international competition for Jewish students that culminates in the final quiz taking place in Jerusalem on Yom Ha'atzmaut.

Years 9 and 10 also study Jewish history, focusing on the history of modern Israel and the Holocaust. Years 7 – 10 culminate in the dynamic and exciting Israel Study Tour (IST) where our students travel to Poland and experience firsthand the loss of Jewish life and culture through the Shoah, before making their way to Israel to experience the vibrancy of our State and the diversity of her people. This year we have added our inaugural Masada Israel Tour (MIT), which is open to all our Year 10 students, and precedes the IST program.

From 2019 our Year 11 and 12 students have the opportunity to pursue Classical Hebrew, Modern Hebrew and Studies of Religion at an HSC level as well as participating in our revamped Issues and Ethics classes. These classes promote a deeper understanding of what it means to live an authentic Jewish life in contemporary Australia, acquire skills for Israel advocacy on our university campuses as well as forge meaningful connections to our communal organisations under the umbrella of the JCA. All these offerings culminate in producing students who are aware of their roles as ambassadors for their Jewish community and Israel, in both tertiary educational facilities and in the workplace.

Informal Jewish Life is centred around our “Informal Hub” where our team offers dynamic, experiential programs that supplement our formal learning. The Chaggim come to life through the celebration of Purim, Pesach, Shavuot, Rosh Hashanah, Sukkot and Channukah. We come together to mark Yom HaShoah and Yom Hazikaron before celebrating with all Jews around the world to mark the birthday of Israel on Yom Ha'atzmaut. These informal days fill our students with an enduring pride in their Jewish identity within a multicultural Australia as well as forging an unbreakable bond with our beloved Israel.



Torah Stream



Masada College adopts the approach of Torah im Derech Eretz (Torah with the ways of the world) as its guiding belief. We encourage a commitment to and appreciation of Judaism and its values in all of our students. The teaching of Torah, Talmud, Halacha, Tefillah and Hebrew together with an emphasis on outstanding discipline, respect, Midot, Chessed and observance is our principle aim.

How the Torah Stream works

The Torah Stream is an offering that families can choose to opt into. Upon consultation with the Torah Stream Coordinator, we will help you assess if the Torah Stream is the right option for your family. There is no extra cost involved, and we welcome new families to our program.

During initial stages of establishing the structure of the Torah Stream, our Torah Stream Coordinator visited and consulted mechanchim (educators) in America, South Africa, Melbourne and the UK. Our curriculum is carefully chosen to align itself with the educational standards of Jewish schools with similar goals around the world.

Curriculum

The Torah Stream's main focus is on Classical Hebrew. We spend a lot of time building a strong grammatical foundation in our students in order to empower them to work towards becoming confident and independent learners in Chumash, Mishna and eventually Gemarah. The syllabus is cyclical and each year the students build on the foundations that they established in the previous year.



Torah Stream (Continued)

Our students learn to read and write Hebrew in Kindergarten. There is a strong focus on learning Chumash skills from Year 2 and Mishna and Gemarah in Years 5 and 6, giving the students the tools to be well-educated and proud members of the Jewish community.

Through the Torah Stream, Masada College is able to offer excellence in Kodesh learning in one of the highest achieving schools in secular studies in New South Wales. This combination of both Kodesh and secular studies is unmatched and students thrive in the warm and nurturing environment that Masada is known for.

Torah Stream Classes

There are three Torah Stream classes per day and 14 periods a week. These begin about one hour before other Masada College classes begin and allows for an extended tefillah as well as an extra period of class time.

The Torah Stream morning tefillah program increases in breadth and depth each year. There is a focus on students saying the tefillot correctly as well as understanding what they are saying. In addition, students also have classes in kriaah, kesivah, Yedios Klalios, Chumash, Tanach, Mishna and Gemarah. The combination of classes varies based on age and gender as the program is tailored to the pedagogical needs of each cohort.

The Future

The Masada College Torah Stream vision extends through the Junior School providing an enriching and full Jewish education from Kindergarten to Year 6. In 2019, the Torah Stream program will continue into the Senior School. As the Torah Stream moves into the Senior School, students will continue to participate in the excellent secular and Jewish studies curriculum on offer at Masada College. This unique blend is designed to enable our graduating students to enter the very best Yeshivot/Seminaries and Universities

Torah Stream students participate in all co-curricular programs offered across the College.



Torah High



A foundation for both inspired, skilled talmidim and inquisitive, accomplished students.

The Masada College HIVE of Potential is excited to announce the launch of our innovative Torah High: a standalone educational offering that provides students with a combination of secular and Kodesh excellence taught in its own classrooms, on the Masada College campus.

With a renowned history of academic excellence facilitated by experienced and trained teachers, the Masada College Torah High is able to offer both boys and girls separate classes which allow for 14 hours of dedicated Kodesh studies per week, taught by specific Kodesh teachers in subjects like Kriah, Kesivah, Yedios Klalios, Chumash, Tanach, Mishna and Gemarah.

In addition, the Torah High has a separate timetable from the rest of the College with a few points of interaction at certain co- curricular activities such as debating and communal events like Yom Hashoah and Anzac Day.

A day at the Masada College Torah High begins with davening at 7:15 followed by 2 hours of uninterrupted Kodesh- learning time. Smaller classes allow for greater attention offered to our students. A combination of expertly- trained teachers in both Kodesh and secular studies means that our school can accommodate all kinds of learning needs in the nurturing, inclusive environment that Masada College is known for.

Masada College Torah High is currently open to Year 7 and 8. Scholarships are available.



International Students



Masada College welcomes international students from around the globe. Our school is open to any faith. It's part of the inclusive Jewish culture and a core value of the H.I.V.E.

Masada is a CRICOS registered provider (00401E) for a limited number of Full Fee Paying Overseas Students (FFPOS).

All full fee paying international students require a student visa to attend school in Australia. This does not include Australian or New Zealand citizens, those carrying permanent or temporary resident visas or refugees.

Evidence of English language proficiency will be required and applicants will be asked to sit for the Australian Education Assessment Services (AEAS) testing, either in their own country or in Australia.

To find out more about our international students and how they thrive at Masada College please contact enrolments.



Scholarships



Masada College has a variety of scholarships and conditional funding available to students.

Year 5 and 6 High Potential Learner Scholarships:

These provide the recipient with a 50% discount on tuition fees until the completion of Year 8.

Year 7 Scholarships

We offer both Academic and All Rounder scholarships that provide the recipients with 50% discount on tuition fees from Year 7 to 10.

Year 10 Scholarships:

These are sat by external Year 9 students (when enrolment and application numbers warrant) in September and recipients have tuition fees for Years 10, 11 and 12 reduced by 50% per annum.

Year 11 Scholarships

These are sat by external Year 10 students (when enrolment and application numbers warrant) in September and recipients have tuition fees for Years 11 and 12 reduced by 60% per annum.

Hebrew Scholarships:

These are available to students who fit the financial criteria and who have a strong competency in Hebrew, in year groups where there are vacancies.

All scholarships require parents to cover the mandatory extras for each child and per family, which includes the security levy and the capital improvement levy.

Contact the Enrolments Office for more information.



HSC Results

As a school, it is our greatest joy to see our students achieve their potential. In 2017, for the first time from as young as 2 years old, right through to HSC, our students once again thrived under the guidance of our dedicated staff.

While the Sydney Morning Herald's Top 100 Schools placed Masada College at 49th on the list of schools throughout the country, and we placed 14th in English and 19th in Chemistry in NSW, for us, it is the "quiet" victories that make us most proud, but have to be read between the lines – that is, the amazing victories of students who faced their greatest hurdles head-on as they were nurtured by their community and given the tools and confidence needed to succeed by their teachers. Well done to everyone who played their part in another successful year of tremendous achievements at Masada College.

HSC 2017 SUMMARY

Masada Highlights

14th in English

IN NSW

19th in Chemistry

IN NSW

38th in Mathematics

IN NSW

Masada College ATARs

15% have achieved

98+ ATARs

30% have achieved

90+ ATARs

80% have achieved

80+ ATARs

2017 Dux

Anna Hou ATAR of 99.80



3 Step Enrolment



To enroll your child at Masada College:

STEP 1 Return the completed and signed Application Form with payment of the Application Fee (\$150) International Application Fee (\$300)

All offers are made in the year prior to entry. Applications for immediate enrolment are 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 are offered in strict order of receipt of Application Form and Fee. Priority is given to siblings of students currently enrolled in or who have graduated from the College and children of Masada College graduates.

STEP 2 Attend the arranged interview with the College Principal or Head of School

All applicants must attend an interview with the College Principal or Head of School. Any offer of a place made before such an interview (as in the case of students applying from overseas), is conditional pending a satisfactory interview.

STEP 3 K - 12: Return the signed Offer of Enrolment and pay the Acceptance Fee

A place at Masada College is accepted with the return of the completed Offer of Enrolment Form accompanied by payment for the non-refundable Acceptance Fee (\$1000). International students are required to pay the non-refundable Acceptance Fee (\$5,000).



3 Step Enrolment (Continued)

Following the required interviews and receipt of the Acceptance Fee, your child's enrolment will be confirmed and information regarding the commencement of classes will be sent.

Poppy Cottage Early Learning Centre

Upon a place being offered at Masada College Poppy Cottage Early Learning Centre, an Enrolment Fee of \$500 is payable. Once paid, this Enrolment Fee is forfeited if your application is withdrawn. Upon withdrawing from Poppy Cottage Early Learning Centre, the \$500 Enrolment Fee will be refunded if fees are paid in full and correct Notice Period has been provided, or if continuing through to Masada College Junior School, the \$500 Enrolment Fee will roll over to become the non-refundable Acceptance Fee to hold the student's place in Kindergarten.

International Students

Onshore enrolments are subject to reaching an appropriate level of English as determined by the College through assessments orally, aurally and in written form. The assessments which take place at the time of interview, form part of the decision making process and may incur an additional charge. Onshore and offshore applications require an AEAS test to be submitted at the time of application. It is the expectation of Masada College, that international students who do not live with a parent(s), arrange a homestay. Masada College will assist with this process. It is the expectation of Masada College, that international students who enter Australia with a CAAW will engage the services of International Student Alliance (ISA) while studying at Masada College.

Post-Enrolment

Students must seek permission from Masada College prior to requesting any change of homestay host family. The homestay company will be responsible for assisting students and their families should they require any changes in living arrangements while attending Masada College. ISA will provide quality care, advice and support to students, parents and Masada College in a timely professional manner. Fees are payable directly to the homestay/guardian companies.