

ANNUAL REPORT 2020

sal'i umtzudati סלעי ומצודתי
My Rock My Fortress

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Mission

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

Vision

In our students through Jewish values and a nurturing community, Masada College engages and instils a genuine love of learning.

Student Portrait

Through attainment of our Mission and Vision Masada College will develop students who are:

Motivated towards success and achieving goals

Responsible and resilient

Leaders

Ethical

Creative thinkers and excellent communicators

Confident

Community minded, globally aware, oriented

Masada College wishes to respectfully acknowledge the Guringai people, who are the Traditional Owners and Custodians of the land, on which this school stands. We pay our respects to Elders past, present and emerging.



A Message from Key School Bodies



President of the Board

The 2019 Year 12 class showcased the very best of what we can deliver academically. Masada College ranked 35th in the state for our HSC results, earning us the title of the highest performing Jewish Day School in NSW - an outstanding achievement. We saw our students performing to and, in many cases, exceeding expectation. This is testimony to the dedication, care and support of our executive, teachers and staff.

The 2020 year has been particularly difficult with disruption to almost every facet of the College's operations due to the COVID-19 pandemic. This has impacted the delivery of our teaching and student programs, our engagement with prospective new families, and the emotional and social wellbeing of parents, students and teachers alike.

Yet despite the challenges, we have come together as a community with a strong sense of resilience and empathy – and have brought out the best in one another. Many families faced, and indeed, are still facing, significant financial hardship. The College has taken proactive and practical measures to help those impacted. Our executive, staff and students have navigated COVID-19 in an exemplary manner. Thank you to our school community for rapidly adjusting to new ways of parenting, teaching and learning, and for your cohesive approach to supporting one another during these times.

The importance of community was beautifully captured in Shani Ieremias' valedictory address at the 2020 Year 12 graduation dinner. Shani spoke about the notion of togetherness, and that we can be more than the sum of the parts.

"We understood that our own individual long-term success, whether or not we liked it at the time, is contingent on the relative success of the people around us ... we learnt that our effectiveness as a team stems from our ability to establish mutual respect and trust – two objectives that couldn't have been achieved if we would not have learnt to accept, enjoy and celebrate the uniqueness of each one of us... Together we created a body that is far more than the sum of its components, demonstrating that our strength lies in our ability to promote authenticity."

Whilst the Year 12 cohort was small in numbers, it drew great strength, vibrancy and cohesiveness from a group of students from diverse backgrounds, who each demonstrated leadership qualities and strength of character. Most importantly, they embraced their differences to thrive as a group.

"Evolution and development are a necessity ... the basis of reaching long-term self-sufficiency in this world that is constantly changing. The active engagement in questioning and challenging of our predispositions and existing attributes are the drivers of the evolution of our mind, opinions, perceptions, beliefs, and all other personality - shaping characteristics. We have all learnt as a group that objecting to new ideas, cultures, languages, and religious ideas is more stifling and inhibiting of our own growth than it is protective of us. It is the willingness to welcome, explore and delve into new experiences and ideas that has enriched our high school experience in ways we couldn't have imagined otherwise and that made us all better people moving forward into whatever the future holds for us"

As a Board, we are confident that Masada's graduating students continue to be well-rounded, motivated and ethical individuals who are well prepared to embrace what the future holds. Importantly, we are confident that our Jewish graduates leave us with a deep and personal understanding of the significance and centrality that Judaism, and the Jewish community have in their lives.

Masada College continues to play a pivotal role in the North Shore Jewish community. The Board is committed to growing the College's student base, and we continue to strive to enhance the exceptional all-round school offering in an inclusive environment where we acknowledge difference, embrace diversity and grow together.

Whilst there have been many challenges to navigate in 2020, they should not define our future. We look forward with hope to what 2021 will bring.

On behalf of the Board, thank you for your support.

Darryl Dorfan



Campus Rabbi

From small to Great. At the beginning of the Torah, we read about the story of Creation. On the fourth day, we are told about the creation of the luminaries, the sun and the moon. The text states, "And Hashem (G-d) created the two great luminaries to rule the sky. The great light (Or Gadol) the sun - to rule the day and the small light (Or Katan) - the moon to rule at night. (Genesis 1:14-16)".

What is the difference between the sun and the moon? The sun generates its own light and warmth, whereas the moon reflects the light of the sun.

When a Jewish boy is 8 days old, he has the Brit Milah - a circumcision. There is a beautiful blessing that is recited at a Brit Milah. We pray that this Katan become a Gadol. The traditional explanation is that this young baby should grow to become an adult.

However, based on the verse in Genesis we can suggest a deeper insight. When a child is born, they are katan - which means that they only absorb information and rely on their parents and teachers, to guide them. They reflect the values of their parents and rely on their parents for all their needs. As the child grows and matures, they start to become far more independent. They move from reflecting the values of their parents to create and generate their own thoughts and responses. Of course this does not mean that they necessarily rebel against the values of the parents, it means that they are able to discern the values that they wish to keep and those which they wish to challenge. They are beginning to shine in their own right.

At Masada we have taken this idea as a core value. Through the Culture of Thinking and The Leader in Me programmes that have immersed our children in this idea of providing them with the safe environment that will allow them to develop in the words of the blessing from being small to being great.

We have endured one of the toughest years in living memory, but the lessons that the students have absorbed this year, in terms of adaptability, resilience and strength are values that they will certainly carry with them into the future. Indeed, this is one year when we can say that our students certainly will become great.

Rabbi Paul Lewin



A Message from Key School Bodies



"Live as if you were to die tomorrow, learn as if you were to live forever". Mahatma Gandhi

College Principal

2020 has been a year of incredible challenge, change and resilience for our Masada community. It will be a year that will never be forgotten (*particularly for our graduating and very brave Year 12 students*), and will be remembered by many as the COVID-19 year, with three words that will remain etched in many of our memories, namely, **uncertain, unprecedented and challenging**. We have grown closer as a community and demonstrated new and meaningful ways of doing things like never before. Who would have predicted the year we have had, along with the start in December and January with the tragic bushfires across the country and the impact that this had on so many communities.

Masada responded to the quarantine in the first semester with a prompt shift to online learning across the College and it is important through our reflections to remind ourselves that with change has come excellent opportunities for transformation and new ways of thinking and doing things. It was gratifying to observe how the College quickly embraced the different online platforms to ensure that the educational delivery continued with quality.

Whilst we welcomed traditional face to face learning in mid Term Two, it was pleasing to see the skills and knowledge that our students and educators developed and accomplished. Thankfully, Masada is a progressive school and the necessity to shift to online learning has been about embracing that culture at a whole new level, particularly in the age of innovation that we are living.

Technology has provided rich opportunities for our students and staff to connect, both locally, nationally and on a global front, particularly via "Zoom". The necessity for remote learning should continue to deliver breakthroughs in the use of technology in education. However, in reflecting on what has been miraculously achieved as a school, we also firmly believe that 2020 has helped us further appreciate the incredible value of human engagement and socialisation in the teaching and learning space. This was evident with our students returning to school and the classroom, co-curricular and sport. Online learning has simply been an opportunity to engage in a different way and for our students and staff to develop a flexible and adaptive mindset that can apply to new and challenging scenarios for now and the foreseeable future.

Ms Megan Laing returned to Victoria for family reasons at the conclusion of 2020. In the short time Ms Laing has been the Head of Senior School, she has made a monumental difference to a myriad of areas, particularly in her leadership of the Blue and Big Sky initiatives. We thank Megan for the difference she has made to Masada and wish her well.

On behalf of the Masada Board, College Executive, and ELC, Junior and Senior School leadership teams, we again sincerely thank you for your support and understanding in what has been a most challenging year, especially in regards to the ever changing COVID-19. We also very much appreciate the way Masada families have responded to our requests and again would like to commend our agile and wonderful students, teachers and support staff in embracing the many changes throughout the course of the year with such positivity. We look forward to embracing 2021 with the same optimism.

Mr Martin Tait



A Message from Key School Bodies



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Head of Jewish Learning and Informal Year 7 to Year 12

Jewish Life

WHAT a difference a year can make, and this year more than any other we can recall. Of course, more than anything it has been the impact of COVID-19 that has plunged us into a world we could barely have imagined this time last year. A year ago we could scarcely have believed we would not be able to travel across the world to the US or UK, let alone not even being able to travel across the border to Victoria. A year ago we could not have believed that working from home would become the new normal for many, and that learning from home would become nothing unusual for many students. While the Jewish Life Department occupies a tiny space in this world of change, we too found ourselves having to reshape our plans for 2020. Nonetheless, we committed to “creating a Jewish culture” that is visible and tangible in the school.

Informal Experiential Jewish Learning

Over the year, we have built our Informal Department of Jewish Experiential Learning to consist of four part-time members, with a total of 56 hours between them. Aligned with the College's recognition of the importance of keeping students connected during these unprecedented times of online schooling and social isolation, the newly formed team committed to maintaining regular contact with our students through online Zoom shiurim and regular chat sessions.

When the ZFA informed all schools that the Zionist Seminar program for 2020 has been cancelled due to the COVID-19 situation, it impacted directly on our ability to staff our Pathways Camps in August. The organisation of these became extremely challenging, given the fluidity of criteria regarding gatherings and school activities. However, we were determined to give our students a ‘camp experience’ and Pathways Camps became two separate amazing full day programs, run by local Madrachim, for every year group. As part of the Year 11 camp, we included a full day of leadership training for all our Year 11 students. Once again, the outstanding programs and the delivery of these were facilitated by the Informal Experiential Team and the Year 11 Madrachim. The focus of the day was on ‘Deglamorising Leadership’, “Innovative Project Leadership” and getting involved in community initiatives.

We celebrated all the Jewish Festivals with both online and school based activities. We decorated the school, held drumming workshops, ate traditional foods and sang songs. The campus was alive with music, laughter, colour and celebration.

We acknowledged the somber days too, lighting yorzeit candles to mark Yom Hashoah, counting the Omer and holding a special assembly for Tisha B'Av.

Formal Jewish Learning

A structured, stage based, outcome based Jewish Studies and Jewish History curriculum was designed and written by the amazing teachers in these respective departments. This curriculum creates a sophisticated, year appropriate cyclical Jewish Learning experience for our students.

The Year 8 Jewish Studies class was split into two streamed classes – an extension class of ten students and a mainstream class of twelve students. The reason for this decision is the diversity of knowledge and experience in Jewish Studies. From 2021, all junior Jewish Studies classes will be structured this way.

In Term Three, the Jewish Learning programs have included short courses provided by guest teachers. Both Rabbi Krebs and Rabbi Kunin provided their insights on ‘free will and morality’ and ‘prayer and gratitude’ respectively. The Year 10 students found these lessons highly engaging.

Mrs Jo Gluckman



Contextual Information about Masada College



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Masada College is a coeducational modern orthodox Jewish day school, Early Learning Centre to Year 12. We develop independent thinkers, through Reggio Emilia and Culture of Thinking pedagogy. Catering for students across the learning spectrum we allow students to reach their potential, support and encourage academic excellence by offering students a range of learning challenges.

To cater for our more observant families, since 2015 we provide more hours and a greater depth of learning in Jewish Studies, offering a Torah Stream in our Junior School, Year K to Year 6.

Masada believes there is a leader in each child and fosters opportunities for students to take on responsibility and leadership ensuring our graduates are confident, responsible, Australian citizens. Masada, through its tolerant, caring and nurturing environment, promotes strong community values, with a specific focus on respect and responsibility.

Our Raising Responsibility behavioural management system underpins our values system.

Community awareness and involvement is reflected in the work initiated by our Charity Committee and Student Representative Council and the public recognition awarded to our students by external organisations. Our diverse range of co-curricular programs ensures our success in developing in our students a strong sense of community, pride in their heritage and identity.

Masada College (AGEID 2393) has a DMI score of 114.

We have a strong Learning Support Team who work closely with selected students and staff and staff liaise regularly with parents to ensure their students are provided with consistent and appropriate support. Small literacy and numeracy ability groups in the Junior School allow staff to provide very focussed support and address individual learning needs. Our non selective policy means we have children with attributes that range across the learning spectrum. We offer enrichment programs and have a strong focus on learning support.

Student Population

Masada College 2020 — 420 students, of which 256 were in the Senior and 164 in the Junior School. Gender balance whole school was 42% females; 58% males. The College enrolls Overseas Students, enrolments being 43 (10.2% in Years 7–12 and 0.5% in K–6). Most of the Overseas Students required some level of English as a Second Language / EAL/D and for Years 11–12 students we offered the NESA EAL/D English Course. 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. Indigenous — 0%. Language Background other than English—38%.

We have **Value Added** to our education in the following areas:

- Academic
- Additional Teaching and Learning Opportunities
- Exposure to Values Education
- Community Involvement / Co-curricular Opportunities



Student Outcomes in Standardised National Literacy and Numeracy Testing



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2020 NAPLAN Results

In 2020, The National Assessment Program in Literacy and Numeracy (NAPLAN) was not held at Masada College, nor across New South Wales Schools, due to the COVID-19 Pandemic and the challenges with implementation.

It was decided that students in our Junior School would complete some past NAPLAN papers to become familiar with the types of questions asked. We also continued to assess students through the ACER online assessments across Years 2-6, along with the ALLWELL testing. Both assessments helped provide valuable information in Literacy and Numeracy with stanines for each student and a method of helping implement further programs, both individually and collectively.

The ACER assessments occurred in Term One and Term Four, 2020.

The ALLWELL assessments occurred in August, 2020.

For students in Years 7 and 9, a rigorous process occurred in assessing students through past NAPLAN papers across Literacy and Numeracy and this happened in Term Three. Papers were marked by our Masada teachers and provided excellent information as to how our students were progressing with feedback provided to students and families at parent teacher interviews by respective teachers. It was also decided that students in Years 10 were also required to complete past papers, particularly due to the requirements of levels of English needing to meet standards prior to completion of HSC levels.

Students also participated in semesterly school assessments to help gauge strengths and areas of improvement.

We look forward to completing the 2021 online assessment to again make comparisons with State Schools, along with Similar Schools in tracking our students and Masada's progress in Literacy and Numeracy.



Records of School Achievement and 2020 Higher School Certificate Results



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Masada Higher School Certificate Overview

HSC ATARS

5% > 98

22% > 95

30% > 90

54% > 85

64% > 80

GOLD DUKE OF EDINBURGH'S AWARD

Tyla Aronson

Dean Fellner

Samuel Gray

Shani Ieremias

Ori Lewin

UNIVERSITY EARLY ADMISSIONS OFFERS

Congratulations to the following students who have been successful in receiving an early offer from a university before completing the HSC*

Tyla Aronson

Catherine Fagan

Dean Fellner

Jacob Foster

Shani Ieremias

Daniel Korenblyum

Jeffrey Lam

Kira Meyer

Ofek Tchelet

Katherine Virgona

*Early Entry data is supplied to the College by students

TOP ACHIEVERS

Students who achieved one of the highest places in an HSC Course

1st Seiji Kawanami Japanese and Literature

5th Ran Ashkenazi Science Extension

DISTINGUISHED ACHIEVERS

Students who achieved a result in the highest band possible in one or more courses.

38% of all students were on Distinguished Achievers List

Ran Ashkenazi (Biology, Mathematics Advanced, Science Extension)

Tong Chen (Music 1, Visual Arts)

Cindy Fang (Mathematics Extension 1, Mathematics Advanced, Visual Arts)

Dean Fellner (Business Studies, Modern Hebrew Continuers)

Seiji Kawanami (Mathematics Extension 1, Mathematics Extension 2, Japanese and Literature)

Ori Lewin (Drama, English Extension 1)

Jincheng Li (Mathematics Extension 1)

Weiyan Li (Mathematics Extension 1, Mathematics Extension 2)

ZeKai Li (Mathematics Extension 1, Mathematics Extension 2)

Elissa Narcisi (English Extension 1, Visual Arts)

Krishna Parmar (English Advanced, English Extension 1)

Zunmao Xu (Mathematics Extension 1)

Bohan Yan (Mathematics Extension 1)

Yujia Zhong (Mathematics Extension 1, Chinese and Literature)

Records of School Achievement and 2020 Higher School Certificate Results



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Excellence in HSC

Student Achievement in Top 2 Bands with a mark of 80% or higher

Course	% Bands 5-6 or E3-E4		First in Course Masada College
	Masada College	NSW Schools	
Biology	44	31	Ran Ashkenazi
Business Studies	78	35	Dean Fellner
Chemistry	85	43	Ran Ashkenazi, Cindy Fang
Chinese and Literature	100	68	Yujia Zhong
Classical Hebrew Continuers	-	84	Jacob Foster
Design and Technology	75	47	Dylan Amler
Drama	100	47	Ori Lewin
Economics	60	51	Dean Fellner
English Advanced	63	63	Krishna Parmar
English Standard	-	12	Tong Chen
English EAL/D	67	26	Jasper Cheng, Weiyuan Li
English Extension 1	100	93	Elissa Narcisi, Krishna Parmar
English Extension 2	50	82	Elissa Narcisi
Food Technology	40	29	Elissa Narcisi
Geography	50	42	Ori Lewin, Katherine Virgona
Hospitality	43	20	Catherine Fagan
Mathematics Advanced	50	52	Ran Ashkenazi, Cindy Fang
Mathematics Standard 2	57	25	Tyla Aronson, Jacob Foster
Mathematics Extension 1	100	74	Seiji Kawanami
Mathematics Extension 2	100	84	Seiji Kawanami, Weiyuan Li
Modern History	67	37	Dean Fellner
Modern Hebrew Continuers	100	94	Dean Fellner
Music 1	100	64	Tong Chen
Personal Development, Health & Physical Education	40	34	Katherine Virgona
Physics	56	40	Tong Chen, Seiji Kawanami
Society and Culture	100	44	Lara Mayer
Science Extension	100	74	Ran Ashkenazi
Visual Arts	100	65	Elissa Narcisi
EXTERNAL			
Ancient History	50	33	Tyla Aronson
Japanese and Literature	100	58	Seiji Kawanami
Italian Beginners	100	46	Elissa Narcisi

Professional Learning and Teacher Standards



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Masada College continues to be committed to a culture of excellence in professional learning.

The core professional learning activities in 2020 continued to centre on some of the professional learning days at the start of each term, which aim to align and deepen staff immersion in the College's vision, culture and strategy. Smaller strategic planning groups under the seven strategic areas continued to meet throughout the course of the year. These groups were made up of staff, along with school leaders and board members and formed sub committees. The seven strategic areas which formed a part of Professional Learning sessions and sub committees were:

- 1) Jewish Centrality
- 2) Teaching, Learning and Technology
- 3) Marketing Engagement, Reputation
- 4) Staff Retention, Recruitment, Development
- 5) Academic Care
- 6) Facilities Improvement
- 7) Governance, Stability, Financial Model and Leadership

Masada College will transition to a new strategic plan for 2021.

Although COVID-19 provided many challenges regarding **face to face professional learning**, the opportunity to improvise through **Zoom online learning** helped us explore new avenues in an interesting and exciting manner. Teachers (and staff generally) picked up skills and knowledge through new technologies. Therefore, new professional learning pathways in pedagogy, academic and leadership development, along with mandatory requirements in child protection modules and mandatory CPR training were still able to occur. Some of the other professional learning programs included:

Professional Learning	Staff in Attendance
Strategic Planning Groups	All Staff (PL Day)
Strategic Planning Sub Committees	Some Staff, Leaders and Board Members
Grade Meetings and Stage Meetings	All Junior School Staff
Heads of Department Meetings	Heads of Department/Head of Learning and Teaching
Patron Meetings	Patrons/Head of Academic Care
Senior Leadership Meetings	Senior School Leadership Team
Junior School Leadership Meetings	Junior School Leadership Team
Zoom Professional Learning	Junior and Senior School Teams
SEQTA upskilling continued	Junior and Senior School staff
Critical Thinking Course (COT course)	All New Staff (part of induction)
Leader in Me Course	All New Staff (part of induction)
Meet the Rabbi sessions	All New Staff
Google Classroom	New staff and Senior School Staff
Seven Steps to Writing	Junior School Staff
New Behaviour Management Policy	Junior School Staff
7 Values PL Led by Head of JL	Senior School Leadership Team and Staff
Sue Pike (Modules of English) - AIS	Junior School Staff
Flipped Classroom Learning	Senior School Staff
Multi-Lit Read Tutor Program	Selected Staff
New Behaviour Management Policy	Junior School Staff
New NESA Courses online	Selected Staff
HSC Markers	Chosen Year 12 Staff
Middle Leaders Course	Selected Junior School Staff
ASBA Conference	Selected Business Admin Staff
AIS Courses specific to curriculum areas	Selected Staff
Edval Course on timetabling	Selected Staff
Early Years Framework PL	ELC Staff
OT course	Junior School Staff
Harvard online courses	Selected Staff
MBTI Course	Selected Staff
MBTI Training	College Executive
Synergetic Training	Business Admin/Enrolments/Administration Teams
Coaching Accreditation	Patrons/HOD's/ Junior School Leadership Team
IPSHA Junior Heads Meetings	Head of Junior School
AHISA PL Meetings	College Principal
HICES/IPSHA Network Meetings	Selected Staff
HJEI Meetings	College Principal/Head of Junior School

Professional Learning and Teacher Standards



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Student and Staff Wellbeing

Professional Learning	Staff in Attendance
Key Note Speakers	All Senior School Staff
Learning Support and Patron Meetings	Selected Staff
Behaviour Management Policy / Plans	Junior and Senior School Leadership Teams and Selected Staff in the Junior School
Goal Setting for Students	Senior School Staff
URSTRONG (Friendship Groups)	All Junior School Staff
Child Protection Investigation Course - AIS	Select Junior and Senior Leadership Team

Compliance

Professional Learning	Staff in Attendance
Accreditation Standards 2020 and Beyond - NESA	All Senior School Staff
Anaphylaxis Online Course	All Senior Junior School Staff
Child Protection online course - AIS	All Staff (PL Day)
Evacuation Policy - Lock Down/Fire Drill	All Staff
LawSense Course (Russel Kennedy)	Members of Leadership Teams
Mandatory First Aid and CPR Training	All Staff
NESA Accreditation Update	All Staff
NESA and AIS - New HSC Syllabus Training for Science, Maths, English and History	All Senior School Staff
NESA Information Sessions	Selection of Junior School Staff
Risk Assessment Training	Junior School Staff Update
Security Briefing with CSG: Shane Weinberg	All Staff (PL Day)
Supervising Teachers Progressing to Proficient Teacher	Junior and Senior School Selected Staff
WH&S Modules	All Staff (PL Day)

Other noted PL and recognition:

- Numerous staff also completed Masters degrees.
- Seminars and coaching with visiting experts.
- Carly Easterbrook was awarded with the Wendy Barel Scholarship to start the first year of her Masters of Ed (Leadership).

Along with these formal activities, Masada staff continued to demonstrate a passion for professional learning by attending and presenting online at a range of domestic and national conferences, completing graduate studies and accessing online learning platforms. Numerous NESA accredited courses were also introduced to Masada in 2020.

We hope that 2021 provides opportunities for face to face professional learning for our staff.

Accreditation status of all Teaching Staff & Summary of qualifications of Teaching Staff



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Teaching Standards	Senior School	Junior School	ELC	Total ELC-12
Category				
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	20	5	61
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0	0	0	0
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.	0	0	0	0

Teacher Accreditation	ELC-12
Level of Accreditation	Number of Teachers
Conditional	1
Provisional	8
Proficient Teacher	52
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	61

Workforce Composition and Student Attendance



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Workforce Composition (excludes ELC)

<https://www.myschool.edu.au/school/43859>

Student attendance rates for each Year level and the whole school.

School Year	Attendance Rate %
1	93.6%
2	89.7%
3	95.2%
4	95.5%
5	95.0%
6	95.2%
7	94.1%
8	94.6%
9	90.5%
10	91.6%
1-10	93.7%
<i>Data comes from Semester 1 and Term 3 STATS submission.</i>	
<i>Year K, 11 and 12 not reported</i>	

A description of how the school manages student non—attendance.

It is the policy of Masada College that an accurate record of daily attendance is maintained using the facility of an online attendance system. All parents, Early Learning to Year 12, are expected to support the College's rules.

Non Attendance Absences — Advance Notification

If parents know in advance that a child is going to be absent from school for any reason, they should notify the Head of the relevant section of the College as soon as possible by completing the statutory request for leave forms. Parents may not take children on extended holidays in term time without written permission. The Head of School will only grant permission for such holidays in exceptional circumstances. Students who are absent during exam/assessment periods will be issued with an estimated mark and separate examinations will not be provided for them, except in extenuating circumstances.

Absence Notes / Emails

On the day of his / her return to school, a child must bring a note from home. The note must include the date of the absence, the reason for the absence and in the case of illness, the nature of the illness. All absence notes must be handed in to Reception before recess. If the child has been absent due to illness for three or more days, a medical certificate is required.

Telephonic Notification to the College

Parents whose child will not be attending school for any reason, other than where leave has been granted, are required to telephone the College reception and leave a message on the answering machine or with the office staff, before 8.30am. This is obviously not necessary where the school knows the reason in advance of the child's absence, but it will assist the Reception staff in following up absentees later in the morning.

Should there be no correspondence from parents by 11am, an SMS is sent to Senior School parents alerting them of the student's absence and requesting feedback and a call is made to Junior School parents.

Late Notes

These are only acceptable if the reasons given are legitimate ones. Excuses such as 'woke up late' or 'missed the bus' will not prevent the student from being disciplined and students will be expected to catch-up on any work missed. Staff believe that students from Year 3 onwards are old enough to take responsibility for their actions and students should not seek their parents' help in defying school regulations.

Retention of Years 10 to 12 and Post School Destinations



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Retention of Years 10 to 12

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	Year 12 2020 Enrolment	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent Retention Rate %	Actual Retention Rate %
2018 / 2020	48	37	36	77.0	75.0
2017 / 2019	58	55	47	94.8	81.0
2016 / 2018	73	62	67	84.9	91.8
2015 / 2017	49	57	45	116.3	91.8
2014 / 2016	42	39	35	93.0	83.0
2013 / 2015	57	51	51	89.0	89.0
2012 / 2014	49	46	43	93.9	87.8
2011 / 2013	62	57	51	92.0	82.0
2010 / 2012	61	59	54	96.0	88.5
2009 / 2011	65	70	59	107.7	90.8
2008 / 2010	60	64	54	106.7	90.0
2007 / 2009	57	59	54	103.5	94.7

Post School Destinations

The majority of Masada students continued on to tertiary studies – primarily at Universities but also at specialised Colleges and TAFE. In 2020 there were 37 students completing the HSC. Of these students 34 were accepted into university courses in Australia. VET courses – 8 students (22%) completed a VET course (which includes Hospitality and one student via TAFE). Below is a table outlining the degree choices for the 2020 cohort and the percentage of students selecting each degree.

Degree Areas of Selection	Degree areas of Selection % of students
Design/Construction/Engineering	8/34 – 23%
Arts/Humanities/Law	5/34 – 15%
Business/Finance	9/34 – 26%
Mathematics/Science	2/34 – 6%
Health/Sport Science	6/34 – 18%
Psychology/Teaching	4/34 – 12%
Other	-

Places were spread across a number of Universities % at each University	
University of Sydney	7/34 – 21%
Macquarie University	9/34 – 26%
University of NSW	8/34 – 23%
University of Technology	6/34 – 18%
Australian Catholic University	1/34 – 3%
ANU and others	3/34 – 9%



Enrolment Policies

Enrolment Policies

Masada College is a comprehensive co-educational Jewish Day School that operates within the policies of the NESA. 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 families are expected to support the College's ethos and abide by and respect the College's rules to maintain their enrolment. Signing the Parent Agreement is part of the enrolment process.



Enrolment Procedure

Enrolment procedure is as follows:

Return completed and signed Application Form with the Application Fee

- Application Fee is \$150 for local students and is non-refundable.
- Application Fee is \$300 for International students and is non-refundable.
- Applications are dated from the receipt of a completed and signed.
- Application Form and the accompanying fee along with required relevant documentation (ie birth certificate / passport / language test).

Interviews with the relevant Head of School

Interviews with the relevant Head of School for students new to the College are mandatory for students and their parents or guardian. EAL/D students or students who have studied in Australia for less than two years are required to provide evidence of AEAS, IDAT or IELTS language test and satisfy a required standard.

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

Offers will be made the year prior to commencement. 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. For students whose first language is not English it may be deemed necessary to sit for an English test and based on the results a place may be offered conditional to completion of an intensive English program and EAL/D classes being attended on enrolment.



Acceptance Fee

A place at Masada College is accepted with the return of the completed Offer of Enrolment Form, accompanied by an Acceptance Fee payment of (\$1000) for Local Students and (\$5000) International students.

Irrespective of the student commencing at the College the Acceptance Fee is non-refundable. For students applying from offshore, any offer of a place may be made after an online interview and is conditional pending satisfactory face to face interviews on arrival.

Continued Enrolment

Is dependent on payment of fees and respecting the ethos, rules and expectations of the College.

Accessibility Anti Discrimination

The College will ensure that all new building works will comply with relevant legislation regarding disabled access at the time of construction. Older buildings not complying with such regulation will be improved over time subject to availability of funds and needs. Appropriate timetabling will be used such that easily accessible General Purpose classrooms are timetabled where disability access is an issue.

A Summary of School Policies

for student welfare, anti bullying, discipline, complaints and grievances



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Access and Changes to Masada College Policies

College policies can be accessed by students, parents, staff and the Board from the College website and The School Handbook, as appropriate to each audience. The full text of policies can also be obtained by contacting the office of the College Principal which are kept on a school server. Support and communication of policies and guidelines is provided to staff at staff meetings, new staff inductions and training sessions. Policy content directly relevant to students is published in the student diaries.

Policies and Procedures

Masada College has a number of School Policies that are located in the School Diary and School Website on:

- Child Protection
- Enrolment
- Student and Parent Grievance
- Staff Grievance
- Whistleblower
- Employee Value Proposition
- Credit
- Privacy

Additionally, the Student Diary provides information on:

- Allergy awareness
- Expectations of students (including sickness, absence, property, uniform, behaviour management, bullying and harassment)
- Usage of technology
- Mobile phones
- School bell times
- Support organisations and services
- Homework
- Communication
- Sport and Co-curricular
- Food

There were some minor changes made in 2020 to the Child Protection Policy and a new Pandemic Plan (due to COVID-19) that aligned to elements communicated and reflected upon from the Australian Independent Schools (AIS). The Emergency Evacuation Plan was also updated in close consultation with the Communal Security Group (CSG). The Behaviour Management policy in the Junior School was also reviewed and updated to meet new requirements. There were no changes made to the Attendance Policy. Finally, a Learning and Teaching Policy (K-12) was also introduced and after close consultation was implemented in 2020.

Masada policies continue to be reviewed on an annual basis in close consultation with the AIS.

Child Protection Policy

Masada College aims to ensure a safe and supportive environment for all students as well as meeting its legislative obligations in relation to child protection. All staff are provided with a Staff Code of Conduct which outlines the legislative context of staff, their Duty of Care and their legal liability and provides general guidelines to ensure that Masada has a safe, supportive environment. Staff are also to complete annual child protection training.

The Child Protection document is intended to be provided and made available to staff including employees and contractors during their employment or engagement with Masada College to ensure a clear understanding of their duties and obligations under the key items of child protection legislation in NSW. This Policy outlines the key concepts and definitions under the relevant legislation including mandatory reporters, reportable conduct, and risk management. It also sets out expected standards of behaviour in relation to employees and contractors and their relationships with students.

There are three key pieces of child protection legislation in New South Wales incorporated into this policy, namely:

- a) the Children and Young Persons (Care and Protection) Act 1998 (NSW) (the Care and Protection Act);
- b) the Child Protection (Working With Children) Act 2012 (NSW) (the WWC Act); and
- c) the Ombudsman Act 1974 (NSW) (the Ombudsman Act).

All staff are expected to read this policy on an annual basis (along with any new employees starting throughout the course of a year) and sign off that they have read and understood the policy. Staff are also expected to complete the AIS Child Protection module on an annual basis.

Attendance and Exemptions Policy

No changes were made in 2020; however, attendance continues to be an important prerequisite for students to obtain the best possible outcomes from their education in all of the academic, social co-curricular and spiritual dimensions of the College. It is also a legal requirement (see Education Act). The College has a responsibility to monitor that all registered students attend school regularly and that all absences from school are explained through the provision of a written note, email or telephone call to the Reception Staff from a student's parents or guardian. As always, we review our Attendance policy and procedures on annual basis to ensure we meet legislative requirements.

A Summary of School Policies

for student welfare, anti bullying, discipline, complaints and grievances



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Pandemic Policy (COVID-19)

Masada College is likely to be affected by a pandemic that could threaten the health and safety of staff, students, security of assets, as well as the continuity of the College's operation and its reputation in the community. Our management of the pandemic must be able to respond rapidly and effectively to such a situation, as action taken in the early stages will be crucial to achieving a successful outcome. Masada College's Pandemic Policy is essentially a Pandemic Management Plan. The Pandemic Management Plan is a framework for the management of, and recovery from, a pandemic that might affect the operation of the College.

The Masada College pandemic management plan is designed to:

- Minimise sickness and death;
- Maintain educational programs;
- Minimise social and emotional disruption to students and staff; and
- Minimise economic disruption.

Emergency Evacuation Plan

Updates were made to the security plan. The aim of the emergency evacuation plan is to evacuate all students, visitors and staff in an organised and controlled movement from a threatened danger area to a safe area in the minimum possible time and exposing them to the least possible risk. The main changes to the plan was the minor amendments in language used, namely;

- Lockdown;
- Safe haven;
- Evacuation; and
- All clear.

Annual training happens with the Communal Security Group (CSG) for staff and parents and lockdown drills occur on a termly basis with different scenarios presented.

Learning and Teaching Policy

A Learning and Teaching Policy (K-12) was formulated to ensure clarity and consistency across the College regarding our philosophy and pedagogies. The mission and purpose:

Learning and Teaching Mission

- Recognise and develop individual potential.
- Prepare learners for a changing world.
- Be supportive, caring and encouraging.
- Use authentic, best practices in teaching, study and learning approaches.
- Invest in our people who are our key resource.
- Promote and enhance resilience, collaboration, persistence and a growth mindset.
- Engage community members to embrace real world connections.

Learning and Teaching Purpose

To establish a pedagogical approach for the enactment of learning and teaching strategies, professional learning and performance management throughout the school.

- To ensure the specific needs of individual learners are met and that the many factors affecting achievement are considered.
- To establish effective learning environments throughout the school.
- To ensure successful transition throughout the College and beyond to tertiary education, training and/or employment.

The policy also articulates the importance of our Cultures of Thinking approach across the school, along with assessment and reporting procedures in play at the College.

The **Behaviour Management Policy** in the Junior School was reviewed and updated. The belief statements that adhere to the mission and vision of Masada include:

Learning and Teaching Belief Statements

We believe:

- in providing a co-operative, caring and supportive environment in the whole school;
- that self-discipline is a team effort involving the parents, school staff and students;
- that each member of the school community (students, staff and parents) should have ownership of the school behaviour management program;
- that in order to have a safe and orderly school climate where students can learn effectively, there needs to be guidelines for student behaviour that are clearly communicated and reinforced;
- that each member of the school community must accept the responsibility and consequences of their own behaviour;
- that each person in our school community has the right to have a feeling of value, belonging, success and happiness;
- that in order to guarantee all students the excellent educational climate they deserve, we will tolerate no student interfering with another student's welfare or learning;
- that consistency is important in the prevention of inappropriate behaviour;
- that efforts must be made to restore a student's confidence after corrective measures have been carried out in the positive reinforcement of good behaviour;
- that each member of the school community has both rights and responsibilities;
- that consequences should be transparently communicated and apply to all; and
- that corporal punishment should always be prohibited.

Priority Areas for Improvement for 2020 and Achievement



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In 2020 the College continued to focus on the implementation of its Strategic Plan. 2021 will be a year that will look at the next 5 years regarding its strategic planning. The table below outlines the priorities and achievements made in some of these areas in 2020.

Area	Priorities	Achievements
Jewish Centrality		
Map out a Senior School Year 7-12 Vision for the Torah Stream	<ul style="list-style-type: none"> Reviewed the prospect of Torah High for Years 7 and 8 and marketed and gauged interest in school and external Jewish community (specifically in the Eastern Suburbs) through parent briefs and education. Looked at Torah Stream starting in Years 7 and 8. Targeted recruiting Torah Stream Teachers within Australia and abroad. 	<ul style="list-style-type: none"> Staging of Torah Stream classes continues to occur in the Junior School with success. It has been decided that the Torah Stream will not occur in the Senior School. Less interest in 2020. The College worked hard on a number of staffing appointments in the Torah Stream. These were local teachers in NSW due to COVID-19.
Enhance integration within Masada College, Jewish population (families) and between all students	<ul style="list-style-type: none"> Build Torah Stream parent engagement eg on the P&F and or Board. Specific social events to promote cross cultural mixing (Torah and mainstream). 	<ul style="list-style-type: none"> Activities were challenging to have on campus due to COVID-19; however, online opportunities were organised with our P&F to connect with Torah Stream and secular families. The aim for our Head of Jewish Life/Informal is to provide greater connection between secular and Torah Stream students and staff – thinking more as one (particularly in the Junior School where the Torah Stream program is predominant). A successful Challah bake happened online with our Head of Jewish Life/Informal that helped connect students and families online. The Jewish Centrality Committee continues to be chaired by a Torah Stream Board member. Secular/Torah and Jewish Studies Teachers working in close collaboration, particularly with the organisation of the Jewish Festivals.
Masada College as a school of choice for Jewish students	<ul style="list-style-type: none"> Adequate review time for Jewish Studies/Life programs. Formally benchmark Jewish program against alternate Jewish school programs. Review timetabled hours of formal Jewish Studies lessons and alternative options. Increase on Campus Jewish activities and holiday camps out of school hours (eg for non-Masada Jewish students and families). Suitable work space provision to allow informal staff to have their own spaces. Consider Dean of Jewish Life - appointment to symbolise centrality of Jewish life at Masada. Review prayer programs – consider Israeli family's views. 	<ul style="list-style-type: none"> Senior School Jewish Life Department given time to put together a spiralled Jewish Life curriculum for 7-12. This is a first time for the College with structure. This has also enabled the introduction of seven Jewish values that are universal to the College. Full implementation of the seven values will happen across ELC-12 in 2021. Teachers continue to have opportunities to view best teaching practice through observing their peers lessons and sharing ideas. School Behavioural policies and plans in the Junior and Senior School has been reviewed and changes made with updates. Full education and implementation will occur in 2021. Online opportunities and connections continue with Emanuel, Kesser Torah and Moriah. Teachers completing degrees online (internationally). Jewish Camps for Years 7-12 continued in the campus due to COVID-19. The Informal Jewish Life Team has grown and flourished with excellent training programs now in place by our Head of Jewish Life/Informal in the Senior School. Kool Kidzz programs managed to utilise Masada as a Vacation Care facility for both current students and external Jewish students during the holiday periods. They are helping promote Masada as an option for external Jewish students.

Priority Areas for Improvement for 2020 and Achievement



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Area	Priorities	Achievements
Jewish Centrality <i>continued</i>		
Masada College as a school of choice for Jewish students <i>continued</i>		<ul style="list-style-type: none"> The teams of both the Junior and Senior schools are strengthened with a Head of Jewish Life/Informal and a Head of Hebrew complemented by good formal and informal teams. In saying this, staffing continues to be a challenge, particularly with COVID-19 restrictions. Prayers have gone from strength to strength in the Senior School. Prefects are supporting supervision and the engagement of the students has improved due to greater involvement by students in leading prayers (across 7-12).
Continuous improvement/s for Torah Stream for ELC to Year 6	<ul style="list-style-type: none"> Daily morning davening. PL opportunities. Recruiting high quality staff and PL. Timely program reviews. 	<ul style="list-style-type: none"> Davening led by students has been a focus, particularly with younger students as well. Like in 2019, Torah Stream teachers continues to be a focus and high priority. It has been challenging with COVID-19 to attract quality staff. Programs are checked each term and reviewed with feedback for teachers. Improvements in regards to the Torah Stream program/curriculum across K-6 has been noted with the improvements in students fluency and literacy.
Teaching, Learning and Technology		
Review and enhance assessment methods and data usage to inform future teaching	<ul style="list-style-type: none"> Provision for collation of anecdotal notes and evidence. More consistent and purposeful assessment and data collection. Review peer schools and subject literature for best practice assessment that fit the Masada context. More forums for staff discussion/mediation on data. Close analysis of NAPLAN results and HSC results and use of analysis to inform teaching. Centrally stored results/data. 	<ul style="list-style-type: none"> SEQTA continues to make a difference in tracking students results. Curriculum is a focus of discussion on all leadership and HOLA (Head of Learning Area) meetings. Staff continue to attend mandatory AIS forums and PL re curriculum and assessment. NAPLAN did not occur in 2020. Years 7 and 9 completed past papers in literacy and numeracy with discussions and results led by Masada teachers. An analysis from a school level occurred and this was then shared with parents. In the Junior School, greater emphasis was placed on the ACER assessments in Literacy and Numeracy, along with the addition of the ALLWELL assessments. This helped provide good data for teachers, students and parents. The 2020 HSC results saw an external analyst breakdown all elements and then share with leadership teams and HOLA's to start the 2021 year. This helped provide a breakdown of strengths, weaknesses and trends from previous years.
Development in tracking and reporting of student progress	<ul style="list-style-type: none"> Consistent College wide student tracking and reporting. Review current learning platform. Investigate online facility for results/data including informal student information. 	<ul style="list-style-type: none"> As above. Synergetic has been now been implemented in our Business Administration/Enrolments teams to help become more systematic with student/parent data.

Priority Areas for Improvement for 2020 and Achievement



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Area	Priorities	Achievements
Teaching, Learning and Technology <i>continued</i>		
New curricula options	<ul style="list-style-type: none"> Develop and evaluate proposals for elective option. Review offerings elsewhere – gaps and opportunities. Integration of subjects in the Junior School. Teacher development and release to explore and introduce options. Review timetable options for flexibility with curriculum. Align new curricula with existing subjects and across grades. 	<ul style="list-style-type: none"> The Rock and Water (R&W) program rolled out for Years 7 and 8 in 2020, although with some improvisations due to COVID-19 and some staff not having had the opportunity to be trained up. R&W provided opportunities for single sex classes, along with Years 7 and 8 to be combined. In 2021, we aim to become a R&W accredited school. Further integration of subject areas in Years 9 and 10 like DAT and iStem. A new Head of Science and Technologies happened in Term Four (a change from the HOLA position in Science). Elective options continue to be reviewed and feedback provided by students, staff and parents. New elective programs launched for Years 9-10 including new electives—Individual Learning Project, Hospitality fundamentals, philosophy. Classical Hebrew was again an option, as was Drama, be it small in numbers. Online courses has also provided opportunities (e.g. in Japanese and Italian). Communication continues with AHISA schools to ensure we are offering a good variety of subjects. HSC marking continued to be an option for teachers for further PL. COVID-19 provided opportunities for online learning and flexibility, yet structure with both the Junior and Senior School teachers. Consolidation of the timetable with 55-60 min lessons has worked well across the Junior and Senior Schools and provided teachers to cross over between both campuses.
Develop a Master Technology Plan	<ul style="list-style-type: none"> Review of all hardware and software needs for Masada. Review of staffing and training requirements. Review sector best practice in comparable schools. Scope possible innovations beyond the classroom eg recorded lessons. ELC – explore creativity and building technologies. Introduce interactive projectors to phase out smartboards. Provide sustainable ICT facilities to support and learning and teaching. Professional learning for staff. Evaluation of resources and infrastructure. Technology in all classrooms. ICT student monitoring system. Tapping into community expertise. 	<ul style="list-style-type: none"> Google Classroom has been introduced in the Junior School. Zoom has been rolled out to both Senior and Junior School. All teaching staff are well trained for Zoom / Google Classroom. Technology remains a high focus for learning and teaching. New WiFi 6 has been rolled out to the entire school. New Internet restrictions have been applied to all students. This included any sensitive key word (e.g. kill, suicide and sex) which will be immediately blocked. COVID-19 QR Kiosk has been set up at reception/ELC for visitor and contractors. Synergetic was implemented in July 2020. Finance department has started to use the new program for Billing, Statements, Payroll etc. New Smartboard have been rolled out in ELC. Children are more engaged with the technologies. Remote assistance software has been installed on all staff devices for any remote IT assistance. iPads/ Laptops have been provided to the Junior School students for their remote learning and students. All staff laptops are managed from the Cloud to provide computer security, windows update, remote installation program and etc. Phone apps have been installed for key staff for parents to call to avoid staff sharing their personal numbers.

Priority Areas for Improvement for 2020 and Achievement



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Area	Priorities	Achievements
Teaching, Learning and Technology <i>continued</i>		
Explore possible STEM related initiatives	<ul style="list-style-type: none"> Appoint a STEM Coordinator. Evaluate potential for Robotics, Coding, 3D printing, laser cutting. Thematic, integrated learning and cross subject themes. Flexible learning and space utilisation. Year K-8 STEM scope and sequence. Develop university links. 	<ul style="list-style-type: none"> Coding, Robotics introduced across K-6 through Junior Engineers as a co-curricular has continued. Flexible learning spaces continue to be evident in the Junior School and Senior School for STEM (eg regular classrooms, library, workshop). Head of Science and Technologies appointed — drawing STEM learning opportunities. Integration of learning across Junior and Senior School with coding (eg Year 5 and 6 with Years 7 and 8) is part of a whole school approach. More laptops have been purchased with adequate software for DAT HSC courses in 2019. University links happen on regular basis with guest speakers, especially with Years 10-12.
Implement a Staff Technology Professional Learning program	<ul style="list-style-type: none"> Source and review external agencies to support and scope. Emphasis on enhanced individual student learning. Differentiated learning approaches through technology. 	<ul style="list-style-type: none"> The focus for 2020 was PL regarding Zoom learning across K-12. This was most successful (survey feedback provided by families). Staff acquired new knowledge and skills and embraced the opportunities. PL was external and internal with numerous staff with expertise to support staff. Google classroom was also continued as a tool for student learning. Online learning continued to be a focus in Senior School PL.
Communicate benefits of Masada pedagogy (eg Leader in Me and Cultures of Thinking)	<ul style="list-style-type: none"> Parent Communication on each programs. Promote link between Culture of Thinking (COT)/Leader in Me and independent lifelong learners. Metrics to report on student outcomes from these programs. Further develop High Potential Learners (HPL) opportunities. Action research to build Masada academic profile (eg partner Macquarie University on how Masada students achieve). 	<ul style="list-style-type: none"> Zoom learning was the focus (due to COVID-19) across 2020. This occurred across social media, in assemblies, in classrooms and on the College website. COT and Leader in Me continued to be promoted through the College website, NESA courses, internal PL, assemblies (through Zoom), email, conferences held etc. The Leader in Me program does not happen in the Senior School as the focus is more on the seven values. High Potential Learners continues to develop in the Junior School. The staging of learning continues to be a focus for differentiated learning across the College. Macquarie University connections will be a focus for 2021 as little occurred in 2020.
Define attributes of Masada Teaching pedagogy	<ul style="list-style-type: none"> Reggio play based. Inquiry based. Direct instruction. Student centred learning. Leader in Me. Culturally inclusive approach. Values based curriculum. Connected to and integrated with flagships eg Culture of Thinking. Professional Learning for staff that is aligned with Masada Pedagogy. 	<ul style="list-style-type: none"> Learning and Teaching policy was completed. This is a comprehensive document that clearly articulates Masada College's pedagogical approaches to teaching and learning. This will also form part of the new staff induction for teachers starting at the College. A values based curriculum was implemented in the Senior School in 2020. This was formulated by the Jewish Life Department under seven Jewish values (that are universal to all students). They will be introduced to the ELC and Junior School in 2021.

Priority Areas for Improvement for 2020 and Achievement



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Area	Priorities	Achievements
Marketing, Engagement, Reputation		
Conduct marketing and communication audit to review	<ul style="list-style-type: none"> This has been started in the marketing department and will be completed in detail in 2021. An improved social media campaign was the highlight from 2020 (particularly with Facebook and Instagram). Virtual Open Day Tours became an important focus due to COVID-19. This was also evident for our international students due to border restrictions. Many video launches were produced with external providers to support a new vision in marketing the College. 	
Enhance features on the College website and social media linked to new marketing messages to engage readers and convey identity	<ul style="list-style-type: none"> Develop upgraded College website under the new elements of HIVE (Happiness, Inclusion, Values and Edge). This will incorporate all stakeholders from students, parents and staff. Look at new social media opportunities. Look at new internal and external communications platform. 	<ul style="list-style-type: none"> Significant lift in the College's social media presence including the appointment of a Social Media Agency. Reworked marketing plans to support the College through COVID-19 with a greater digital presence such as professional videos, virtual tours and webinars. Building awareness for Masada College in the broader community including public relations, outdoor advertising. Greater focus on consistent branding for all marketing collateral across the College.
Initiate an Alumni search to build database	<ul style="list-style-type: none"> Database upgraded with information on alumni to the new Synergetic learning management system. This is still a work in progress. LinkedIn has played an important role in connecting with alumni in 2020 through our Masada College LinkedIn, as well as with staff. 	
Establish a Foundation for endowments and fundraising	<ul style="list-style-type: none"> Developing a foundation is a work in progress. 	<ul style="list-style-type: none"> The modified project was completed in December 2020. Generosity continues with a planned project in the Junior School for 2020/21. A project for the Foundation to focus on will be a Multi-purpose centre. This is still a focus in 2020 with plans happening. A foundation needs to be a focus for 2021 as 2020 was difficult with COVID-19 challenges.
Recruitment, Retention, Development of Staff		
Revise practices and policies to ensure hiring and retention of best staff	<ul style="list-style-type: none"> Mentoring program new staff. Engage appropriate staff in interview process. Further links with pipeline of graduating teachers through University engagement. Staff wellbeing monitoring. 	<ul style="list-style-type: none"> Created a COVID-19 Committee to manage the health and safety of staff. This included making provisions for vulnerable staff which included work remotely, perspex screens, and high touch support via the HR department. Drafted a work from home safety plan. Strengthened the monthly "in probation discussions" to ensure quality onboarding of new staff, and better transfer of culture, and ethos. Ongoing support and accountability conversations with Heads of Learning Areas / Heads of School to ensure common standards, quality mentorship of new staff and best practice feedback. Implemented a biweekly HR meeting with Heads of School to align practice and values. Started with the rollout of MBTI assessments at College Exec level to build a stronger team, robust and respectful conversations, Senior and Junior School Exec Assessments to take place in 2021. Discussions with Heads of School re succession planning and building leadership pipelines, ongoing.

Priority Areas for Improvement for 2020 and Achievement



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Area	Priorities	Achievements
Recruitment, Retention, Development of Staff <i>continued</i>		
Complete and review job description and appraisal system/ process for all staff	<ul style="list-style-type: none"> Consistency between contracts. Probationary and review cycles in place. 	<ul style="list-style-type: none"> A review on contract continues to be a focus (and are updated accordingly).
Staff Induction tied to Strategic Objectives	<ul style="list-style-type: none"> Evaluation of new staff induction annually. New staff mentoring support system. New staff handbook – consistent approach to key areas such as discipline. 	<ul style="list-style-type: none"> The new staff induction process has been reviewed and greater focus as to detail is a priority for the future. Regular check ins are organised for new staff by middle leaders. New staff handbook/diary is regularly updated to meet changes across the school in areas such as behaviour management.
Staff Professional Learning that supports strategic objectives	<ul style="list-style-type: none"> Promote professional learning that develops consistent staff behaviours. Ongoing PL for all staff around Leader in Me and Cultures of Thinking. Robust staff appraisal system linked to a set of agreed criteria. Build a culture of professional learning amongst staff/executive where continuous improvement is valued and recognised. 	<ul style="list-style-type: none"> The focus for PL across the College was through online learning (teachers learnt due skills and acquired new knowledge). PL occurred mainly via Zoom in 2020 due to COVID-19 (internal and external). PL was again promoted and continues to be aligned to whole school and individual goals. Annual training for Culture of Thinking occurred via Zoom. Appraisal system was discussed and some reviews were made in 2020 with plans for implementation to start in 2021.
Position Masada as centre for excellence	<ul style="list-style-type: none"> Continue with our Think Centre with possible expansion of courses on offer. Enhance inclusive approaches adopted. Staff Leadership in external training promoted and acknowledged. Consider practices such as recording Masada teaching and learning for training and external sharing. 	<ul style="list-style-type: none"> MBTI Training with internal staff to start working with leadership teams. The Think Centre continues to be acknowledged at Masada as an income stream and is recognised as a NESA accredited centre for courses. However less PL occurred in 2020 through our internal and external Culture of Thinking courses due to COVID-19. Leadership Academy is the plan for 2021 for all current and aspiring leaders.
Increase staff engagement in College Life	<ul style="list-style-type: none"> K-12 meets and professional learning. All students to attend set number of school events to support their peers and their students. Enhanced working links between Junior and Senior School. More structured mentoring and buddy systems. Enhanced staff feedback systems. 	<ul style="list-style-type: none"> MMG survey was provided to students (7-12), parents and all staff on strategic areas across the College, as well with all aspects at Masada. Feedback to be provided in 2021 to help give information to the next strategic review. Structured mentoring for Year 12 students started with individual staff. Students again attended set events, although it was made difficult with COVID-19. Links have happened where able between the Junior and Senior Schools in 2020 – observation of classes, buddying systems between grade levels, transition events, integration of STEM, camp, leaders working across both schools etc. Staff provided feedback (as did students) on how the College handled COVID-19 and safety plans.

Priority Areas for Improvement for 2020 and Achievement



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Area	Priorities	Achievements
Academic Care		
Enhance student academic progress, attainment of full potential	<ul style="list-style-type: none"> Enhance the monitoring of student well being. 	<ul style="list-style-type: none"> IEP meetings continue to be consolidated and improved with modifications to the meetings and tracking of students. Further PL on SEQTA for Junior School staff re wellbeing. Behaviour Management policy completed in the Junior School. Junior School are now more active in the usage of SEQTA. Introduction to our wellbeing structures and systems at the parent information evenings at the beginning of the year in the Senior School. This outlined what our goals are and how parents can better work with the school to enhance communication and build relationships with the College. IP meetings have continued with an emphasis on student voice and understanding what works for students at a classroom level. Learning support team has been working closely with the patrons and staff to ensure all students are supported with regular check in's with both parents and students. Staff in the Senior School are aware of strategies and have received more education around the various, complex needs of our students. Morning patron meetings have continued on Zoom. Staff in the Senior School have the opportunity to share their experiences and concerns with students. These meetings then allow patrons to get a whole picture of how students are performing academically but also close attention to their wellbeing is paid. SEQTA use has grown and Senior School staff are very proactive with recording information on SEQTA. This allows us to get an overview of performance and wellbeing issues with the click of a few buttons.
Encourage students to engage in philosophy and service and community engagement	<ul style="list-style-type: none"> Gather student input on what service projects they would like involvement with. Masada College students participating in community events Developing globally aware citizens with a strong sense of social conscience is a focus. Enhance opportunities for early years' integration of students and parents. Establish a Charity Club in Junior School. 	<ul style="list-style-type: none"> Woman of the North was introduced in the Junior School. Charities continued to be a focus – the Bushfire Appeal was a most successful event across the College to begin 2020. The Jerusalem was an excellent event that created community and "ruach" across the College from ELC-12. Greater responsibility for our Prefects was organised (Year 12) to help plan the Year 7 Camp with our mads. This is the camp for 2021. Students continue to lead other charities, particularly Pink Stumps, Are you Ok?, along with JNF Green Sunday. Years 7-12 now have social justice programs aligned to their grades which was made difficult due to COVID-19 but is in the infancy stages of implementation.

Priority Areas for Improvement for 2020 and Achievement



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Area	Priorities	Achievements
Academic Care <i>continued</i>		
Enhance communication to students and between staff	<ul style="list-style-type: none"> Audit and streamline teacher-student communications. Key written communication in language of its community where feasible, so all parents can access it. Junior School – explore ways to enhance the role of class teacher. 	<ul style="list-style-type: none"> All areas continue to be a focus and are ongoing. MMG survey provided to staff, students (7-12) and parents.
Foster of a culture of inclusivity for all students	<ul style="list-style-type: none"> Consider EAL/D for Hebrew speakers. Build in topics for Hebrew speakers. Look for opportunities to share cultural experiences of non- Jewish students. Ensure clear communication between enrolments and classroom teachers on students. 	<ul style="list-style-type: none"> Jewish Life camps managed to happen in the Senior School (whilst on campus). Programs were aligned to our Jewish and non-Jewish students. The Jewish festivals continues to provide good education for all our students at Masada. MIT did not occur in 2020 due to COVID-19 and travel restrictions, but we hope that this event happens in 2021. EAL/D students continue to have programs in the mornings and throughout the school day. Hebrew Speakers continue to be linked to Jewish organisations to support both Jewish and non-Jewish students. We are well supported by organisations like JCA, JNF and UIA. Our non-Jewish students also continue to educate our Jewish students through celebrations like Chinese New Year.
Facilities Improvement		
Develop and execute 10-year campus Master Plan focusing on feasibility for campus development	<ul style="list-style-type: none"> Repaint of entire College. Upgrade to IT infrastructure – switches and wireless. Replacement of 50 PC's. Video conferencing equipment in Boardroom and Teperson Centre. Replacement of 4 Smartboards. Replacement of 2 Upright cookers and dishwasher in Food Tech. Refurbishment of six Senior School classrooms. Upgrade of lockdown and duress systems. Pelerman Airconditioning and Heating. Ride on mower and portable irrigation. Blue Sky building. 3D printer for DAT. Rotary Axis for DAT Fume cupboard. Artificial grass in Junior School. Installation of Chemical cupboard. Safer Communities Grant has been confirmed for security upgrades in 2021 (some works have been completed in 2020). The concept design for the Multi Purpose centre continues to be a focus for the College. 	
Communicate a new Master Plan to community	<p>The President of the Board communicated elements of strategic facilities plan at the AGM, namely:</p> <ul style="list-style-type: none"> General maintenance and upkeep of campus; Refurbishment of classrooms; Repair of oval; New Technology and advancements; and Some other elements mentioned above in the Master Plan. 	

Priority Areas for Improvement for 2020 and Achievement



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Area	Priorities	Achievements
Stable Governance, Financial Model and Leadership		
Review fee subsidy policy	<ul style="list-style-type: none"> The MMG survey asked directly the opinions of our parents on the fee assistance process. This will be reviewed and further ideas will be implemented for 2021 when the findings are reported. The JCA continues to generously provide support to families unable to afford school fees and who meet a criteria based on their level of income and financial status. This was emphasised even more so with COVID-19 relief provided as well. 	
Review Board Constitution	<ul style="list-style-type: none"> Look at Board size. Greater usage of sub committees tied to seven strategic areas. External education expert to be appointed to the Board. 	<ul style="list-style-type: none"> The Board size is now at the optimum size. Sub committees continue to be active and meet on a regular basis and present back to Board on monthly basis. This has happened via Zoom. The Board is comprised with people from a variety of professions and the additions of x 2 marketing/comms people, along with an IT person has been welcomed.
Renew Board Policy (Governance Handbook)	<ul style="list-style-type: none"> Review and update current policies and procedures. Specify communication plan with parent community via the College website and other modes. Succession planning to be developed and finalised. 	<ul style="list-style-type: none"> Policies and procedures that were reviewed were Child Protection and Grievance and Social Media is a focus for the 2021 year. The Board Constitution was also again reviewed. MMG Education Survey across the College. Succession Planning continues to be a focus area with any personnel changes in leadership and across the College in general.
Enhance Board parent communication	<ul style="list-style-type: none"> Communication continues to be a focus area. The Marketing/Comms team have been most valuable as well from an operational level. The Board timely updates through email and via the College website to the community. A pie chart of information for parents on budget and allocation of funds happens through the annual report which is made available on the College website. 	<ul style="list-style-type: none"> MMG Education survey provided to staff, students (7-12) and parents for feedback on this area. Communication continues to be a focus area. The Marketing/Comms team have been most valuable as well from an operational level in some key areas. The Board timely updates through email and via the College website to the community. COVID-19 communication was clear (particularly with relief). A pie chart of information for parents on budget and allocation of funds happens through the annual report which is made available on the College website.
Financial costing of Strategic plan initiatives	<ul style="list-style-type: none"> No increase in school fees occurred for the 2021 year (after COVID-19). Teachers received a 1.5% increase after review for the 2021 year, based on COVID-19. Fee assistance and a cleaner and more seamless process continues to be a discussion point. JobKeeper helped staff and the College for 2020. 	
Implementation and monitoring of the Strategic plan	<ul style="list-style-type: none"> Sub committees continue to report back to the Board on the respective seven areas. The College Principal in close consultation with the President of the Board is ensuring strategic directions are being adhered to. Progress reports on strategic directions are communicated at Staff Professional Learning Days, at Speech and Presentation Nights, at Board Meetings and through the Annual Report which is made available on the College website. The MMG Survey that happened at the end of 2020 (along with NOUS report earlier in Term Four from the JCA) will help provide beneficial information for the next 5 years when planning the strategic direction of the College. 	

Promoting Respect and Responsibility



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Leadership—2020 Vision is our Mission

At Masada College the leadership positions consist of the Prefects, Peer Support Leaders, House Captains, Music Captains, and the SRC. The former title International Leaders have now become part of the Prefect team, creating one voice.

Once again, leadership training days were conducted with 'Burn Bright' facilitating. These days, are always a highlight for our leaders and motivate them for their busy year ahead. This outstanding course provides students with the opportunity to develop their leadership skills, bond as a team and plan for the productive times to come. Students spend a whole day training and what is taken away from this experience is pivotal, as they reflect on themselves as individual leaders as well as being part of a team.

Our 2020 School Captains, Ran Ashkenazi and Katie Virgona have led the Prefect body in an exemplary manner to ensure there was cohesion in the group. It has been an extremely challenging year for our students generally, and the Prefects specifically. They are to be commended for the creative and meaningful activities that they have run, many over Zoom, to ensure our students continued to feel connected to each other and to the school. In particular, the Prefects, led by the School Captains, seamlessly stepped into online assemblies each fortnight. Kol Hakavod to them all!

The Year 11 Peer Support Leaders were keen and committed to their role from the beginning of the year. It has been rewarding to see the bond develop between the Peer Support Leaders and Year 7. As always, the first day of high school is exciting and nervous at the same time for the new Year 7 students. The Peer Support Leaders were there to guide and take care of the students, as well as warmly welcome them on their first day with a gift. The barbeque was also a success where the Year 7 students and Peer Support Leaders started connecting. The Peer Support Leaders organised a Homework Club for the Year 7 students where they could be supported with homework, assignments and assessment tasks. Peer Support Leaders also ran workshops with Years 7 and 8 where they presented on various topics.

For House Captains, 2020 was the year for adaptability and maintaining enthusiasm while the effects of COVID-19 impacted the many sporting events in the school's calendar. Fortunately, we were able to compete in the swimming carnival at West Pymble pool in February. A beautiful sunny day saw cheering and enthusiasm for events. Friendly house rivalry saw Monash, Cowen and Davis seniors battle over who would win the water polo event this year. A shortened house sports season continued this year in Term Three competing against one another in a soccer tournament. The competition was intense, with teams comprising of all grades. Cross Country may have been cancelled, but all had fun with a colour run on the last day of Term Three. Which saw many multicoloured smiling faces leave the College that day.

This year we had a highly motivated group of SRC representatives. They were keen to raise awareness and school morale during lockdown by promoting the Pink Stumps Day initiatives for 2020. They were able to raise money by hosting a mufti day in the school that went towards this worthy cause. The SRC are working towards improving the aesthetics of the school by running both fun and delicious fundraisers. This included holding a popular fairy floss and cold drink stall at lunch as well as multicolour mufti day. The money raised is being used for a new mural, the concept having been voted on by the entire student body.

The leadership body embraced the responsibilities that come with being a leader, and they have all done this willingly and with a positive attitude over this challenging year.

All the work they do behind the scenes is often unnoticed. We thank you for your commitment and service to our school and the community. You have all done a tremendous job.

Mrs Carly Easterbrook, Mrs Jo Gluckman, Mrs Liora Hayman, Ms Megan Laing, Ms Meg Steel, Mr Martin Tait and Mr Ariel Turkia
2020 Leadership Officers

Parent, Student and Teacher Satisfaction



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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.

Parent Student Staff Communal

- In 2019, parents and Staff breakfasts/lunches were organised to discuss issues with the College. These were conducted by the Heads of the Junior and Senior School.
- In 2016 / 2017 an external consultant was appointed to review and revise the current Masada Strategic Plan. The focus was looking at the Mission, Vision, Values across the College. Seven Key areas of Strategic Focus were Jewish Centrality; Learning and Teaching & Technology; Marketing/Engagement/Reputation; Staff Retention/Recruitment Development; Academic Care; Facilities Improvement; Governance Stability Financial Model and Leadership which are up for review in 2021.
- Students, Staff, parents Board Members and the broader Masada and Jewish community were involved in sub committee meetings via Zoom under the seven Strategic Areas.
- An active parent run Board of Directors and Parents and Friends 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 2020 with a great deal of positive feedback both in written and verbal form and suggestions moving forward.
- The Annual General Meeting always has a discussion forum incorporated into its structure. This happened in 2020.
- Year 12 parents have a comprehensive exit survey which is analysed and compared to previous years. The 2020 cohort has reflected a positive and satisfied parent body, as did correspondence from parents in Year 12 and other years. Year 12 and Year 6 parents were given the opportunity to also meet with the College Principal to discuss further and a number of people took part in this process.
- 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.
- Junior School staff members were again given a survey to fill in for the teaching preferences for 2020.
- Connections were made telephonically from the College Principal and Heads of School to all Year K to 12 parents as to how children were progressing.
- Parents and students had an opportunity to complete a COVID-19 survey to help support decision making and initiatives.
- The MMG Education Survey was completed by parents, staff and students (Years 7-12) to help provide feedback on strategic direction for the next five years. Feedback/results will be presented in 2021.
- Opportunities to connect with families happened via Zoom by teachers and leaders.

Students

- Junior School Captains conduct weekly meetings with Head of Junior School and Head of Academic Care discussing pertinent leadership initiatives, Assembly organisation.
- 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 ongoing improvements and modifications taking place in 2020.
- Prefect meetings are held weekly, as are meetings with Peer Support and House Captains, Student Representative Council fortnightly, all of which are formally minuted and distributed. Student questionnaires / surveys were carried out with open discussions in Years 7–10.
- Years 6 and 12 students complete a comprehensive exit survey which is analysed on an annual and comparative basis.
- The 2020 survey reflected a satisfied attitude on the part of the students towards all aspects of the College ranging from amenities, academic and co-curricular programs, pastoral care, religious programs, school spirit, daily routines and staff support.

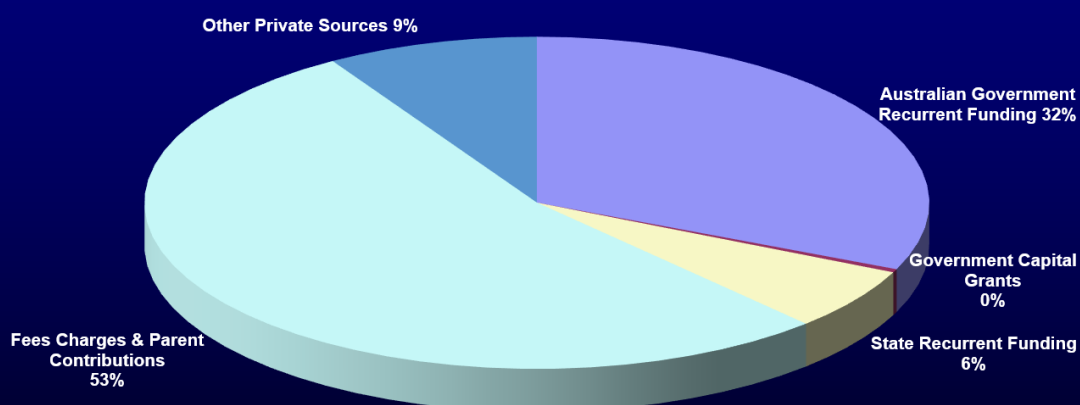
Financial Information



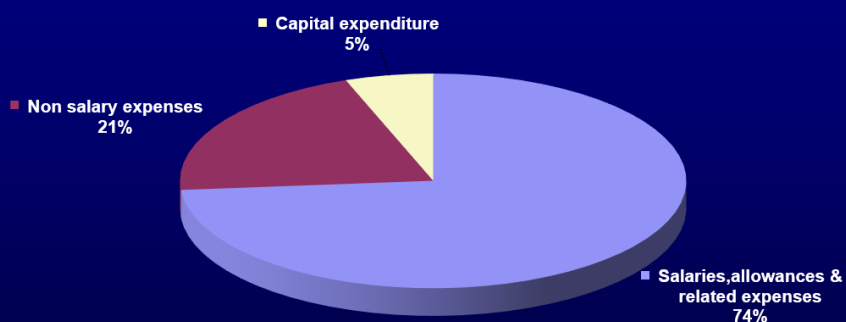
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Source for Income & Expenditure — 2020 Commonwealth Financial Questionnaire

Masada College Income 2020



Masada College Expenditure 2020





Masada
College



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