

Masada  
College



# Annual Report 2021



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# MASADA COLLEGE MISSION AND VALUES

The Masada College mission continues to inform our enhanced purpose and vision.

An outstanding education grounded in modern orthodox Judaism, respecting the spiritual lives of all.

Dedicating our minds to inquiry, our hearts to compassion, and our lives to contributing to every field of human endeavour.

## Masada College Seven Core Values

Kindness חסד Chesed

Humility ענווה Anava

Respect כבוד Kavod

Integrity יושרה Yoshrach

Commitment מחוייבות Mechuyavut

Gratitude הכרת הטוב Hakarat Hatov

Harmony הרמוניה Harmonia



# MESSAGES FROM KEY SCHOOL BODIES

## MESSAGE FROM THE PRESIDENT OF THE BOARD



*"Seven times the righteous falls and gets up"*

Looking back on the ups and downs of recent years brings the above proverb from King Solomon to mind. Despite the many challenges to our school, community and country we have met each head on and come out stronger each time.

The start of 2021 saw Australia filled with a sense of optimism as we were largely insulated from the impacts of the COVID pandemic. Buoyed by the strength and unity of the Masada College community, we came together to usher in a new year and welcomed our new College Principal Mrs Mira Hasofer, who joined Masada College at a time where parents, teachers and students were eagerly anticipating a refreshed vision and mission for the College.

Mrs Hasofer took on the challenge with great rigour and passion, bringing all our students (both local and international), staff and the wider school community together under the most challenging circumstances during lockdown.

Our College team has led the way in eLearning and student connectivity. Our teachers and support staff continued to deliver an outstanding academic program, which enabled our students to return seamlessly to class-based learning. We can also be confident that our graduating Year 12 students, who have had to deal with uncertainty and added stress, have been well cared for and were prepared for their HSC exams.

Importantly, we have continued our focus on the well-being of our students with our teaching staff going above and beyond. The Board has received so much positive feedback from parents about the care and dedication the staff have displayed towards their children during the lockdown. Our programs and the care and commitment of our teaching staff was highlighted by our school captain, Lulu Feldman in an interview aired on the ABC.

*"My school communicates and checks in with us every day. There are plenty of opportunities to speak with our teachers, ...and programs in place for which I feel a lot of gratitude. My school has a Year 12 mentorship program, which provides each student with a teacher with whom they can liaise and discuss issues."*

Our Junior School students showed many acts of kindness towards each other and the broader community. Ariel Sher was featured on Channel 9 News for his entrepreneurial flair and community spirit with his "Brownie Initiative" delivering a message of caring in the form of delicious treats for families and neighbours during lockdown.

As a school community, we should be incredibly proud of our collective efforts and achievements during 2021.

Whilst we began our journey of transformation in 2021, this work continues in earnest with the return to campus. We will strengthen our focus on providing engaging Jewish education and nurturing well-rounded, engaged learners.

The value we place on the professionalism of our teachers; the strength of our community and our learning culture built around staff, students and parents is critical to our future success.

We want to ensure that our secular educational programs are designed to engage our students in experiences relevant to success in the 21st century. We will continue to build on our 'cultures of thinking' and to foster 'inquiry driven education' in all sections of the College.

At the same time, we will continue to provide our Jewish children an education grounded in Judaism, whilst respecting the spiritual lives of all. We believe that we can be both Modern Orthodox and International, committed to Judaism and to celebrating the diversity of our student body.

The Board is confident that our leadership team, under Mrs Hasofer's guidance, will drive the transformation necessary to re-establish ourselves as a consistently high performing school in the North Shore and broader New South Wales.

Masada College is essential to the continuity of the North Shore Jewish community. The Board is committed to growing the College's student base, and it is our objective to ensure that every Jewish child in the North Shore (and beyond) has access to an outstanding Jewish education.

Now is the time to come together as a community and join in the school's ongoing efforts to reach out to each and every family on the North Shore, and beyond, so that we can collectively nurture the next generation of Jewish children, who are proudly Jewish and knowledgeable about their heritage, history and religion. We are already beginning to see positive results from the hard work of our leadership team.

We take this opportunity to thank Mr Martin Tait for his strength of leadership during his tenure as College Principal and for his dedication and commitment to Masada College.

We end the year with a great deal of positivity and look forward to the opportunities that 2022 will present. On behalf of the Board, I thank you for your continuing support.

**Mr Darryl Dorfan**  
President of the Board





# MESSAGE FROM THE CAMPUS RABBI



Three questions.

This year has proven to be another historic year globally and in the history of the College. When we look back and reflect upon what this year has brought, we can certainly look back with pride at what has been accomplished. The smooth transition to eLearning and home schooling, and the return to face-to-face learning is remarkable. As a school community, we will certainly use the lessons of this year in our future.

In the Torah we find an interesting expression. The Torah describes the events of receiving the Torah on Mount Sinai as an event that happened today (Deut4:9-10). However, the events actually took place 3300 years ago! Yet the Torah refers to the event as happening today.

What lesson is the Torah teaching us?

The Torah wants us to view each day as a new event. The truth is that today is unique. This day will never happen again in history. Therefore, we need to appreciate the gift of today.

Yesterday is history, tomorrow is a mystery. Today is a gift and that is why it is called the present. How do we use the gift?

Personally, I like to ask myself three questions each night before bed:

1. What new information have I learnt about the world today?
2. What new thing have I learnt about my faith and tradition?
3. Did I do something today that brought a smile to someone's face?

If I have answered all three questions, I can go to bed. If not, I will spend a few minutes to learn something new.

These three questions have helped me to appreciate the uniqueness of every day and to grow a little bit more as a person.

*"When I reflect upon the Divrei Torah that I shared over the year, the constant theme has been to appreciate every day and use the lessons learnt. Life is a marvellous teacher and we are the students."*

Rabbi Paul Lewin  
Campus Rabbi



# MESSAGE FROM THE COLLEGE PRINCIPAL



As 2021 draws to a close, I would like to share with you some highlights of the year gone by.

## **Academics and Wellbeing in Review**

Masada College has ended the year with much to be proud of. Our students have achieved academic excellence across all sections of the school, professionally delivered with

creativity and flexibility by our committed staff. Countless hours have been dedicated to ensuring that each student, from youngest to oldest, can achieve his or her personal best. This is something that we can all be proud of.

Throughout the year there has been an ongoing focus on wellbeing across the College. During COVID, each individual's wellbeing was affected in some way and it is a testament to our community, supported by our Board and P&F that the care provided for students and for each other has been so valuable.

I would like to take this opportunity to recognise and thank our entire teaching staff and faculty for their tremendous work. Our team has been stellar in responding to the ever-changing landscape and has shown commitment and dedication, second to none, to every single student during an extraordinary time.

## **ELC Highlights 2021**

ELC Coordinator Robyn Cohen, supported by Louise Schultz and their dedicated team of educators, were our 'front line' workers during the pandemic, ensuring that our youngest learners were able to carry on their learning and socialisation with minimal interruption.

I was truly impressed to see the standard of learning that continued to take place, with our young students exploring art by drawing self portraits, experimenting with colour and studying artists like Picasso, while our young scientists were able to gain an understanding of how the water cycle works and exploring Aboriginal authors and Dreamtime stories.

Throughout the preschool the children learnt about the Jewish holidays and explored Hebrew through song, dance and movement. The incredible learning was showcased during the end of year concerts, where there were very few dry eyes in our audience.

## **Junior School Highlights 2021**

In our Junior School, the children gave us all an education about resilience. They took every change and every challenge in their stride, adapting from face to face, to online and back to face to face learning without a complaint.

Our Year 6 students led the way with the first online Living Historians and FOS exhibitions. Student leadership continued to be a big focus with students taking action to be agents of change in leading Tefillah, running the SRC, buddying with younger students. They also showed Chesed by working with the wider community to visit and engage with the elderly and those in need. Our Junior School students made the most of their 'in-school camp' during the last week of term, exploring a wide range of outdoor activities and challenging themselves physically, while enjoying Chanukah like never before.

## **Senior School Highlights 2021**

Our Senior School students, led by Mr Gill and our Senior School Executive, showed an unparalleled commitment to learning. Science and Technologies was a significant focus, with the students exposed to complex real world projects that allowed them to use the IDEATE model to engage in designing, engineering and problem solving.

Our Year 8, 9 and 10 students showcased their Jewish learning through the first online 'Night of Jewish Notables', 'Roots Family Heritage Project' and 'Jewish Exploration Project', while our 'Pathways' camp at the end of the year, afforded our students the opportunity to connect with Israel from afar and energised us with the Masada ruach!

It was gratifying to see the tremendous efforts made by our Year 12 cohort, and they are to be commended on their effort. We are tremendously proud of all that they have achieved.

I end by thanking our incredible community, each and every parent, caregiver, P&F member, Board member and stakeholder - for your support, desire to contribute and patience, which have been deeply appreciated. I pray that with Hashem's help, our College will go from strength to strength.

**Mrs Mira Hasofer**  
College Principal





# MESSAGE FROM THE ACTING HEAD OF JEWISH LIFE AND EXPERIENTIAL LEARNING

As like the many others had to do in the crazy times of the 2020-2021 pandemic world, the Jewish Life Department have had to adapt their plans from plan A...to B...to C...and then to D multiple times throughout the year. The team has worked with optimism and diligence despite the challenges. They have ensured that the students have not missed out on annually planned events and activities by creatively reshaping as needed.

## Formal Jewish Learning

A cyclical and staged based Jewish Life and Jewish History curriculum was implemented this year. The Years 7-9 Jewish Life classes were streamed, with the extension course offering a deeper and more diverse range of content for those students who wished to develop their learning. The Jewish Life programs have included memorable events that celebrate the culmination of units for students and parents. The Year 9 Roots Family Heritage Project as well as the Year 10 Jewish Exploration Project evenings highlighted the incredible achievements of our students and pride for their Jewish identities through showcasing their bodies of research. We were privileged to listen to the Holocaust survivor stories compiled creatively by the Year 10's during the "Living Historian" presentations. Year 8 and their parents participated in a first time event, the "Night of Jewish Notables", where students researched and dressed up as significant Jewish personalities from throughout history.

## Informal Experiential Jewish Life

There was a successful fusion of informal and formal Jewish studies this year. The incredible madrichim team regularly enhanced formal Jewish studies courses by organising experiential programs and mentoring students in lessons. Our incredible team of madrichim maintained regular contact and hosted virtual social events for our students despite the unprecedented times. We celebrated all the Jewish festivals with a mix of online and school based activities. For Purim, year groups competed "around the world" in a travel themed amazing race. Traditional seders were held with activities marking each step of the Haggadah to celebrate Pesach. The madrichim facilitated meaningful sessions for all year groups in the lead up to the High Holidays as well as organising an entertaining assembly. Rosh Hashanah packs were mailed to all staff and students with "Shana Tova" bee socks and other delicious goodies. There was an exciting return to campus where madrichim reimagined the "Pathways" camps for a fun end to the year. The campus finally was alive with music, laughter, colour and celebration. Kol Hakavod to the Jewish Life team for a memorable year.

**Mrs Liora Hayman**

Acting Head of Jewish Life and Experiential Learning





# CONTEXTUAL INFORMATION ABOUT MASADA COLLEGE

Masada College, founded in 1962, is a Jewish co-educational school from preschool to Year 12 on Sydney's North Shore. Students from all backgrounds are welcomed to the College, which prides itself on inclusivity. Every Masada College student is valued and nurtured to reach their full potential.

Taking inspiration from the Project Zero research team at Harvard University, Masada College has adopted a Culture of Thinking pedagogy. Through our Culture of Thinking, students develop critical thinking, problem-solving, improved decision making, and a curiosity and love of learning.

We are very proud of our HSC results, consistently placing in the top schools in NSW. However, we are most proud of those students who exceed their own expectations due to the individual attention they receive, our dedicated teachers, small class sizes, and the collaboration of teachers and parents.

We are committed to providing our students with a strong foundation of Jewish education, and our students leave us with a strong understanding of and pride in their Jewish identity.

We provide students with a diverse range of co-curricular programs to extend student experiences and develop personal interests. In Senior School, we also run co-curricular programs during school hours for Years 7 to 10, including dance, Pilates, Chinese, debating, drama and mock trials.

Masada College students have a growth mindset and are compassionate and globally-minded. Our Jewish values of kindness and respect are integrated into all aspects of school life, developing a positive mindset in each student. Masada College (AGEID 2393) has a DMI score of 113.

## Student Population

Masada College 2021 – 426 students, of which 271 are enrolled in the Senior school and 155 in the Junior school. The gender balance across the College was 36% female and 64%, male. The College enrolls Overseas Students with 36 enrolments – 12% in Year 7-12 and 2% in K-6). Most of our 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. 48% of Masada students have a Language Background other than English.

The College has students with additional needs supported by the Learning Support Team.

Although our student population contains a slightly narrow background with 0% Indigenous students, we enrol students who are Jewish and Non-Jewish, although the majority are Jewish.

We have the H.I.V.E of Potential - Education Ecosystem at Masada



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

## 2021 NAPLAN Results

Below are the students' results from the recent NAPLAN for Years 3, 5, 7 and 9 (Numeracy and Literacy Assessments). Our overall results in the NAPLAN tests were pleasing, with our mean (or average) result for each test comparing favourably with the means for the **State** and in most cases **statistically similar school group (SSSG)**. The Years 5, 7 and 9 parents should be encouraged to compare their individual child's results against the information they have from the 2019 NAPLAN tests for their child, to be given an indication of their child's progress

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School Mean	436.7	454.4	443.2	485.6	449.6
State Mean	443.97	434.43	432.82	443.06	412.89
Masada in top 2 bands	0%	0%	0%	0%	0%
State in top 2 bands	1.8% Bands 9-10	0.6% Bands 9-10	2% Bands 8-9	0.5% Bands 9-10	1.4% Bands 9-10

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School Mean	552.0	536.5	559.1	554.2	540.4
State Mean	515.18	488.37	514.12	510.2	503.73
Masada in top 2 bands	5.3%	2.6%	13.3%	15.8%	5.3%
State in top 2 bands	3.1%	1.2%	3%	5%	3.3%

Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School Mean	571.5	591.3	570.4	600.4	607.9
State Mean	545.89	529.37	555.93	541.61	558.81
Masada in top 2 bands	16.7%	26.2%	12.2%	31.7%	34.29%
State in top 2 bands	9.8%	5.9%	12.9%	13.3%	16.9%

Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School Mean	615.3	590.6	601.9	606.2	651.6
State Mean	581.9	556.68	586.65	578.91	596.7
Masada in top 2 bands	35.3%	23.5%	29.4%	38.2%	67.7%
State in top 2 bands	12.3%	13%	24.5%	21.8%	23.9%

# RECORDS OF SCHOOL ACHIEVEMENT AND 2021 HIGHER SCHOOL CERTIFICATE RESULTS

## Masada College

### Congratulations Class of 2021



**31%**  
of students achieved  
ATAR of > 90



**99.70**  
DUX: Kevin Lin



**83**  
Median ATAR

#### High HSC Subject Achievement in the **TOP 2 BANDS**

COURSE	MASADA	NSW
Ancient History	80%	34%
Business Studies	73%	36%
Chemistry	70%	40%
Chinese and Literature	83%	29%
Classical Hebrew Continuers	100%	82%
Design and Technology	71%	55%
English Extension 1	100%	94%
Food Technology	67%	36%
Mathematics Advanced	64%	50%
Mathematics Standard 2	67%	25%
Mathematics Extension 1	81%	73%
Mathematics Extension 2	90%	86%
Modern Hebrew Continuers	100%	97%
Music 1	100%	64%
Music 2	100%	88%
Music Extension	100%	95%
Physics	87%	40%
Science Extension	100%	72%

#### Distinguished Achievers 53% received Band 6 in one or more courses

Ryan Belzycki, Aiden Bergheim, Paige Bloch, Claire Cheng, Elvis Cheung, Asher Costa, Jake Deng, Lulu Feldman, Jordyn Ginsberg, Shir Goodwin, Amber Kalmin, Ari Kellerman, Asher Klass, Tali Krischer, Tayla Lakofski, Ryan Li, Charlene Lin, Kevin Lin, Stanley Liu, Ezra Miller, Kaylene Musiker, Karen Qiang, Brandon Rudnick, Kelsey Sherman, Taraiza Siganos, Myah Steiner-Hardie, Ilana Stitz, Wilson Sun, Sarah Teichtahl, Jayden Treisman, Jason Wang, Jack Wang, Eric Wei, Justin Jia'ao Xia, Eric Yan, Calvin Zhao, Lily Zhu, Shaun Zinn

#### HSC All Round Achievers

Aiden Bergheim  
Kevin Lin  
Ilana Stitz

#### HSC ATAR

15% > 95 ATAR | 31% > 90 ATAR | 43% > 85 ATAR



**2021 NSW School Ranking**  
Ranked 68th in NSW (SMH)

**HSC DUX** Kevin Lin  
ATAR 99.70



Masada  
College





# RECORDS OF SCHOOL ACHIEVEMENT AND 2021 HIGHER SCHOOL CERTIFICATE RESULTS

## Excellence in HSC

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

Course	Masada College % Bands 5-6	NSW Schools % Bands 5-6	Masada College First in Course
Ancient History	80	34	Emmanuella Herrman, Ezra Miller
Biology	56	31	Ryan Belzycki, Ilana Stitz
Business Studies	73	36	Aiden Bergheim
Chemistry	70	40	Kevin Lin, Eric Wei
Chinese and Literature	83	29	Claire Cheng
Classical Hebrew Continuers	100	82	Sarah Teichtahl
Design and Technology	71	55	Tayla Lakofski, Brandon Rudnick
Economics	62	50	Ryan Belzycki, Aiden Bergheim, Jordyn Ginsberg
English Advanced	54	69	Ilana Stitz, Justin Jia'ao Xia
English Standard	33	16	Elvis Cheung
English EAL/D	79	23	Kevin Lin
English Extension 1	100	94	Ilana Stitz
Food Technology	67	36	Taraiza Siganos
Geography	40	44	Malachai Shacknofsky
History Extension	60	77	Joseph Treisman
Hospitality	46	21	Adi Yoshia
Mathematics Advanced	64	50	Lily Zhu
Mathematics Standard 2	67	25	Asher Klass
Mathematics Extension 1	81	73	Aiden Bergheim
Mathematics Extension 2	90	87	Stanley Liu
Modern History	58	38	Joseph Treisman
Modern Hebrew Continuers	100	97	Shir Goodwin
Music 1	100	64	Paige Bloch
Music 2	100	88	Jason Wang
Music Extension	100	95	Charlene Lin, Joseph Treisman
Personal Development, Health & Physical Education	67	31	Shaun Zinn
Physics	87	40	Aiden Bergheim, Kevin Lin, Eric Wei
Society and Culture	50	45	Kaylene Musiker, Myah Steiner-Hardie
Science Extension	100	72	Ilana Stitz
Studies of Religion	33	46	Taraiza Siganos
Visual Arts	58	63	Karen Qiang, Ilana Stitz
<b>External</b>			
French Beginners	100	51	
Japanese Beginners	100	35	
Japanese Continuers	100	58	
Spanish Beginners	-	54	

# PROFESSIONAL LEARNING AND TEACHER STANDARDS

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

The core professional learning activities in 2021 continued to occur at 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. The seven strategic areas which formed a part of Professional Learning sessions and sub committees were:

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

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
Grade Meetings and Stage Meetings	All Junior School Staff
Heads of Learning Areas Meetings	Heads of Learning Areas/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)
Meet the Rabbi sessions	All New Staff
Google Classroom	New staff and Senior School Staff
Seven Steps to Writing	Junior School Staff
Sue Pike (Modules of English) - AIS	Junior School Staff
Multi-Lit Read Tutor Program	Selected Staff
New Behaviour Management Policy	Junior School Staff
New NESA Courses online	Selected Staff
HSC Markers	Selected Year 12 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, Senior School Executive and
Synergetic Training	Business Admin/Enrolments/Administration Teams
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

## 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
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
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
Mandatory First Aid and CPR Training	All Staff
NESA Accreditation Update	All Staff
NESA Information Sessions	Selection of Junior School Staff
Risk Assessment Training	Junior School Staff Update
Security Briefing with CSG	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.
- Emma Gourlay was awarded with the Wendy Barel Scholarship to conduct a study tour in the Galapagos Islands.

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 2021.

We hope that 2022 provides opportunities for face to face professional learning for our staff.





# ACCREDITATION STATUS OF ALL TEACHING STAFF & SUMMARY OF QUALIFICATIONS OF TEACHING STAFF

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.	35	19	5	59
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	3
Proficient Teacher	55
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total Number of Teachers	59

# WORKFORCE COMPOSITION AND STUDENT ATTENDANCE

## 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	97.4%
2	97.9%
3	98.7%
4	97.9%
5	97.4%
6	98.2%
7	98.1%
8	97.6%
9	97.6%
10	93.6%
1-10	97.3%
<i>Data comes from Semester 1 and Term 3 STATS submission. 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

## 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 2021 Enrolment	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent Retention Rate %	Actual Retention Rate %
2019 / 2021	74	72	68	97.0	92.0
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

## Post School Destinations

The majority of Masada students continued on to tertiary studies – primarily at Universities but also at specialized colleges and TAFE. In 2021 there were 72 students completing the HSC. Of these students 65 were accepted into university courses in Australia. VET courses – 12 students (17% ) completed a VET course (which includes Hospitality and one student via Academy of Interactive Entertainment).

Below is a table outlining the degree choices for the 2021 cohort and the percentage of students selecting each degree.

Degree Areas of Selection	Degree areas of Selection % of students	Places were spread across a number of Universities % at each University	
Design/Construction/Engineering	16/65 – 25%	University of Sydney	21/65 – 32%
Arts/Humanities/Law	6/65 – 9%	Macquarie University	25/65 – 38%
Business/Finance	13/65 – 20%	University of NSW	11/65 – 17%
Mathematics/Science/IT	14/65 – 22%	University of Technology	3/65 – 5%
Health/Sport Science	9/65 – 14%	Australian Catholic University	3/65 – 5%
Psychology/Teaching	7/65 – 11%	ANU and others	2/65 – 3%
Other	-		



# 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 ELC students and is non-refundable.
- Application Fee is \$200 for local students and is non-refundable.
- Application Fee is \$350 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 (\$1,000) for Local Students and (\$5,000) 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

## 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 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.

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 2021; 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 an annual basis to ensure we meet legislative requirements.

# A SUMMARY OF SCHOOL POLICIES

## 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 2021 AND ACHIEVEMENT

In 2021 the College continued to focus on the implementation of its Strategic Plan. During 2021, under the leadership of its new Principal, the College continued to 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 2021.

Area	Priorities	Achievements
<b>Jewish Centrality</b>		
<b>Map out a Senior School Year 7-12 Vision for the Torah Stream</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Looked at Torah Stream starting in Years 7 and 8.</li> <li>Targeted recruiting Torah Stream Teachers within Australia and abroad.</li> </ul>	<ul style="list-style-type: none"> <li>Staging of Torah Stream classes continues to occur in the Junior School with success.</li> <li>The College worked hard on a number of staffing appointments in the Torah Stream. These were local teachers in NSW due to COVID-19.</li> </ul>
<b>Masada College as a school of choice for Jewish students</b>	<ul style="list-style-type: none"> <li>Adequate review time for Jewish Studies/Life programs.</li> <li>Formally benchmark Jewish program against alternate Jewish school programs.</li> <li>Review timetabled hours of formal Jewish Studies lessons and alternative options.</li> <li>Review prayer programs to ensure a more inclusive setting for all students.</li> <li>Enhance informal Jewish learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Senior School Jewish Life Department finalised Jewish Life curriculum for 7-12. This is a first time for the College with structure.</li> <li>Full implementation successfully integrated across ELC-Year 12.</li> <li>Full education and behaviour policies implemented.</li> <li>Online opportunities and connections continue with Emanuel, Kesser Torah and Moriah, including through the Mikolot Competition.</li> <li>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 included Chanukah, Pesach and leadership events.</li> <li>Weekly creative Tefillah sessions were piloted for Year 10-11 for all students.</li> <li>The teams of both the Junior and Senior schools continued to be strengthened with the employment of a new Head of Jewish Life/ Informal and a Head of Hebrew complemented by good formal and informal teams.</li> <li>Prayers continued to go from strength to strength in the Senior School. Prefects continued to support supervision and the engagement of the students has improved due to greater involvement by students in leading prayers (across 7-12).</li> </ul>
<b>Continuous improvement/s for Torah Stream for ELC to Year 6</b>	<ul style="list-style-type: none"> <li>Daily morning davening.</li> <li>Recruiting high quality staff and PL.</li> <li>Timely program reviews.</li> </ul>	<ul style="list-style-type: none"> <li>Davening led by students has been a focus, particularly with younger students as well.</li> <li>Torah Stream teachers continues to be a focus and high priority. It has been challenging with COVID-19 to attract quality staff but with the easing of restrictions the College started an international search.</li> <li>Improvements in regards to the Torah Stream program/curriculum across K-6 has been noted with the improvements in students fluency and literacy.</li> </ul>

# PRIORITY AREAS FOR IMPROVEMENT FOR 2021 AND ACHIEVEMENT

Area	Priorities	Achievements
Teaching, Learning and Technology		
Review and enhance assessment methods and data usage to inform future teaching	<ul style="list-style-type: none"> <li>• Provision for collation of anecdotal notes and evidence.</li> <li>• More consistent and purposeful assessment and data collection.</li> <li>• Close analysis of NAPLAN results and HSC results and use of analysis to inform teaching.</li> <li>• Centrally stored results/data.</li> </ul>	<ul style="list-style-type: none"> <li>• SEQTA has been fully embedded as an effective tool for storing and tracking results.</li> <li>• Curriculum is a focus of discussion on all leadership and HOLA (Head of Learning Area) meeting and PL has been ongoing in this area.</li> <li>• Analysis of NAPLAN information was shared with Years 3 and 5 Classroom Teachers and with the Years 7 and 9 English and Maths Teachers. Presentations have also occurred with staff on areas of strength and weakness to work re teaching and learning in the classroom.</li> <li>• 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.</li> <li>• The 2021 HSC results saw an external analyst breakdown all elements and then share with leadership teams and HOLA's to start the 2022 year.</li> <li>• Senior leadership worked closely with the analyst in the latter part of the year to track progress of HSC students.</li> </ul>
Develop a Master Technology Plan	<ul style="list-style-type: none"> <li>• Review of all hardware and software needs for Masada.</li> <li>• Review sector best practice in comparable schools.</li> <li>• Scope possible innovations beyond the classroom eg recorded lessons.</li> <li>• Introduce interactive projectors to phase out smartboards.</li> <li>• Professional learning for staff.</li> <li>• Evaluation of resources and infrastructure.</li> <li>• ICT student monitoring system.</li> <li>• Create an ICT framework for the Junior School.</li> </ul>	<ul style="list-style-type: none"> <li>• Google Classroom and Zoom were two key online tools used during the weeks of eLearning.</li> <li>• All teaching staff continued to receive training for Zoom / Google Classroom.</li> <li>• Technology remains a high focus for learning and teaching.</li> <li>• 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.</li> <li>• Synergetic was fully embedded and the Finance department continued to use the new program for Billing, Statements, Payroll etc.</li> <li>• New Smartboard technology was introduced in the Kindergarten classroom.</li> <li>• Remote assistance software has been installed on all staff devices for any remote IT assistance.</li> <li>• 1:1 iPad deployment was completed in the Junior School.</li> <li>• Work commenced on the new School App.</li> </ul>
Explore possible STEM related initiatives	<ul style="list-style-type: none"> <li>• Appoint a STEM Coordinator.</li> <li>• Evaluate potential for Robotics, Coding, 3D printing, laser cutting.</li> <li>• Thematic, integrated learning and cross subject themes.</li> <li>• Flexible learning and space utilisation.</li> <li>• Year K-8 STEM scope and sequence.</li> <li>• Develop university links.</li> </ul>	<ul style="list-style-type: none"> <li>• Coding, Robotics introduced across K-6 through Junior Engineers as a co-curricular has continued.</li> <li>• Flexible learning spaces continue to be evident in the Junior School and Senior School for STEM (eg regular classrooms, library, workshop).</li> <li>• Head of Science and Technologies appointed — drawing STEM learning opportunities.</li> <li>• 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.</li> <li>• More laptops have been purchased with adequate software for DAT HSC courses in 2019.</li> <li>• University links happen on regular basis with guest speakers, especially with Years 10-12.</li> </ul>

# PRIORITY AREAS FOR IMPROVEMENT FOR 2021 AND ACHIEVEMENT

Area	Priorities	Achievements
Teaching, Learning and Technology <i>continued</i>		
Communicate benefits of Masada pedagogy (eg Leader in Me and Cultures of Thinking)	<ul style="list-style-type: none"> <li>Promote link between Culture of Thinking (COT)/Leader in Me and independent lifelong learners.</li> <li>Metrics to report on student outcomes from these programs.</li> </ul>	<ul style="list-style-type: none"> <li>Zoom learning was the focus (due to COVID-19) for most of 2021. This occurred across social media, in assemblies, in classrooms and on the College website.</li> <li>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 Senior School continued to focus on the 7 values.</li> </ul>
Define attributes of Masada Teaching pedagogy	<ul style="list-style-type: none"> <li>Inquiry based.</li> <li>Direct instruction.</li> <li>Student centred learning.</li> <li>Leader in Me.</li> <li>Culturally inclusive approach.</li> <li>Values based curriculum.</li> <li>Connected to and integrated with flagships eg Culture of Thinking.</li> <li>Professional Learning for staff that is aligned with Masada Pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>The Learning and Teaching policy was embedded. Staff continued to refine Masada College's pedagogical approaches to teaching and learning.</li> <li>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). This was introduced to the ELC and Junior School in 2021 and is now fully embedded into the practice across the College.</li> </ul>
Marketing, Engagement, Reputation		
Create a full marketing and communication Strategic Plan	<ul style="list-style-type: none"> <li>Completed in 2021.</li> <li>An improved social media campaign for ELC, Junior and Senior School were implemented.</li> <li>Video launches continued to be implemented with external providers to support a new vision in marketing the College.</li> </ul>	
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"> <li>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.</li> <li>Look at new social media opportunities.</li> <li>Look at new internal and external communications platform.</li> </ul>	<ul style="list-style-type: none"> <li>Significant lift in the College's social media presence including the appointment of a Social Media Agency.</li> <li>Reworked marketing plans to support the College through COVID-19 with a greater digital presence such as professional videos, virtual tours and webinars.</li> <li>Building awareness for Masada College in the broader community including public relations, outdoor advertising.</li> <li>Greater focus on consistent branding for all marketing collateral across the College.</li> </ul>
Recruitment, Retention, Development of Staff		
Revise practices and policies to ensure hiring and retention of best staff	<ul style="list-style-type: none"> <li>Mentoring program new staff.</li> <li>Engage appropriate staff in interview process.</li> <li>Further links with pipeline of graduating teachers through University engagement.</li> <li>Staff wellbeing monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>Drafted a work from home safety plan.</li> <li>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.</li> <li>Implemented a biweekly HR meeting with Heads of School to align practice and values.</li> <li>Discussions with Heads of School re succession planning and building leadership pipelines, ongoing.</li> </ul>



# PRIORITY AREAS FOR IMPROVEMENT FOR 2021 AND ACHIEVEMENT

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"> <li>Consistency between contracts.</li> <li>Probationary and review cycles in place.</li> </ul>	<ul style="list-style-type: none"> <li>A review on contract continues to be a focus (and are updated accordingly).</li> <li>Probationary and review cycles are now in place.</li> </ul>
Staff Professional Learning that supports strategic objectives	<ul style="list-style-type: none"> <li>Promote professional learning that develops consistent staff behaviours.</li> <li>Build a culture of professional learning amongst staff/executive where continuous improvement is valued and recognised.</li> </ul>	<ul style="list-style-type: none"> <li>The focus for PL across the College was through online learning (teachers learnt skills and acquired new knowledge).</li> <li>PL occurred mainly via Zoom in 2021 due to COVID-19 (internal and external).</li> <li>PL was again promoted and continues to be aligned to whole school and individual goals.</li> </ul>
Increase staff engagement in College Life	<ul style="list-style-type: none"> <li>K-12 meets and professional learning.</li> <li>Enhanced working links between Junior and Senior School.</li> <li>Enhanced staff feedback systems.</li> </ul>	<ul style="list-style-type: none"> <li>Structured mentoring for Year 12 students started with individual staff. Review + Reflect with Year 12 students.</li> <li>Links continued where possible during COVID and Senior Leadership was also introduced between the Junior and Senior Schools in 2021 – observation of classes, buddying systems between grade levels, transition events, integration of STEM, camp, leaders working across both schools etc.</li> </ul>
Academic Care		
Enhance student academic progress, attainment of full potential	<ul style="list-style-type: none"> <li>Enhance the monitoring of student well being.</li> </ul>	<ul style="list-style-type: none"> <li>IP meetings continue to be consolidated and improved with modifications to the meetings and tracking of students.</li> <li>Behaviour Management policy fully embedded in the Junior School.</li> <li>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.</li> <li>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.</li> <li>SEQTA use has grown and K-12 staff are proactive with recording information on SEQTA.</li> <li>Wellbeing events were introduced for all students and staff in 2021.</li> </ul>
Encourage students to engage in philosophy and service and community engagement	<ul style="list-style-type: none"> <li>Gather student input on what service projects they would like involvement with.</li> <li>Masada College students participating in community events Developing globally aware citizens with a strong sense of social conscience is a focus.</li> <li>Enhance opportunities for early years' integration of students and parents.</li> <li>Establish a Charity Club in Junior School.</li> </ul>	<ul style="list-style-type: none"> <li>Woman of the North was introduced in the Junior School.</li> <li>Charities continued to be a focus. Pink Stumps Day was a focus in 2021.</li> <li>Greater responsibility for our Prefects was organised (Year 12) and they planned the Year 7 Camp for 2021.</li> <li>Students continue to lead other charities, particularly Pink Stumps, R U Ok?, along with JNF Green Sunday.</li> <li>Charity opportunities in the Junior School via the SRC were extended throughout the year.</li> </ul>

# PRIORITY AREAS FOR IMPROVEMENT FOR 2021 AND ACHIEVEMENT

Area	Priorities	Achievements
<b>Academic Care</b> <i>continued</i>		
Enhance communication to students and between staff	<ul style="list-style-type: none"> <li>Audit and streamline teacher-student communications.</li> <li>Key written communication in language of its community where feasible, so all parents can access it.</li> </ul>	<ul style="list-style-type: none"> <li>All areas continue to be a focus and are ongoing.</li> </ul>
Foster of a culture of inclusivity for all students	<ul style="list-style-type: none"> <li>Consider EAL/D for Hebrew speakers.</li> <li>Build in topics for Hebrew speakers.</li> <li>Look for opportunities to share cultural experiences of non- Jewish students.</li> <li>Ensure clear communication between enrolments and classroom teachers on students.</li> </ul>	<ul style="list-style-type: none"> <li>Jewish Life camps managed to happen in the Senior School (whilst on campus). Programs were aligned to our Jewish and non-Jewish students.</li> <li>The Jewish festivals continues to provide good education for all our students at Masada.</li> <li>MIT did not occur in 2021 due to COVID-19 and travel restrictions, but we hope that this event happens in 2022.</li> <li>EAL/D students continue to have programs in the mornings and throughout the school day.</li> <li>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.</li> <li>Our non-Jewish students also continue to educate our Jewish students through celebrations like Chinese New Year.</li> <li>Diversity Day in 2021 was particularly successful in our Senior School.</li> </ul>
<b>Facilities Improvement</b>		
Develop and execute 10-year campus Master Plan focusing on feasibility for campus development	<ul style="list-style-type: none"> <li>Repaint of entire College.</li> <li>Replacement of 50 PC's.</li> <li>Replacement of 2 Upright cookers and dishwasher in Food Tech.</li> <li>Refurbishment of six Senior School classrooms.</li> <li>Blue Sky building.</li> <li>Rotary Axis for DAT</li> <li>Fume cupboard.</li> <li>Artificial grass in Junior School.</li> <li>Safer Communities Grant has been confirmed for security upgrades in 2021.</li> <li>The concept design for the Multi Purpose centre continues to be a focus for the College.</li> </ul>	
Communicate a new Master Plan to community	<p>The President of the Board communicated elements of strategic facilities plan at the AGM in 2020 and many of these tasks were actioned in 2021, namely:</p> <ul style="list-style-type: none"> <li>General maintenance and upkeep of campus;</li> <li>Refurbishment of classrooms;</li> <li>Repair of oval;</li> <li>New Technology and advancements; and</li> <li>Some other elements mentioned above in the Master Plan.</li> </ul>	

# PRIORITY AREAS FOR IMPROVEMENT FOR 2021 AND ACHIEVEMENT

Area	Priorities	Achievements
Stable Governance, Financial Model and Leadership		
Review fee subsidy policy	<ul style="list-style-type: none"> <li>The MMG survey asked directly the opinions of our parents on the fee assistance process. This feedback was reviewed and further ideas will be implemented for 2022.</li> <li>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.</li> </ul>	
Review Board Constitution	<ul style="list-style-type: none"> <li>Look at Board size.</li> <li>Greater usage of sub committees tied to seven strategic areas.</li> <li>External education expert to be appointed to the Board.</li> </ul>	<ul style="list-style-type: none"> <li>The Board size is now at the optimum size.</li> <li>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.</li> <li>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.</li> </ul>
Renew Board Policy (Governance Handbook)	<ul style="list-style-type: none"> <li>Review and update current policies and procedures.</li> <li>Specify communication plan with parent community via the College website and other modes.</li> <li>Succession planning to be developed and finalised.</li> </ul>	<ul style="list-style-type: none"> <li>Policies and procedures that were reviewed were Child Protection and Grievance.</li> <li>Social Media policies were reviewed.</li> <li>The Board Constitution was also again reviewed.</li> <li>Succession Planning continues to be a focus area with any personnel changes in leadership and across the College in general.</li> </ul>
Financial costing of Strategic plan initiatives	<ul style="list-style-type: none"> <li>No increase in school fees occurred for the 2021 year (after COVID-19).</li> <li>Teachers received a 2.5% increase for the 2021 year.</li> <li>Fee assistance and a cleaner and more seamless process continued to be a discussion point.</li> </ul>	
Implementation and monitoring of the Strategic plan	<ul style="list-style-type: none"> <li>Sub committees continue to report back to the Board on the respective seven areas.</li> <li>The College Principal in close consultation with the President of the Board is ensuring strategic directions are being adhered to and reports back to the Board on progress during monthly meetings.</li> <li>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.</li> </ul>	





# PROMOTING RESPECT AND RESPONSIBILITY



## Leadership—2021 Uniting Everyone

At Masada College, the student leadership team consists of Prefects, House Captains, Peer Support, Music Captains and SRC (Student Representative Committee).

Our leadership training days had a difference this year, with the Prefect, House Peer Support and Music Captains participating in a day being led by Kerri Blackstone from Blackstone Training. Kerri is a facilitator who uses the LEGO® SERIOUS PLAY® in her training. The activities stimulated self-reflection and innovative thinking on the day, which led to meaningful action plans for change. The SRC team completed a team-building and strategy day with 'Burn Bright.' During their training day, they explored how to build a strong sense of character, resilience, and building relationships with their peers. Masada College believes all our students are leaders, and again our Year 11 students participated in a Leadership Day. Glen Gerreyn was our guest speaker. His message of re-igniting hope in our lives connects us to our purpose and meaning. He encouraged our students to take on new challenges, stay focused, unleash their creativity, and see new possibilities. Past students continued promoting new opportunities by facilitating workshops in the afternoon with our school executive members.

The Masada Prefect body, diligently led by our School Captains, Zac Silber and Lulu Feldman. Prefects were elected captains of individual portfolios to concentrate on enhancing every facet of school life. The portfolios consisted of Social Action Captains, Charity Captains, Sports Captains, Music Captains, Jewish Life Captains and Diversity Captains. Despite being designated separate areas to focus on, the Prefects worked together as a cohesive and efficient team on most initiatives. A highlight of the year was organising the Year 7 Orientation Camp. They are commended on the creative and engaging activities they ran and the unique relationships they built with the Year 7's students. Kol Hakavod to all Prefects for their hard work and dedication!

The Year 11 Peer Support leaders have had a wonderful and fulfilling time working with our Year 7 students. The Peer Support team began by supporting the new Year 7 cohort in the first few weeks of school with welcoming events such as BBQs and camp.

During Wellbeing periods on Fridays and Homework Club, the Peer Support students helped with homework, assignments and assessment tasks and advised how to study and general school life strategies. Online learning brought challenges, but the Peer Support Team continued to engage with Year 7 by maintaining weekly Zoom check-ins at lunchtime. They were sending homemade motivational videos and diaries about their own lockdown life to reinforce the shared experience of COVID further. RU OK? Day was also a highlight; the 2021 and new 2022 Peer Support teams worked together to make a film to create awareness around the day and to support the wellbeing of the Year 7 students.

For House Captains, 2021 was again a year of adaptability and maintaining enthusiasm, while the effects of COVID impacted many of the school's events. Fortunately, we were able to compete in the swimming carnival at West Pymble pool in February. A beautiful sunny day saw enthusiasm and friendly rivalry. Once again, Masada College completed the Cross Country as a whole school. During the event, our House Captains and Prefects supported our Junior School participants by cheering them on and guiding them through the track.

In the first half of 2021, the SRC team supported numerous school events through different fundraising activities. The second half of the year indeed presented its challenges to the team. With some events being cancelled, the team rallied to improve the wellbeing and morale of their peers during the lockdown. They provided tips for all students to thrive mentally in the lockdown, raised awareness for RU OK? Day and promoted a competition to explore mental health and wellbeing. The SRC team is working towards improving sustainability awareness as a long term goal and provide an education to the rest of the Masada community.

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

**Mr Ryan Gill, Mrs Jo Gluckman, Mrs Liora Hayman,  
Ms Jessie Kirkpatrick, Mr Matt Pellett, Ms Danna Rosen,  
Mrs Meg Steel, Mr Martin Tait, Ms Liz Tan,  
Ms Katherine Zeman  
2021 Leadership Officers**

# PARENT, STUDENT AND TEACHER SATISFACTION

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

## Parent Student Staff Communal

- 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. These findings were revised in 2021 and the leadership met with each focus group to discuss and prioritise the Strategic vision.
- Students, Staff, parents Board Members and the broader Masada and Jewish community were involved in sub committee meetings via Zoom.
- 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 2021 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 2021.
- Year 12 parents have a comprehensive exit survey which is analysed and compared to previous years. The 2021 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 met individually with the College Principal to share their teaching preferences for 2021.
- 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, including sending individualised Jewish New Year cards to each family.
- 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 were presented in 2021 and the new College Principal followed up with P&F, parents and small groups to follow up on the findings.
- Opportunities to connect with families happened via Zoom by teachers and leaders.
- The College Principal organised a Zoom gathering for all parents ahead of the Jewish New Year.

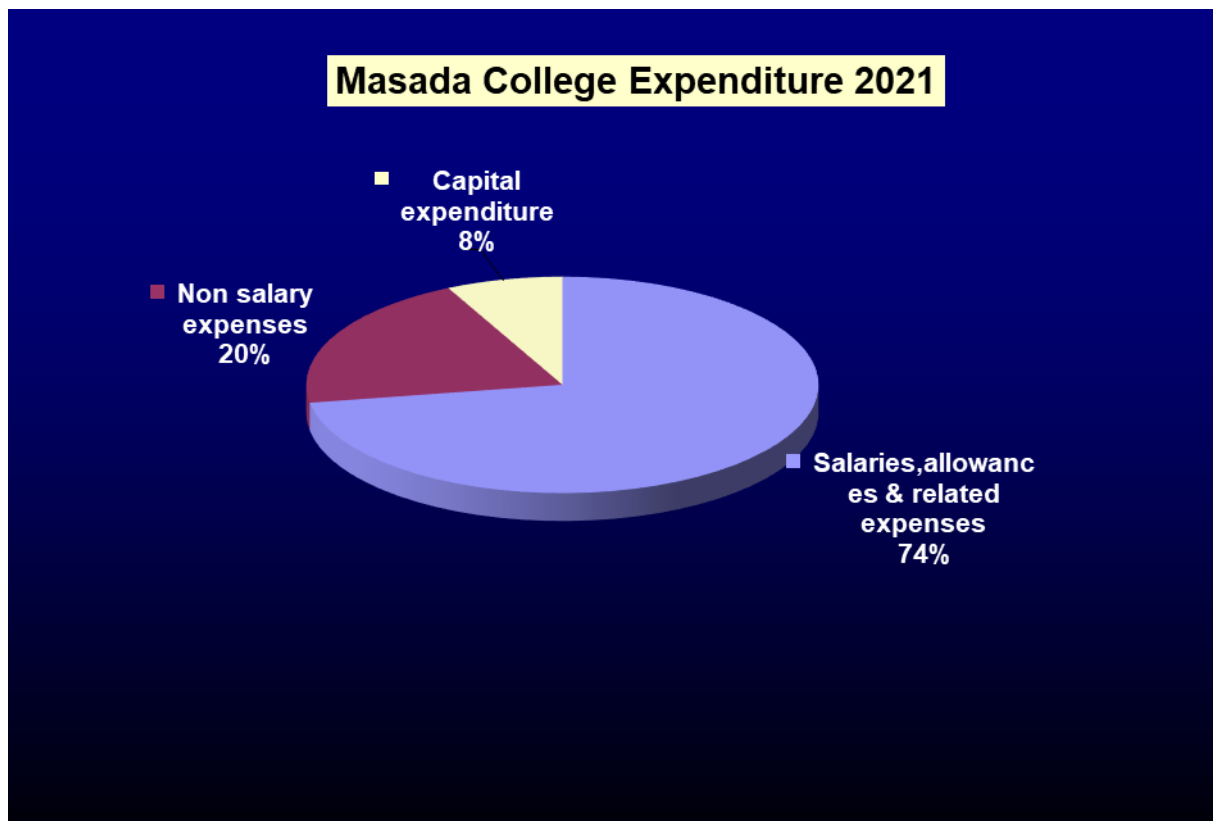
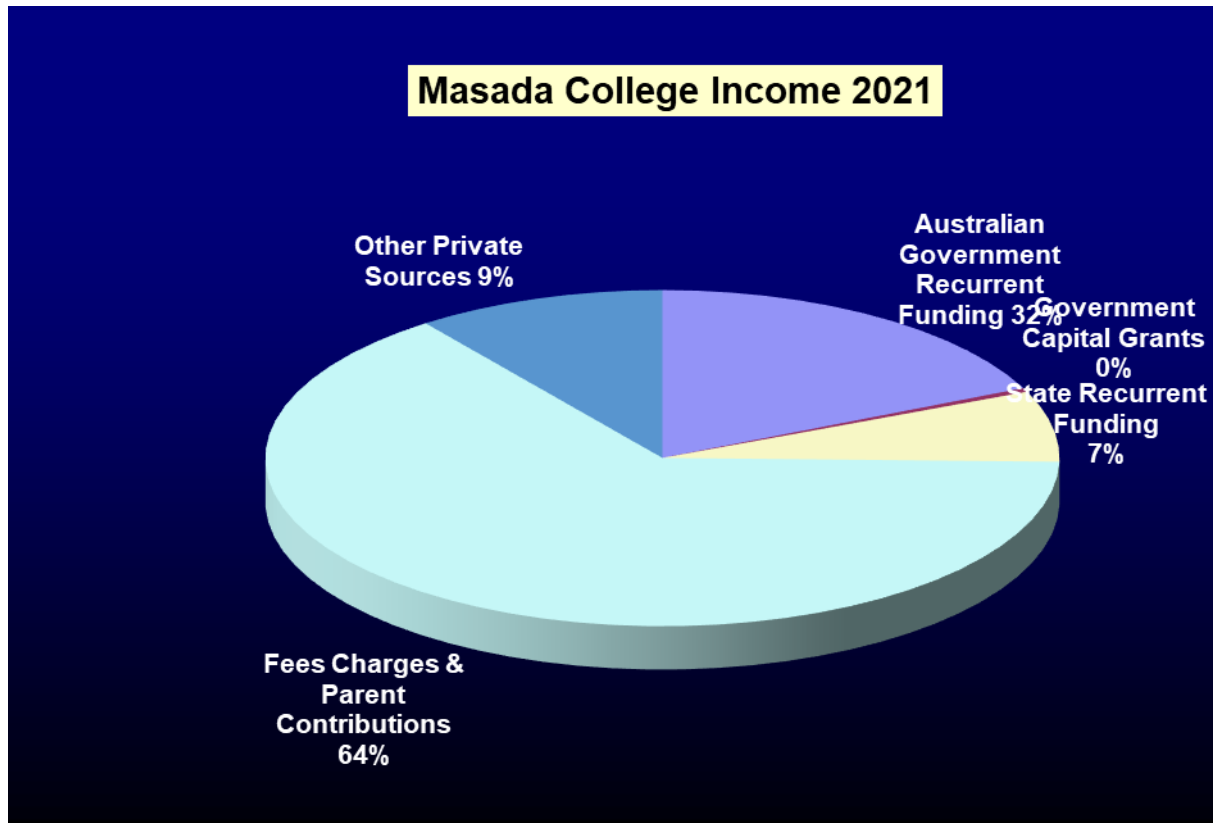
## Students

- Junior School Captains meetings are held weekly discussing pertinent leadership initiatives and Assembly organisation.
- 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.



# FINANCIAL INFORMATION

Source for Income & Expenditure — 2021 Commonwealth Financial Questionnaire











**Masada College**  
**Annual Report 2021**