

Masada
College



Annual Report 2022





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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.



Message from the Co-Presidents of the Board



It has been a year of positive change for both the College and the Board of Management. Our newly elected Board consists of current, past and new Board members, bringing together a talented group of communal leaders, professionals and communally active parents, all of whom are passionate about ensuring that Masada College grows from strength to strength.

The leadership of the College under Mrs Mira Hasofer resulted in positive growth and development over the past year. The College is very fortunate to have teachers who consistently show extraordinary levels of dedication and commitment. Even though COVID-19 continued to set challenges throughout the year, the endeavours of the teaching staff ensured that they delivered an outstanding product with exemplary results for our children.

When we take a step back and look at all the individual events of the past year as a collective, we become acutely aware of the uniqueness of our school. Masada College provides our students with a well-rounded, vibrant and diverse school experience. The solid traditional Jewish and academic product, the emphasis on social and individual well-being, sport and cultural opportunities all contribute to the unique Masada College experience that is afforded to our students. The opportunity to be part of this unique College is one to be preserved and cherished.

Our excellent academic results affirm, yet again, Masada College's place as an outstanding Jewish independent school, leading in its ability to help students from all backgrounds and competencies achieve academic results that we can all celebrate. We were delighted that Masada College moved up 29 places in the 2022 HSC NSW (SMH) School rankings to 39th in the state. To our talented teachers and administrative staff who have worked tirelessly to support our graduating class of 2022 - your care and nurture for our students has shaped them and will be long remembered. To our graduating class of 2022, we could not be prouder of the young men and women that you have become. You have left Masada College with heads held high, filled with strength and anticipation for all that is to come. Mazel Tov!

We have also been very excited to enter into negotiations with Montefiore to explore an exciting opportunity for long-term partnership and reinvestment into the Masada College site. Together with the JCA, Masada College, Kehillat Masada and Montefiore share a vision to reinvigorate our community asset by bringing together Jewish education, a synagogue, communal infrastructure and aged care facilities to meet the current and long-term needs of the North Shore Jewish community. The Masada College Board of Management sees significant potential to reinvest in the site whilst bolstering the long-term financial position of the College. We anticipate the key benefits of such a partnership may include:

- The construction of world-class educational and recreational facilities to meet and exceed the needs of its teachers and students;
- The ability to attract and retain the highest calibre teachers to continue to deliver an outstanding Jewish and secular academic product;
- Increased financial support for a greater number of Jewish families to attend Masada College.

The Board of Management understands that the decision to be a part of this special College is a significant financial investment. To this end the Board is actively pursuing initiatives to reduce this burden on our families. This will also hopefully enable many more Jewish children to join the wonderful Masada College community. We thank you for your commitment to the College and for trusting the College to steward your most precious resources through their educational journey.

Masada College remains a strong and vibrant pillar of the North Shore Jewish community. The College relies on the support of the community at large and we encourage all of our parents, grandparents and alumni to remain connected and to participate in some of the many amazing programs that are offered. A successful Masada College and a vibrant North Shore Jewish community go hand in hand.

We take strength from all of the accomplishments of an incredibly full and productive past year. The memories are precious gifts that transform individual moments and weave them into a colourful narrative, propelling us into a new year with the hope and the means to create many more exciting Masada memories.

We end 2022 with a great deal of positivity and look forward to the opportunities that 2023 will bring. On behalf of the Board of Management, we thank you for your continued support.

Mr Danny Cohen - Co President of the Board

Mr Howard Sher - Co President of the Board



Message from the College Rabbi



The key to successful education!

During the days of the Temple, there was an obligation for the High Priest to light the Menorah - the golden candelabra. This commandment consisted of two parts:

1. To prepare the Menorah, to clean and change the oil, and repair the wicks.
2. To light the Menorah.

If we had a poll and asked which is the most important part of the mitzvah, I am sure that most of us would pick 2. It is interesting, that according to the Rambam and other Halachic authorities, the fulfilment of the mitzvah, was to prepare the oil so that the flame would remain lit for days on end. Although from our perspective, the lighting of the candles was the main focus, it was the preparation and the maintenance that was the fulfilment of the mitzvah.

There is a fundamental principle in education involved with this law.

We can light the fire of Judaism, once, but it is the nurturing of the flame removing the imperfections and impediments that will ensure that the light will be lit brightly forever. As parents and educators, too often we focus on the inspirational moments and neglect the preparation for the moment and the maintenance of the flame after.

At Masada, we are cognisant of this law and apply this principle to everything that we do at the College from the Board and Executive, to the teachers in the classroom.

I thank the Board for all their efforts to ensure that we remain true to our mission and wish the incoming Board success in all that they do.

Rabbi Paul Lewin - College Rabbi



Message from the College Principal



2022 was a year of rediscovering the world post-Covid. As the 'new normal' returned, Masada College had a number of notable achievements, including outstanding HSC results, our Year 10 and Year 11 Israel Educational visit and the JNF Educators' Tour.

2022 was centred on our students with attention to the attitudes and attributes that define a learner. Across the College, staff focused on helping students develop critical thinking, analytical thinking, integration and interdisciplinary understanding. Our Cultures of Thinking encouraged students to identify problems, pose questions and create solutions, while promoting a growth mindset.

The enhancement of key learning spaces was also a focus for 2022. The upgrade works undertaken at the campus had a significant impact on enhancing the learning environment for our students. The renovation of the ELC playground provided a vibrant and engaging space for our youngest learners to explore and play. In the Junior School, upgraded classrooms boasting new furniture afforded comfortable and conducive spaces for students to learn and collaborate. Similarly, in the Senior School, spaces created an inspiring setting for our students to excel academically.

I would like to express my gratitude to every member of staff for their ongoing commitment to Masada College. They have demonstrated exceptional dedication in addressing the academic and well-being needs of our students. I extend my appreciation to the individuals who work diligently behind the scenes to ensure the smooth and efficient operation of our school. Special thanks go to Ms. Marietta Courtney, our Business Manager, whose transformative management approach has greatly benefited the College. I also acknowledge the administration, maintenance, security, and technology teams whose daily support contributes to the success of our staff and students.

ELC Highlights 2022

I was genuinely impressed by the level of learning achieved by our young students, who explored various artistic endeavours, learned about the importance of recycling and environmental stewardship and delved into Aboriginal authors and Dreamtime stories. Throughout the preschool, children learned about Jewish holidays and engaged with Hebrew through song, dance and movement. These remarkable learning experiences were showcased during the end-of-year concerts, leaving hardly a dry eye in the audience.

ELC Coordinator Mrs. Robyn Cohen, along with Mrs. Louise Schultz and their devoted team of educators, created a nurturing and caring environment in which our youngest learners continue to thrive. The focus on child wellbeing and feedback from parents has been enthusiastically embraced.



Junior School Highlights 2022

In the Junior School, we have witnessed the benefits of sustained focus and increased time spent with classroom teachers. Our exceptional 2022 NAPLAN results reflect the academic progress our students have made and the efforts made to support their learning goals. The Junior School's vibrant programs such as Book Week, Visual Arts Exhibition, Demonstration Seder, Shtetl and Chanukah celebrations demonstrated the breadth of experiential learning taking place. Student leadership has remained a priority, with students actively involved in leading Tefillah, running the Student Representative Council (SRC), mentoring younger students and engaging in acts of Chesed by reaching out to the wider community, particularly the elderly and those in need.

Senior School Highlights 2022

In the Senior School, under the guidance of Mr. Ryan Gill and our Senior School Executive, our students showed an unparalleled commitment to learning. Cross-curricular learning has been a significant focus, with students engaging in complex real-world projects during Ignition and Connections Weeks for Years 7-9. This groundbreaking work will be further capitalised upon by our Learning and Teaching team in 2023.

Students in Years 8, 9, and 10 showcased their Jewish learning through events such as the 'Night of Jewish Notables,' 'Roots Family Heritage Project,' and 'Jewish Exploration Project.' Additionally, the 'Pathways' camps provided significant highlights for both students and staff.

HSC Results

Our results and achievements in the 2022 Higher School Certificate were outstanding. We were delighted that Masada College moved up 29 places in the 2022 HSC NSW (SMH) School rankings to 39th in the state. We praise our Distinguished Achievers List, where 51% of our students achieved a Band 6 in at least one of their subjects. We commend the achievements of our students and staff. Our students emerged as confident, capable young men and women, ready to step out into the world that awaits them.

I end by thanking our community, our Board, our P&F and indeed every Masada College stakeholder for their ongoing support and contributions. I pray that with Hashem's help, our College will continue to go from strength to strength.

Mira Hasofer - College Principal



Message from the Head of Jewish Life and Experiential Learning (Year 7 - 12)



Throughout the year, the Jewish Life team at the College has been devoted to enhancing the Jewish offerings and fostering a vibrant presence of Judaism on campus. Their dedicated efforts have resulted in a joyous celebration of many annual Jewish festivities in person, creating a sense of community and togetherness among students, faculty and staff.

Jewish Life

Jewish Life and Jewish History lessons across the stages this year have enabled many moments of meaning and growth for our students.

A highlight within the Jewish Life curriculum for each year group is a major project of learning that culminates in a celebratory evening with parents. Year 8 students participated in the 'Night of Jewish Notables'. Students dressed up as figures in history who have contributed to the Jewish world, while parents walked around and interviewed the students to guess who they were.

The standard of work created by the Year 9 students for the 'Roots Family Heritage Project' was the best seen so far and it was enlightening to hear about the diverse heritage amongst the cohort.

The Year 10 'Jewish Exploration Project' is a special interest research task on any topic within Judaism that students wish to learn about and become experts on. The topics were unique and executed at a high academic level.

A highlight event outside of the curriculum this year was the Year 9 Interfaith Program organised by the Jewish Board of Deputies called 'Respect, Understanding and Acceptance'. In a first for the program, Masada College hosted a follow up event for students from Gaulston High in the Sukkah. Students deepened their understanding of other cultures and shared theirs in more detail with pride.

The Living Historians presentations were creatively compiled and especially poignant for the students as they prepared for the MIT trip to Poland and Israel. Both Year 10 and Year 11 students experienced a transformative time away on MIT, exploring the Jewish homeland and building their Zionist identities.

Jewish Experiential Learning

The madrichim organised many celebrations marking Jewish and Israeli festivals.

Purim was a scene of colour and laughter that spanned the decades with a 'Back in Time Decades' theme. For Pesach, students had an immersive 'Pesach Experience' where they commemorated key moments of the Pesach story and made symbolic foods such as their own matzah.

Yom Ha'atzmaut is always a highlight at Masada and this year was no different. Students were treated to a whole week of Israeli activities leading up to the day.

There was a communal feel in preparation for the High Holidays, with students preparing Rosh Hashanah themed vases to enhance their families tables and trying the sweet food connected to the festival.

The most notable and anticipated events of the year were the Pathways camps. There was a successful balance of fun, meaning and chinuch which contributed to the students gaining an enhanced self identity and love for Israel. Highlights of camp were the Friday night tisch and colour war. Students also deeply connected with the wonderful team of madrichim brought from Israel, Reut, Matanya and Noam. This was followed up with a beautiful shabbaton at school where the Pathways magic was once again experienced. Kol Hakavod to the Jewish Life team for a memorable year.

Liora Hayman - Head of Jewish Life & Experiential Learning (Years 7-12)





Jewish Life in the Junior School

2022 was a year of rich Jewish learning and Jewish life. Jewish life at Masada College's Junior School has thrived, providing students with a rich and meaningful experience of Jewish culture, traditions, and values. The Junior School has been a hub of activity, with various highlights and learning opportunities that have left a lasting impact on our students.

Shabbat assemblies have been a consistent highlight, where the spirit of Shabbat is embraced with enthusiasm. Students continue to engage in Shabbat songs and participate in Kabbalat Shabbat, fostering a sense of community and connection to Jewish heritage. Additionally, Hebrew learning has flourished through the iTal Am program, allowing students to develop their language skills. In Jewish Studies, the focus has been on Jewish holidays, values, and history, nurturing a deep understanding of our heritage.

One standout event was the Demonstration Seder for Pesach, which provided an immersive experience of the Passover traditions. Students, parents and grandparents gathered to sing the Pesach songs that have been sung in Jewish communities around the globe for over two thousand years. The Purim and Rosh Hashanah celebrations were vibrant and joyous occasions, showcasing the creativity and enthusiasm of our students. The first Shavuot special assembly and dairy morning tea for families brought together our school community in a meaningful way. We all heard the Ten Commandments in the Synagogue and then celebrated with cheesecake!

Jewish life in the Junior School has been further enriched by special gestures such as Rosh Hashanah gifts, P&F Rosh Hashanah cookie jars, and mishloach manot for Purim.

Across all areas, Jewish life has flourished, creating a strong sense of identity and belonging. The year 2022 ended on a high note with the Chanukah concert and celebrations, where the spirit of the Festival of Lights was brought to life through music, performances, and community engagement.

In conclusion, the Junior School at Masada College has been a beacon of Jewish life, with students actively engaging in Shabbat assemblies, Hebrew learning, Jewish Studies, and various celebrations. Our commitment to fostering a deep understanding of Jewish heritage and values is evident in the enthusiastic participation of our students and the numerous highlights throughout the year.





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 Masada 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 exceeded 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 and pride in their Jewish identity.

We provide students with a wide range of co-curricular programs to extend student experiences and develop personal interests. In the 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 2022 - 397 students, of which 241 enrolled in Senior School and 156 in Junior School. The gender balance across the College was 64% male and 36% female. The College enrolled 31 overseas - 10% of Years 7-12 and 4.5% of Years K-6. Most of our overseas students required some level of English as a Second Language (EAL/D), and for Years 11-12, we offered the NESA EAL/D English course. 43% of Masada College 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 that are non-Jewish and Jewish, although the majority are Jewish.



Student Outcomes in Standardised Testing

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School Mean	505.3	465.0	499.5	494.0	445.3
State Mean	446.81	433.59	430.00	446.22	410.51
Masada in top 2 bands	7.6%	0%	15.3%	3.8%	0%
State in top 2 bands	2.8%	0.1%	4.4%	4.1%	0.9%
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School Mean	538.8	532.2	558.0	543.1	542.0
State Mean	514.86	492.97	513.61	508.77	489.96
Masada in top 2 bands	0%	16%	12%	8%	4%
State in top 2 bands	4.3%	1.9%	4.1%	6.1%	4%
Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School Mean	578.1	560.4	586.4	564.8	612.3
State Mean	549.66	539.88	558.47	544.17	559.64
Masada in top 2 bands	25%	7.4%	7.1%	10.7%	39.3%
State in top 2 bands	11.2%	8.8%	13.2%	11.6%	17.7%
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School Mean	623.6	594.4	609	637.1	650
State Mean	586.22	569.38	586.17	585	595.54
Masada in top 2 bands	40.49%	26.29%	37.2%	48.9%	65.1%
State in top 2 bands	25.5%	19%	22.2%	26.7%	25.4%



Records of School Achievement and 2022 HSC Results

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Masada College Congratulations Class of 2022



High HSC Subject Achievement in the TOP 2 BANDS

COURSE	MASADA	NSW
Biology	60%	27%
Business Studies	67%	35%
Chemistry	64%	33%
Chinese and Literature	100%	70%
English Advanced	81%	67%
English EAL/D	53%	19%
English Extension 1	100%	92%
English Extension 2	100%	85%
Food Technology	80%	30%
History Extension	100%	84%
Hospitality	100%	28%
Mathematics Advanced	69%	49%
Mathematics Standard 2	44%	29%
Mathematics Extension 1	88%	73%
Mathematics Extension 2	90%	85%
Modern Hebrew Continuers	100%	94%
Physics	92%	41%
Science Extension	100%	79%
Society and Culture	75%	43%
Visual Arts	100%	66%

Distinguished Achievers

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

51% of all students were on the Distinguished Achievers list

Daniel Glover, Grace Guo, Frank Hao, Michael He, Jonathan Hillel, Owen Huang, Jacky Huang, Jerry Jin, Tessie Krebs, Christy Li, Martin Liu, Liam Mirkin, Roni Oron, Shemontee Sen, Daniel Slobedman, Colin Su, Jacky Tan, Taylor Tang, Aviv Tchelet, Jemma Walker, Kevin Wang, Christina Xu, Jason Xue

All-Round Achievers

All-Round Achievers lists the students who achieved a result in the highest band possible in 10 or more units of courses.

Christy Li (ATAR 99.90)

Grace Guo (ATAR 99.65)

Daniel Slobedman (ATAR 98.90)



2022 NSW School Ranking

Masada College Ranks 39th in NSW - (SMH)

HSC DUX Christy Li
ATAR 99.90



Masada
College





Records of School Achievement and 2022 HSC 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
Biology	60%	27%	Christy Li
Business Studies	67%	35%	Shemontee Sen
Chemistry	64%	33%	Jemma Walker
Chinese and Literature	100%	70%	Colin Su, Jason Xue
Design and Technology	0%	48%	Arthur Chen
Economics	50%	49%	Christy Li
English Advanced	81%	67%	Roni Oron, Daniel Slobedman
English Standard	0%	15%	Talya Costa, Jasper Obsorn
English EAL/D	53%	19%	Christy Li
English Extension 1	100%	92%	Daniel Slobedman
English Extension 2	100%	85%	Benjamin Bukofzer
Food Technology	80%	30%	Shemontee Sen
Geography	45%	42%	Daniel Slobedman
History Extension	100%	84%	Daniel Slobedman
Hospitality	100%	28%	Owen Huang
Mathematics Advanced	69%	49%	Jemma Walker
Mathematics Standard 2	44%	29%	Aaron Cohen
Mathematics Extension 1	88%	73%	Christy Li
Mathematics Extension 2	90%	85%	Michael He
Modern History	44%	34%	Daniel Slobedman
Modern Hebrew Continuers	100%	94%	Jonathan Hillel (Year 11 Accelerant), Aviv Tchelet
Music 1	67%	69%	Benjamin Bukofzer
Physics	92%	41%	Michael He, Jacky Huang, Christy Li
Science Extension	100%	79%	Aaron Cohen
Society and Culture	75%	43%	Daniel Slobedman
Visual Arts	100%	66%	Roni Oron
External			
Chinese in Context	100%	89%	Jacky Tan
Legal Studies	100%	41%	Daniel Slobedman



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 2022 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 and sub-committees were:

- Jewish Centrality
- Teaching, Learning and Technology
- Marketing Engagement and Reputation
- Staff Retention, Recruitment and Development
- Academic Care
- Facilities Improvement
- Governance, Stability, Financial Model and Leadership

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 & Teaching
Patron Meetings	Patrons / Head of Academic Care
Senior School Leadership Meetings	Senior School Leadership Team
Junior School Leadership Meetings	Junior School Leadership Team
Professional Learning Days	All Staff
Professional Learning Meetings	Junior and Senior School Staff
SEQTA Upskilling Continued	Junior and Senior School Staff
Critical Thinking Course (COT)	All New Staff (part of induction)
Meet the Rabbi sessions	All New Staff
Google Classroom	All 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
Behaviour Management Policy	All Junior School Staff
New NESA Courses Online	Selected Staff
HSC Markers	Selected Year 12 Staff
AIS Courses related to specific 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, Junior and Senior Leadership Teams
Synergetic Training	Business Administrator and Finance Team
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
Anaphlaxis Online Course	All Senior and Junior School Staff
Child Protection Online Course - AIS	All Staff
Emergency Procedures - Lockdown/Safe Haven/Evacuation	All Staff
Mandatory First Aid and CPR	All Staff
NESA Accreditation Update	All Staff
NESA Information Sessions	Selected Junior School Staff
Risk Assessment Training	Junior School Staff Update
Security Briefing with CSG	All Staff
Supervising Teacher Progressing to Proficient Teacher	Selected Junior and Senior School Staff
WH&S Modules	All Staff





Accreditation Status of all Teaching Staff & Summary of Qualifications

Teaching Standards	Senior School	Junior School	ELC	Total ELC - 12
(a) Teachers who have teaching qualifications from a higher education institution within Australia or are recognised within the National Office of Overseas Skills Recognition (AEINOOSR) Guidelines	32	15	9	52
(b) Teachers who have qualifications as a graduate from a higher education institution within Australia or are recognised within the AEINOOSR Guidelines but lack formal teacher education qualifications	0	0	0	0
(c) 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

Teaching Standards	Total ELC - 12
Conditional	2
Provisional	4
Proficient Teacher	46
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total Number of Teachers	52



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 %
Year 1	90.6%
Year 2	89.0%
Year 3	90.5%
Year 4	88.8%
Year 5	89.9%
Year 6	88.9%
Year 7	92.4%
Year 8	90.4%
Year 9	88.3%
Year 10	89.5%
Total	89.8%
Data comes from Semester 1 and Term 3 STATS submissions - Year K, 11 and 12 not reported	

A description of how the College manages 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 school as soon as possible by completing the statutory request for leave forms. Parents may not take children on extended holidays in term time without permission. The Head of School will 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 / Email / App Submission

Parents must provide advance notice that a student will be absent from school before 8:00am on the day of the absence. Notification can be provided by submitting an absence via the Masada College App, calling Reception, or sending an email to the College. If a student has been absent due to illness for three or more days, a medical certificate is required. Should there be no notification from a student's 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 that students should not seek their parents' help in defying school regulations.



Retention of Years 10 to 12 and Post Schools Destinations

Retention of Years 10 to 12

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

Years Compared	Year 10 Enrolment on Census	Year 12 2022	Year 10 Enrolment at Census date remaining in Year 12 on Census date.	Apparent Retention Rate %	Actual Retention Rate %
2020 / 2022	47	42	40	89.4	85.1
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

Post School Destinations

The majority of Masada students continued on to tertiary studies - primarily at universities. In 2022 there were 42 students completing the HSC. Of these students, 39 were accepted into university courses in Australia. VET courses - 5 students (12%) completed a VET course which was Hospitality at Masada College.

Below is a table outlining the degree of choices for the 2022 cohort and the percentage of students selecting each degree.

Design/Construction/Engineering	13%	University of Sydney	28%
Arts/Humanities/Law	21%	Macquarie University	20%
Business/Finance	15%	University of NSW	26%
Health/Sport Science	5%	University of Technology	13%
Mathematics/Science/IT	33%	Western Sydney University	8%
Psychology/Teaching	8%	ANU and Others	5%
Other	5%		



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 who 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

The enrolment procedure is as follows:

Return the 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 an 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. Students whose first language is not English may be deemed necessary to sit for an English test and based on the results a place may be offered conditionally 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 the 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 regulations will be improved over time subject to the 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 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:

- the Children and Young Persons (Care and Protection) Act 1998 (NSW) (the Care and Protection Act)
- the Child Protection (Working With Children) Act 2012 (NSW) (the WWC Act); and
- 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 2022; 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 submission via the Masada College App, 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 were the minor amendments in the 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 2022 and Achievement

In 2022 the College continued to focus on the implementation of its Strategic Plan. During 2022, under the leadership of the College Principal, the College continued to look at the next five years regarding its strategic planning. The table below outlines the priorities and achievements made in some of these areas in 2022.

Area	Priorities	Achievements
Jewish Centrality		
Masada College as a school of choice for Jewish students	<ul style="list-style-type: none"> • Ensure sufficient review time for Jewish Studies/ Life programs • Conduct a formal benchmarking of Jewish offerings against other Jewish school programs • Review timetable hours of formal Jewish Studies lessons and explore alternative options • Enhance informal Jewish learning opportunities for students in both Junior and Senior School 	<ul style="list-style-type: none"> • Senior School conducted a full review of the Jewish Studies programing and finalised a scope and sequence document. • Junior School commenced review of the Jewish Life programing and started preparing a scope and sequence document. • Continued opportunities for collaboration and communications between the Jewish Life departments across the Jewish Day Schools with a focus on bi-annual symposium offerings. • Jewish Pathways Camps for Years 7-12 resumed including a Shabbaton for Year 8-12 students. • The Informal Jewish Life Team in the Junior School has grown with a full time Jewish holiday and celebrations coordinator roles being created. • Weekly creative Tefillah sessions for Year 10-11 for all students. • Informal and a Head of Hebrew complemented by good formal and informal teams. • 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 Years 7-12).
Continuous Improvement/s for Torah Stream ELC to Year 6	<ul style="list-style-type: none"> • Daily morning davening • Recruiting high quality staff and PL • Timely program reviews 	<ul style="list-style-type: none"> • Increased active student participation • Increased student engagement and connection to davening and to lessons (especially in Years 4-6 during online sessions) • Improved student outcomes • Recruitment of an overseas online teacher has allowed the students to utilise all class time effectively and efficiently



Priority Areas for Improvement for 2022 and Achievement

Area	Priorities	Achievements
Teaching, Learning and Technology		
Revise and improve assessment methods and data utilisation for informing future thinking	<ul style="list-style-type: none">• Improve collation of anecdotal notes and evidence: Enhanced system for organising student notes and evidence.• Streamline assessment and data collection: More consistent and purposeful collection of assessment data.• In-depth analysis of NAPLAN and HSC results: Detailed analysis informing teaching strategies.• Centralised storage of results and data for easy access.	<ul style="list-style-type: none">• Robust data analytics system implemented: A comprehensive data system has been put into place, enabling effective analysis of students' performance and assessment data.• Integration of formative assessment strategies: Teachers have incorporated diverse formative assessment strategies, providing timely feedback and targeted instruction to enhance student learning and progress.• Regular professional development: ongoing professional development sessions support teachers in refining assessment practices, promoting data-informed decision-making in the classroom.• Enhanced collaboration and sharing of assessment insights: Increased collaboration among teachers, leadership teams and subject-area specialists facilitates the sharing of assessment insights, leading to data-driven instructional strategies and effective teaching practices.
Develop a Master Technology Plan	<ul style="list-style-type: none">• Comprehensive review of hardware and software needs for Masada.• Examination of sector best practices in comparable schools.• Exploration of potential innovations beyond the classrooms, such as recorded lessons.• Provision of professional learning opportunities for staff.• Evaluation of resources and infrastructure.• Establishment of an IT student monitoring system.	<ul style="list-style-type: none">• Effective utilisation of Google Classroom as a key online tool.• Ongoing training for upskilling staff on infusing technology into the curriculum.• Sustained emphasis on technology in teaching and learning.• Implementation of new internet restrictions to block sensitive keywords and ensure student safety.• Successful integration of Synergetic, particularly by the Finance department.• Installation of remote assistance software on all staff devices for convenient IT support.
Enhance STEM related initiatives	<ul style="list-style-type: none">• Appointment of Head of STEM to oversee STEM initiatives and integration.• Evaluation of opportunities for Robotics, Coding, 3D printing and laser cutting to enhance STEM education.• Implementation of thematic, integrated learning and cross-subject themes to promote interdisciplinary connections.	<ul style="list-style-type: none">• Coding and robotics introduced across Years 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 Years 5 and 6 with Years 7 and 8) is part of a whole school approach.• More laptops have been purchased.



Priority Areas for Improvement for 2022 and Achievement

Area	Priorities	Achievements
Teaching, Learning and Technology Continued		
Communicate benefits of Masada pedagogy (eg Leader in Me and Cultures of Thinking)	<ul style="list-style-type: none">• Promote link between Culture of Thinking (COT)/Leader in Me and independent lifelong learners.• Metrics to report on student outcomes from these programs.	<ul style="list-style-type: none">• COT and Leader in Me continued to be promoted through the College website, NESAs courses, internal PL, assemblies, email, conferences held etc. The Senior School continued to focus on the 7 values.
Define attributes of Masada Teaching pedagogy	<ul style="list-style-type: none">• 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">• The Learning and Teaching policy was embedded.• Staff continued to refine Masada College's pedagogical approaches to teaching and learning.• 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
Marketing, Engagement, Reputation		
Successfully develop a comprehensive communications and marketing plan	<ul style="list-style-type: none">• Clearly defined marketing goals and objectives: The Strategic Plan outlines specific marketing goals and objectives that align with the organisation's overall vision and mission.• Effective target audience identification: The Strategic Plan demonstrates a thorough understanding of the target audience(s) and outlines strategies to effectively reach and engage them.• Consistent brand messaging and visual identity: The Strategic Plan ensures consistent and cohesive branding across all marketing and communication materials, reflecting the organization's values and positioning.	
Enhance features on the College website and social media platforms to engage readers and convey the College's identity through new marketing messages	<ul style="list-style-type: none">• Increased website traffic and engagement: The website analytics show a noticeable increase in visitor traffic, page views, and time spent on the site, indicating enhanced engagement with the new features and content.• Positive user feedback and interaction: Users actively engage with the website and social media platforms by liking, sharing, and commenting on the posts, demonstrating their interest and connection with the conveyed marketing messages.• Consistent brand representation: The website and social media platforms consistently reflect the College's identity, values, and messaging through visual design, tone of voice, and content, resulting in improved brand recognition and perception	
Recruitment, Retention, Development of Staff		
Enhance practices and policies to effectively attract, hire and retain the best staff members	<ul style="list-style-type: none">• Streamlined recruitment process: The hiring process demonstrates efficiency and effectiveness, ensuring a smooth and timely recruitment experience for prospective candidates and hiring teams.• High-quality staff retention: The school maintains a high retention rate of top-performing staff members, indicating their satisfaction with the working environment, professional growth opportunities, and support provided by the institution.• Positive feedback from staff: Staff members express satisfaction with the revised practices and policies, highlighting improvements in areas such as onboarding, professional development, work-life balance and recognition.• Enhanced staff performance and impact: The revised practices and policies contribute to improved staff performance, leading to enhanced student outcomes, increased student engagement and a positive overall school culture.	



Priority Areas for Improvement for 2022 and Achievement

Area	Priorities	Achievements
Recruitment, Retention, Development of Staff		
Staff Professional Learning that supports strategic objectives	<ul style="list-style-type: none">• Promote professional learning that develops consistent staff behaviours.• Build a culture of professional learning amongst staff/executive where continuous improvement is valued and recognised.	<ul style="list-style-type: none">• Alignment with strategic objectives: The Professional Learning programs offered to staff align with the strategic objectives of the institution, ensuring that the learning opportunities provided directly contribute to the overall goals and priorities of the organisation.• Improved instructional practices: Staff members demonstrate a noticeable improvement in their instructional practices and pedagogical approaches as a result of the Professional Learning initiatives, leading to enhanced student learning outcomes.• Application of acquired knowledge: Staff members effectively apply the knowledge and skills gained through Professional Learning to their daily work, resulting in the implementation of innovative strategies, improved classroom practices, and impactful student engagement.• Positive feedback and engagement: Staff members express positive feedback regarding the quality, relevance, and impact of the Professional Learning programs, demonstrating high levels of engagement, motivation, and commitment to ongoing professional growth.
Academic Care		
Encourage students to engage in philosophy, 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. Pink Stumps Day was a success in 2022.• Greater responsibility for our Prefects was organised (Year 12) and they planned the Year 7 Camp for 2022.• Students continue to lead other charities, particularly Pink Stumps, R U Ok?, along with JNF Green Sunday.• Charity opportunities in the Junior School via the SRC were extended throughout the year.
Enhance Communication to students and between staff	<ul style="list-style-type: none">• Audit and streamline teacher-student communications.• Audit and streamline parent-teacher communications.	<ul style="list-style-type: none">• All areas continue to be a focus with pleasing results.• Students are increasingly communicating directly with their teachers when they have needs• Students are working closely with their Year Patrons• Parents are increasingly using the correct channels to communicate their questions and/or concerns



Priority Areas for Improvement for 2022 and Achievement

Area	Priorities	Achievements
Academic Care Continued		
Foster student academic progress and enable them to reach their full potential.	<ul style="list-style-type: none">• Improve academic performance• Improve students engagement• Ensure individualised support:• Focus on higher levels of achievement	<ul style="list-style-type: none">• Streamlined and improved IP meetings with enhanced student tracking and modifications.• Successful implementation of Behavior Management policy in the Junior School.• Student voice prioritised in IP meetings, focusing on understanding individual classroom needs.• Close collaboration between the Learning Support Team, Patrons, and staff to ensure comprehensive student support through regular check-ins with parents and students.• Enhanced awareness and education among Senior School staff regarding the diverse and complex needs of students, enabling effective strategies.• Continued use of Zoom for morning Patron meetings, providing a platform for staff to share experiences and concerns while ensuring holistic student support.• Increased utilisation of SEQTA with proactive recording of information by years K-12 staff.• Introduction of wellbeing events benefiting all students and staff in 2022.
Foster a culture of inclusivity for all students	<ul style="list-style-type: none">• Jewish Life campus programming embraces inclusivity: Senior School programs on campus cater to the needs of both Jewish and non-Jewish students, fostering a sense of inclusivity and cultural understanding.• Jewish festivals promote education for all students: Jewish festivals provide valuable educational opportunities for both Jewish and non-Jewish students at Masada, enhancing cultural awareness and appreciation.• Dedicated support for EAL/D students: EAL/D students receive targeted programs in the mornings and throughout the school day, ensuring their language needs are addressed and supporting their full participation.• Collaboration with Jewish organisations for Hebrew speakers: Hebrew-speaking student benefit from partnerships with Jewish organizations that provide support and enrichment opportunities. Organisations such as JCA, JNF, and UIA play a significant role in this support.• Cross-cultural celebrations: Non-Jewish students contribute to the education of Jewish students through celebrations like Chinese New Year, fostering cultural exchange and understanding.• Successful Diversity Day: The Senior School's Diversity Day in 2022 achieves remarkable success, promoting acceptance, respect and celebration of the diverse backgrounds and identities within the school community.	



Priority Areas for Improvement for 2022 and Achievement

Area	Priorities	Achievements
Facilities Improvement		
Develop and execute 10-year campus master plan focusing on feasibility for campus development.	<ul style="list-style-type: none"> The President of the Board communicated a renewed focus on master planning including potential opportunities with external party(s). Partnership aims to combine educational expertise and aged care services with a focus on creating state of the art facilities for the students and teachers. 	
Upgrade to Campus spaces	<ul style="list-style-type: none"> Upgrade to learning spaces continued apace with repainting of College, upgrade to classroom spaces in both the Junior and Senior School, creation of multipurpose learning spaces for students and upgrade to shared playground spaces. 	
Stable Governance, Financial Model and Leadership		
Review fee subsidy policy	<ul style="list-style-type: none"> Streamline and improve the fee assistance process to make it more efficient and user-friendly. Enhance the discussion and resolution of fee assistance to ensure a more user-friendly and seamless experience for stakeholders. Implement measures to increase transparency and accessibility of fee assistance options to support a diverse range of families. 	
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. 	<p>These areas continue to be a focus:</p> <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 the Board on a monthly basis.
Review Board Policy and all College Policies	<ul style="list-style-type: none"> Review and update current policies and procedures. Update and align current regulations with best practices. Engage community and school stakeholders for input and feedback. Improve clarity and accessibility for all users. 	<p>These areas continue to be a focus:</p> <ul style="list-style-type: none"> All policies and procedure documents were reviewed as part of the planning and preparation for the 2023 School registration. New social media and privacy policies were finalised, approved and shared with staff. The Board Constitution was also reviewed and all Board members participated in governance training through the AIS.
Financial costing of strategic plan initiatives.	<ul style="list-style-type: none"> Accurate financial projections for each initiative. Informed decision-making based on financial analysis. Efficient resource allocation aligned with priorities. Budgetary control and accountability throughout implementation. 	
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 and reports back to the Board on progress during monthly meetings. 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. 	



Promoting Respect and Responsibility

At Masada College, the student leadership team consists of Prefects, House Captains, Peer Support, Music Captains and SRC (Student Representative Committee). Burn Bright facilitated our Perfect, House Captain, Peer Support and Music Captain day, where students participated in individual reflection on how they see themselves as leaders and then how to work together as a group to strengthen their teams as a whole. Afternoon planning with Leadership staff enabled the teams to plan and brainstorm what they wanted for the year. The benefit was evident in how supportive they have been of each other, which has benefited the whole student body. The SRC team also had a team building and strategy day with Burn Bright. They explored how to build a strong sense of character and responsibility that they could bring back to their year groups. The Year 11 cohort had a morning with Glen Gerreyn hearing his message of re-igniting our passions to connect us to our vision and purpose. The Informal Jewish Life team led the activities that reinforced the essence of Glen's talk. We are all able to be leaders in our own way. The students then were able to hear from and ask the Senior School Executive questions about how they see leadership. To further build upon the relationship between student leaders and staff, our training days had leadership staff, Patrons and Senior School Executives join.

This year the Prefect body greatly enhanced student life at the College. They ran a successful 'Friendship Day' where they spread gratitude and appreciation between students. Purim was undoubtedly a highlight, with their 'Back In Time' Purim play mainly contributing to the success of the day. The Purim Ball was creatively re-imagined and brought to life the roaring 20's. The decorations, costumes and food were flawless. The annual Refugee Sleepout was a stand out in leadership from the team where they facilitated a meaningful yet action filled simulation of a refugee camp to bring awareness to their challenges. The team led Diversity Day with great pride by showcasing their own heritage and strengthened the meaning of the day for other students with a fantastic array of activities offered. Kol Hakavod team, you did a great job!

Our Peer Support leaders nurtured our Year 7 students this year from day one by helping them settle into the new environment and the extra demands of high school. They joined Year 7 on camp to build their relationship.

They also ran programs and activities during wellbeing periods on Fridays, including advice on how to study and general school life strategies. In Term 2, our Peer Support leaders organised a lunch so they could have time together with Year 7 in an informal setting.

Although 2022 started with disappointment, with the cancellation of the Swimming Carnival, this year's House Captains have done an outstanding job of raising the profile of the House System. They have not just supported the major Sports Carnivals in both the Senior School and Junior School (Swimming, Cross-Country and Athletics), they have introduced a variety of competitions that encourage a broad spectrum of students to support their House, for example, House Competitions in Art, Chess and Music. They have also been regular participants in school assemblies. The House System has evolved this year, enabling all students to gain House Points across the school; in class, school carnivals and competitions. Students have enjoyed the updates in school assembly every fortnight and on the display board outside the Library, which the House Captains keep updated. The 2022 House Captains have been excellent ambassadors for the school, their houses and themselves and we wish them luck in their future leadership roles.

The SRC team has immersed themselves in numerous school events beyond fundraising activities this year. While the team has raised money for various charities, including the Waaliti Foundation and RUOK Day, a large focus has been on raising awareness for Aboriginal Perspectives. Two memorable moments included hanging the Aboriginal and Torres Strait Islander flags in the hall and hosting an immersive NAIDOC week assembly with performances, artefacts and traditional stories. Beyond this our senior SRC members have been providing essential exam preparation tips to their peers to further support long term academic goals and the wellbeing of our students. The SRC team is continuing to work towards improving sustainability awareness at Masada as a long term goal and continue to hold Indigenous education at the forefront of their 2022 goals.

**Mr Ryan Gill, Mrs Liora Hayman, Ms Jessie Kirkpatrick, Mr Matt Pellett, Mrs Meg Steel, Mrs Susan Virgona
Ms Katherine Zeman, Leadership Officers**





Parent, Student and Teacher Satisfaction

Parent, student 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

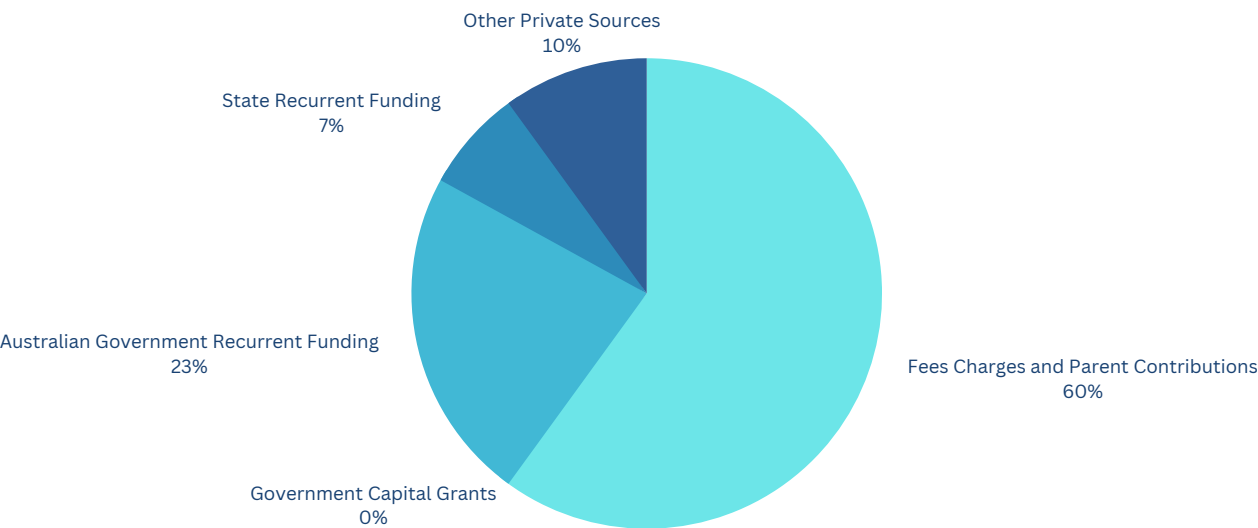
- In 2016 / 2017 an external consultant was appointed to review and revise the current Masada Strategic Plan. The focus was looking at the Mission, Vision, Values across the College. Seven Key areas of Strategic Focus were Jewish Centrality; Learning and Teaching &. Technology; Marketing/Engagement/Reputation; Staff Retention/Recruitment Development; Academic Care; Facilities Improvement; Governance Stability Financial Model and Leadership. These findings continued to be revised in 2022 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.
- A newly voted parent-run Board of Directors and Parents and Friends provide opportunities for parent discussion and feedback was created after the AGM in 2022.
- Year 12 parents have a comprehensive exit survey which is analysed and compared to previous years. The 2022 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 2022.
- Opportunities to connect with families happened by teachers and leaders.
- The College Principal organised a number of gatherings for parents and families to meet on campus, post-COVID.

Students

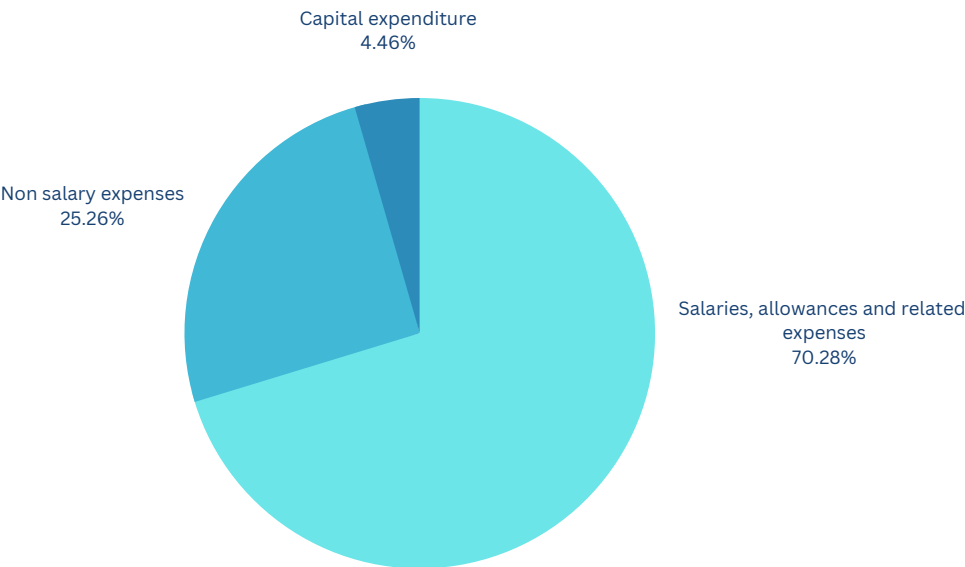
- Junior School Captain meetings are held weekly to discuss pertinent leadership initiatives and Assembly organisation.
- Prefect meetings are held weekly, as are meetings with Peer Support and House Captains, and Student Representative Council fortnightly, all of which are formally minuted and distributed. 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.



Income 2022



Expenditure 2022





Annual Report 2022

