

Masada
College



Annual Report 2023





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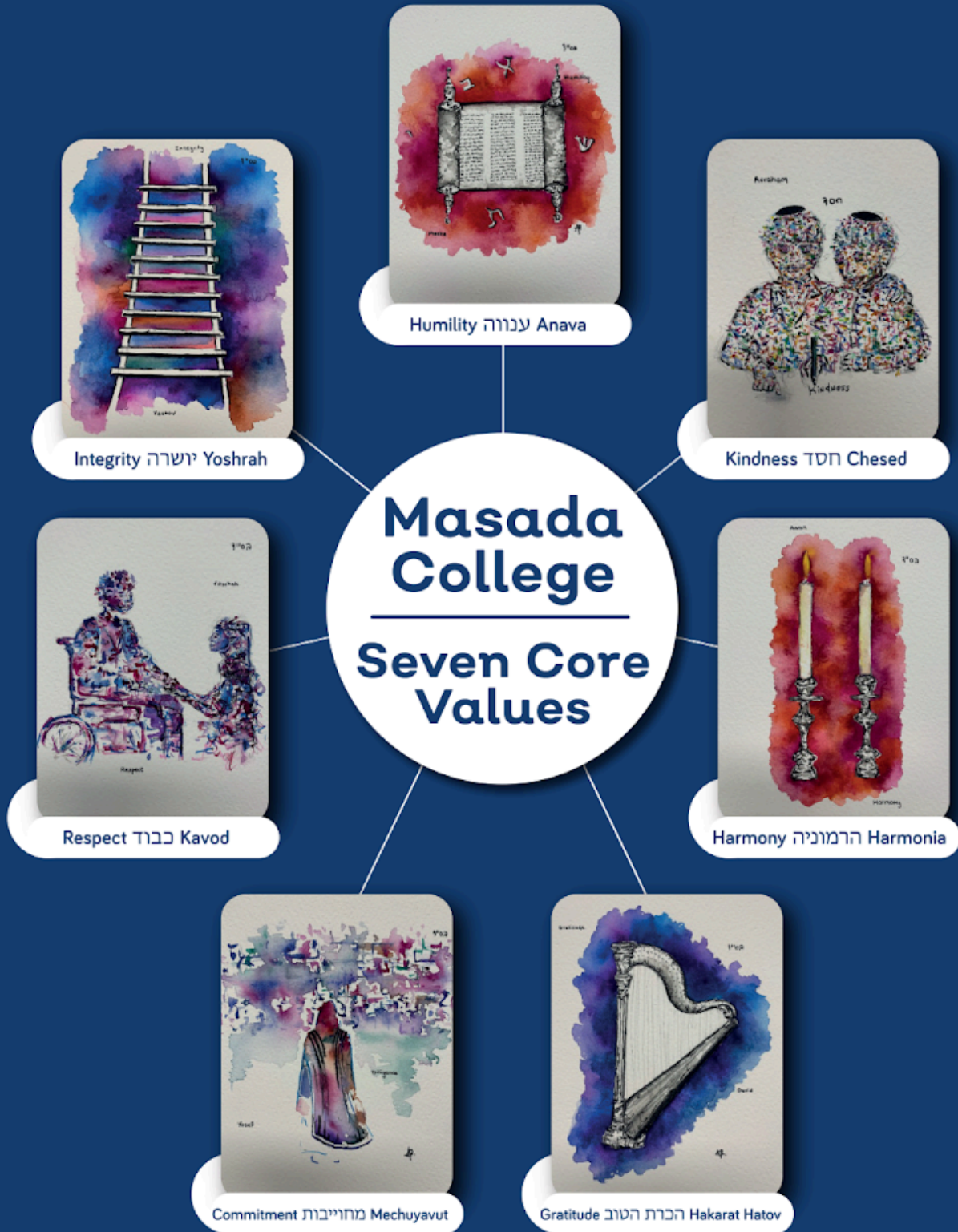


Masada College Mission and Values

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



2023 at Masada College was marked by significant transitions and exciting initiatives that promised an exceptional educational experience for our students and solidified our place within the North Shore Jewish Community.

As we bid farewell to some and welcomed others, we also embraced the opportunity for new beginnings. Our school is embarking on a journey of transformative change, with a host of exciting initiatives that will redefine the educational experience we offer to our students and the role Masada plays in the North Shore Jewish community.

We were thrilled to welcome our new College Principal, Raquel Charet. With a wealth of experience and a passion for both secular and Jewish education, Raquel brings with her a vision that aligns seamlessly with our College's mission and ethos. We eagerly anticipate the positive impact she will undoubtedly bring to our institution.

Masada College's future success hinges in positioning itself as a thriving Jewish day school that offers exceptional education and a warm environment. In pursuit of this goal, we embarked on several transformative initiatives:

Exciting Montefiore Partnership

We continue to make significant progress towards a potential partnership with Montefiore. This project aims to utilise our valuable land effectively to serve both Masada College and the North Shore Jewish Community. The benefits include increased financial support for families, improved facilities and attracting top-teir teachers.

Proactive Enrolment Efforts

To reach out to over 1,000 Jewish school-aged children living on the North Shore who do not currently attend Masada College, we appointed Susie Rosen, Masada College's Enrolments and Community Engagement Manager. This role focuses on a personalised approach to continue to attract as many Jewish families to our College as possible.

Enhancing Transport Options

Recognising the need for safe and convenient transport options for students across Sydney, we continued to expand our bus services to various areas, including the Eastern Suburbs, Ryde and Northern Beaches.

Outstanding Faculty

We are proud to have an outstanding faculty that delivers exceptional secular and Jewish studies outcomes for our students. We have also welcomed our new College Head of Jewish Life, Shterny Dadon, who will play a crucial role in fostering a love for Judaism and Israel among our students.

As we look ahead to 2024 and beyond, we envision a future where Masada College students are not only prepared for the world's challenges but also equipped to be its change-makers and leaders. Our dedicated faculty involved parents, and committed board members are guiding us on this path.

The success of Masada College is a collective effort, strengthened by dedication, perseverance and a shared commitment to excellence. As we embrace these transformative initiatives, we look forward to an exciting future, building on our core purpose and steadfast in our mission.

Mr Howard Sher - Board Co-President

Mr Danny Cohen - Board Co-President





Message from the College Principal



I first embarked on my journey at Masada College in the final term of 2023, stepping into a role that follows in the footsteps of an exceptional leader, Mrs Mira Hasofer. Her grace, dignity and compassion guided this institution for the last two years, and I am humbled to follow her path. From the moment I arrived, I felt an overwhelming sense of gratitude to Hashem for allowing me the privilege of joining the warmest and most welcoming community in the world.

Working in a Sydney Jewish day school has been a homecoming for me, an opportunity to immerse myself in the rich tapestry of our heritage and culture. Yet, my first day as Principal, October 10, was marked by a collective trauma, coming right after the tragic events of the Hamas massacre in Israel on October 7. The devastating news sent shockwaves through our community, as many of us have deep connections to our homeland.

However, in the face of tragedy, we have a tradition of doing good, and that is precisely what we did. Our Masada community came together, as one, in solidarity with our brothers and sisters living in Israel. It was heartwarming to witness the outpouring of support, compassion and resilience. From prayers to songs of solidarity, our campus adorned with Israeli flags, candles, charitable acts and boundless kindness, our community united in strength.

The response from the Masada College community was a testament to its beautiful, generous, kind and charitable nature. In the face of adversity, we shone brighter, demonstrating the true values and character that define us. We showed that, as a community, we can rise above the challenges and support one another, no matter the distance that separates us.

One of the hallmarks of Masada College is its commitment to nurturing young leaders. Our students are known to be true mensches, raised with values of kindness, generosity and compassion. They are instilled with the qualities that make not only good leaders within our Jewish community but also in the broader world. It is a privilege to lead and guide this extraordinary community, one that has an exceptional reputation for producing future leaders.

As we look to the future, I am excited to continue the legacy of leadership and compassion that Masada College represents. I am committed to building the foundation of unity and resilience that was demonstrated in the face of adversity. We will continue to instill these values in our students, preparing them to be leaders who make a positive impact on the world.

Finally, I want to express my heartfelt appreciation for the warm welcome I have received from the Masada College community. I look forward to an incredible journey of growth, learning and unity. Together, we will face the challenges ahead and continue to build on the incredible foundation of this community.

Thank you for entrusting me with this important role, and I am honoured to serve as your Principal.

Mrs Raquel Charet - College Principal





Message from the College Rabbi



One of the beautiful traditions that we have in Judaism is the custom for a child to begin their journey of education by having the the letters of Hebrew written in honey. The teacher then uses the child's finger to trace the letter and the child licks the honey. This act, as a first educational experience, helps to associate in the child's mind that education is sweet.

The secret of Jewish survival as always been rooted in the education of the children. When Moses stood on the top of Mount Sinai, about to receive the Torah, Hashem (G-d) asked him who will guarantee the transmission of the Torah? Moses replied, the scholars. Hashem said no. The parents and teachers? Again, Hashem said no. The children. Only then did Hashem agree to give the Torah. (Midrash Rabbah, Song of Songs 1:3,1)

We always say that the children are the future. But Judaism has built its entire transmission around this core belief. Three times a day we declare - and you shall teach them (the words of Torah) to your children - (Deuteronomy 6). At the Pesach seder, the annual retelling of Exodus from Egypt, it is the child who is at the centre of the experience.

Masada College takes this holy responsibility very seriously. Every day there are countless opportunities for our students to engage and learn about their heritage and tradition and how to use the lessons to affect the world and to make it a better place. Judaism has an important message and although particular to Jewish practice and belief, it provides a universal message that everyone can learn from. And this is certainly a core belief in all that we do.

At our College, we are guided by the ancient practices of joyous education. For, to create the future leaders, parents and changemakers, proud in their heritage and receiving the skills that they will need to embrace a future that is unknown, they need to appreciate that the key is a love of learning and to know that to learn something new is sweeter than honey.

Rabbi Paul Lewin
College Rabbi





Message from the College Head of Jewish Life



Throughout 2023, the Jewish Life team at the College has worked tirelessly to enhance Jewish programming and foster a vibrant presence of Jewish life on campus. Their dedicated efforts have resulted in joyful celebrations of numerous annual Jewish festivals, deep learning, and interactive exploration of Jewish texts and values, enhancing a strong sense of community and belonging among students, faculty, and staff.

Across the Senior school, Jewish Life and Jewish History lessons have provided many moments of meaning and growth for our students. A highlight of the curriculum for each year group is a major project culminating in a celebratory evening with parents. Year 8 students participated in the "Night of Jewish Notables," dressing as historical figures who have significantly contributed to the Jewish world, while parents walked around interviewing students to guess their identities. Year 9 students completed the "Roots Family Heritage Project," which illuminated the diverse heritage within the cohort. The Year 10 "Jewish Exploration Project" allowed students to research any topic within Judaism that interested them, resulting in unique and academically impressive presentations.

The Living Historians presentations in both the Junior and Senior schools were creatively compiled, highlighted by a moving moment when a second-generation Masada student interviewed the same Holocaust survivor as her father had years prior. The Purim theme, "Dynamic Duos," filled the school with colour, laughter, and fun, featuring various activities and an interactive assembly, an annual highlight in the Masada calendar. For Pesach, the Senior school students participated in an immersive "Pesach Experience," commemorating key moments of the Pesach story and making symbolic foods. Junior school students made their own matzah and had a special model seder with their families.

Yom Ha'atzmaut was a significant event at Masada College, celebrated with great enthusiasm and activities. Students loved riding the camels and dancing to Israeli music. Shavuot in the junior school featured a beautiful assembly, while the senior school hosted an evening of learning and inspiration with various guest speakers in preparation for receiving the Torah.

Other junior school highlights included a Year K Shabbat experience, where families joined their children in singing special Shabbat songs and making challah together. Year 1 students joyously received their own siddurim during a celebratory Siddur presentation event.

In the senior school, the most notable events were the Pathways camps, which balanced fun, meaning, and chinuch, helping students enhance their self-identity and love for Israel. The students formed deep connections with the Madrichim from Israel, followed by a beautiful shabbaton at the school that recreated the Pathways magic.

Term four began with the tragic events of October 7. The school responded by encouraging the increasing acts of goodness and kindness to bring more light into the world. A charity campaign, bake sale, and fete were organised, with proceeds going to various Israel-related charities. In the high school, a moving video was created, featuring the entire school forming a Magen David. Special care packs were sent to families in Israel from our ELC and primary families, along with letters of support to IDF soldiers. Due to the war, the MIT trip was cancelled, but Year 10 students enjoyed a week of exciting activities, culminating in a special shabbaton in Newcastle.

Chanukah was celebrated with a whole-school menorah lighting, where students enjoyed delicious doughnuts and chocolate coins. Junior school concluded the year with a Chanukah play and songs. ELC took part in this too.

Kol Hakavod to the Jewish Life team for an unforgettable year.

Shterny Dadon - College Head of Jewish Life





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 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 111.

Student Population

Masada College 2023 - 397 students, of which 256 enrolled in Senior School and 141 in Junior School. The gender balance across the College was 65% male and 35% female. The College enrolled 30 overseas students - 57% of Years 7-12 and 43% 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.

There are 0% Indigenous students. The College accepts students from both Jewish and non-Jewish backgrounds and a wide spread of ethnicities.



Student Outcomes in Standardised Testing

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Masada <small>Top 2 Levels of Proficiency</small>	94%	88%	88%	88%	100%
State <small>Top 2 Levels of Proficiency</small>	69.7%	79.7%	66.1%	59.1%	68.3%
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Masada <small>Top 2 Levels of Proficiency</small>	100%	92%	92%	85%	92%
State <small>Top 2 Levels of Proficiency</small>	75.4%	69.8%	72.6%	66.3%	70.9%
Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Masada <small>Top 2 Levels of Proficiency</small>	90%	81%	92%	94%	94%
State <small>Top 2 Levels of Proficiency</small>	70.5%	66.1%	76.5%	66.2%	70.1%
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Masada <small>Top 2 Levels of Proficiency</small>	87%	89%	80%	82%	93%
State <small>Top 2 Levels of Proficiency</small>	63.5%	59.2%	73.2%	57.6%	66.2%



Records of School Achievement and 2023 HSC Results

Masada College

Congratulations Class of 2023



High HSC Subject Achievement in the TOP 2 BANDS

COURSE	MASADA	NSW
Biology	50%	32%
Business Studies	56%	36%
Chemistry	78%	38%
Chinese and Literature	80%	71%
History Extension	100%	85%
Hospitality	67%	21%
Mathematics Advanced	83%	50%
Mathematics Standard 2	60%	31%
Mathematics Extension 1	100%	72%
Mathematics Extension 2	100%	86%
Modern History	55%	35%
Modern Hebrew Continuers	100%	100%
Music 1	100%	69%
Music 2	100%	85%
Music Extension	100%	96%
Personal Development, Health & Physical Education	63%	31%
Physics	80%	39%
Science Extension	100%	78%
Visual Arts	100%	65%

HSC ATAR Overview

6% of students achieved an ATAR of greater than 98
 29% of students achieved an ATAR of greater than 95
 39% of students achieved an ATAR of greater than 90

Distinguished Achievers

Talya Bassin, Jesse Bernstein-Beck, Jonty Bornstein, Olivia Cao, Alan Chen, Sreyas Desai, Asher Hasofer, Jonathan Hillel, Guy Karkash, Tessie Krebs, Adena Miller, Liam Mirkin, Kellie Ngai, Kale Perry, Daniella Posniak, Leah Reinhardt, Rebecca Roozendaal, Jackson Ryder, Hannah Toynton, Nicky Wu, Kris Yang, Leo Yin, Kevin Zhang and Fabrice Zhu.

ATAR Spotlight

Jonty Bornstein 99.15
 Kevin Zhang 98.3
 Kellie Ngai 97.2
 Kris Yang 97.1
 Leah Reinhardt 96.5
 Nicky Wu 96.0

Top Achievers in the State

Asher Hasofer
 3rd Modern Hebrew Continuers
Rebecca Roozendaal
 4th Modern Hebrew Continuers
Kris Yang
 5th Chinese and Literature

2023 NSW School Ranking

Ranked 66th in NSW out of over 550 schools (SMH)

HSC DUX

Jonty Bornstein
 ATAR 99.15



Masada College





Records of School Achievement and 2023 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	50	32	Kale Perry
Business Studies	56	36	Liam Mirkin, Hannah Toynton
Chemistry	78	38	Kellie Ngai
Chinese and Literature	80	71	Kris Yang
Design and Technology	25	47	Edward Schamschula
Economics	50	48	Liam Mirkin
English Advanced	55	67	Jonty Bornstein, Sreyas Desai, Liam Mirkin
English Standard	45	13	Guy Karkash
English EAL/D	86	22	Olivia Cao
English Extension 1	100	94	Leah Reinhardt
English Extension 2	100	86	Leah Reinhardt
Geography	17	42	Kale Perry
History Extension	100	85	Kale Perry
Hospitality	67	21	Tessie Krebs, Hannah Toynton
Mathematics Advanced	83	50	Alan Chen
Mathematics Standard 2	60	31	Kale Perry
Mathematics Extension 1	100	72	Kevin Zhang
Mathematics Extension 2	100	86	Kevin Zhang
Modern History	55	35	Kale Perry, Leah Reinhardt
Modern Hebrew Continuers	100	100	Asher Hasofer, Rebecca Roozendaal
Music 1	100	69	Leah Reinhardt
Music 2	100	85	Jackson Ryder, Leo Yin
Music Extension	100	96	Jackson Ryder
Personal Development, Health & Physical Education	63	31	Guy Karkash
Physics	80	39	Jonty Bornstein
Society and Culture	57	45	Leah Reinhardt
Science Extension	100	78	Nicky Wu
Visual Arts	100	65	Leah Reinhardt



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 2023	Year 10 Enrolment at Census date remaining in Year 12 on Census date.	Apparent Retention Rate %	Actual Retention Rate %
2021 / 2023	33	36	28	109%	85%
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 2023 there were 36 students completing the HSC. Of these students 32 applied to and were accepted into university courses in Australia. VET courses – 13 students (36%) completed a VET course (which includes Hospitality and one student who completed Allied Health Assistance).

Below is a table outlining the degree choices for the 2023 cohort and the percentage of students selecting each degree.

Design/Construction/Engineering	13%	University of Sydney	41%
Arts/Humanities/Law	13%	University of NSW	15%
Business/Finance	34%	Macquarie University	25%
Health/Sport Science	13%	University of Technology	6%
Mathematics/Science/IT	15%	Australian National University Australian Catholic University University of Newcastle University of Canberra	13%
Psychology/Teaching	6%		
Music	6%		



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 2023 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.

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	37	19	7	63
(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	5
Provisional	6
Proficient Teacher	52
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total Number of Teachers	63
Workforce Composition	2023
Teaching Staff	63
FTE Teaching Staff	55.97
Non-Teaching Staff	53
FTE Non-Teaching Staff	37.72

There are an additional 10 Jewish Studies Teachers (2 x Conditional, 7 x Proficient and 1 x No NESA accreditation and teaches Jewish Studies only)



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	94.6%
Year 2	91.8%
Year 3	94.5%
Year 4	94.8%
Year 5	90.2%
Year 6	94.1%
Year 7	93.7%
Year 8	94.9%
Year 9	93.5%
Year 10	92.3%
Total	93.45%
Data comes from Semester 1 and Term 3 STATS submissions - Year K, 11 and 12 not reported	

In 2023, an average of 93.45 per cent of students attended school each school day. This was an increase from 89.8 per cent to the daily attendance in 2022

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.



Enrolment Policies

Masada College is a comprehensive co-educational Jewish Day School that operates within the policies of the NESAs. 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 are 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 and all supporting documentation

- 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).

Successful applicants will be invited to the next phase - an interview 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.

Offers will be made the year prior to commencement. Applications for immediate enrolment will be made subject to availability. Where the College does not offer a place, the applicant's name may be placed on a waiting list. Places will be offered in strict order of receipt of the Application Form and Fee. First priority is given to Jewish students and second priority is given to siblings of students enrolled in the College and third priority is given to 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.

Note: Obtaining a place at Masada College is highly competitive. Applications can be rejected at any point in the enrolment process.

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 for 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.





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](#)
- [Grievance](#)
- [Anti-bullying](#)
- [Discipline/Behaviour](#) for [Junior School](#) and [Senior School](#)
- [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 must 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 2023; 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

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.



Promoting Respect and Responsibility

At Masada College, the student leadership team consists of Year 12 Prefects, Year 11 House Captains, Peer Support and Music Captains and Year 7-12 SRC (Student Representative Committee) Members. 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.

This year the Prefectbody greatly enhanced student life at the College, ably led by Mrs Liora Hayman. Our Prefect team consisted of a number of 'portfolios' allowing the students to focus on specific areas across the College that matched their gifts and passions. The Jewish Culture prefects led the planning for Purim and Shabbat on the Bowl, organised Friday challah for the student body and generally encouraged all our students to celebrate Jewish culture together.

Our Social Action and Charity prefects ran Friendship Day, delivering flowers and singing telegrams to students and teachers. The money raised was partly donated to the charity Save a Child's Heart.

Excitement was high across the College for prefect run events in large part due to the work of our Arts & Media prefect team. The prefect video was a highlight, capturing the positive energy the team wanted to maintain throughout the year.

Finally our Inclusivity and Student Wellbeing prefects held Diversity Day, a stand out event which celebrated the diverse cultures across the College. Various food stalls and activities were enjoyed throughout the day, bringing the responsibilities. Additionally, with the support of Miss Kirkpatrick, our Peer Support leaders ran a movie night, trivia lunch, creative wellbeing periods and study sessions, incorporating fun, educational and supportive activities to holistically support and improve the experiences of the Year 7 cohort.

For our House Captains the last year has been packed with carnivals and sporting events. It was wonderful to see the participation and ruach from the grandstands. With guidance from Mr Pellett, the House Captains organised swimming, athletics and cross county carnivals along with various house sporting competitions like basketball and football. A highlight for some of our musicians was the House Music Competition our House Captains supported.

The SRC team has worked together on some very important issues and events around the school. Their main priority was littering. Rubbish left around the school had become an increasing problem and together they wanted to eliminate this as much as possible. Attending fortnightly meetings throughout the school term, plans were brainstormed and created with incentives to both raise awareness and encourage students to make change. Throughout the year the SRC made presentations in assembly and put-up creative posters around the school so that students were aware of what items needed to go in each coloured bin as well as placing new paper recycle bins in classrooms and the library.

The SRC also worked on R U OK? Day with activities such as bracelet making, picnic blankets, wellbeing card making and friendly sporting competitions to help grow our student community. They also held sausage sizzles and fairy floss events to raise money for organisations such as the 'Push-up Challenge' which works towards suicide prevention.

We are very proud of all our student leaders in 2023 and the contribution they have made to the student body and wider College community.

Mr Ryan Gill, Mrs Katryna Clifton, Mrs Liora Hayman, Miss Jessie Kirkpatrick, Mr Matt Pellett, Mrs Maria Adib, 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 and ideas, and use these to inform our process of continuous improvement.

The following is an overview of the feedback we received from parents and students of Year 6 and Year 12 graduates.

Areas of Strength

These statements encapsulate the general perspective of the school community and reflect the positive feedback and highlights shared by parents and students across different year levels.

Strong Sense of Community and Individual Recognition:

Masada College fosters a profound sense of community where both staff and students are known and valued by name, creating a familial atmosphere that is highly appreciated by parents and students alike.

Transformative Educational Experience:

The nurturing environment at Masada College significantly impacts students' lives, as evidenced by remarkable individual progress and personal growth, particularly for those who have faced significant challenges.

Personal and Academic Development:

Students at Masada College thrive academically and personally, with opportunities to excel in both traditional and innovative subjects, supported by a close-knit, caring educational community.

Holistic Education and Extracurricular Opportunities:

Masada College provides a holistic education, integrating academics with extracurricular activities such as the Masada Israel Trip (MIT), Duke of Edinburgh, and various creative and leadership opportunities, enriching students' school experience.

Lasting and Memorable Experiences:

The highlights of students' time at Masada College are marked by special events, meaningful interactions, and unique programs like Living Historians and the Masada Israel Tour, which leave lasting, cherished memories.

Supportive and Inclusive Environment:

Masada College's small class sizes and personalized attention ensure that every student receives the support they need, fostering a strong sense of belonging and inclusivity within the school community.

Positive Impact of Dedicated Staff:

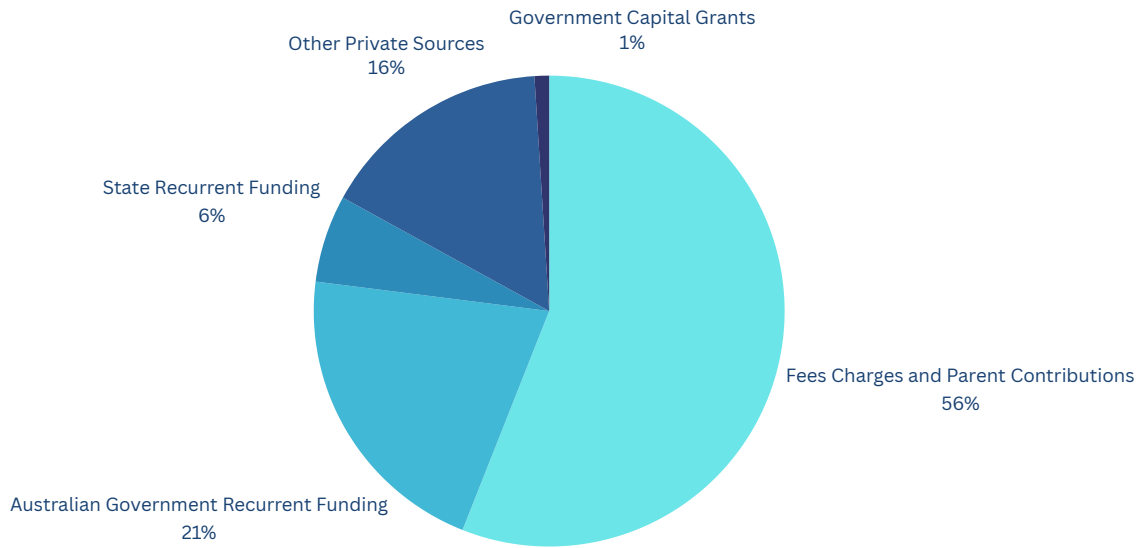
The dedication and care of Masada College's teachers are consistently highlighted by parents and students, who value the individualised attention and the supportive relationships that contribute significantly to their overall experience.

Areas for Improvement

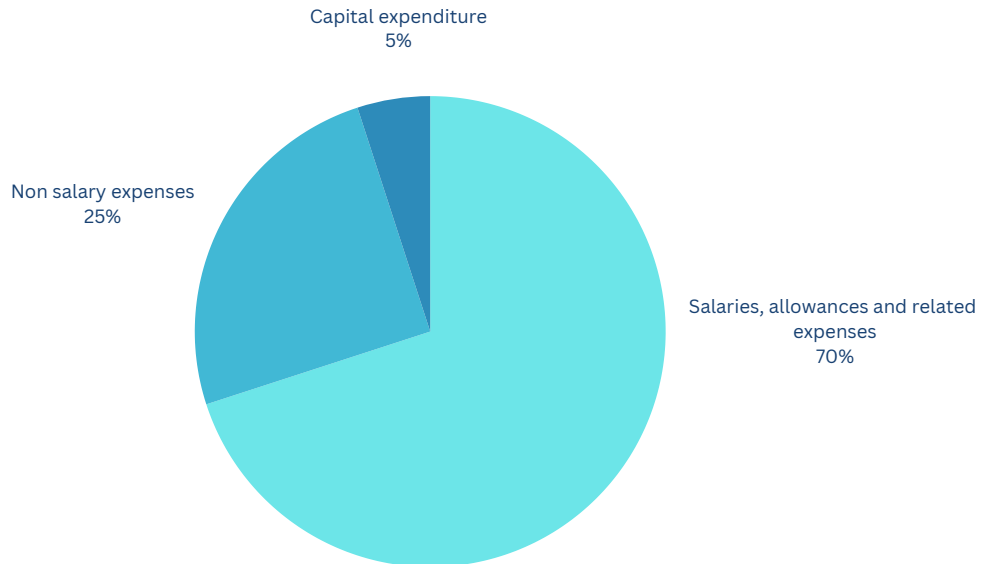
These areas for improvement, when addressed, can further enhance the overall experience at Masada College, ensuring that it continues to be a place where every student can thrive. Masada College, while celebrated for its nurturing environment and community spirit, can enhance its excellence by ensuring consistent support across all year levels and balancing academic rigor with mental well-being. By better managing the integration of extracurricular activities and improving communication with parents, the school can foster even stronger engagement and community ties. Focusing on inclusivity and modernizing facilities will ensure all students feel valued and supported. Encouraging active parental involvement and optimizing resources for support services will further enrich the student experience, making Masada College an even more vibrant and supportive educational community.



Income 2023



Expenditure 2023





Annual Report 2023

