Dear Parents,


We are pleased to be able to report to you on various aspects of College performance for the above period. The scope of the information is prescribed by the Department of Education, Employment and Workplace Relations (‘DEEWR’), although we have provided analysis on additional areas of performance which we feel are of interest to our particular community.

Mount Scopus Memorial College is the oldest, and the largest, Jewish Day School in Melbourne, attracting students from all sectors of the Jewish community.

It is a traditionally high-achieving school, regularly placed amongst the top ten Victorian schools for VCE results. At the same time we strive to provide our students with opportunities for all-round personality development, Jewish knowledge and experiences to enable them to develop their own Jewish identity, and a sense of communal responsibility to the school, the region and beyond.

The outcomes detailed in this report reflect well on the College and its students, and many of the indicators reflect continuing improvement from the previous year. We hope that these results testify to the College’s ongoing growth and endeavour to provide the highest quality education and development for our students.

1. Workplace Composition (all staff)  

Indigenous composition  
0.02%  
0.02%

Other Classifications  
- Full time  
53%  

- Part-time  
47%  

- Teaching  
64%  

- Non-Teaching  
36%  

2. Staff Attendance (teaching staff only)  

Average number of days attended per teacher  
188.36  
186.25

Total number of teacher days  
196.00  
193.00

Percentage of total teacher days attended  
96.1%  
96.5%
3. Retention of Teaching Staff

Teaching staff as at 31 Dec 2011: 183

<table>
<thead>
<tr>
<th>Type of Qualification</th>
<th>No of Teachers</th>
<th>Retention of 2010 teachers to 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Applied Science</td>
<td>2</td>
<td>Departed Teachers: 17% Retained Teachers: 83%</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Commerce &amp; Economics</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (EC, Pri &amp; Sec)</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Fine Arts, Performing Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Law</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Teaching</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Diploma, Higher Diploma, Graduate Diploma and Post Graduate Diploma of Education (Pri &amp; Sec)</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma and Diploma of Teaching</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Diploma, Graduate Diploma of Special Ed, Psychology, Special Education, Student Welfare</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Masters (Arts, Counselling, Mathematics, Science, Psychology)</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Teaching Certificates, Training, Degrees</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Retained Teachers: 79%

4. Teacher Qualifications

Please note that the vast majority of our teaching staff have more than one degree or diploma.

Types of Qualifications

- Bachelor of Applied Science: 2
- Bachelor of Arts: 38
- Bachelor of Commerce & Economics: 2
- Bachelor of Education (EC, Pri & Sec): 76
- Bachelor of Fine Arts, Performing Arts: 3
- Bachelor of Law: 1
- Bachelor of Science: 12
- Bachelor of Music: 1
- Bachelor of Teaching: 7
- Diploma, Higher Diploma, Graduate Diploma and Post Graduate Diploma of Education (Pri & Sec): 69
- Graduate Diploma and Diploma of Teaching: 29
- Diploma, Graduate Diploma of Special Ed, Psychology, Special Education, Student Welfare: 18
- Masters (Arts, Counselling, Mathematics, Science, Psychology): 17
- Teaching Certificates, Training, Degrees: 10

Teacher Qualifications 2011
5. Expenditure and Teacher Participation in Professional Learning

Number of teaching staff participating in professional learning activities for the year 183

Description of activities:

Total expenditure on professional learning for teachers and ancillary staff $181,962
Average expenditure per teacher on professional learning $994

6. Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>97.77%</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.33%</td>
</tr>
<tr>
<td>Year 2</td>
<td>97.38%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.29%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.15%</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.24%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.10%</td>
</tr>
<tr>
<td>Year 7</td>
<td>98.59%</td>
</tr>
<tr>
<td>Year 8</td>
<td>98.42%</td>
</tr>
<tr>
<td>Year 9</td>
<td>98.91%</td>
</tr>
<tr>
<td>Year 10</td>
<td>98.55%</td>
</tr>
<tr>
<td>Year 11</td>
<td>98.60%</td>
</tr>
<tr>
<td>Year 12</td>
<td>99.68%</td>
</tr>
</tbody>
</table>

Average attendance rate for year 97.38%

Attendance remains high and has increased compared to 2010, though holidays during term continue to adversely affect students’ learning.

Process for Management of Non-Attendance

Attendance rolls are kept and maintained at offices of all Heads of Campus, and entered on the College information system. The rolls are updated twice daily.

The procedure is follows:
- Attendance is checked twice daily
- Attendance is monitored and absences from school or class are identified daily
- Unexplained absences are followed up
- Parents are notified of unsatisfactory attendance
- Unsatisfactory attendance is recorded on students’ files
7. Proportion of Year 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks, including changes in benchmark results from 2010 to 2011:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading %</th>
<th>Writing %</th>
<th>Grammar &amp; Punctuation %</th>
<th>Spelling %</th>
<th>Numeracy %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2010</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>• 2011</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>• % change from 2010 to 2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2010</td>
<td>98.80</td>
<td>97.60</td>
<td>98.80</td>
<td>98.80</td>
<td>97.60</td>
</tr>
<tr>
<td>• 2011</td>
<td>99.00</td>
<td>99.00</td>
<td>99.00</td>
<td>99.00</td>
<td>100.00</td>
</tr>
<tr>
<td>• % change from 2010 to 2011</td>
<td>+0.2</td>
<td>+2.4</td>
<td>+0.2</td>
<td>+0.2</td>
<td>+2.40</td>
</tr>
<tr>
<td><strong>Year 7</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2010</td>
<td>98.90</td>
<td>100.00</td>
<td>97.80</td>
<td>97.8</td>
<td>98.90</td>
</tr>
<tr>
<td>• 2011</td>
<td>99.11</td>
<td>100.00</td>
<td>99.11</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>• % change from 2010 to 2011</td>
<td>-0.22</td>
<td>0</td>
<td>+1.31</td>
<td>+2.20</td>
<td>+1.10</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2010</td>
<td>100.00</td>
<td>97.6</td>
<td>100.00</td>
<td>100.00</td>
<td>98.80</td>
</tr>
<tr>
<td>• 2011</td>
<td>98.35</td>
<td>100.00</td>
<td>99.17</td>
<td>99.17</td>
<td>100.00</td>
</tr>
<tr>
<td>• % change from 2010 to 2011</td>
<td>-1.65</td>
<td>+2.4</td>
<td>-0.83</td>
<td>-0.83</td>
<td>+1.20</td>
</tr>
</tbody>
</table>
8. Value Added

The College provides a considerable number of programs for students in need of extra support, for
gifted and talented students, and co-curricular programs. A few examples of each are listed below:

Primary School

Extension Programs for Gifted and Talented:

- Advanced Mathematical Thinking
- Extension groups in Mathematics, Hebrew and Art
- Enrichment clusters for all students, including:
  - Art Enrichment
  - Basketball
  - Bat Tennis
  - Bike Education
  - Chess
  - Choir
  - Creative Design
  - Digital Photography
  - Digital Storytelling
  - Electronics
  - Film Making
  - Football
  - Gardening
  - Girls' Fitness
  - Israeli Dancing
  - Israel Club
  - Jewellery Making
  - Jewish Life
  - Kitchen Garden
  - Lego Technix
  - Percussion
  - Rock Band
  - Public Speaking
  - Scopus Newspaper
  - Soccer (boys and girls)
  - Swimming
  - Table tennis
  - Tennis
  - Theatre Sports
  - Touch Football
  - Using iPad and iTouch
  - Volleyball

Student Services

Provision of services for:
- improved self-esteem and confidence
- conflict resolution skills
- coping strategies
- greater resilience
- perseverance
- increased empathy and tolerance towards others
- improved organisational skills

The Primary School practises relationship management, sometimes referred to as Restorative
Practice. Also implemented is a positive relationships policy, based around all forms of bullying.
8. Value Added (Cont’d)

The children participate weekly in Circle Time where issues surrounding relationships are freely discussed in a respectful and supportive environment.

- Integration program for children with special needs
- Speech and Language Pathology
- Occupational Therapy

Informal Jewish Educational Activities, including:

- Fortnightly activities for our prep to Year 3 children focusing on Israel
- Monthly double session activities for our Year 4 to Year 6 children focusing on Israel
- Special activities on days such as Purim and Yom HaAtzmaut
- Special activities preceding festivals
- Lunchtime programs including shiurim (lessons/discussion groups) on topics such as Israel and the weekly Parsha
- Special Tefillah classes and activities designed to stimulate and engage our children with prayer and teach them ‘Synagogue’ skills
- Our informal team attends all our camps and together with Year 10 madrichim, ensure a uniquely Jewish atmosphere together with planned educational programs become part and parcel of the camping experience
- Tikkun Leil Shavuot for primary children
- Year 6 Shabbatonim providing our students with a unique and authentic group Shabbat experience
- Year 6 captains’ leadership training day
- Weekly Hebrew club for Year 3 students
- Model Sedarim preceding Pesach
- Year 6 Achrayim program – encouraging students to take responsibility in all facets of their lives

Secondary School

- Careers guidance and counselling
- Community Service program, including volunteering
- English Support classes at Years 8, 9 and 10
- Additional English help is offered as an elective to those students experiencing significant difficulties acquiring English skills.
- Hebrew Immersion program for Years 7 and 8, including camps
- Year 10 – Students may study VCE Hebrew Units 1 & 2 and/or VCE Maths Methods Unit 1 & 2
- Year 11 – Students may select from a range of subjects from VCE Units 1 - 4.
- Year 12:
  - Students may study Tertiary Hebrew from Melbourne University, but taught at Mount Scopus Memorial College
  - Students may study Tertiary Jewish Civilisation at Monash University
- Homework Club
- Integration program
- Master Talmud program for Year 7 and 8
- Mathematics enrichment and extension, including Have Sum Fun On-Line, Year 10 Games Day, Australian Maths Challenge for Young Australians, University of Melbourne Mathematics Competition, Maths Olympiad and Westpac Maths competition.
- Mechanach Program, providing pastoral care and life skills for our students, which enables them to make responsible and well educated choices for their careers and every-day life.
- Personal project work (in conjunction with MYP).
- Philosophy, through Distance Education College of Victoria.
- Science and Technology enrichment, including Melbourne University’s Spaghetti Machine competition, solar vehicle competition, Robotics Club, Science enriched elective focusing on transistor electronics and astronomy.
- Speech and Language Pathology
- Sport, athletics, swimming, skiing and outdoor education programs including interschool sport
- VCE in-school tutorials from VCE teachers
8. Value Added (Cont’d)

- VET enables the College to cater for individual student needs and to assist in preparing students for life beyond Secondary School and can prepare students for completion of an Australian School Based Apprenticeship (‘ASBA’).
- Vocational Education and Training (‘VET’)
- Welfare Counselling
- Wellness Centre
- Work experience
- Year 8 Tasmania camp

Year 9 ‘Achshav Initiative’ including:

- A full day Phoenix First aid Training - Level 1 First Aid Training Program
- The ‘Reach’ Foundation confidence and self-esteem and gender empowerment workshops
- Community service projects/activities at the Kitchen Garden, Scope Shop and Posh Op Shop
- Volunteering with Emmy Monash Aged Care
- Volunteering with the RSPCA
- City Cite program
- Farm Day
- Whole New World workshop – Drug and Alcohol Safety
- Complaint Free World workshop
- Creation Conversations evening with parents about safe partying

Informal Jewish Educational Activities, including

- Tikkun Leil Shavuot
- Lunchtime and after school Shiurim
- Chevruta learning
- Friday Morning minyan and breakfast
- Friday night Scopus minyanim
- Scopus Minyan on all Chagim
- Shitirim and meals at the Sherut girls’ home
- Hebrew and JS Tutorials with the Sherut girls
- Lunchtime guest speakers
- Roslyn Smorgon Outreach Program (Interfaith) Year 11
- Year 10 Hadarachta Leadership training and activities
- Year 9 Netzigim Leadership
- Chagim programs and celebrations
- Assemblies
- Year 8 JS mock weddings
- Year 8 Aliyah simulation program
- Kesher Israel Club
- Building Bridges (Interfaith) Year 11
- Year 11 and 12 Shabbatons
- Friday morning Tzedakah collection
- Beit Midrash
- Youth Movement Programming
- Year 9 and 10 Camps
- Year 11 Kehilati Conference
- Guest speakers
- Jewish community liaisons
- Kol Hayeladim, our Hebrew-singing Jewish performance group for Secondary assemblies
- Monthly Oneg Shabbat program
- Israel news update
- Israel Kesher Captains
- Community service and volunteer programs
- Student leadership activities
8. Value Added (Cont’d)

Co-curricular programs, including

- Public Speaking Competition
- Science Club
- Creative Writing Club
- Duke of Edinburgh Awards
- School Captains and Student leadership
- Captain Portfolio committees (SRC, Social Action, Jewish Life, School Spirit)
- Captains’ lunchtime activities
- Debating
- Scopus Radio
- *Opus* student magazine
- ABW
- Global Challenge
- Performing Arts week
- Science week
- LOTE week
- English week
- Reconciliation week
- Rostrum Voice of Youth
- Early morning choir
- Girls’ and boys’ gym

9. Senior Secondary Outcomes

The information below gives the Year 12 median results (i.e. the score achieved by the middle student in each group, irrespective of the higher or lower scores achieved by other students) in each VCE and VET subject.

- There were 105 Year 12 students in 2011
- 100% of Year 12 students of 2011 attained a VCE Certificate
- Eight Year 12 students undertook a Vocational Education and Training subject in 2011 – 7.6% of the total number of Year 12 students.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Median Raw Score</th>
<th>Median Scaled Score</th>
<th>Subject</th>
<th>Median Raw Score</th>
<th>Median Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>39.0</td>
<td>40</td>
<td>Legal Studies</td>
<td>38.0</td>
<td>38</td>
</tr>
<tr>
<td>Art</td>
<td>37.0</td>
<td>34</td>
<td>Maths: Further</td>
<td>37.0</td>
<td>35</td>
</tr>
<tr>
<td>Biology</td>
<td>33.0</td>
<td>34</td>
<td>Maths: Methods CAS</td>
<td>35.0</td>
<td>40</td>
</tr>
<tr>
<td>Business Management</td>
<td>34.0</td>
<td>31</td>
<td>Maths: Specialist</td>
<td>34.0</td>
<td>46</td>
</tr>
<tr>
<td>Chemistry</td>
<td>33.5</td>
<td>38</td>
<td>Media Studies</td>
<td>34.0</td>
<td>30</td>
</tr>
<tr>
<td>Dance</td>
<td>n/a</td>
<td>n/a</td>
<td>Music Solo Performance</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>VET Dance</td>
<td>n/a</td>
<td>n/a</td>
<td>VET Music Industry</td>
<td>35.0</td>
<td>30</td>
</tr>
<tr>
<td>Drama</td>
<td>n/a</td>
<td>n/a</td>
<td>Physical Education</td>
<td>25.0</td>
<td>22</td>
</tr>
<tr>
<td>English</td>
<td>37.0</td>
<td>36</td>
<td>Physics</td>
<td>35.5</td>
<td>38</td>
</tr>
<tr>
<td>English Language</td>
<td>n/a</td>
<td>n/a</td>
<td>Psychology</td>
<td>34.0</td>
<td>32</td>
</tr>
<tr>
<td>Economics</td>
<td>30.0</td>
<td>32</td>
<td>Religion and Society</td>
<td>38.0</td>
<td>39</td>
</tr>
<tr>
<td>ESL</td>
<td>n/a</td>
<td>n/a</td>
<td>Studio Arts</td>
<td>36.0</td>
<td>32</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>38.5</td>
<td>35</td>
<td>Theatre Studies</td>
<td>41.0</td>
<td>39</td>
</tr>
</tbody>
</table>
### 9. Senior Secondary Outcomes (Cont’d)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
<th>Median Raw Score</th>
<th>Median Scaled Score</th>
<th>Median Raw Score</th>
<th>Median Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Visual Communications</td>
<td>42.5</td>
<td>43</td>
<td>33.0</td>
<td>33</td>
</tr>
<tr>
<td>International Studies</td>
<td>VET: Community Services Work</td>
<td>n/a</td>
<td></td>
<td>32.0</td>
<td>26</td>
</tr>
<tr>
<td>Lote: French</td>
<td>VET: Engineering</td>
<td>26.0</td>
<td>37</td>
<td>27.0</td>
<td>19</td>
</tr>
<tr>
<td>Lote: Hebrew</td>
<td>VET: Hospitality Kitchen Operations</td>
<td>29.0</td>
<td>42</td>
<td>40.0</td>
<td>35</td>
</tr>
<tr>
<td>Lote: Italian</td>
<td>VET: Hospitality Commercial Cookery</td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lote: Japanese</td>
<td>VET: Multimedia</td>
<td>32.0</td>
<td>41</td>
<td>33.0</td>
<td>29</td>
</tr>
<tr>
<td>Lote: Yiddish</td>
<td>VET: Sport and Recreation</td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lote: Portugese</td>
<td>VET: Equine Studies</td>
<td>43.0</td>
<td>44</td>
<td>33.0</td>
<td>30</td>
</tr>
<tr>
<td>Lote: Spanish</td>
<td></td>
<td>36.0</td>
<td>38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 10. Proportion of Year 9 Students Retained to Year 12 (or equivalent)

<table>
<thead>
<tr>
<th>Number of Year 9 Students at End of 2008</th>
<th>Number of Cohort Leaving After 2008</th>
<th>Number of Cohort Remaining at End of 2011</th>
<th>Percentage of Original Cohort Remaining at End of 2011</th>
<th>Number of Cohort Entering After 2008</th>
<th>Number of Year 12 Students at End of 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>102</td>
<td>1</td>
<td>93</td>
<td>11</td>
<td>105</td>
</tr>
</tbody>
</table>

### 11. Post-School Destinations of Year 12, 2011

- Total number of VCE students on record: 106
- VCE students completing program over 2 years: 1
- Students withdrawn from MSMC but remaining on VCE records: 1
- Total number of students completing VCE in 2011: 104

Students who did not apply for courses: 3 (2.88%)*
- Workforce: 2 (1.92%)*
- Overseas study: 1 (0.96%)*

Students who applied for tertiary courses: 101 (97.12%)*
- University: 95 (91.35%)*
- Private: 2 (1.92%)*
- TAFE: 4 (3.85%)*

Students who have deferred their studies for 2012: 57 (56.44%)**

* represents a proportion of the total number of VCE completers in 2011
** represents a proportion of the 101 students intended for further studies
12. Parent, Student and Staff Satisfaction

Results from parent and Year 12 student surveys taken during 2011. Results are shown on a scale of 1 to 5, with 5 indicating highest satisfaction, and 1 indicating lowest:

**Parent Survey key findings:**
- General quality of education 4.19
- My child has been happy at school 4.39
- Teachers are stimulating and engaging 4.04
- My child receives the individual attention they need 3.89
- College communicates about my child’s progress 3.74
- The College has effective leadership 4.21
- Overall satisfaction on these issues 4.07

**Student Satisfaction key findings:**
- General education received 4.44
- Jewish education received 4.08
- Overall facilities 4.04
- Co-curricular activities and camps 4.18
- Informal learning opportunities 4.45
- Opportunities for community involvement 3.53
- Opportunities for religious involvement 3.96
- Opportunities for student leadership 3.66
- Overall satisfaction rating on all above issues 4.04

**Staff Satisfaction**

One-on-one interviews were conducted with all permanent staff in 2011, to ascertain feelings towards a variety of aspects relating to their employment at the College. Staff members were asked to provide a rating between ‘1’ (strongly disagree) and ‘10’ (strongly agree). A summary of findings in key areas is shown below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Average Rating (1 – 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Scopus is an enjoyable place for me to work</td>
<td>8.7</td>
</tr>
<tr>
<td>I get satisfaction from my job</td>
<td>9.2</td>
</tr>
<tr>
<td>I feel part of a team</td>
<td>8.4</td>
</tr>
<tr>
<td>I feel that my opinions and ideas are listened to</td>
<td>8.0</td>
</tr>
<tr>
<td>I receive recognition for my efforts</td>
<td>7.5</td>
</tr>
<tr>
<td>I am provided with career opportunities</td>
<td>7.9</td>
</tr>
<tr>
<td>Employee concerns are taken seriously by College Management</td>
<td>8.0</td>
</tr>
<tr>
<td>Scopus provides good facilities for staff</td>
<td>7.5</td>
</tr>
<tr>
<td>When I have a problem, I usually know who to talk to get the help or information I need</td>
<td>8.5</td>
</tr>
<tr>
<td>The Professional Development that is provided is relevant and useful</td>
<td>8.0</td>
</tr>
</tbody>
</table>

If things continue as you expect them to, how long do you see yourself staying at MSMC?
- Less than 1 year 1%
- 2 – 5 years 22%
- Indefinitely 77%
13. Income (broken down by funding source) and Expenditure for the Year Ended 31 December 2011

Income Categories as Percentage of Total Income of $38M

- Tuition Fees, Levies & Charges: 77%
- Government Recurrent Grants: 11%
- Government Capital Grants: 2%
- Donations: 8%
- Other Income: 2%

Expense Categories as Percentage of Total Expenses of $36.3M

- Total Salaries & On-Costs: 64%
- Operating & Finance Expenses: 18%
- Educational & Transport Expenses: 10%
- Depreciation: 8%

Yours sincerely,

Rabbi James Kennard
Principal