26 June 2013
18 Tammuz 5773

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)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous composition</td>
<td>0.02%</td>
<td>0.02%</td>
</tr>
<tr>
<td>Other Classifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full time</td>
<td>52%</td>
<td>53%</td>
</tr>
<tr>
<td>Part-time</td>
<td>48%</td>
<td>47%</td>
</tr>
<tr>
<td>Teaching</td>
<td>62%</td>
<td>64%</td>
</tr>
<tr>
<td>Non-Teaching</td>
<td>38%</td>
<td>36%</td>
</tr>
</tbody>
</table>

2. Staff Attendance (teaching staff only)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of days attended per teacher</td>
<td>187.28</td>
<td>188.36</td>
</tr>
<tr>
<td>Total number of teacher days</td>
<td>194.00</td>
<td>196.00</td>
</tr>
<tr>
<td>Percentage of total teacher days attended</td>
<td>96.54%</td>
<td>96.10%</td>
</tr>
</tbody>
</table>
3. Retention of Teaching Staff

Teaching staff as at 31 Dec 2012: 208

Retention of 2011 teachers to 2012

4. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Types of Qualifications</th>
<th>No of teachers holding qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Applied Science</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>43</td>
</tr>
<tr>
<td>Bachelor of Commerce &amp; Economics</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor of Education (EC, Pri &amp; Sec)</td>
<td>74</td>
</tr>
<tr>
<td>Bachelor of Fine Arts, Performing Arts</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor of Law</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>11</td>
</tr>
<tr>
<td>Bachelor of Music</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Diploma, Higher Diploma, Graduate Diploma and Post Graduate Diploma of Education (Pri &amp; Sec)</td>
<td>70</td>
</tr>
<tr>
<td>Graduate Diploma and Diploma of Teaching</td>
<td>32</td>
</tr>
<tr>
<td>Diploma, Graduate Diploma of Special Ed, Psychology, SpecialEducation, Student Welfare</td>
<td>22</td>
</tr>
<tr>
<td>Masters (Arts, Counselling, Mathematics, Science, Psychology)</td>
<td>19</td>
</tr>
<tr>
<td>Teaching Certificates, Training, Degrees</td>
<td>13</td>
</tr>
</tbody>
</table>

Teacher Qualifications 2012

- Bachelor of Applied Science: 37%
- Bachelor of Arts: 23%
- Bachelor of Commerce & Economics: 6%
- Bachelor of Education (EC, Pri & Sec): 39%
- Bachelor of Fine Arts, Performing Arts: 12%
- Bachelor of Law: 10%
- Bachelor of Science: 7%
- Bachelor of Teaching: 17%
- Diploma, Higher Diploma, Graduate Diploma and Post Graduate Diploma of Education (Pri & Sec): 37%
- Graduate Diploma and Diploma of Teaching: 12%
- Diploma, Graduate Diploma of Special Ed, Psychology, SpecialEducation, Student Welfare: 10%
- Masters (Arts, Counselling, Mathematics, Science, Psychology): 7%
- Teaching Certificates, Training, Degrees: 37%

MSMC School Performance Information Report 31 Dec 12
5. Expenditure and Teacher Participation in Professional Learning

Number of teaching staff participating in professional learning activities for the year 224

Description of activities:

Total expenditure on professional learning for teachers and ancillary staff $202,043
Average expenditure per teacher on professional learning $902

6. Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>99.75%</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.95%</td>
</tr>
<tr>
<td>Year 2</td>
<td>97.29%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.85%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.43%</td>
</tr>
<tr>
<td>Year 5</td>
<td>98.38%</td>
</tr>
<tr>
<td>Year 6</td>
<td>98.00%</td>
</tr>
<tr>
<td>Year 7</td>
<td>97.79%</td>
</tr>
<tr>
<td>Year 8</td>
<td>99.25%</td>
</tr>
<tr>
<td>Year 9</td>
<td>99.15%</td>
</tr>
<tr>
<td>Year 10</td>
<td>99.08%</td>
</tr>
<tr>
<td>Year 11</td>
<td>99.29%</td>
</tr>
<tr>
<td>Year 12</td>
<td>99.41%</td>
</tr>
</tbody>
</table>

Average attendance rate for year 98.20%

Attendance remains high and has increased compared to 2011, 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’ enrolment or student services 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 2011 to 2012:

<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>• 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>• 2012</td>
<td>98.86</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>• % change from 2011 to 2012</td>
<td>-1.14</td>
<td>+1.00</td>
<td>-0.30</td>
<td>+1.00</td>
<td>-2.60</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>• 2012</td>
<td>97.40</td>
<td>100.00</td>
<td>98.70</td>
<td>100.00</td>
<td>97.40</td>
</tr>
<tr>
<td>• % change from 2011 to 2012</td>
<td>-1.60</td>
<td>+1.00</td>
<td>-0.30</td>
<td>+1.00</td>
<td>-2.60</td>
</tr>
<tr>
<td><strong>Year 7</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>• 2012</td>
<td>100.00</td>
<td>0.00</td>
<td>+0.89</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>• % change from 2011 to 2012</td>
<td>+0.89</td>
<td>+2.40</td>
<td>-0.83</td>
<td>-0.83</td>
<td>+1.20</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2011</td>
<td>100.00</td>
<td>97.60</td>
<td>100.00</td>
<td>100.00</td>
<td>98.80</td>
</tr>
<tr>
<td>• 2012</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 2011 to 2012</td>
<td>-1.65</td>
<td>+2.40</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
  - First aid
  - Football
  - Gardening
  - Girls’ Fitness
  - Israeli Dancing
  - Israel Club
  - Jewellery Making
  - Jewish Life
  - Kitchen Garden
  - Kite flying
  - Lego Technix
  - Percussion
  - Rock Band
  - Public Speaking
  - Self defence
  - 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. We have implemented a Positive Relationship Policy which has at its core the establishment of mutual respect and well-being.
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 focussing on Israel
- Monthly double session activities for our Year 4 to Year 6 children focussing 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 Parasha
- 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.
- Mechanech 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).
- 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 Cambodia Trip
- Year 10 Israel Experience (Ulpan)
- Year 11 Conference (Kehilati)

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 Opp Shop
- Volunteering with Emmy Monash Aged Care
- Volunteering with the RSPCA
- City Cite program
- Farm Day
- Complaint Free World workshop
- Creation Conversations evening with parents about safe partying

Paul Dillon on Drug Education
Cyber Safety Workshop
Whole New World – Presentation by Sonya Karras on safe partying
Self Defence workshop with CSG (Community Security Group)
Study Skills Workshop before Exams

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
- Shiurim 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 Hadracha Leadership training and activities
- Year 9 Netzgim 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
- 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
- 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 120 Year 12 students in 2012
- 100% of Year 12 students of 2012 attained a VCE Certificate
- 14 Year 12 students undertook a Vocational Education and Training subject in 2012 – 11.6 % 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>37</td>
<td>37</td>
<td>Art</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>Biology</td>
<td>32.5</td>
<td>33</td>
<td>Business Management</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td>Chemistry</td>
<td>37.5</td>
<td>42</td>
<td>Dance</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>English</td>
<td>38</td>
<td>37</td>
<td>EAL</td>
<td>38.5</td>
<td>39.5</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>39</td>
<td>36</td>
<td>History</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Lote: French</td>
<td>24</td>
<td>36</td>
<td>Lote: Hebrew</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Maths: Further</td>
<td>37</td>
<td>35</td>
<td>Maths: Methods CAS</td>
<td>31</td>
<td>37</td>
</tr>
<tr>
<td>Maths: Specialist</td>
<td>40.5</td>
<td>51.5</td>
<td>Media Studies</td>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td>Music Solo Performance</td>
<td>35</td>
<td>35</td>
<td>VET Music Industry</td>
<td>26.5</td>
<td>22.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>29</td>
<td>27</td>
<td>Physics</td>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td>Psychology</td>
<td>34</td>
<td>32</td>
<td>Religion and Society</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>36.5</td>
<td>32.5</td>
<td>Theatre Studies</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Visual Communications</td>
<td>34</td>
<td>30</td>
<td>VET: Hospitality Food &amp; Beverage</td>
<td>36</td>
<td>31</td>
</tr>
<tr>
<td>VET: Multimedia</td>
<td>37</td>
<td>32</td>
<td>VET: Sport and Recreation</td>
<td>32</td>
<td>25</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 2009</th>
<th>Number of Cohort Leaving After 2009</th>
<th>Number of original Cohort Remaining at End of 2012</th>
<th>Percentage of Original Cohort Remaining at End of 2012</th>
<th>Number of Cohort Entering After 2009</th>
<th>Number of Year 12 Students at End of 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>114</td>
<td>1</td>
<td>103</td>
<td>90.03%</td>
<td>16</td>
<td>120</td>
</tr>
</tbody>
</table>

11. Post-School Destinations of Year 12, 2012

Total number of VCE students on record: 122
VCE students completing program over three years: 1
Students withdrawn from MSMC but remaining on VCE records: 2
Total number of students completing VCE in 2012: 120

Students who did not apply for courses: 3  (2.50%) *
- Workforce: 2  (1.67%) *
- Overseas study: 1  (0.83%) *

Students who applied for tertiary courses: 117  (97.50%) *
- University: 108  (90.00%) *
- Private: 0  (0.00%) *
- TAFE: 9  (7.50%) *

**NB:** We would normally publish details of the proportion of the abovementioned 117 students who deferred their 2013 tertiary studies. However, the information is not available at the time of publication.

* represents a proportion of the total number of VCE completers in 2012

12. Parent, Student and Staff Satisfaction

Results from surveys conducted among parents and Year 12 students during 2012. 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 4.21
- My child has been happy at school 4.41
- Teachers are stimulating and engaging 4.10
- My child receives the individual attention they need 3.93
- College communicates about my child’s progress 3.72
- The College has effective leadership 4.12
- Overall satisfaction on these issues 4.08
12. Parent, Student and Staff Satisfaction (cont’d)

Student Satisfaction key findings:

- General education received  
  4.31
- Jewish education received  
  4.16
- Preparation and support for VCE  
  4.17
- Overall facilities  
  4.28
- Co-curricular activities and camps  
  4.13
- Informal learning opportunities  
  4.35
- Opportunities for community involvement  
  3.56
- Opportunities for religious involvement  
  4.01
- Opportunities for student leadership  
  3.98

- Overall satisfaction rating on all above issues  
  4.11

Staff Satisfaction

One-on-one interviews are conducted every two years, and the next survey is due to be conducted later in 2013. The results will be published in next year’s report.

13. Income (broken down by funding source) and Expenditure for the Year Ended 31 December 2012
13. Income (broken down by funding source) and Expenditure for the Year Ended 31 December 2012 (cont’d)

Yours sincerely,

Rabbi James Kennard
Principal