School Performance Information Report
For the Year Ended 31 December 2014
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Introduction

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, 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.

Workplace Composition (all staff)

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous composition</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other Classifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Full time</td>
<td>50%</td>
<td>51%</td>
</tr>
<tr>
<td>- Part-time</td>
<td>50%</td>
<td>49%</td>
</tr>
<tr>
<td>- Teaching</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>- Non-Teaching</td>
<td>35%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Staff Attendance (teaching staff only)

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of days attended per teacher</td>
<td>183.36</td>
<td>186.67</td>
</tr>
<tr>
<td>Total number of teacher days</td>
<td>192.00</td>
<td>193.00</td>
</tr>
<tr>
<td>Percentage of total teacher days attended</td>
<td>95.50%</td>
<td>96.72%</td>
</tr>
</tbody>
</table>
Retention of Teaching Staff

Teaching staff as at 31 December 2014: 200

Retained Teachers 82%

Departed Teachers 18%

Retained Teachers 92%

Departed Teachers 8%

Retention of 2013 teachers to 2014

Retention of 2012 teachers to 2013

Teacher Qualifications

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

Types of Qualifications

<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>48</td>
</tr>
<tr>
<td>Bachelor of Law, Commerce and Economics</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor of Education and Teaching (Early Childhood, Primary and Secondary)</td>
<td>73</td>
</tr>
<tr>
<td>Bachelor of Music, Fine Arts, Performing Arts</td>
<td>9</td>
</tr>
<tr>
<td>Bachelor of Science, Maths, English, Social Science, Engineering</td>
<td>11</td>
</tr>
<tr>
<td>Higher Diploma, Graduate Diploma, Post Graduate Diploma and Diploma of Education</td>
<td>97</td>
</tr>
<tr>
<td>Teaching and Early Childhood Diploma, Graduate Diploma of Special Ed, Psychology, Special Education, Student Welfare</td>
<td>14</td>
</tr>
<tr>
<td>Masters (Arts, Counselling, Mathematics, Science, Psychology)</td>
<td>23</td>
</tr>
<tr>
<td>Teaching Certificates, Training, Degrees</td>
<td>12</td>
</tr>
</tbody>
</table>

Teacher Qualifications 2014
Expenditure and Teacher Participation in Professional Learning

Number of teaching staff participating in professional learning activities for the year 215

Description of activities:

Total expenditure on professional learning for teachers and ancillary staff $306,222
Average expenditure per teacher on professional learning $1,424

Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>99.87%</td>
<td>99.64%</td>
<td>99.75%</td>
</tr>
<tr>
<td>Year 1</td>
<td>97.18%</td>
<td>95.71%</td>
<td>96.95%</td>
</tr>
<tr>
<td>Year 2</td>
<td>96.88%</td>
<td>95.65%</td>
<td>97.29%</td>
</tr>
<tr>
<td>Year 3</td>
<td>97.30%</td>
<td>96.64%</td>
<td>95.85%</td>
</tr>
<tr>
<td>Year 4</td>
<td>97.20%</td>
<td>95.58%</td>
<td>96.43%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.01%</td>
<td>98.66%</td>
<td>98.38%</td>
</tr>
<tr>
<td>Year 6</td>
<td>96.01%</td>
<td>98.09%</td>
<td>98.00%</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.70%</td>
<td>97.93%</td>
<td>97.79%</td>
</tr>
<tr>
<td>Year 8</td>
<td>94.13%</td>
<td>99.11%</td>
<td>99.25%</td>
</tr>
<tr>
<td>Year 9</td>
<td>94.95%</td>
<td>99.52%</td>
<td>99.15%</td>
</tr>
<tr>
<td>Year 10</td>
<td>93.56%</td>
<td>98.61%</td>
<td>99.08%</td>
</tr>
<tr>
<td>Year 11</td>
<td>95.65%</td>
<td>98.95%</td>
<td>99.29%</td>
</tr>
<tr>
<td>Year 12</td>
<td>96.45%</td>
<td>98.78%</td>
<td>99.41%</td>
</tr>
<tr>
<td>Average attendance rate for year</td>
<td>96.18%</td>
<td>97.99%</td>
<td>98.20%</td>
</tr>
</tbody>
</table>

The decrease in attendance levels, particularly in the Secondary years, is a result of a reclassification in the acceptability of certain types of absences. Otherwise overall attendance remains steady from 2013 to 2014. 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.

- 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
Proportion of Year 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks, including changes in benchmark results from 2013 to 2014:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading %</th>
<th>Writing %</th>
<th>Grammar and Punctuation %</th>
<th>Spelling %</th>
<th>Numeracy %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>99.00</td>
<td>100.00</td>
<td>100.00</td>
<td>99.00</td>
<td>98.00</td>
</tr>
<tr>
<td>2014</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 2013 to 2014</td>
<td>+1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>+1.00</td>
<td>+2.00</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>98.00</td>
<td>98.00</td>
<td>99.00</td>
<td>94.00</td>
<td>98.00</td>
</tr>
<tr>
<td>2014</td>
<td>97.73</td>
<td>100.00</td>
<td>98.86</td>
<td>100.00</td>
<td>98.84</td>
</tr>
<tr>
<td>% change from 2013 to 2014</td>
<td>-0.27</td>
<td>+2.00</td>
<td>+0.30</td>
<td>+6.00</td>
<td>+0.84</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>98.08</td>
<td>99.04</td>
<td>98.08</td>
<td>98.08</td>
<td>100.00</td>
</tr>
<tr>
<td>2014</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>98.91</td>
<td>100.00</td>
</tr>
<tr>
<td>% change from 2013 to 2014</td>
<td>+1.92</td>
<td>+0.96</td>
<td>+1.92</td>
<td>+0.83</td>
<td>0.00</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>99.00</td>
<td>100.00</td>
<td>100.00</td>
<td>99.00</td>
<td>98.02</td>
</tr>
<tr>
<td>2014</td>
<td>100.00</td>
<td>99.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>% change from 2013 to 2014</td>
<td>+1.00</td>
<td>-1.00</td>
<td>0.00</td>
<td>+1.00</td>
<td>+1.98</td>
</tr>
</tbody>
</table>
Value Added Programs

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:
  - Badminton
  - Basketball
  - Bike Education
  - Book club
  - Chess
  - Choir
  - Decoupage
  - Early morning activities (breakfast, running, swimming)
  - Electronics
  - Football
  - Games club
  - Gardening
  - Fitness
  - Glee club
  - Global games
  - Israel Club
  - Jewelry Making
  - Kitchen Garden
  - Knitting
  - Pet club
  - Photography
  - Piano lessons
  - Robotics
  - Rock Band
  - Science club
  - Scrabble
  - Scrapbooking
  - Self defence/karate
  - Soccer (boys and girls)
  - Sports Buzz
  - Swap car club
  - Swimming
  - Table tennis
  - Tech Minions
  - Tennis
  - Using iPad and iTouch
  - Violin classes
  - Water polo
  - Writers’ workshop
  - Yoga
Value Added (cont’d)

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
- improved social skills

Smorgon Family 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.

Exploration of issues surrounding relationships is integrated into the school day through discussions on attitudes and learner profiles and interpersonal skills. The program is targeted to meet specific needs of students, and linked with units of inquiry.

- Alcohol and Your Child program (with JCCV)
- Inclusive program for children with special needs
- Speech and Language Pathology
- Puberty program

Informal Jewish Educational Activities, including:

- Model Sedarim preceding Pesach.
- Lunchtime Ruach Dancing and programs including shiurim (lessons/discussion groups) on topics such as Israel and the weekly Parasha.
- Our Informal team attends all our camps and together with Year 10 Madrichim, ensures a uniquely Jewish atmosphere together with planned educational programs become part and parcel of the camping experience
- Special activities on days such as Purim and Yom HaAtzmaut
- Ceremonies for Yom HaShoah, and Yom HaZikaron
- Special activities preceding all Jewish festivals e.g. – Yom Yerushalayim, Shavuot, Rosh Hashana, Succot, Chanukah and more.
- Special Spiritual ‘Selichot’ - Tour during high holidays.
- Special Tefillah classes and activities designed to stimulate and engage our children with prayer and teach them ‘Synagogue’ skills.
- Tikkun Leil Shavuot for primary children
- Year 6 Achrayim program – encouraging students to take responsibility in all facets of their lives – Jewish life and Israeli Kesher
- Year 6 Shabbatonim providing our students with a unique and authentic group Shabbat experience.
- Jewish and Israeli atmosphere in the School on a day to day basis
Secondary School

- Careers guidance and counselling
- Community Service program, including volunteering
- Cyber safety workshops
- Drug Education
- E-Learning program (tech minions training and involvement in iPad implementation, ICT excursions, coding courses etc)
- English Support classes at Years 8, 9 and 10
- Thinking Skills including Da Vinci Decathlon for Year 7
- Additional English help is offered as an elective to those students experiencing significant difficulties acquiring English skills
- Feuerstein (thinking skills) Program for selected students in Years 7, 8 and 9
- Hebrew Immersion program for Years 7 and 8, including camps
- Homework Club
- Integration program
- Master Talmud program for Year 7 and 8
- Mathematics enrichment and extension, Interschool Games Days, Australian Maths Challenge for Young Australians, University of Melbourne Mathematics Competition, Maths Olympiad, Introduction to Problem-Solving Techniques, Informatics Competition
- Mechench 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 Victorian Solar Vehicle Challenge, and Japanese kite science for Year 8 elective group, Astronomy Club
- Speech and Language Pathology
- Sport, athletics, swimming, skiing and outdoor education programs including interschool sport
- Study Skills Workshop before exams
- VCE in-school tutorials from VCE teachers
- Year 10 – Students may study VCE Hebrew Units 1 and 2 and/or VCE Maths Methods Unit 1 and 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
- Vocational Education and Training (‘VET’) studies in various subjects, which contribute to VCE as Unit 1/2 level. 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’)
- Welfare Counselling
- Wellness Centre
- Work experience
- Year 6 and 7 (combined) Student Services Camp to assist transition of selected students
- Year 8 Tasmania Camp
- Year 9 Cambodia Trip
- Year 10 Israel Experience (Ulpan)
- Year 11 Conference (Shiluv)
Value Added (cont’d)

Year 9 ‘Achshav Initiative’ including:

- A full day Real First Aid Training - Level 1 First Aid Training Program
- Five day City Cite program
- Community service projects/activities at the Kitchen Garden and Volunteering with younger students at GBH
- Farm Day
- The ‘Reach’ Foundation workshops on confidence and self-esteem and gender empowerment
- Volunteering with Emmy Monash Aged Care
- Volunteering with the RSPCA
- Cambodia Trip (learning about Asia)
- Yorta Yorta Beyachad Trip (learning about indigenous history and culture)
- Zionist seminar
- Relationships education with Family Planning Victoria
- Workshop with Australian Youth Climate Coalition
- Job Ready program – resumé writing and interview skills
- Workshop on racism in sport

Informal Jewish Educational Activities, including:

- Assemblies
- Beit Midrash
- Building Bridges (Interfaith) Year 11
- Chagim programs and celebrations
- Chevruta learning
- Community service and volunteer programs
- Friday morning minyan and breakfast
- Friday morning Tzedakah collection
- Friday night Scopus minyanim
- Guest speakers
- Hamakom – Hebrew language centre
- Hebrew and JS Tutorials with the Sherut girls
- Israel news update
- Israel Kesher Captains
- Jewish community liaisons
- Kesher Israel Club
- Lunchtime and after school Shiurim
- Lunchtime guest speakers
- Monthly Oneg Shabbat program
- Optional Shiurim for VCE students in study periods
- Roslyn Smorgon Outreach Program (Interfaith) Year 11
- Scopus Minyan on all Chagim
- Shiurim and meals at the Sherut girls’ home
- Student leadership activities
- Tikkun Leil Shavuot
Value Added (cont’d)

- Year 8 JS mock weddings
- Year 8 Aliyah simulation program
- Year 9 Netzigim Leadership
- Year 9 and 10 Camps
- Year 10 Hadracha Leadership training and activities
- Year 11 Shiluv Conference
- Year 11 and 12 Shabbatonim
- Youth Movement Programming

Co-curricular programs, including

- Captain Portfolio committees (SRC, Social Action, Jewish Life, School Spirit)
- Captains’ lunchtime activities
- Debating
- Early morning choir
- English week
- Girls’ and boys’ gym
- Global Challenge
- LOTE week
- Opus student magazine
- Performing Arts week
- Public Speaking Competition
- Reconciliation week
- Rostrum Voice of Youth
- School Captains and Student leadership
- Science Club
- Science week
- Scopus Radio
- Tech Minions
- Telescope – Student Magazine TV show
- Youth in Philanthropy program
- Community Science programs at Scopus and with other schools and early learning centres.
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 122 Year 12 students in 2014
- 100% of Year 12 students of 2014 attained a VCE Certificate
- Three Year 12 students undertook a Vocational Education and Training subject in 2014 – 2.45 % of the total number of Year 12 students. Of the Year 12 students who graduated in 2014, 63 of them (51.6%) had already completed a VET course in 2013.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean</th>
<th>Median Raw Score</th>
<th>Median Scaled Score (Approx)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>40.8</td>
<td>41.0</td>
<td>42</td>
</tr>
<tr>
<td>Art</td>
<td>40.8</td>
<td>39.0</td>
<td>37</td>
</tr>
<tr>
<td>Biology</td>
<td>36.1</td>
<td>37.0</td>
<td>38</td>
</tr>
<tr>
<td>Business Management</td>
<td>35.5</td>
<td>37.0</td>
<td>34</td>
</tr>
<tr>
<td>Chemistry</td>
<td>35.2</td>
<td>36.0</td>
<td>40</td>
</tr>
<tr>
<td>Dutch</td>
<td>27.0</td>
<td>27.0</td>
<td>31.5</td>
</tr>
<tr>
<td>English</td>
<td>40.6</td>
<td>42.0</td>
<td>41</td>
</tr>
<tr>
<td>Extended Investigation</td>
<td>34.0</td>
<td>32.5</td>
<td>35.5</td>
</tr>
<tr>
<td>French</td>
<td>37.0</td>
<td>37.0</td>
<td>46</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>39.0</td>
<td>40.0</td>
<td>37</td>
</tr>
<tr>
<td>Hebrew</td>
<td>26.3</td>
<td>27.5</td>
<td>38.5</td>
</tr>
<tr>
<td>History</td>
<td>40.5</td>
<td>41.0</td>
<td>42</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>40.1</td>
<td>40.0</td>
<td>40</td>
</tr>
<tr>
<td>Maths Further</td>
<td>35.7</td>
<td>36.0</td>
<td>34</td>
</tr>
<tr>
<td>Maths Methods CAS</td>
<td>35.4</td>
<td>36.0</td>
<td>41</td>
</tr>
<tr>
<td>Maths Specialist</td>
<td>38.6</td>
<td>37.5</td>
<td>48.5</td>
</tr>
<tr>
<td>Media Studies</td>
<td>35.3</td>
<td>34.0</td>
<td>31</td>
</tr>
<tr>
<td>Music Performance</td>
<td>31.7</td>
<td>31.0</td>
<td>31</td>
</tr>
<tr>
<td>Physical Education</td>
<td>35.8</td>
<td>36.0</td>
<td>34</td>
</tr>
<tr>
<td>Physics</td>
<td>35.3</td>
<td>35.0</td>
<td>38</td>
</tr>
<tr>
<td>Psychology</td>
<td>37.4</td>
<td>38.0</td>
<td>37</td>
</tr>
<tr>
<td>Religion and Society</td>
<td>38.7</td>
<td>39.0</td>
<td>40</td>
</tr>
<tr>
<td>Spanish</td>
<td>34.0</td>
<td>34.0</td>
<td>38</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>31.3</td>
<td>31.0</td>
<td>28</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>40.3</td>
<td>41.0</td>
<td>40</td>
</tr>
<tr>
<td>VET Community Services</td>
<td>40.0</td>
<td>40.0</td>
<td>32</td>
</tr>
<tr>
<td>VET Dance</td>
<td>29.0</td>
<td>29.0</td>
<td>24</td>
</tr>
<tr>
<td>VET Engineering</td>
<td>30.0</td>
<td>30.0</td>
<td>24</td>
</tr>
<tr>
<td>VET Hospitality</td>
<td>34.5</td>
<td>33.0</td>
<td>27</td>
</tr>
<tr>
<td>Visual Communications</td>
<td>31.0</td>
<td>32.0</td>
<td>28</td>
</tr>
</tbody>
</table>

Overall Median Across All Subjects 38.000
Overall Mean Across All Subjects 37.587
Proportion of Year 9 Students Retained to Year 12

<table>
<thead>
<tr>
<th>Number of Year 9 Students at End of 2011</th>
<th>Number of Cohort Leaving After 2011</th>
<th>Number of original Cohort Remaining at End of 2014</th>
<th>Percentage of Original Cohort Remaining at End of 2014</th>
<th>Number of Cohort Entering After 2011</th>
<th>Number of Year 12 Students at End of 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
<td>10</td>
<td>111</td>
<td>91.74%</td>
<td>11</td>
<td>122</td>
</tr>
</tbody>
</table>

Post-School Destinations of Year 12, 2014

Total number of VCE students on record: 122
VCE students completing program over three years: -
Students withdrawn from MSMC but remaining on VCE records: -
Total number of students completing VCE in 2014: 122

Students who did not apply for courses: 1 (0.82%) *
- Workforce: - (0.00%) *
- Overseas study: 1 (0.82%) *

Students who applied for tertiary courses: 121 (99.18%) *
- University: 117 (95.90%) *
- Private: 2 (1.64%) *
- TAFE: 2 (1.64%) *

Number of applicants who have enrolled: 37 (30.57%)
Number of applicants who have deferred their studies: 75 (61.98%)
Number of applicants who have not enrolled: 9 (7.38%)

* Represents a proportion of the total number of VCE completers in 2014
Parent, Student and Staff Satisfaction

Results from surveys conducted among parents and Year 12 students during 2013. 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 4.22
- My child has been happy at school 4.36
- Teachers are stimulating and engaging 4.11
- My child receives the individual attention they need 3.85
- College communicates about my child’s progress 3.58
- The College has effective leadership 4.08

- Overall satisfaction on these issues 4.03

Student Satisfaction key findings:
- General education received 4.54
- Jewish education received 4.26
- Preparation and support for VCE 4.30
- Overall facilities 4.30
- Co-curricular and enrichment activities 3.95
- Informal learning opportunities and camps 4.40
- Opportunities for community involvement 3.84
- Opportunities for religious involvement 4.19
- Opportunities for student leadership 3.70

- Overall satisfaction rating on all above issues 4.16

Staff Satisfaction

Surveys were not conducted in 2014. The report on 2015 satisfaction levels will be published in next year’s report.
Income (broken down by funding source) and Expenditure for the Year Ended 31 December 2014

Income Categories as Percentage of Total Income

- Tuition Fees, Levies & Charges 83%
- Donations 3%
- Other Income 2%
- Government Capital Grants 0%
- Government Recurrent Grants 12%

Expense Categories as Percentage of Total Expenses

- Total Salaries & On-Costs 65%
- Depreciation 8%
- Operating & Finance Expenses 18%
- Transport Expenses 3%
- Educational Expenses 6%

Rabbi James Kennard
Principal