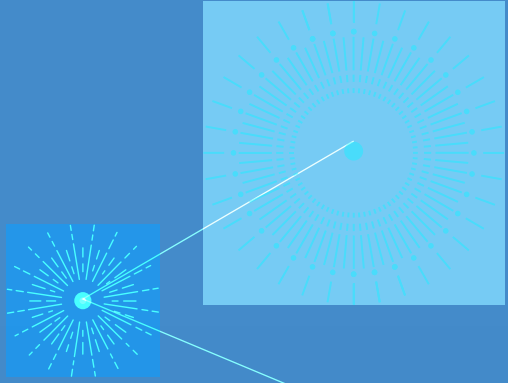




Moriah College

בית ספר הר המוריה



2016

64th Annual Report and Financial Statements





Moriah College

בית ספר הר המוריה

64TH ANNUAL REPORT AND FINANCIAL STATEMENTS

**Moriah War Memorial College
Association and its controlled entities**

**Moriah War Memorial College
Association**

ACN 000 049 383

**The Moriah War Memorial Jewish
College Association Limited**

ACN 003 214 560

**Moriah College Building Fund &
Moriah War Memorial Fund Trustee**

**Moriah College Building Fund &
Moriah War Memorial Fund**

QUEENS PARK ROAD, BONDI JUNCTION
NSW 2022

ANNUAL GENERAL MEETINGS

MONDAY, 22 MAY 2017

TRUSTEES

Mr R Goot AM, SC (Chairman)

Mr R N Simons OAM

Mr R Gavshon

Mr D Goulburn, Mr G Einfeld OAM

LIFE PATRONS

Mr R N Simons OAM, Mr R Goot AM, SC,

Mr R Gavshon

PRESIDENT

Mr G Friede

DEPUTY PRESIDENT

Mr S Jankelowitz

TREASURER

Mr M Weininger

HONORARY SECRETARY

Ms M Sonnabend

BOARD OF DIRECTORS

Mr Robbie Blau

Mr O Freedman

Mr J Fridman

Mrs J Lowy

Dr S Morris

Mr G Sher

Mr S Wilkenfeld

COLLEGE PRINCIPAL

Mr J Hamey – B Ed (Distinction),
M Ed Lead

DEAN OF JEWISH LIFE AND LEARNING

Rabbi B Levy – BA (HONS), DipEd

CHIEF OPERATING OFFICER

Mr T Johnson – MBA, B.Bus, BCom,
FCPA, AFAIM, CPMgr

HEAD OF PRIMARY SCHOOL

Mrs T Schreier – BPrimEd

DIRECTOR OF EARLY LEARNING

Mrs C Milwidsky – AMI Dip Montessori
Preschool

BA Ed & Clinical Psych Post Grad Dip
Counselling

CO-PRESIDENTS PARENTS' & FRIENDS' ASSOCIATION

Mrs L Ehrlich and Mrs I Gelman

AUDITOR

Grant Thornton Audit Pty Ltd

CONTENTS

OUR SCHOOL

Our History / Welcome	4
President's Report.....	6
College Principal's Report	11
Dean of Jewish Life & Learning's Report	15
Director of Early Learning's Report	17

OUR ACHIEVEMENTS AND GOALS

Major Initiatives in Learning and Innovation in 2016	25
--	----

OUR PERFORMANCE

26

OUR STAFF

31

Professional Learning and Teacher Standards.....	33
Human Resources.....	35

OUR STUDENTS

37

Student Leadership Report	38
House Report.....	40
Debating.....	41
Sport.....	44
Co-Curricular Music.....	50

OUR COMMUNITY

School policies, including Anti-Bullying	53
--	----

OUR FUTURE

The Moriah Foundation Report.....	56
Admissions Office Report	59
Communications Office Report	61

OUR FINANCES

Treasurer's Report	63
Moriah War Memorial College Association and its controlled entities	66
Moriah War Memorial College Association.....	96
The Moriah War Memorial Jewish College Association Limited.....	126
Moriah College Building Fund & Moriah War Memorial Fund Trustee.....	150
Moriah College Building Fund & Moriah War Memorial Fund	160

OUR HISTORY / WELCOME

WELCOME

Moriah College is an independent, co-educational modern Orthodox Jewish school, which prides itself on providing the highest standard of Jewish education.

Offering Preschool, Primary, and High School education, Moriah aspires to achieve consistently excellent academic standards. Year after year, our HSC results are up there with the best.

Moriah College also embraces the belief that education does not stop at academic learning. A knowledge of our Jewish traditions, ethics and family values, a positive commitment to modern Judaism and a love for the State of Israel help to ensure our young people become caring, active, responsible members of the community.

HISTORY

Founded in 1943 by the Late Mr Abraham Isaac Rabinovitch, Moriah College is an independent, co-educational Modern Orthodox Jewish Day School, providing the highest standard of secular and Jewish education from Preschool through to HSC level.

In 1951, when Moriah opened its Vivian Street, Bellevue Hill campus, it was a Primary School of 26 students and four teachers. Today Moriah, with a total enrolment in excess of 1800 is one of

the leading Jewish Day schools not only in Australia, but of the English speaking world.

On 13 April, 1994, Moriah College's High School moved from its Vivian Street, Bellevue Hill premises to the new High School constructed at Queens Park. On the same day, our Primary School (Years 3-6) also moved on to the Queens Park site and in so doing, the Late Abraham Rabinovitch's dream that one day Sydney would have a Jewish Day School "which would rival any in the wider Community", was realised.

MISSION STATEMENT

"Moriah College aspires to achieve excellent academic standards by promoting the intellectual, spiritual, moral, social and physical development of the students. We strive to foster critical thought, cultural interests, tolerance, social responsibility and self-discipline. The total development of all our students remains our overall concern - helping them to proudly realise their full potential as Jews, and as Australians."

EDUCATIONAL GOALS

Moriah not only aspires to achieve excellence in academic standards, but maintains and promotes among its students an awareness of and a feeling for Jewish traditions and ethics,

an understanding of and a positive commitment to Orthodox Judaism and identification with and love for Israel.

Moriah creates a stimulating and caring environment for each student, provides a rich Jewish social and cultural experience and offers wide-ranging support services for its students, including support programs for children with special needs and careers information and advice.

DUAL CURRICULUM

Moriah College offers a dual curriculum of Secular and Jewish Studies. It provides secular education, which exceeds the standards required by the various New South Wales authorities. At the same time, it provides a comprehensive and enriching Jewish Studies curriculum, faithful to the College's founding philosophy.

Both curricula are compulsory and the College views the dual system as embodying the totality of the learning experiences to which the student is exposed.

The educational program at Moriah College recognises the individual needs and interests of the students as well as the needs of the Community - maintaining a balance between the need to preserve and the need to respond to social, economic and cultural change.

BOARD OF DIRECTORS

Moriah College is operated by the Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited.

Under its constitutions, the Associations' Board of Directors are responsible for the direction, control, decision making and development of the College. Membership of the Associations is available to any person of the Jewish faith, other than teachers employed by the Association.

In broad terms, the Board of Directors are required to formulate and develop College policy, arrange funding of the College's operations, present the College to the Community at large and to make known the ethos, aims and objectives of the College.

The Board of Directors comprises members of the Board. The College Principal and the Chief Operating Officer attend meetings of the Board. Life Patrons (appointed under the old Constitution) can attend meetings of the Board. Those appointed under the current Constitution have the right to attend at least two meetings of the Board of Directors in each year between successive Annual General Meetings, at the invitation of the President.

There are three general areas of responsibility of the Board of Directors:

- The responsible management of the College on behalf of Members of the Associations and the realisation of the objectives of the Associations.
- Development and assessment of overall policies.
- The selection of the College Principal, Dean of Jewish Life and Learning and the Chief Operating Officer, and also representation in the selection and appointment of Heads of Schools.

Delegated to the College Principal is the responsibility for interpreting and implementing the aims and objectives consistent with the ethos of the College and the policies formulated by the Board. The College Principal is given authority, *inter alia* for:

- The operation of the College within a policy framework set down by the Board and within the budgets approved by the Board.
- Engagement and dismissal of teaching staff and providing them with direction, management, guidance and supervision.
- The determination of the teaching practices, which are to be applied in addition to the educational opportunities to be offered.
- Spiritual and pastoral care of and overall guidance to, students and the disciplinary practices which are to apply.

- Generally maintaining high morale and school spirit of both pupils and teaching staff within the College.

Further information regarding the school context that is publicly available including student numbers, student background, school staff, enrolments, senior secondary outcomes and VET can be found at the My School website www.myschool.edu.au or the College website www.moriah.nsw.edu.au

OUR SCHOOL

College President's Report



INTRODUCTION

This year's visit by Prime Minister Benjamin Netanyahu and his wife Sarah together with Prime Minister Malcolm Turnbull and his wife Lucy, marked a major milestone in the history of Moriah College. It was a privilege for our Moriah family to host these two world leaders and their wives in what was a magical day. How lucky we were to have heard Prime Minister Turnbull tell our students to be proud of their Jewish faith followed by Prime Minister Netanyahu who emphasised the importance of being proud Jews.

The emotion in the Railea Moss Assembly Hall and the Moshe Triguboff Auditorium was palpable, and united us all in celebrating the achievements of our school as well as the privilege and importance of Jewish education. This historical day will be etched into our children's memory for life!

It was an especially proud day for all Moriah Board Directors, Life Patrons, Trustees and Foundation Directors who witnessed the excitement of our students. It reconfirmed our commitment to teach our children to be proud of who they are and what they can achieve. It reinforced our vision to have Jewish children achieve personal excellence and make a positive

contribution, informed by the richness of their Jewish heritage.

I am proud to present this year's annual report. 2016 has been a very busy year for the College. Mr Hamey and his team have been working tirelessly to deliver on the College's 2015–2020 strategic plan. I encourage you to read the entire Annual Report to gain a deeper insight into the achievements made toward our goals. Reports from the individual College executives have been written using the five pillars of the strategic plan:

Foundation Pillar: Jewish life and learning

1. Excellence in Teaching and Learning
2. Student Growth and Wellbeing
3. Professional and Engaged Staff Members
4. Parent and Community Partnerships
5. Sustainability

2016 IN REVIEW

2016 has been a huge year with many significant accomplishments:

- Successfully completed the Board of Studies NSW Education Standards Authority (formally Board of Studies, Teaching & Education Standards) inspection. Our last inspection was five years ago. This was a mammoth task that involved our College Principal John Hamey and his entire staff as well as the entire Board. Over 40 policies were rewritten. (Please see page 13 of the College Principal's report for more detail).
- Commencement of Head of Primary School, Tracey Schreier.
- Rabbi Levy, together with the newly appointed Coordinator of Experiential Jewish Education, continued to drive and improve the vibrancy of Jewish life across the entire school.

- Our three Early Learning Centres (ELCs) were assessed and rated as Exceeding the National Quality Standards.
- Strong academic performance in 2016 HSC. (Please see page 26 of College Principal's report for more detail).
- Introduction of Educator Impact, a teacher performance and development framework. (Please see pages 13 & 31 of the College Principal's report).
- Co-Curricular activities continue to strengthen and grow including in the areas of Public Speaking, and our phenomenal Debating success winning the coveted Caplan Trophy. (Please see page 41 of the College Principal's report).
- Our Sporting program has grown from strength to strength and 2016 was filled with many sporting victories. Our Senior Football XI captured the NSW CIS Cup for the second year. Moriah is one of only two schools to have won the Cup in consecutive years. (Please see page 44 of the College Principal's report for more detail).
- Largest participation of students on IST 2016. (Please see page 57 of the College Principal's report).

At the start of 2016 we rolled out a new assessment and reporting system for Years 7-10. This innovative approach was introduced as part of the College's strategic plan to deliver a personalised and engaged learning platform. The College has recognised that we need to better prepare our students for 21st century jobs by making them 21st century learners. The College recognises that with change comes challenges and during the course of 2016 we ran many feedback sessions with staff members, students and parents to try and pinpoint the most significant issues that were being raised.

The data that was gathered has informed the College Executive and a

detailed plan has been developed to address the most significant issues. The Board continues to monitor this plan and its progress.

GOVERNANCE

To ensure that all our Policies were compliant with the BOSTES registration obligations, the Board's Corporate Governance Committee reviewed all existing and proposed policies. This was a very intensive process, with more than 40 policies to be reviewed. I wish to thank all members of the Corporate Governance Committee and, in particular, the Committee Chair Miri Sonnabend, for their dedication and for helping us to ensure that we were compliant. There were many hours volunteered, both in meetings and out of session, to ensure this critical work was completed. Thank you also to staff members who drafted or revised the policies and made themselves available to the Committee to help the review process.

MASTER PLAN

A new Master Plan sub-committee was formed to drive the development of our Master Plan. The focus of the committee is to identify and deliver a Master Plan that supports the College's long term strategy of a 21st teaching and learning environment, including future developments on the Queens Park site being oriented toward the south, away from our residential neighbours. More information on our progress will be given during 2017.

In November 2016 the Montefiore Homes notified the College that its planned development on the site that housed our ELC was ready to commence at the end of 2017. The Committee is working with our planning team to assess the feasibility of relocating the ELC to Queens Park. We lodged our DA in May 2017.

ENROLMENTS

The Enrolment Consultative sub-committee has been very active in 2016 with a constant focus on enrolments into Year K and Year 7. Year 7 for 2017 is full and we anticipate that Year 7 enrollments for 2018 will be over-

subscribed. Year K 2017 enrolments are below expectation. This is a common issue among the Day Schools and Independent Schools on the whole. The Enrolment Consultative sub-committee is working together with the Admissions Team, to try and reverse the trend of families deciding to attend public Primary Schools and then enrol at Moriah for Year 7.

THE MORIAH FOUNDATION

The Moriah Foundation continues to make a significant contribution to the economics of the school by providing bursaries for those families that could otherwise not afford a Jewish education. Foundation subsidies, together with funding from the Y2I program, have enabled the largest number of students ever to attend the Israel Study Tour (IST), with a total of 117 students from Moriah, together with 40 students from Masada College. The impact of The Foundation is significant in both the lives of the many families who otherwise could not afford a Moriah education as well as the entire Moriah Family that is benefiting from a more sustainable and affordable school.

I would like to express my sincere thanks to the Foundation Board, in particular the Foundation Chair, Brian Schwartz AM and Foundation President, Judy Lowy for their continued commitment to building Moriah's Foundation. Thanks also to Joseph Herschel the Foundation Director for all his hard work.

I commend to you the report of The Moriah Foundation.

ISRAEL STUDY TOUR

Under the leadership of the Dean of Jewish Life & Learning, Rabbi Benji Levy, along with the College Principal John Hamey, Coordinator of Experiential Jewish Education Ilan Lavan, and teachers and madrichim Glen Busuttil, Adam Cohen, Vicki Farkas, Catherine Kaissis, Marisa Zadro, Stephanie Cemal, Eitan Cher, Gabi Cher, Liora Ensley, Gila Rudansky, Aron Schneider, Michael Subel, Gidon Tuch and Michael Weininger, the College had another record number of 117 Moriah students participating in the Israel Study Tour (IST) program in 2016.

On behalf of the Board, I would like to thank Rabbi Levy and his IST team, for the commitment and passion that they continue to bring to the IST program, and for once again ensuring the safety and wellbeing of our students and staff members on the program.

I commend to you the Report of the Dean of Jewish Life & Learning, included in the College Principal's Report.

HSC RESULTS

I recommend to all Members of the Association that you refer to the Graduating Class Reports issued by the College Principal. I would like to express my thanks and appreciation to the educational leadership and staff members for their efforts. Our results reflect admirably, not only on the HSC teachers, but all the other teachers and support staff, from the Early Learning Centres through to Year 12, who have contributed to the development and education of the Graduating Class.

BOARD COMMITTEES

With a smaller Board in 2016, I am pleased to report that each and every Board member continued to play an integral role in the functioning of the Board. Many of our Board Committees have co-opted additional members to enhance the relevant expertise on that committee. Co-optees can also provide a path for potential Board members to engage in a specific area in which they are interested and thereby gain experience in Moriah College matters.

Board sub-committees offer a unique forum for staff members and lay leaders of the College to come together to address specific aspects of the running of the College. I would like to thank all Committee members for their contributions. Chairing a committee, as a number of Board members have done, requires a significant amount of additional work. I offer special thanks to all those who have chaired committees this year.

Please see below the list of Committees and their members.

KEHILLAT MORIAH

During 2016 Kehillat Moriah provided Shabbat and festival services and programs for the College and community. Rabbi Dr Aryeh Solomon advised the College on all Halachic matters, published guides to the chagim and provided pastoral care to students and families. Throughout the year The Hugo Lowy Synagogue was the venue for numerous Bar Mitzvah and Bat Mitzvah celebrations, ufrufs and shabbatonim, as well as other College religious events and ceremonies. We recognise Rabbi Solomon's continuing contribution to the Jewish ethos of the College and its alumni.

SECURITY

Safety and security at all campuses remained a high priority throughout the year. The Security Manager has been involved in overseeing the works that have taken place in relation to the implementation of the Secure Schools Funding at the Queens Park Campus and Early Learning Centres.

PARENTS' & FRIENDS' ASSOCIATION

The Parents' & Friends' Association (P&F) is a vital institution in the Moriah Family. The P&F does wonderful work in maintaining grass-root relationships with our parents. We are grateful to Co-Presidents, Lauren Ehrlich and Irena Gelman for their leadership in 2016.

I thank the P&F for its ongoing support of the College.

MORIAH TRUSTEES & LIFE PATRONS

I would like to thank the Moriah Trustees and Life Patrons to the College who have worked with me to further the interests of the College in this exciting year. I would like to thank the Chairman of Trustees, Robert Goot AM SC and his colleagues for their work.

JEWISH COMMUNAL APPEAL (JCA)

I want to extend our thanks to the JCA and its President Stephen Chipkin for his continual support of the College. This year the College received an allocation of \$1.326M from the JCA. The College expresses its gratitude to the JCA

and the community at large for this allocation. This donation is allocated to Special Needs education and to the provision of Financial Assistance. I urge all parents of the College, not just to donate to the JCA, but also to get involved with the JCA as function hosts or in some other capacity. The work of the JCA is vital to many organisations in our community, Moriah included.

MOUNT ZION

Mount Zion Trust and Moriah College continue as partners in running our Bondi Road Preschool/Early Learning Centre, and the Early Childhood Centre (ECC) for children aged two to three years, using the Old South Head Road premises leased from Mount Zion. I would like to thank Professor Leon Simons and his fellow Trustees, Michael Greenfield and Dr Liliane Goodman for their cooperation.

I would also like to thank the Mount Zion Trustees for their generous assistance to the Moriah Foundation in launching the Bursary Program with a significant annual contribution of \$40,000 per year for two years, to be used for partial bursaries. The College is grateful for the support and the spirit in which it works with Mount Zion Trustees.

SIR MOSES MONTEFIORE HOME

With the planned expansion and improvement of the facilities at the Randwick Montefiore Home, the College has been given notice that the lease on our Moriah College John I Einfeld AM Early Learning Centre will expire at the end of 2017.

While planning for the new developments at The Home began in 2010, our understanding was that the process was going to be a lengthy one with concepts, designs and applications undergoing a number of revisions, and a rigorous review and consultation process. Moriah was given notice in November 2016, once the Montefiore Home had clarity regarding the staging of the project.

The College is deeply appreciative of the generosity of the Home in continuing our lease with them for the past six years. Its support is recognition of the

role our Early Learning Centres play in the community and we look forward to continuing to bring our intergenerational communities together through activities and Kabbalat Shabbat ceremonies, The friendship that we have brings much reciprocal joy and tenderness to all.

MOUNT SINAI COLLEGE

Moriah continues to enjoy a warm and constructive relationship with our feeder school, Mt Sinai College. The ongoing participation of Mount Sinai students at Moriah's Music Camp continues to be very successful. I would like to pay tribute to the President of Mount Sinai, Tim Greenstein, and to the Principal, Phil Roberts for working so cooperatively with our College.

STAFF RECOGNITION

This year we had a number of staff members who were acknowledged either at faculty morning teas, or assemblies, for their 20 and 25 years' of service namely; Gae Bolton, Hilary Kahn, Dale Kessler, Stephen Smout, Myrna Airey, Debbie Conn and Alan Williams. No thanks is big enough to accurately articulate our gratitude to you.

ANNUAL GENERAL MEETINGS

At our Annual General Meetings of Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited, held in May 2016, the following Board of Directors of the College were elected unopposed for the ensuing year: President: Giora Friede, Directors: Judy Lowy, Dr Sue Morris, Gavin Sher and Miri Sonnabend.

In addition to the above Directors, the following Directors continued their term until the next Annual General Meetings of the Associations, in accordance with our Constitutions: Oliver Freedman, Joey Fridman, Stephen Jankelowitz, Marc Weininger, and Simon Wilkenfeld.

The Deputy President, Treasurer and Honorary Secretary positions are appointed by the Directors, at its first meeting, pursuant to Clauses 42, 43 and 44 of our Constitutions. The following people served in those roles:

- Stephen Jankelowitz – Deputy President
- Marc Weininger – Treasurer
- Miri Sonnabend – Honorary Secretary

CONCLUSION

Looking forward towards 2017, I am encouraged by the commitment and quality of both our Board members and senior College leadership. The Board's focus for 2017 will be:

1. Continue to drive our 2015 – 2020 strategic plan with emphasis on delivering a quality teaching and learning environment that has at its core the growth and wellbeing of every child.
2. Delivering to our students a positive Jewish education and experience.
3. Ensuring Moriah delivers an affordable and sustainable offering to our community.
4. Focus on enrolments especially in Year K and Year 7.
5. Deliver a Building Masterplan that supports our vision for a 21st century learning environment.

I would like to thank each Board member for their support and enormous effort during 2016. In particular, I would like to thank Joey Fridman who is retiring at the 22 May 2017 Annual General Meetings. Joey joined the Board in 2011 and served as Treasurer from 2014-2016. On behalf of the Moriah family, I want to acknowledge and thank Joey for his contribution to the College during his tenure.

I want to thank our staff members at Moriah for their outstanding contribution in 2016. I also want to express my gratitude to our College Principal, John Hamey for his leadership, passion, courage, and educational rigour. John's aspirations for excellence, and relentless pursuit of improvement, positively impacts students and staff across the entire College.

I want to acknowledge and thank Daisy Sultana, Executive Officer to the Board, for her assistance and incredible dedication to Moriah. Daisy's help and guidance continues to make my job, and that of the entire Board, much easier.

Once again, I have been fortunate to have the unconditional support of my wife Ilana and children Ricki and Britt. They have been very understanding; knowing the importance of Jewish Education and the pivotal role Moriah plays in the community. I truly appreciate and thank all of them.

I wish the incoming Board of Moriah Hatzlacha Raba in all its work for the coming year.

GIORA FRIEDE President

BOARD COMMITTEES

Board sub-committees offer a unique forum for staff and lay leaders of the College to come together to address specific aspects of the running of the College. I would like to thank all committee members for their contributions. Chairing a committee, as a number of Board members have done, requires a significant amount of additional work. I offer special thanks to all those who have chaired committees this year.

The following committees assisted the Board during the course of the year. The President and the College Principal were ex-officio members of all the committees.

Building & Infrastructure

S. Wilkenfeld*, J. Fridman, S. Jankelowitz, Chief Operating Officer, Facilities & Operations Manager and Security Manager

Waverley Council Compliance Sub-Committee

S. Wilkenfeld*, J. Lowy, (Co-opted Robert Goot AM SC, Daniel Goulburn (Life Governor and Trustee), Toby Wetherill (College's Architect), Chief Operating Officer and Facilities & Operations Manager

Corporate Governance

M. Sonnabend*, R. Blau, S. Morris, (Co-opted Robert Goot AM SC (Life Patron and Trustee), Tahlia Gordon), and Chief Operating Officer

Debtors & Financial Assistance

M. Weininger*, S. Jankelowitz, S. Morris, G. Sher, Chief Operating Officer, and Financial Controller

Early Learning Centre

M. Weininger*, O. Freedman, S. Morris, M. Sonnabend, S. Wilkenfeld, College Principal, Head of Primary School and Education Leader & Director of Compliance

Early Learning Centre Project Control Group

S. Wilkenfeld*, M. Weininger, G. Friede, (Co-opted Daniel Goulburn (Life Governor and Trustee), Chief Operating Officer, Director of Early Learning

Education

S. Morris*, R. Blau, J. Lowy, M. Sonnabend, Dean of Jewish Life & Learning, Head of High School, Head of Primary School, Director of Early Learning, Director of Primary School Curriculum, Director of Learning Enhancement K-12), Director of Professional Practice, Deputy Head Learning, Research & Innovation and Deputy Head Deputy Head of High School - Student Life (7-12)

Enrolment

O. Freedman*, J. Lowy, S. Morris, G. Sher, M. Sonnabend, M. Weininger (Co-opted Terri Solsky **, Hanna Goldberg), Dean of Jewish Life & Learning, Head of High School, Acting Head of Primary School, Director of Early Learning, and Director of Admissions

Finance & Audit (including Affordability)

M. Weininger*, J. Fridman**, R. Blau, S. Jankelowitz, G. Sher, (Co-opted Dale Carr), Chief Operating Officer, and Financial Controller

Innovation

G. Friede***, College Principal***, S. Morris, (Co-opted Kelly Bayer-Rosmarin and Adam Bennett (Commonwealth Bank of Australia), Kevin Bloch, Josh Lowy, Associate Professor Richard Buckland), Dean of Jewish Life & Learning, Head of High School, Head of Primary School, Deputy Head Learning, Research & Innovation and Director of ICT

Jewish Life & Learning

G. Friede***, J. Lowy***, O. Freedman, S. Jankelowitz, S. Morris, (Co-opted Robert Gavshon (Life Patron and Trustee) David Taub), Dean of Jewish Life & Learning, and College Rabbi

Kehillah

O. Freedman*, G. Sher, Dean of Jewish Life & Learning, and College Rabbi

Master Planning

S. Wilkenfeld*, G. Friede, S. Jankelowitz, (Co-opted Daniel Goulburn (Life Governor and Trustee), Steven Lowy AM, Toby Wetherill (College's Architect) and Allen Linz), College Principal, Head of High School, Head of Primary School and Chief Operating Officer

Nominations

G. Friede*, J. Lowy, M. Sonnabend, (Co-opted Daniel Goulburn (Life Governor and Trustee))

Remuneration

G. Friede*, S. Jankelowitz, Mark Weininger, College Principal and Chief Operating Officer

Security & Traffic

S. Jankelowitz*, M. Sonnabend, S. Wilkenfeld, (Co-opted Justin Lipson (Communal Security Group Representative), Linda Tate (Head of Parent Safety Group), Chief Operating Officer, Deputy Head of Primary School Administration, and Security Manager

* **Chair**

** **Deputy-Chair**

*** **Co Chair**

The following were other areas of specific responsibilities or requirements for liaison/representation with outside organisations, associations or instrumentalities:

Association of Independent Schools

M. Sonnabend

Community Reference Group

S. Wilkenfeld, College Principal, Chief Operating Officer and Deputy Head of High School - Student Life (7-12)

Jewish Communal Appeal ('JCA') (Fundraising)

J. Lowy and M. Weininger
NSW Jewish Board of Deputies
G. Sher and M. Sonnabend

Australian Council of Jewish Schools (ACJS)

M. Weininger

Yedid-Moriah Alumni Association (Old Collegians)

S. Wilkenfeld

Early Learning Liaison Group

O. Freedman and M. Sonnabend

Queens Park Precinct

S. Wilkenfeld, College Principal, Chief Operating Officer and Deputy Head of High School - Student Life (7-12)



OUR SCHOOL

College Principal's Report



STRATEGIC PLAN 2015 – 2020

During 2016, the College continued with its implementation of the Strategic Plan. The strategic aims of the College for 2015-2020 are as follows:

1. Embed Jewish traditions, history, ethics, values and culture into every aspect of College life to ensure our students are knowledgeable about Judaism, skilled in its religious practices and engaged members of the Jewish community with a commitment to Jewish continuity.
2. Provide a first-class Jewish education that is innovative, inspiring and grounded, helping our students understand the values that spring from Judaism, and the challenges that face the Jewish world.
3. Deliver the highest quality learning experiences for our students that are personalised, challenging and engaging, creating within them a desire for lifelong learning and commitment to realising their academic potential.
4. Provide innovative and contemporary century learning environments that equip students with the ability to meet future challenges as active and responsible global citizens.
5. Provide the highest levels of wellbeing for each student with a holistic school experience grounded in Jewish values,

preparing them for their next stage of life.

6. Attract, develop and retain the highest calibre of staff who feel valued, are passionate and committed to the education of our students, and who view Moriah as their preferred place of employment.
7. Provide challenging co-curricular experiences that promote and build within our students team spirit, resilience, independence, self-discipline, responsible decision-making, and self-confidence.
8. Provide an inclusive and welcoming school culture where all members of the community feel valued and motivated to engage with the College.
9. Be recognised as a leading advocate for comprehensive sustainability planning and practices.
10. Provide astute College Governance, informed by regular stakeholder feedback, to deliver the future resource and development needs of the College.

The following pillars frame our strategic plan 2015-2020:

Foundation Pillar – Jewish Life & Learning

- Pillar 1 – Personalised, Engaged Learning
- Pillar 2 – Student Wellbeing
- Pillar 3 – Passionate, Qualified, Caring, High Calibre Staff

- Pillar 4 – Co-curricular
- Pillar 5 – Community Engagement & Partnerships
- Pillar 6 – Sustainability

I commend to you *Our Achievements and Goals* section of this report for further information regarding our progress in each of these areas.

Satisfaction Surveys

Moriah College is committed to listening to the views and expectations from key stakeholders, and commissions annual and bi-annual independent parent, student and staff satisfaction surveys to provide performance feedback on a wide range of related education topics and service standards. The feedback from these surveys greatly assists the College with its operational planning and determination to continually improve the College's value proposition and educational experience offered to its students. In addition, the College partnered with a New Zealand based company, Think Actual to find out what our parents 'really think' about our school, and its educational offering. Feedback from both these surveys is noted below.

In 2016 the following satisfaction surveys were conducted by MMG Education:

- Year 12 Student Exit Survey
- Year 6 Parent and Student Satisfaction Surveys



The **Year 12 Student Exit Survey** identified the following satisfaction scores by students for 2016:

Overview of Key Areas Surveyed	Satisfaction Score * (Year 12 Parents) 2016	Satisfaction Score * (Year 12 Students) 2016
1. Overall Satisfaction	73%	74%
2. Academic Program	66%	66%
3. Student Wellbeing	71%	60%
4. Jewish Life & Learning	68%	56%
5. Communication	77%	57%
6. Co-curricular non sport	72%	60%
7. Sports Program	67%	67%
8. Admin & Leadership	66%	53%

* The Satisfaction Score is an aggregate of the number of respondents who identified they were satisfied or very satisfied with key elements in this area.

The **Year 6 Satisfaction Survey** identified the following satisfaction scores by students and parents for 2016:

Overview of Key Areas Surveyed	Satisfaction Score * (Year 6 Students) 2016	Satisfaction Score * (Year 6 Parents) 2016
1. Overall Satisfaction	87%	79%
2. Academic Program	87%	76%
3. Student Wellbeing	85%	75%
4. Jewish Life & Learning	77%	70%
5. Communication	N/A	79%
6. Co-curricular non sport	76%	73%
7. Sports Program	84%	75%
8. Admin & Leadership	N/A	76%

* The Satisfaction Score is an aggregate of the number of respondents who identified they were satisfied or very satisfied with key elements in this area.

Levels of Performance (Key)

Very Low	Low	Moderate	High	Very High
<50%	50% < 60%	60% < 70%	70% < 80%	80% +

Parents and students were asked to provide open responses to the most valued aspects of Moriah College. The most frequently nominated aspects are:

2016 Moriah Year 6 Students	2016 Moriah Year 12 Parents
Friendships amongst peers	Connection to community
Sport program	Friendships made
Excellent teachers & staff	Jewish life and values
Opportunities/challenges available to students	Quality of education
High quality education	Students are proud of their Jewish identity
2016 Moriah Year 12 Students	
Jewish identity and connection	
Friendships made	
Connection to community	
Networks/Mentoring	
Relationships with teachers	

What was evident in the feedback from the Think Actual surveys is the passion that we all share to ensure that the educational journey of our children is meaningful, giving every student the opportunity to meet with success. It was clear that we all want our children to grow and progress, discover their individual interests and talents, and to underpin all of this within an environment that celebrates our Jewish traditions and the College's values of respect, commitment, responsibility, integrity and kindness. Parents also told us in this survey that they appreciate the community aspect of our College and that they recognise that Moriah provides a nurturing environment for all students, with a broad offering of curricular and co-curricular opportunities that are continually improving.

Parents also noted the main areas of challenge for them were the new assessment and reporting strategies in the High School, the retention of quality teachers across the board, the quality and consistency of the teaching and learning experience across all classrooms, and the need for a more disciplined school culture. As noted in the survey results, 'Discipline among the student body is cited as a common and all too frequent concern'. The College is committed to introducing strategies that will reinforce our expectations around behaviour, with clearly defined boundaries characterised by mutual respect and understanding, and an opportunity for students to learn from their mistakes. This process commenced in Term 4, 2016.

High School parents also expressed anxiety about the new reporting strategy noting there had been a shortfall in the way that the College communicated with them, and educated them about the value of its assessment and reporting system.

Multi-Enterprise Agreement Negotiations

In 2016, the Association of Independent Schools of NSW (AIS) successfully negotiated a new Multi-Enterprise Agreement for both Teachers, and Support and Operational Staff for member schools of the Agreement. There was a strong 'yes' vote by staff for both Agreements at the College.

The new Agreements are in place from 2017-2020, allowing the College to develop its annual budget and medium-term budget with greater surety and

confidence in regard to its largest expenditure item. In brief the agreement provides a 2.3% salary increase for Teachers in 2017, and 2.5% increase annually for the remaining term of the Agreement. For Support & Operational Staff, the Agreement provides a 2.5% annual salary increase for the term of the Agreement. The terms of the Agreements also provide for new provisions in regard to personal/carers leaves, special leave, teacher accreditation support, overseas service, termination and forfeiture of employment and penalty rates.

Educator Impact

In 2017 the College successfully trialled the Educator Impact program, which brings feedback from students and peers together with self-reflection, giving teachers an insight into their existing strengths, and revealing areas for improvement in their practice. Educator Impact is founded on behavior change principles and uses formative feedback and iterative development to achieve positive change and growth. It invites students and colleagues to provide feedback to teachers through an online survey tool. Personalised professional learning plans are developed through this process and fuel collaboration among teachers, providing a springboard for professional dialogue and collegiality. It also helps embed a culture of inviting and responding to feedback in the school community, valuing student voice in establishing school priorities, and the setting of the professional development agenda for teachers. In brief it focusses on a teacher's competence in the following key areas:

- Setting objectives for learning;
- Building relevance for students;
- Communicating effectively;
- Creating relationships;
- Classroom management;
- Providing feedback;
- Driving surface and deep learning, and
- Calibrating difficulty for students.

Following consultation with staff members and in response to their feedback on how they could be better supported in using Educator Impact, highly experienced K-12 teacher mentors have been appointed for 2017 to support teachers new to the school, undergoing accreditation and participating in Educator Impact. All teachers at the College will have

completed the first round of Educator Impact by Term 4, 2017.

Teacher Accreditation

From 2016, all teachers working in the early childhood sector are now required to be accredited with the NSW Education Standards Authority. From 1 January 2018, all teachers who commenced teaching prior to 1 October 2004 will need to be accredited to continue, return to or start teaching in a NSW school. Teachers who entered the profession after this date have already undergone formal accreditation. Accreditation celebrates quality teaching and inspirational teachers. It safeguards the quality of the teaching profession to improve student achievement across NSW. In brief, accreditation:

- Safeguards the quality of the teaching profession;
- Means that teachers must have a teaching qualification, meet quality standards and keep up-to-date;
- Continuously develops teachers;
- Improves student achievement across NSW;
- Is building a collaborative, reflective and evidence-based teaching culture, and
- Celebrates quality teaching and inspirational teachers.

The College is well abreast of all accreditation requirements and has put in place a range of strategies and processes since formal accreditation commenced in NSW in 2004 to support staff in meeting their obligations. All teachers at Moriah will be eligible for accreditation in 2018.

Early Learning Centres

In 2016, each of our Early Learning Centres were assessed and rated by the Australian Children's Education & Care Authority (ACECQA). Each Centre received the highest rating available, Exceeding National Quality Standard, demonstrating that our offering is of the highest level. Now that the Centres have received this rating, the College can apply to be awarded an Excellent Rating in 2017. This is testimony to the excellent leadership of our Centres and the dedication and professionalism of our staff.

Registration & Accreditation

The College was successfully registered and accredited by the NSW Education Standards Authority (formerly Board of Studies, Teaching and Education

Standards) for a period of five years after a comprehensive inspection in May.

College Policies

All College Policies underwent a comprehensive review in 2016. Please refer to Page 53 of this report for further details.

Vote of Thanks

On behalf of the College community, I would like to extend my appreciation and gratitude to Giora Friede, College President, Trustees, Life Patrons and members of the Board of Directors for their support of the College. It is through their expertise, time and commitment, and that of their forebears, that we are able to enjoy a school with enviable resources and a culture built on a commitment to Jewish life and excellence in all we undertake.

To the Chairman of The Moriah Foundation, Brian Schwartz AM, and President, Judy Lowy, I would like to extend our heartfelt gratitude for your continued support of the College. Through the work of the Director of the Moriah Foundation, Joseph Herschel, we continue to connect our grandparents with College life while securing donors and other community and corporate grants to support our work. In particular, I would like to convey our gratitude to Y2I for making funds available such that every Jewish child in Year 10 in NSW can participate in an Israel Experience. This means over 90 percent of our Year 10 students now participate in the Israel Study Tour at the end of each year.

The Parents' and Friends' Association (P&F) is in many ways our silent workforce whose members go about their work supporting new families, families in need and teachers at the College without fuss and fanfare. We extend our gratitude and thanks to Co-Presidents, Lauren Ehrlich, Irena Gelman and their team, for the many hours they give voluntarily to building a strong sense of belonging at the College.

There are a number of parents who also volunteer their time throughout the year to vigilantly watch over our students as part of the Parent Safety Group (PSG). It is through their ongoing commitment and the tireless efforts of their Head, Ms Linda Tate that we continue to enjoy a safe school environment.

Karen Shagrin, the Alumni Relations and Foundation Officer organised a number of reunions in 2016. This presented an

opportunity for many old collegians to re-engage with their school friends, visit the Queens Park Campus and reminisce about their school experience.

To the Mount Zion Kindergartens and Trustees, Professor Leon Simons, Michael Greenfield and Dr Lilliane Goodman, we thank you for the continued belief you have in Moriah as we partner with you in providing an unrivalled early learning program, which has been recognised at the highest rating of Exceeding the National Quality Standard by the Australian Children's Education & Care Quality Authority (ACECQA).

We extend our thanks to the JCA and its President, Stephen Chipkin, for his continued support of the College through the allocation of funds from their Appeals. In a climate where funding for Independent schools is unclear, the support of the JCA helps secure a number of programs we have on offer at the College. Many of the Member Organisations of the JCA have strong links to the College and provide a range of opportunities throughout the year for our students to participate in charitable works, service learning and work placements.

To Jeremy Spinak, President, NSW Jewish Board of Deputies and Vic Alhadeff, CEO, we thank you for being the voice of the Jewish Community of New South Wales. Your advocacy and support, particularly through the Communal Security Group (CSG) ensure our school is safe and secure.

To the Zionist Council of NSW, and in particular Richard Balkin, President, we extend a heartfelt thank you for the many opportunities you have provided to the students throughout the year.

To Arnon Katz and Shafirra Breuer of Jewish Journey, Israel, Mazel Tov on your extraordinary commitment and service to our students while they were in Israel in November and December. You managed to accommodate ever-increasing numbers and provide a first-class program that fostered in our students a deep connection with, and love for Israel.

We extend our gratitude to The Honorable Justice Stephen Rothman AM and Daniel Goulburn, Co-Chairs, and Len Hain, Executive Director, Australian Council for Jewish Schools (ACJS), for the professional support they have provided to the College. The ACJS advocates with passion on behalf of the Jewish schools in Australia and their unique security and operational needs. We continued to remain the

benefactors of the work of the ACJS this year through additional security funding.

We also extend our appreciation to Geoff Newcombe, Chief Executive, and the Association of Independent Schools of NSW for their outstanding support of the Independent Schools sector in 2016, the negotiation of new Multi-Enterprise Agreements for the College and member schools, and their representation of our interests with government and other statutory authorities. They provide significant support to the College in the areas of governance, employment relations, compliance, professional development and consultancy.

I would like to take this opportunity to thank the Executive team at the College for their professional endeavours and dedication throughout the year and ongoing support of me in my role as College Principal. 2016 was a challenging year and with their support we were able to move forward in implanting the College's strategy, continually improving and refining our educational offering. Moriah College is also blessed to have a team of committed and dedicated teachers, administrators, IT, maintenance and volunteer staff who give many hours above and beyond what is expected or required. I thank them for the many ways in which they enrich our community and commit to driving our vision to make Jewish children proud of who they are and what they can achieve.

I do want to single out my EA, Jane Quinn, and the Executive Officer to the Board of Directors, Daisy Sultana for their support of me and the Board throughout the year. Their professionalism, hospitality and empathy cannot be underestimated. They foster a welcoming environment for our students, parents, staff members, visitors and Board members that is calm, orderly and punctuated with good humour and a sense of fun.

And last, but by no means least, thank you to the parents for their continued support of the College, and their children who provide the dynamism we experience every day at our various places of learning.

I commend to you the remainder of the report, which provides a rich overview of life at the College during 2016.

JOHN HAMEY
College Principal

OUR SCHOOL

Dean of Jewish Life & Learning's Report



In referring to the poem 'Late Fragments' by Raymond Carver, educator and Dean of the Harvard Graduate School of Education, James E. Ryan, called upon the graduating class of 2016 to heed the probing question asked in the poem's introduction, 'And did you get what you wanted out of life?' as they embarked upon their careers in education. This is what we want our students to ask at each stage of their life journey. Reflection in light of a vision and contextualised by a set of standards and goals, as Ryan explains, is what allows us to acknowledge our successes, identify our shortcomings and meaningfully resolve to improve ourselves. In our commitment to the progress of Jewish Life and Learning (JL&L), an examination of the year that was, demonstrates the significant strides taken in 2016 to advance the quality, impact and status of our students' Jewish experience at Moriah College.

Accepting our role as a communal lynchpin, this sentiment was furthered in 2016 by nurturing the sense of shared purpose felt by key stakeholders in their relationship with the College. In seeking to set the school as the foundation upon which involvement and Jewish engagement take place, we saw the success of Shabbat and festive meals hosted in the homes of staff members

for hundreds of students. Continuing beyond the four walls of the classroom, shabbatonim were created to cater for students past and present, including one held in Israel, which allowed those that graduated last year and were travelling overseas to reconnect to their Moriah roots, solidifying their connection and affiliation with the school on their return to Sydney. Developments have been made in creating a College infrastructure beyond the formal environment through exciting events and initiatives. Multiple sessions were hosted before Pesach, on Shavuot and before Rosh Hashana with hundreds of alumni joining together to learn for the festival and regular student-organised early-morning learning sessions have been run throughout the year.

Parents and grandparents have also been involved in JL&L across an array of contexts, including the Grandparents' Shabbat in the Early Learning Centres (ELC) and through our Keshet Academy, which provided College parents with a forum to access a variety of local and international speakers and ultimately facilitated significant engagement with the College and its ethos. Special written and video messages were created and circulated among thousands of households, extending the College walls into our constituents' homes. We have worked tirelessly to affirm the values and spirit that define our raison d'être and have worked to make it more accessible and relevant to broader audiences.

This inspiration emanated from working with the students, with the Jewish Calendar once again adding a vibrancy and dynamism to school life. Celebrating chagim became a sensational and stimulating feature for students as they were immersed in festival traditions in creative and unique ways. From inaugurating the month of Adar with an impromptu dance party to baking

matza in the lead-up to Pesach and all students creating pieces to be made into a mosaic mural in honour of Yom Ha'atzmaut that will remain on our walls, Primary School students were able to experience the excitement and essence of their Judaism and forge personal connections to it.

In employing a sensory and immersive Jewish quality within the College for both the chagim and in general, we saw a number of creative art projects take place within different areas of the school. By recognising our students' physical surrounds as critical in shaping their educational environment, a visual Jewish presence became a wonderful initiative that allowed students to express themselves creatively and spiritually, painting the outside of the Bet Midrash, hanging pictures of unique Jewish quotes, placing the three pillars of the Jewish nation, state and Torah at the entrance of the school and so much more. Creating an immersive Jewish environment has also been supported by the initiative to have Jewish Studies staff and EDJE team members involved in all of facets of school life. This has seen madrichim leading Duke of Edinburgh hikes, participating on the Alice Springs trip, creating ruach at sport matches, having meaningful conversations on chair-lifts in the snow, accompanying Primary School students on excursions, and even creating a culture of mentorship and involvement amongst students by having our Year 12 students run activities in the ELC for Purim. This emphasis has further mended the perceived divide between Judaism and general studies/extra-curricular activities in the school, infusing the scope of College life with an accessible and all-encompassing Jewish experience.

In addition to having committed ourselves to advancing the quality of both fields of Jewish education (both

formal and experiential), 2016 facilitated a wonderful cross pollination between the two, allowing students to encounter holistic and multifaceted Jewish learning in the High School. The EDJE team collaborated with Jewish Studies and Hebrew teachers to develop in-class content to complement experiential activities planned to mark key dates and festivals. Yom HaShoah was a shining example of the collaborative success, as staff members chose to honour the Righteous Amongst the Nations, by creating an outdoor exhibition for classes to run guided tours through as well as a memorial corridor en route to the auditorium with music, images and stories of Holocaust victims to convey both content and conjure emotive depth for students in relating to the day. This was repeated throughout the important days and with the advent of the Moreshet Heritage focus group, more opportunities for integration continue. The Experiential Department welcomed Ilan Lavan as its new coordinator; part of the culture of developing young, dynamic graduates of the College and he has settled in with efficiency and ease.

In a display of persistence and a long-term commitment to implementing necessary curriculum and cultural change, internationally renowned educationalist, Rabbi Scot A. Berman worked successfully in the College during Terms 1 and 3. He added tremendous value to a number of key initiatives reviewing staff development in Ivrit and Jewish Studies in the Primary and High Schools, curriculum development and implementation of outstanding quality and leadership development through mentorship, coaching and individualised Teacher Improvement Plans (TIPs). With the advent of the rubric marking system, JL&L integrated rubrics across Hebrew and Jewish Studies, including the development of a tefilla rubric in the Primary School and a new training program for staff members and leaders. In Ivrit the Kadima Program in Years 7 and 9 and the new units for Years 8 and 10 were implemented with rubrics compiled accordingly. Year 8 and 10 curricula continued to be developed with staff members strategising for future implementation based upon the trialled units this year.

In addition to working with Rabbi Berman on the TIP Program to help them improve their teaching practice in Ivrit as well as undertaking the Educator Impact Studies to provide teachers with feedback on their practice, Professor Rod Ellis from Auckland University worked with the Ivrit staff from ELC to High School on Task-based Language Teaching (TBLT). Professor Ellis' conference offered a practical space for teachers to develop units of work as well as improve their expertise in the methodology and construction of the Kadima Hebrew Program. Rabbi Eli Kohn evaluated the curriculum and the College committed to continuing the Jewish Studies renaissance project. We began the new development and implementation of the Lookstein High School Jewish Studies pilot units and continued the Primary School Jewish Studies curriculum implementation, including the JCP Chumash program, Israel Curriculum and Chagim work. The High School Tefilla structure enjoyed improvement and the Primary School curriculum content development and structure gained significant development. Continuing this Tefilla work through to the Early Learning Centres, we were pleased to have two members of staff attend the Legacy Heritage Teachers' Institute in Hebrew University to start working on Tefilla programs that will begin implementation in 2017.

We continued to utilise our resources and abilities in providing notable opportunities to the wider community and creating greater collaboration between Jewish schools in Australia. Thanks to the generosity of donors through Y2i and The Moriah Foundation we hosted the largest cohort of IST participants yet. With students numbering over 160 from Moriah and Masada, the program was closely examined and evaluated based upon feedback from staff members and students, to create a personal and intimate experience whilst maintaining growth in participation. Through restructuring the program, introducing new staffing positions and scheduling we have recreated the program in order to continue to provide the same quality of education and experiences.

In 2016, we also celebrated the success of the Moriah College run national public speaking competition Mikolot that encourages the development of students' Jewish voices and discourse, securing sponsorship and partnership with the Gandel Foundation as we look to expanding the competition in the year to come.

In reflecting upon what the JL&L Department gained from this year, it is the continuation of the poetic words in 'Late Fragments' as understood by Dean, James E. Ryan that most adequately describe our departmental and College-wide ambitions. In answering the aforementioned question, 'did you get what you wanted out of life?' the poem conversationally continues to reply in the affirmative stating that what was wanted was, 'to call myself beloved [and] to feel beloved on earth.' Ryan explains that the word beloved is synonymous with not only being loved, but also cherished and respected, an experience actualised for educators when they have created such things for their students. For Jewish Life & Learning, the question we ask ourselves is two-fold – have we enabled our students to feel beloved and have we contributed to their Jewish heritage and identity being viewed as beloved? I am confident we have taken meaningful steps towards this ideal goal and look forward to the ongoing efforts of our passionate team as we build the next generation.

RABBI BENJI LEVY
Dean of Jewish Life & Learning

OUR SCHOOL

Director of Early Learning's Report



INTRODUCTION

'Evidence tells us that a person's life successes, health and emotional wellbeing have their roots in early childhood. We know that if we get it right in the early years, we can expect to see children thrive throughout school and their adult lives. Both nature and nurture (genes and environment) influence children's development. The quality of a child's earliest environments and the availability of appropriate experiences at the right stages of development are crucial determinants of the way each child's brain architecture develops. Caring and supportive environments that promote optimal early childhood development greatly increase children's chances of a successful transition to school. This, in turn, promotes children's chances of achieving better learning outcomes while at school and better education, employment and health after they have finished school.'

Australian Early Development Census, an Australian Government Initiative

2016 marks the year when three of our Centres were assessed and rated as exceeding the national quality standards expected in early childhood settings. Our overall achievements affirmed our position not only in our Sydney community, but state-wide, as a high quality and consistently evolving service

providing young children with a truly wholesome early years' experience. This achievement sets our children up for greater success later on in their learning and life journeys. We are delighted and proud to have been recognised and acknowledged for our approach, our thinking and our practice that is evidently demonstrated in the years prior to formal schooling at Moriah College.

FOUNDATION PILLAR: TRUE TO OUR JEWISH ETHOS

With the encouragement of Rabbi Benji Levy, two of our Early Childhood Educators were invited to make application to attend the **Legacy Heritage Teacher Institute** at the Rothberg International School of the Hebrew University of Jerusalem in Israel in July 2016. Ashne Grill and Jordan Levin were able to enjoy a fourteen-day intensive learning experience during which they had the opportunity to learn from world leaders in Jewish education, and be inspired by mentors and other educators from around the world. Our two successful applicants developed a detailed project including a strategic plan as to how they would implement their research and goals:

'Creating an authentic and meaningful integration of Jewish Life and Learning in the Early Years' – *thinking that we can better immerse our children in an environment that engages with Torah and tradition – in the hope that our children come to feel a strong connection to their roots, their heritage and their own family stories, and in doing this, will bring deeper and richer experiences to their personal connection with Jewish life and thereby at home with their families'.*

On their return to Australia and after presenting their project to Moriah Jewish Studies mentors Rabbi Dr Eli Kohn and Rabbi Scot A Berman, Rabbi Berman commented: *'You have come*

on to a wonderful avenue to build not only a curriculum around Tefilla, but a framework for developing an entire Jewish Studies EL curriculum.'

The Early Learning Centres sent a contingent of 10 Early Childhood Educators to the **10th Biennial Jewish Educators' Conference, 'Lifelong Teaching, Lifelong Learning,'** at Mt. Scopus Memorial College, in Melbourne, and presented our approach and weekly celebration of Kabbalat Shabbat. The presentation was very well received as we showcased our Kabbalat Shabbat experiences when families are invited to join in our celebrations, building stronger connections between home and school, and extending an authentic experience of welcoming in Shabbat each week through song, brachot and tradition. The interactive presentation demonstrated ways children's learning opportunities enrich their own family's Shabbat experiences, supporting our intention to extend learning beyond our Early Learning Centre (ELC) walls.

Our Early Learning Hebrew teacher, Anat Lavi, was fortunate to attend the two-day conference held at Moriah College on 30 and 31 May, with Professor Rod Eillis, on Task-based Language Learning. Whilst much of the conference was focused on teaching Hebrew as a second language in the Primary and High School years, Anat benefited greatly from being a part of the Moriah team, and gained much insight into how best to prepare our young children for what comes next.

Dr David Brody, (Faculty Member of the **Efrat Teachers College,** Jerusalem having published papers around many diverse Early Childhood subjects including the consideration of men who work with young children) spent a day visiting the Early Learning Centres and demonstrating and reflecting on how Jewish Values can be made meaningful through Torah Stories. The Professional

Development opportunity was created in consultation with Rabbi Benji Levy and Cathy Milwidsky, and together with Dalia Ottensooser, Velvel Lederman and some of the Early Childhood Teachers, it was planned to enhance the inclusion of Torah learning in the day to day program across our Centres.

The ELCs once again engaged **Rebbetzin Deborah Blackman** to present a three-part series of 'Protecting our Children Together' –addressing the sensitive area of child abuse and in particular sexual abuse from a Jewish perspective. The sessions were run for parents as well as children across the Centres and promoted children's advocacy around appropriate responses to inappropriate interactions in an ordinary and meaningful way. Through the work with Deborah it is hoped that children will come to rely on their intuition and remove themselves from times and situations where they are made to feel uncomfortable and vulnerable. These sessions were revisited by educators throughout the year.

PERSONALISED, ENGAGED LEARNING

As we welcomed Mrs Tracey Schreier into her new role as Head of Primary School, we worked collaboratively to form a new approach and position on school readiness and the successful transition from our Early Learning Centres to Moriah Primary School. Tracey presented an **Ecological Approach** of entry into Year K, where we ask the question 'Is the school ready for the child' rather than the child ready for school. By moving the responsibility and focus away from the individual child and onto

the Primary School, it was deemed that every child who is eligible for Primary School, and who would have enjoyed a two-year Preschool Program, should be encouraged to move into Year K. There should be fewer exceptions to this, as the Primary School prepares to welcome each child no matter where he or she is at developmentally. This new consideration presented some challenges at first for both our families and educators, many of whom firmly believed that in some cases a third year of Preschool was beneficial and valuable for some children. In order to support this new approach Tracey Schreier invited all the Early Childhood teaching teams to enjoy an open and collaborative discussion and then enjoyed follow-up visits to the Early Learning Centres to talk through this approach with the educators. Furthermore parents were invited to enjoy a presentation and discussion, hosted by Dr Sharon Greenberg, around how best to support children moving into Primary School. The Early Learning Centre teaching teams were excited about the prospect of Moriah College 're-imagining Year K' as a follow-up commitment to this new approach.

In preparing our Centres for the **Assessment and Rating visits** our teaching teams developed ways of demonstrating our daily practice and approach to teaching and learning in the early years. Our philosophy and guiding principles of believing that children learn best when in relationship with their educators and their peers provided the framework through which we presented our program. We also determined to

showcase how children come to feel a sense of belonging and thereby develop their own identity through the weekly and daily traditions enjoyed when embracing our Jewish Life and Learning experiences, as well understanding what children want to learn about, and how their personal life experiences can help to inform and provide a springboard for deep and rich learning experiences. Our image of children is rich in potential, strong, powerful, and competent and when they are in a warm and supportive environment then learning is easy and meaningful.

STUDENT WELLBEING

Over the year there was a continued, deliberate and concerted effort to not only address but to privilege the emotional health and wellbeing of children in the Early Learning Centres. It is understood that a young child's wellbeing is critical to brain development and learning:

'Wellbeing incorporates the integration of physical, social, emotional, cognitive and spiritual aspects of development. Neuroscience is now providing evidence of the interrelatedness of emotion (complex reactions which arise from cerebral processes) and cognition, which provides the platform for wellbeing.

Social and emotional capacities are being recognised as equally as important as cognitive capacities as indicators of healthy brain development and as predictors of academic achievement'

Halfon et al., 2001:17.

Our ELC model is based on three parallel trajectories:



1. An acceptance and understanding that a child is seen in context of his own story.
2. Understanding that strong, collaborative partnerships between home and school are established and nurtured throughout these early years.
3. The wellbeing of the educator is pivotal to the wellbeing of the children in her care.

This is achieved through a range of different collaborative and consultative opportunities:

1. Thinking together with families, individually as well as providing learning opportunities to inform and enrich parents' experiences of raising young children.
2. Thinking together with children, as individuals and as a group, developing emotional literacy as a key component to success.
3. Thinking and consulting with allied professionals who work within the Early Years settings, with a strong commitment to early intervention and,
4. Thinking together as a team of early childhood experienced educators and using case-studies to help inform and guide our approach and practice, as well as coming to value the importance of self-reflection.
5. Understanding trends, government policies, published data and information from the broader community – and how this may impact on families, parenting, early childhood education and of course little children.

PASSIONATE, QUALIFIED, CARING, HIGH CALIBRE STAFF MEMBERS

It needs to be acknowledged that the Early Childhood Centre, Rose Bay and the two Early Learning Centres (Shya Redelman Campus, Glenayr Ave and the John I Einfeld AM Campus, Randwick) were awarded Exceeding in our Assessment and Rating due to the incredible hard work and commitment of our Early Learning teams. The Centres pulled together to support and assist one another over these highly pressured weeks, and under the strong leadership and determination of Dalia Ottensooser together with the Nominated Supervisors at our Centres, and other members of our teaching teams, our Centres showcased the highest quality standards, the most appropriate practice, and the exceptional environments offered to our young children. Our achievements were enjoyed and celebrated by all the educators who work tirelessly across the centres, every day.

In 2016 it became acknowledged that Early Childhood teachers would need to undertake and maintain their **proficient teacher accreditation** in accordance with both the BOSTES guidelines, ACEQCA and in line with all other qualified teachers working across Moriah College. This was welcomed by the Early Childhood teachers as the process acknowledges and supports the invaluable role teachers play in the community, and by training and mentoring teachers, children's learning opportunities will without doubt be improved.

Dalia Ottensooser was appointed as the Teacher Accreditation Authorised (TAA) Delegate for the Early Learning Centres, and would thereby work closely with Elizabeth Webster and Maree Kelly in ensuring all trained teachers engage in their own personal learning journeys. Individual teachers would be responsible for their own accreditation process, and could expect to be supported and guided by the TAA. The accreditation process requires teachers to collect evidence against each standard descriptor that supports their accreditation specified by the Australian Professional Standards for Teachers. This evidence will be documented and sent to BOSTES and will form the basis of a personal report. Supervisors and Mentors will be assigned to individual teachers who will provide support and guidance throughout the process. In addition to this, each teacher will be expected to register and attend accumulated hours (at least 100 hours over a set period) of professional development, at least half of which need to be QTC Registered PD courses.

Each teacher will create their own Personalised Learning Plan that will be reviewed annually as part of their professional performance review with the Director of Early Learning, ensuring that each teacher can demonstrate their effort in developing their own personal and professional growth and thereby the provision of quality teaching and learning experiences.

Over the course of 2016 many of the Early Childhood Educators were able to enjoy and engage in a wide range of **Professional Development**



opportunities, nationally and internationally. The provision of Federal Funds allowed educators to attend conferences in Victoria, Queensland and the Northern Territories, where new and inspiring practices and approaches were showcased and discussed. The new learning found its way back into the classrooms and Centres, and children and teaching teams benefited greatly from the collaborative learning communities established by the educators across the Centres. Some areas of focus at the conferences were the consideration of technology as a teaching tool in the early years, how to better instil an appreciation of Australian Indigenous Perspectives into the early years, and how to further embrace sustainable practices, including the importance again of forming deep and loving relationships with children so that they would be able to sustain their own learning pathways. Delegates at the conferences enjoyed the privilege of hearing international and national speakers focus on the early years as the most critical and formative years of development that inform and shape children's life journeys.

Our Early Learning educators continued to develop and grow their **professional networks** across Sydney and Australia,

and in doing so, are afforded the opportunity to visit other Early Learning Centres, engage meaningfully with educators from different schools, and showcase our own approach to teaching and learning. These opportunities often affirm the rich and diverse learning opportunities we offer in the Moriah Early Learning Centres, and thereby bring value and credit to our many talented educators.

Mid way through 2016 the Early Learning Centres welcomed Tracey Isacowitz into the role of ELC **Operations Manager**. Tracey has had a long relationship with the College, and presented skills and talents that would enhance our ELC team. Tracey's attentive and considered approach quickly resulted in positive improvements to systems and processes across the Centres. Tracey understood that her role was to work closely with the College Maintenance Team as well as provide support and solutions to the teaching teams wherever possible. An area of focus for Tracey was to revise and update many of the policies and ensure that these were distributed to the Centres for comments and questions. Tracey was also indispensable in the Assessment and Rating visits that took place in November at the Shya

Redelman Campus, Glenayr Ave and the John I Einfeld AM Campus, Randwick.

We were very fortunate to engage the expertise and talents of **Julie Sekers**, Early Childhood Music teacher to visit our Centres and classes each week in 2016. Julie spent many years teaching with Roberta Goot in the Moriah College Primary and High School and then developed a music program for young children when she became a mother of young children. Her time with the children across the Centres raised the standards and capacity for music awareness and appreciation. It is hoped

that Julie will continue in 2017 and beyond across the Centres.

COMMUNITY ENGAGEMENT AND PARTNERSHIPS

In our efforts to better be able to communicate with our families on a daily and regular basis it was decided, in collaboration with the IT Department and Communications Department, to research and choose a platform onto which we would better be able to communicate with our families. It was decided that one platform would be piloted and assessed over 2016. **Educa** © was the preferred and chosen provider and offered an individual child's portfolio option and a class communication board, as well as a Centre-wide message capacity. The Early Childhood educators were provided with in-depth and continued training and families came to rely on and enjoy daily messages from their child's classroom teaching team about the day the children had enjoyed, individual observations, as well as notices and reminders for up-coming events. The platform also provided a space for the monthly ELC newsletter to be published and any other important messages. The use and effectiveness of Educa was surveyed and deemed to be a very valuable offer to families, and would continue into 2017 despite some limitations. The Director of Early Learning and the IT Team would continue to research and consider other possible platforms ensuring that our families and educators remain closely connected through an easily accessible and readily available platform.

With the growing demand of places at our **Early Childhood Centre, Rose Bay** it was deemed reasonable and appropriate to establish a similar Early Childhood room at the John I Einfeld AM Campus, Randwick, where many families expressed their wish for younger children to be enrolled at the Centre. The **Early Childhood Room at Randwick** was established relying on the expertise and experience of some of our educators who have worked with younger children over many years. The families who enrolled their children in this setting quickly articulated their gratitude and positive responses to



this new offer. The children who were enrolled had to be aged two on entry, and were able to take up a part-time place provided there were places available on their preferred days. The setting was modified to ensure that little children were able to feel quickly contained and secure within the larger ELC environment, and a similar program to the Rose Bay ECC was introduced to the room. Over the course of the year, the children increased the number of days they were enrolled and the room grew in size and reputation.

Additional security measures were successfully installed at The Saunders Family ELC Campus, Dover Road, funded by the Security in Schools Commonwealth Grant. Two new boom gates were integrated to the drive through entry and exit gates at the Centre. Whilst this caused some disruption to the easy access of the Centre, families were patient and compliant during the works.

As a result of these additional measures, a security survey was conducted across the Centres to evaluate the current security measures present in each Centre. In consultation with CSG and Challenger Security a proposal to upgrade some of the current security resources is being developed so as to ensure that all Centres enjoy the same level of security each day. This includes looking at the height of perimeter fences and walls, CTV cameras and monitors, as well as emergency panic buttons located in each Centre.

Due to the great success of the previous year's **Grandparents' Kabbalat Shabbat** co-hosted by the Moriah Foundation and the ELCs, we again invited the grandparents of the children in the youngest groups (Nevatim) to enjoy a morning experiencing the Shabbat feeling with their grandchildren. The morning affirms the importance of Jewish education and the continuity of embracing our traditions from one generation to another. The value of inter-generational experiences is deeply felt by both the children and their grandparents. President of the Foundation, Mrs Judy Lowy, spoke to the importance of this connection as she welcomed the visitors to each room and celebration. This also becomes

a very opportune occasion to invite grandparents to join the Grandparents' Club and be closer in their involvement with the College.

Further to this, the Early Learning Centres continued to strengthen their relationship with the Montefiore Home and Bondi Waters. Velvel Lederman leads the children and residents in a very meaningful Shabbat experience, something the residents and their families come to regard as a highlight of their week or month.

Beyachad and Dads 4 Dads continued to provide connection and common-place for many of the Moriah families who have a child with a diagnosed disability or special learning needs. These two parent support groups take place in the safety of knowing that other parents across the College have to face and deal with similar challenges and that in knowing that one is not alone, there is comfort and guidance in meeting one another. In 2016 some information was shared with the families about the National Disability Insurance Scheme, which is planned to roll out in Sydney mid-2017. As with many families across Australia there were many questions, confusions, and misunderstandings about what families could expect. With both internal expertise provided by Amy Newsome (College Family Liaison Officer) and external experts (Dr Broderick and his team from University of Sydney's Child Behaviour Research Clinic) families were able to address some of their concerns and misunderstandings together.

SUSTAINABILITY

Our growing understanding of what sustainable education offered in the Early Years, has broadened our approach to go further than just connecting children to their world, and in particular nature. Our appreciation of sustainable practices, of understanding that children may have a voice in articulating the world they would like to inherit and then leave for future generations, and our determination to offer children important learning opportunities all contribute to our approach to teaching and learning in the early years. We have gone beyond the

three traditional R's of Reading Writing and Arithmetic, and instead have embraced the seven Rs of sustainable encounters being Reduce, Reuse, Recycle, Repair, Respect, Reflect and Refuse, which encourages learning to be compassionate, kind and respectful of differences, and working towards fairness and equity in the world. Whilst we encourage children to form an identity and a connection to their own family histories, we encourage them to appreciate diversity and difference, and establish themselves as global citizens, thoughtful and kind and considerate. We work to encourage children to think critically, to ask questions and to consider alternative practices and ways to solve problems. Appreciation and gratitude for what we have is articulated and acknowledged too. It is through sustainable practice that we are able to develop authentic and meaningful relationships with families, as this offers collective action and a connection between home and school.

CATHY MILWIDSKY
Director of Early Learning

OUR ACHIEVEMENTS & GOALS

FOUNDATION PILLAR – JEWISH LIFE & LEARNING

2016 Goals and Priorities

- Continue to partner with the Lookstein Centre, Hebrew University and international consultants including Rabbi Dr Eli Kohn, Rabbi Scot A Berman and Dr Howard Deitcher in developing relevant Jewish Studies and Ivrit curricula.
- Evaluate the Lookstein Centre partnership with regard to Jewish Studies curriculum development.
- Develop a Tefilla curriculum in the Primary School and begin in the Early Learning Centres.
- Manage an effective transition of the Experiential Department of Jewish Education with the changing of staff members.
- Continue to partner with international consultants including Rabbi Dr Eli Kohn and Rabbi Scot A Berman, the Deputy Heads of School, Directors of Professional Practice, Ivrit and Jewish Studies in providing formal and informal mechanisms of feedback on teacher professional practice.
- Create meaningful opportunities for all members of the school community to enhance their understanding of the Jewish ethos of the College.
- Increase the physical presence of Judaism across the College.
- Pilot Jewish Alumni learning opportunities and offer shiurim through the Keshet Academy.
- Increase the presence of madrichim and shlichim (first hand role models who lead a life of modernity and a commitment to Torah) on all excursions, camps, wellbeing programs and other activities that promote experiential learning opportunities and foster meaningful Jewish conversations in an informal setting.
- Continue to raise participation in the Israel Study Tour.

Major Achievements

- Partnerships with leading experts were continued.
- Lookstein curriculum was evaluated and continued.
- Primary School Tefilla curriculum is underway.
- The Ivrit Department introduced the new curriculum to Years 8 and 10.
- There was an effective transition of the Experiential Department of Jewish Education.
- Each Jewish Studies and Ivrit teacher had lessons observed, was provided feedback and received a Teacher Improvement Plan.
- Teachers from the Early Learning Centres participated in the Legacy Heritage Teachers' Institute in Jerusalem and have begun looking at Tefilla in the Early Learning Centres.
- A wide range of opportunities was offered to staff members across the College to develop their understanding of the Jewish Ethos.
- Banners were made for every month to be put up for the chagim, a Jewish artwork was painted on the walls in the High School and many more student Jewish artworks were displayed in the Primary School and Early Learning Centres.
- Successful learning sessions were held with alumni and through the Keshet Academy.
- Every experiential learning activity had madrichim or shlichim present, increasing the opportunity for meaningful Jewish conversations.
- The Israel Study Tour grew to be the largest it has ever been.

For more information please refer to report from the Dean of Jewish Life & Learning

PILLAR 1 – PERSONALISED, ENGAGED LEARNING

2016 Goals and Priorities

HIGH SCHOOL

- Review, refine and develop systems and processes for the provision of specific and timely feedback to students and parents on individual student progress.
- Develop distinctive learning principles that establish a clear learning strategy for the delivery of personalised and engaged learning.

PRIMARY SCHOOL

- Develop a distinctive teaching and learning framework that establishes a clear teaching and learning strategy for personalising the learning experience of our students.
- Developing clear expectations and shared practice when teaching Literacy and Numeracy.
- Develop an understanding and implementation of inclusive practices.

Major Achievements

HIGH SCHOOL

- Progressive reporting was introduced for students in Years 7 – 10. Students and parents now receive feedback targeted at specific capabilities for all formal assessment tasks. A consolidated report was produced for parents in December 2016, providing comprehensive information about all aspects of students' achievements in the classroom, in sport and the co-curricular domains and in community service. A comprehensive review of this initiative was conducted. In response to the data gathered, refinements will be implemented in 2017.
- Assessment Tasks for students in Years 7 – 10 were redesigned to better cater for the spread of abilities in each year level. All students were provided with the opportunity to be 'stretched' academically.
- Learner profiles were developed, outlining the learning attributes that the College believes are necessary for our students if they are to be well equipped for the workplaces of the future. These will be used to guide learning opportunities for students from 2017.
- Academic Assessment Data was used to support identification of students at risk of underperformance. Each student's 'aptitude' was analysed relative to their actual performance. All staff members will be provided with specific information pertaining to all students in their classes for 2017.
- Phase one of the AIS Inclusive Project was completed with the development of action plans for implementation in 2017.

PRIMARY SCHOOL

- Teaching staff have been successful in implementing a growth mindset priority in their classroom where staff members and students alike are privileging high expectations, persistence and perseverance. A growth mindset has led our students to take more challenges and become more effective learners.
- The Director of Learning Enhancement has worked in collaboration with the Year K team to develop a consistent practice in delivering a balanced literacy program. The Year K General Studies teachers have aided the Jewish Studies teachers in their classrooms to support literacy integration.
- The Head of Curriculum in the Primary School provided professional development in the literacy continuum to the Jewish Studies and Hebrew staff in order to develop shared practices with the General Studies staff in their pedagogy and programming.
- Year K has a guided reading program based on the best practice model, Response to Intervention. The Head of Education Support and Early Stage 1 Coordinator ran professional development workshops for all teacher aides to ensure that there is consistency in content and delivery across Early Stage One. Within this structure teaching aides only worked with Tier One students. The benefit of this approach is that it allows the class teacher additional time to work with Tier Two students.
- Primary School staff members received professional development in Harvard's Visible Thinking. Visible Thinking is a flexible and systematic research-based approach to integrating the development of students' thinking with content learning across subject matters. An extensive and adaptable collection of practices, Visible Thinking has a double goal: to cultivate students' thinking skills and dispositions, and, to deepen content learning.
- Inquiry Learning, Interdisciplinary STEM (Science, Technology, Engineering, Mathematics) work and PBL (problem based learning) were introduced in the Primary School. STEM has the benefit of being able to connect outcomes from different Key Learning Areas in an interdisciplinary and meaningful way, to solve real life problems, as well as target the general capabilities and cross-curricular priorities of the Australian Curriculum.

PILLAR 2 – STUDENT WELLBEING

2016 Goals and Priorities

HIGH SCHOOL

- Foster within our students a strong sense of pride in themselves, the College and the broader community to promote a positive and healthy regard for self, others and the wider community.
- Encourage students and their families to embrace the full range of opportunities available to them to enhance their overall health, wellbeing and connectedness with the College.

PRIMARY SCHOOL

- Foster within our students a strong sense of pride in themselves, the College and the broader community to promote a positive and healthy regard for self, others and the Moriah family.
- Encourage students and their families to embrace the full range of opportunities available to them to enhance their overall health, wellbeing and connectedness with the College.

Major Achievements

HIGH SCHOOL

- A new timetable structure was implemented in 2016. Three specific Student Life periods were introduced for all students in the High School. While House/Year level meetings rotated through these times, student wellbeing programs were presented by House Mentors in these time slots.
- The wellbeing framework that was introduced to help support the development of meaningful wellbeing activities was reviewed at the end of the year and refinements will be introduced for 2017.
- Specific wellbeing periods were introduced for students in Years 11 and 12. Students had the opportunity to choose from a wide range of options from fitness programs, mindfulness options, yoga etc. The program will be further refined for 2017.
- All Middle leaders and members of the High School Leadership Team underwent training to support the implementation of behavioural interventions based upon the principles of restorative justice. Although very time consuming, this process has been very effective in assisting students to understand the consequences of their behavior and take responsibility for their actions.
- Both sport and co-curricular programs have undergone further growth with strengthening of participation across the College. Opportunities for students to be involved in debating have developed significantly, and formal opportunities for all students to be involved in public speaking have been introduced to Year 7.
- Student participation in high level representational sport has increased dramatically and particularly pleasing was the increase in the number of open division and in particular senior girls who chose to represent the College. The participation of these students meant that the College had the depth to win a number of different competitions throughout the year.
- Student participation in a range of different community service initiatives continued with a number of students completing an extraordinary number of hours of service.
- In conjunction with Stand Up, a meaningful Indigenous education program was developed for Year 9 students. This culminated in a very successful trip to the Northern Territory for the students who had completed the training program.

PRIMARY SCHOOL

- A Positive Psychology approach was adopted in the Primary School, after professional development by our Manager of Psychological Services. Positive Psychology is concerned with building self-efficacy, self-regulation and self-awareness of strengths in the students. All activities and lessons on Open Day supported this priority.
- We expanded the Peer Support program to incorporate Years 2-6 and we have had a large proportion of our staff members in-serviced by Peer Support Australia so that they are able to mentor and support our student leaders according to the principles of the program. In line with our vision to bring parents on the journey with us we invited parents into the school to attend a talk by a representative from Peer Support Australia. The aim of the Peer Support program is to build the self-esteem and confidence of younger students by connecting them through friendship and structured activities with older students. The studies show that this will also result in a reduction in bullying incidences and a more cohesive and friendly school community.
- We introduced a mindfulness program into Year 1 to develop mindfulness practices focusing on breathing exercises and ways to settle down our bodies and minds.
- A Friendship Bench was designed and painted by a group of Year 3 students.
- A Year K-2 Concert was held.
- The format of the Year 6 Prize Giving was changed to acknowledge and celebrate the achievement of all the students graduating from Primary School.
- We increased our offering of extra-curricular activities offered to the students (for example Maths Club, Jiu Jitsu).

PILLAR 3 – PASSIONATE, QUALIFIED, CARING, HIGH CALIBRE STAFF

2016 Goals and Priorities

HIGH SCHOOL

- Foster a culture that promotes innovation, creativity, collaboration and the sharing of resources and ideas.
- Develop structures and services that support staff members' health, wellbeing and work-life balance to foster a positive work environment.
- Build an enriching professional culture where staff members have the opportunity to flourish.

PRIMARY SCHOOL

- Foster a culture that promotes innovation, creativity, collaboration and the sharing of resources and ideas.

Major Achievements

HIGH SCHOOL

- The Staff Code of Conduct was work-shopped with staff members at the beginning of the academic year.
- Several staff members undertook further study accepting scholarships designed to provide additional training in Inclusive Education.
- Following the successful pilot of the Educator Impact program, phase one of the roll-out of this program was completed. This tool provides specific 360° feedback to individual teachers, and supports teachers with individualised goal setting.
- Induction programs for new staff members were strengthened with a mid-year program introduced for staff members who joined after the first term.
- Teacher Mentors were appointed to assist all new staff members in making the transition to Moriah. Mentors will also assist with teachers working towards professional accreditation.
- ELC – Year 12 teams were established to develop the College's response to a number of different initiatives (Innovation/Master Plan/Inclusive Schools/Moriah Learner Profiles).
- A number of wellbeing initiatives were trialed for academic and support staff members eg Pilates/Mindfulness programs.

PRIMARY SCHOOL

- The Professional Learning Communities (PLC) began in the Primary School very successfully. The Maths PLC has been particularly successful in adopting a new Maths program, writing a new scope and sequence, and programming pro-forma for the Primary School.
- Educator Impact was successfully introduced in the Primary School with all staff members participating in it this year. Each participant used the feedback to develop and improve daily practice and to set professional goals.
- The Staff Code of Conduct was socialised with the Primary School staff.
- Two members of staff took part in the inaugural Spirals of Inquiry project with AIS NSW focusing specifically on quality teaching and learning in Science and Technology. This led to improvements in the Science and Technology teaching programs taught in Stage Two. Both teachers were invited to share their work at the AIS Education Research Symposium in October 2016.
- The Leadership Team was provided with professional development in leadership.
- Staff members were invited to share their professional development at a staff meeting.

PILLAR 4 – COMMUNITY ENGAGEMENT AND PARTNERSHIPS

2016 Goals and Priorities

HIGH SCHOOL

- Enhance and expand meaningful partnerships with the community to enhance the educational experiences and opportunities offered by the College.
- Continue to increase the Moriah presence in the broader community.

PRIMARY SCHOOL

- Enhance and expand meaningful partnerships with the community to enhance the educational experiences and opportunities offered by the College.
- Review, refine and define our processes of community engagement to build positive and constructive partnerships with parents, prospective parents, alumni and the community.

Major Achievements

HIGH SCHOOL

- A very effective partnership has been established with Centennial Parklands. Rangers and specialist staff members have been working closely with students and volunteers in the remediation and management of the remnant Eastern Suburbs Banksia Scrub that is located on the grounds of the College. Several of the students involved have used their study as part of a Community Problem Solver's project.
- Moriah has partnered with the Association of Independent Schools as part of the Inclusive Education project. The College has also committed to become part of a second phase of the ELEVATE project, focusing on high aptitude learners.

PRIMARY SCHOOL

- The Primary School strengthened its partnership with the Mathematics Department of the University of NSW, by inviting a lecturer and five students to a STEM day. The University students spent the day mentoring and assisting our students with their projects.
- Several parent information evenings were held throughout the year. The Manager of Psychological Services provided parents with several specialist sessions to assist them in the important role that they play as parents.
- Book authors and illustrators from the community, were invited to read and share their books with the Primary School children.
- Project Heritage celebrated our own community's Living Historians as five were invited to speak to the children and their stories became the basis of the Year 6 students' projects. This year Project Heritage reverted to the old format of an intensive week.
- Three female scientists from the Charles Perkins Centre, University of Sydney visited Year 4 students and spoke about the work scientists do in our community and the important research they carry out at the centre.
- The focus of meetings with parents who have students with disabilities has changed to become a collaborative process where the parents and students are given a voice in the direction of each IP (Individual Plan). This aligns with the DDA.
- Parents invited into Kindergarten classrooms as guest speakers on relevant topics or to help with Maths rotations or to read a picture book.

PILLAR 5 – SUSTAINABILITY

2016 Goals and Priorities

- Ensure contemporary risk management strategies are in place to minimise the College's exposure to a range of business risks.
- Ensure our policy framework is aligned with relevant legislative requirements, make transparent our policies and procedures to our constituents and ensure that the workplace is safe, orderly and compliant.

Major Achievements

- A major review was conducted of all policies and procedures to ensure compliance with best practice and all relevant legislation.
- All updated policies and procedures have been published for relevant stakeholders. A comprehensive review cycle has been established.
- Extensive work was completed in developing Teacher Accreditation Policies and Procedures that are compliant with the AITSL Framework. A comprehensive Handbook has also been developed to support staff members with the process of accreditation.

MAJOR INITIATIVES IN LEARNING & INNOVATION IN 2016

HIGH SCHOOL

In response to the strategic imperative of moving the College towards the delivery of personalised learning, significant changes were made to both assessment and reporting in Years 7 – 10. With the objective of establishing clear learning progressions and the opportunity to provide 'stretch' for all students, stage-based rubrics were used to both increase transparency and provide clear next steps/success criteria. Tasks now have a much greater focus on 21st Century skills. While there were many challenges in the delivery of information to parents, there have also been significant benefits with more timely and specific information now provided, regarding student achievement. Additionally, this initiative has led to the development of a much greater culture of collaboration. Staff members have worked in teams to design more open-ended tasks. Pilot marking and moderation practices have led to greater consistency of teacher

judgement and increasingly rich dialogue around pedagogy. Building teacher capacity in this manner has enhanced professionalism.

Box and whisker style cohort reports were introduced to demonstrate each student's position in the cohort, the maximum and minimum results, the median and the 75th and 25th quartile markers. Following the successful use of 'heat maps' in Mathematics, colour coding was introduced to the final consolidated cohort graphics and summary reports.

In 2017, further refinements will be introduced to facilitate more straightforward and user friendly outcomes for both students and parents.

At the end of Term 4, Year 9 participated in STEAM, a project that provided unique opportunities to develop new skills through collaborative, real world, problem based learning that took students out of their regular classes, working in groups to create a solution. This was an enrichment opportunity for

all students that had them engaging in the design process with some big 'blue sky' dreaming, while working together and alongside industry mentors such as artists and engineers. We invited university and industry mentors to join our program so that our students could see the real application and valuing of critical and creative thinking processes beyond school and the serious place of the design process in future industries. Students in Years 7 and 8 visited the final showcase together with their teachers, and were invited to participate in a 'People's Choice Award'; while the judges undertook to award 'The Most Innovative Individual Thinker' and 'The Most Effective Team'. The winners were announced in the Years 7-9 Prize Giving Assembly.

Our strong academic performance is due largely to our dedicated teachers who encourage our students to be confident, independent thinkers, and who carefully monitor each student's progress.



OUR PERFORMANCE

HIGHER SCHOOL CERTIFICATE RESULTS 2016

A total of 140 students completed HSC examinations in 2016. Eleven of these students were Year 11 students who undertook accelerated patterns of study in Dance (2), Extension Mathematics (7) and Modern Hebrew (2). One student completed a number of Life Skills courses, and three students completed VET Curriculum Framework Courses (2.3% of the Year 12 population). One student undertook a Pathways program of study, which meant that 99.2% of our 2016 HSC students received a Higher School Certificate in 2016.

13 students (10.08% of the candidature) were listed on the Top All-Rounders List for students who had achieved Band 6 or E4 results in at least 10 Units.

HSC 2016 Major Achievements

Several students were listed as Top Achievers in their courses:

- One student was ranked 4th in Classical Hebrew
- Moriah students were ranked 2nd and 5th in Classical Hebrew Extension
- One student was ranked 8th in Economics
- One student was ranked 14th in Ancient History
- One student was ranked 15th in Legal Studies

Three students' major works were nominated for ART EXPRESS, one student was nominated for OnSTAGE, one was nominated for ENCORE and one, who accelerated in Dance through Bradfield College, was nominated for CALLBACK.



COMPARATIVE DATA 2015-2016

Subject	Moriah % Band 6 / Band E4	NSW % Band 6 / Band E4	Moriah % Bands 5 & 6 / Bands E3 and E4	NSW % Bands 5 & 6 / Bands E3 and E4
Ancient History 2016	31	8	69	31
Ancient History 2015	31	8	69	33
Biology 2016	7	9	64	35
Biology 2015	0	6	38	28
Business Studies 2016	38	9	74	34
Business Studies 2015	47	8	89	36
Chemistry 2016	8	10	67	41
Chemistry 2015	25	11	67	41
Classical Hebrew Continuers 2016	21	26	57	82
Classical Hebrew Continuers 2015	31	39	63	74
Classical Hebrew Extension 2016	83	74	100	100
Classical Hebrew Extension 2015	58	73	100	100
Design and Technology 2016	15	13	38	41
Design and Technology 2015	13	12	88	36
Drama 2016	50	14	93	43
Drama 2015	67	14	100	42
Economics 2016	53	14	89	45
Economics 2015	52	11	100	46
English (Advanced) 2016	45	15	93	62
English (Advanced) 2015	57	15	90	58
English (Standard) 2016	4	1	35	13
English (Standard) 2015	5	0	50	8
English Extension 1 2016	71	35	100	95
English Extension 1 2015	60	35	96	94
English Extension 2 2016	40	18	100	79
English Extension 2 2015	77	26	100	83
Food Technology 2016	0	7	60	29
Food Technology 2015	0	8	63	29
History Extension 2016	0	22	100	81
History Extension 2015	29	22	100	78
Legal Studies 2016	48	12	89	42
Legal Studies 2015	34	11	94	41
Mathematics 2016	45	23	84	53
Mathematics 2015	32	20	78	52
Mathematics Extension 1 2016	49	33	100	79
Mathematics Extension 1 2015	55	34	93	84
Mathematics Extension 2 2016	26	32	84	85
Mathematics Extension 2 2015	26	36	91	86
Mathematics General 2016	8	5	58	26
Mathematics General 2015	20	6	60	26
Modern Hebrew Continuers 2016	55	65	95	98
Modern Hebrew Continuers 2015	56	51	88	92
Modern History 2016	24	9	90	41
Modern History 2015	35	11	87	44
Music 1 2016	22	18	100	63

Music 1 2015	50	17	100	62
Music 2 2016	0	34	100	90
Music 2 2015	50	37	100	88
Personal Development, Health and Physical Education 2016	55	11	84	34
Personal Development, Health and Physical Education 2015	17	9	63	71
Physics 2016	12	8	41	30
Physics 2015	33	8	67	29
Society and Culture 2016	0	14	77	48
Society and Culture 2015	29	12	86	47
Software Design and Development 2016	100	11	100	33
Software Design and Development 2015	60	8	87	31
Studies of Religion I 2016	57	13	86	50
Studies of Religion I 2015	n/a			
Studies of Religion II 2016	10	9	78	48
Studies of Religion II 2015	4	6	86	40
Visual Arts 2016	35	14	95	54
Visual Arts 2015	39	13	100	54

Congratulations are extended to the students and teachers of Software Design and Development, Personal Development, Health and Physical Education, Legal Studies, Business Studies, Modern History, General Maths and Economics as the mean results in each of these subjects were very strong in relation to the mean results achieved by students across the state.

Definitions:

2 Unit Courses are marked out of 100 and results are reported in 6 Bands:

- Band 6 results = Marks between 90 and 100
- Band 5 results = Marks between 80 and 89

Extension Courses are marked out of 50* and reported in 4 Bands:

- Band E4 = Marks between 45 and 50
- Band E3 = Marks between 35 and 44.

* The exception to this is that Extension 2 Mathematics students receive a mark out of 100 for both their Extension 1 and Extension 2 results.

2016 HSC POST SCHOOL DESTINATIONS

Of the 129 students who completed Year 12 in 2016, 117 (90.7%) received a Main Round offer to tertiary education providers offering Bachelor degree courses. See the two tables below for more details about the destination of students.

ALLWELL TESTING

Moriah continues to use the Academic Assessment Services provided by Robert Allwell. This includes a comprehensive breakdown of student performance and assists staff members with identifying students' learning needs. Students who are new to the College are also required to take the tests, as they contribute to the variety of data used for class placements. These tests are conducted at the College for students in Years 2, 4, 6, 8 and 10.

OVERVIEW OF ACADEMIC COMPETITIONS

HIGH SCHOOL

Students participated in:

- ICAS Computing Competition
- ICAS Mathematics Competition
- UNSW Business School – Australian Economics and Business Studies Competition.

PRIMARY SCHOOL

In addition to the high quality programs provided within each classroom, Moriah students are able to participate in a number of academic opportunities such as:

- The University of NSW ICAS Competitions in English and Mathematics;
- Debating and Public Speaking competitions;
- The Australasian Problem Solving Mathematical Olympiad (Years 4 - 6 students);
- The Australian Mathematics competition;
- The Computational and Algorithmic Thinking Competition;
- The Write On writing competition.

Moriah students performed very well in 2016. A few outstanding results were:

- Four students achieved High Distinction in the Australian Mathematics Competition.
- Three students achieved High Distinction in the Computational and Algorithmic Thinking competition.
- Four students achieved first in their Moriah cohort and top 10% of Australasia in the Australasian Problem Solving Mathematical Olympiad.
- One student was short-listed in the Poetry category of the Young Writer's Award Competition.

ICAS COMPETITION RESULTS

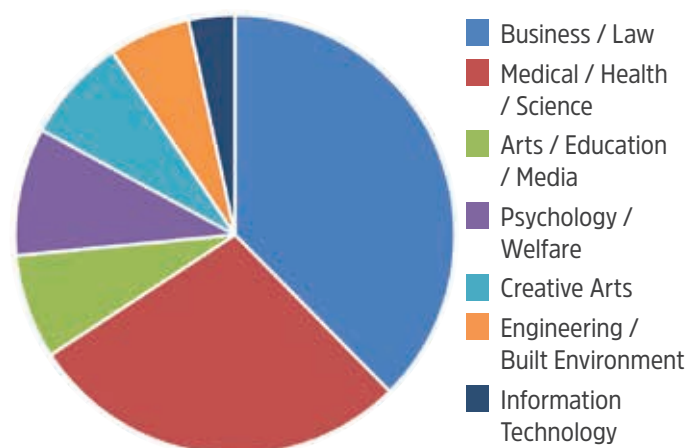
Moriah performed strongly in the English and Maths competitions with seven students achieving High Distinction in the top 1% of participants; 38 students achieving Distinction in the next 10% of participants, and 83 students achieving Credit in the next 25% of participants. An outstanding result considering approximately 30,000 students in Australia and New Zealand sat the exams in each year level.

MATHS	Year 4	Year 5	Year 6
Credit	15 students	14 students	16 students
Distinction	5 students	6 students	6 students
High Distinction	2 students	3 students	
Total Participation:	27 students	38 students	34 students
ENGLISH	Year 4	Year 5	Year 6
Credit	10 students	9 students	19 students
Distinction	5 students	9 students	7 students
High Distinction	n/a	1 student	1 student
Total Participation:	29 Students	36 Students	36 Students

Summary by Course:

Business/Law – 37.6%, Medical/Health/Science – 28.2%, Arts/Education/Media – 7.7%, Psychology/Welfare – 9.4%, Creative Arts – 7.7%, Engineering/Built Environment – 6.0%, Information Technology – 3.4%

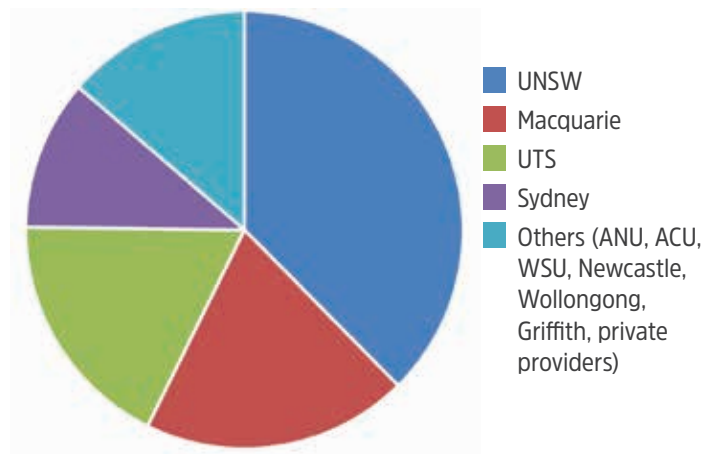
COURSES



Summary by University:

UNSW – 37.6%, Macquarie – 19.7%, UTS – 17.9%, Sydney – 11.1%, Others (ANU, ACU, WSU, Newcastle, Wollongong, Griffith, private providers) – 13.7%

UNIVERSITY



RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The school had two students that required the issuance of a Record of School Achievement for Year 11. These are only issued to students who leave school before completing the HSC. All but one 'Pathways' student in Year 12 completed High schooling at Moriah.

NAPLAN: YEARS 7 & 9, 2016

Please visit My School website www.myschool.edu.au for a full break-down of Moriah College's NAPLAN results for 2016. The results can be found in graphs, number and bands.

The NAPLAN results emphasised that our intervention of running Literacy classes has assisted our less able students; however, our more able students require more targeted teaching, reinforcing the Australian Professional Standards for Teachers (2.5.2) requirement for all teachers to: *Apply knowledge and understanding to effective teaching strategies to support students' literacy and numeracy achievement.*

Every teacher is a language/literacy teacher, as language capacity underpins performance in all Key Learning Areas (KLAs).

Moriah's results mirror a growing global trend of underperformance in the top students. While the English Department is responsible for the explicit teaching of grammar and punctuation, we must continue to embed a 'whole of school responsibility' approach to literacy development in the High School. To that end, in 2016 the English Department introduced the use of Word flyers, an engaging online literacy tool, in Years 7, 8 and 9; while more generally all Heads of Department and staff members were provided with clear information about student levels of performance in the NAPLAN tests so they could identify the underperformers in their classes, albeit late in Term 3. We continue to support our students in the following ways:

- Pretest of literacy skills to support targeted teaching.
- Correlation/cross referencing NAPLAN/AAS Data/PAT R.
- Effective use of data to target teaching/shape teacher practice.
- Encouraging and monitoring wider reading.
- Consistent expectations for all KLAs regarding: Writing (and handwriting), editing and proof reading of written work, Vocabulary and Spelling.

Overall, we continue to refine our processes so that staff members can:

- More effectively assess what each student knows.
- Target teaching to what students are ready to learn.
- Track and monitor individual progress over time.
- Partner with parents to work to achieve the best possible outcomes for all students.

Theme 7: Student attendance and retention rates

Year Level	Annual Attendance Rate %
Kindergarten	97.39
Year 1	96.39
Year 2	96.69
Year 3	97.14
Year 4	96.51
Year 5	96.13
Year 6	96.32
Year 7	95.59
Year 8	94.87
Year 9	94.86
Year 10	93.64
Year 11	95.32
Year 12	96.63
Overall Whole School	95.80

NAPLAN: YEARS 3 & 5, 2016

NAPLAN exams are part of an annual National Assessment Program and provide a measure through which governments, education authorities and schools can determine whether or not Australian students are meeting important educational outcomes.

The website <https://www.nap.edu.au/> provides information about NAPLAN exams, including sample assessments and parent support.

Year 3 students performed strongly in 2016, with an average of 80% of students achieving the top two bands in all subjects.

There was an improvement in Writing from previous years, while in Grammar & Punctuation and Numeracy more than half the cohort achieved the top band. An outstanding result all round.

Year 5 students performed well in 2016, with an increase in the number of students achieving the highest band in Numeracy than in the previous year. The results in other areas were similar to previous years.

The Primary School staff analysed the data and decided in 2017 to focus on:

- Professional development on the teaching of Writing, particularly in regards to the Seven Steps to Writing Success program.
- Utilising the literacy continuum to ensure students are on target for their stage of learning.
- Regular benchmarking of students' reading in Years K-2.
- Teacher self-reflection on their practice and collaboration with colleagues.
- More emphasis on formative assessment with students receiving immediate feedback.

- All teachers considering themselves to be teachers of literacy and responsible for lifting literacy standards.
- Using NAPLAN's SMART data to inform teaching and improve literacy and numeracy.

ACADEMIC REPORTING

PRIMARY SCHOOL

In the Primary School, parents received two formal written reports, one each at the end of Semester 1 and Semester 2. The reports in 2016 were based on the strands of each Key Learning Area of the Board of Studies NSW Syllabus documents. Students were graded according to their level of achievement within each strand, and in accordance with BOSTES requirements.

The report also included comments indicating students' strengths, challenges and, where appropriate, strategies for improvement. Each student's co-curricular activities and absences were also recorded.

HIGH SCHOOL

Years 7 – 10 Assessment and Reporting

In 2016, reporting for students in Years 7-10 consisted of Stage-based rubric reports that were delivered online to parents via eLY. Instead of a twice a year release, parents were able to log in and see how their child had performed at the time that the task was marked and given back to students. This method of providing targeted feedback was not as efficient as intended and therefore, to assist parents, a consolidated report summarising all formal assessment results for each child was released to parents, along with an appraisal of each student's approaches to learning. A pastoral report was also included outlining a student's co-curricular involvement and performance in Wellbeing Programs.

Years 11 and 12 Reporting

Year 11 students received a progress report in Term 2, followed by an end of Preliminary Course Report at the end of Term 3. The report in each subject indicated the level of achievement across a range of performance attributes, including approaches to learning and academic progress. The report also included a course mark and indicated the median score as well as the range of marks with quartile distribution. A pastoral report was also included outlining a student's co-curricular involvement and performance in Wellbeing Programs.

Year 12 students received a Task Based Report for the Term 1 Pre-Trial examinations. The Term 3 Trial HSC examinations formed the basis of their final End of Year 12 Report. These reports included a course mark, and indicated the median score as well as the range of marks with quartile distribution.

FORMAL PARENT-TEACHER INTERVIEWS

Formal parent-teacher interviews were conducted across Years 7-12 in Semester 1. For the first time, we offered parents of students in Years 7-10 earlier times after lunch, and this was well received. This also provided us with an opportunity to provide students with a meaningful alternate program alongside the parent/teacher interviews.

In Term 3, the parents of students in Years 7, 8 and 9 were invited to attend interviews with their child's House Mentor for a more holistic discussion about their child's progress at school.

Open, two-way communication between the school and home is encouraged at all times throughout the Year across K-12.

An additional 'meet the teachers' evening was held in Term 1 for all High School parents.

OUR STAFF MEMBERS

Professional Learning and Teacher Standards

Our approach to Teacher Accreditation at Moriah College is based on the notion that research confirms that quality teachers are fundamental to improving student learning outcomes.

TEACHER ACCREDITATION AND THE NEW FORMAL TEACHER / MENTOR SCHEME

From the beginning of 2017, a team of seven experienced staff members from the High School and Primary School will provide instructional support to teachers who are working towards BOSTES Proficient Teacher accreditation. The team will also mentor teachers who are new to the College. Teacher Mentors will provide coaching and supervision to teachers who are required to collect evidence against The Australian Professional Standards for Teachers because they are accredited at the provisional level. These practitioners will work collaboratively with other members of the Teacher Mentor team to support professional learning, building a culture of feedback and growth to teachers at Moriah College.

We currently have in excess of 30 teachers who are working towards their Proficient Teacher Accreditation and almost the same number of staff members are maintaining this level of accreditation. At the start of 2016, we launched The Moriah Teacher Accreditation Handbook. Our handbook was recently adapted to reflect the fact that all of our ELC teachers have been accredited for the first time. All teachers in NSW schools will be accredited by 1 January 2018.

Moriah College has also supported a number of teachers who are seeking accreditation at the Experienced Teacher level. One teacher used Action Research as the basis of her attainment of the Experienced Teacher Standards.

THE AUSTRALIAN TEACHER PERFORMANCE & DEVELOPMENT FRAMEWORK

Moriah College is required to implement The Australian Teacher Performance & Development Framework, which states that teachers are required to engage in an annual performance, development and review cycle.

This involves teachers being observed by their peers, evaluated by their students and ultimately becoming reflective practitioners who become, what Charles Taylor refers to as: 'engaged agents' ie. teachers who are continuously attentive to their professional development needs.

The Australian Teacher Performance & Development Framework outlines and mandates the following process:

1. The teacher engages in a process self-reflection – based on student outcomes and The Australian Professional Standards for teachers.
2. The teacher identifies areas where he or she wishes to develop in relation to professional practice, for example: classroom management, use of technology.
3. The teacher completes a professional learning plan, which is aligned to the school's goals and strategic vision – eg personalised, engaged learning.
4. The teacher engages in relevant professional learning, both formal and informal, and reflects on the impact of this on his or her practice.
5. The teacher's lessons are observed by a mentor or peer.
6. The teacher reflects on feedback from observations.

In the interests of having an effective and efficient mechanism for enacting the above framework, in 2016, Primary and High School teachers have used a tool called: Educator Impact. Educator Impact is a rigorous, well-researched and robust professional-learning cycle based

on feedback, goal setting and review. The process has three components: teacher's self-reflection, student evaluation and peer evaluation. The data extrapolated from surveys is triangulated, and an individual report is generated for each teacher.

IMPLEMENTATION OF EDUCATOR IMPACT

Primary and High School teachers participated in a 360° feedback process throughout 2016. The process was rigorous and involved teacher self-reflection and student and peer/supervisor lesson observations. The feedback cycle concluded with evidence-based goal setting and every staff member following a personalised professional development plan.

The process had numerous benefits for staff members including: increased collegiality and collaboration, a culture of feedback being created, the setting of personal goals aligned to school improvement as well as pedagogical knowledge, professional dialogue and skill development being promoted. The 360° feedback process will be implemented annually and equates to four hours of QTC BOSTES-endorsed professional learning.

In 2017, we implemented Educator Impact for Leaders, so that the members of our leadership teams can receive insightful feedback and set personal development goals that align to school improvement.

'POP UP' PROFESSIONAL LEARNING IN THE HIGH SCHOOL

At the end of 2016, all staff members completed professional learning plans and the data gathered from these documents resulted in optional professional learning sessions on a variety of areas, which are directly linked to our strategic goal of personalised and engaged learning. Courses included: 'Differentiation 101' and 'Thinking Strategies for Directional Verbs'. Offering

professional learning from staff members who have expertise in particular areas has proved to be an excellent way to build the capacity of our teachers. In 2017, we will offer workshops in areas such as Classroom Management, Wellbeing, Gamification, Inclusive Education and Literacy.

INCLUSIVE PROJECT - ELC-12

Throughout 2016, a team comprised of leaders from ELC, Primary and High School participated in the Association of Independent Schools' *Inclusive Schooling* project. The project is designed to enable, assist and support independent schools to achieve the key educational objectives of the Australian Government as outlined in its Student First reform agenda. There is a substantial professional learning component to the project and participants engaged in action research that has resulted in the implementation of effective evidence based strategies, which will lead to improved student outcomes. The project will continue in 2017 and the team is in the process of developing a school-wide framework for evaluating the effectiveness of inclusive practices.

The *Inclusive School* project aims to develop:

- The inclusive culture of the school,
- The skills and knowledge of teachers,
- A sense of collective responsibility for students' learning,
- A school-wide framework for inclusive practice.

PROFESSIONAL LEARNING COMMUNITIES IN THE PRIMARY SCHOOL

The Professional Learning Communities were very successful in 2016, with every PLC making a difference to teaching and learning in the school. The Mathematics PLC looked at how Mathematics was being taught in the school, with the goal of moving away from the use of textbooks and towards Maths lessons involving problem solving based on everyday situations. Next year, the school will be using Firefly Education's iMaths programs, which promote an investigative approach to the teaching of Mathematics.

The Literacy PLC has been looking at students' writing and mapping it to the Literacy Continuum to ensure that every teacher is aware of writing standards across Years K to 6, aiming to have more consistency in writing standards across the school. The Inquiry Learning PLC has been looking at the definition of inquiry learning and designing a proforma that could be used for teacher programming. This will lead to inquiry based learning being incorporated in every teachers' program, improving teaching and learning in the Primary School.

The Sustainability PLC was expanded in 2016 to incorporate all the cross-curricular priorities that are embedded in the new BOSTES syllabuses being taught in schools: e.g. Australia's engagement with Asia, and Aboriginal and Torres Strait Islander histories and cultures. These are all a priority in Primary School education as students learn about their country's history and heritage, their neighbouring countries, and about their planet and what they need to do as responsible citizens to ensure their planet's survival. This PLC is also responsible for the school garden, which is thriving, with students learning sustainable gardening skills such as composting and organic pest control.

The Wellbeing PLC has looked at ways of enhancing student wellbeing and next year they will be asking staff members to promote and teach one school value each term, covering all the value pillars: commitment, respect, integrity and responsibility. The last value pillar, kindness, will be embedded

throughout all the values. There will be posters, award certificates, displays and discussions based on each value.

The Computational Thinking PLC has been investigating current educational technology incorporating robotics; upskilling staff members in its use and suggesting ways that technology and coding could be incorporated in the curriculum. The group has had particular success with the roll out of 18 'Spheros' across the school. These robots have been used in K-6 Maths and Science, and even helped the students with their narrative writing. The PLC has also been promoting and assisting staff members with delivering the 'Hour of Code' across the Primary School.

GROWTH MINDSET IN THE PRIMARY SCHOOL

Growth Mindset has been a prime focus this year. It is advocated by world-renowned Stanford University Psychologist Carol Dweck after decades of research on achievement and success. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work, and that brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

Primary School teachers attended personal development sessions and established 'Growth Mindset' classrooms. To support the teachers in their learning, Daniela Falecki, an expert in Growth Mindset and Wellbeing, spent a day at the school inservicing staff members. The day was a huge success with everyone responding positively to Daniela's ideas and looking forward to trying them in their classrooms.

**PROFESSIONAL LEARNING 2015 (K-12)
CURRICULUM**

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Faculty Support: Implementation of the Australian Curriculum.	
Grade planning and programming sessions incorporated within staff professional development days and PD meetings throughout 2016	All Primary School teaching staff
Applying Neuroscience in the Classroom (Liz Webster)	
BOSTES accredited course developed at Moriah College	All staff
Leadership Team Meetings	Executive, Leadership Team
Assessment and Reporting Policy K-6	All Primary School teaching staff
PLC Meetings	All Primary School teaching staff
PLC Facilitators Meetings	PLC Facilitators
Visible Thinking: Sara Kahn	All Primary School teaching staff
Educator Impact introduction session	All staff
Educator Impact PD Plans	All staff
Tefilla Curriculum and Pathways to Hashem: Rabbi Eli Kohn	JS & Ivrit staff
Task Based Learning In Language: Professor Rod Ellis	All Ivrit staff
The New BOSTES Language Document	Selection of Ivrit staff
Language Games In The Classroom: Merryl Whalin From LOTE	Selection of Ivrit staff
ZFA Jewish Educators' Conference	JS & Ivrit staff & members of leadership teams
Lesson Observations And Tip Reports: Rabbi Berman	JS & Ivrit staff & Studies of Religion staff
Italam Weekly PD Sessions: Shoshana Becker	
Overview of JS Curriculum K-6: Rabbi Sharbi	All JS staff
Ivrit Curriculum Planning Sessions: Debbie Conn	
Teaching English Grammar and Vocabulary for Writing and Reading (Dr Rod Campbell)	HS English Department
Skills and Visible Thinking Strategies (Liz Webster)	Selected HS staff
Action Research Presentation (Jess Jones)	HS staff
Differentiation (Katie Brody)	Selected HS staff

STUDENT WELLBEING

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Peer support program outline	All Primary School teaching staff
Alison Cramp: public speaking	All Primary School teaching staff
Applying Coaching Psychology for Growth Mindsets & Wellbeing: Daniela Falecki TTA	All Primary School teaching staff
Pathways to a Healthy Mind: Tom Nehmy	All Primary School teaching staff
Mindmatters Training	HS staff
Difficult Conversations made Easy (Eleanor Shakiba)	High School Leadership Team (HSLT), Head of Department (HOD), Head of House (HOH)

COMPLIANCE

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Security briefing: Ronen Elbaz, Liran Lahav	All staff
Child Protection online course	All staff
Anaphylaxis online course	All Primary School staff
First Aid online course with Royal Life Saving	Selection of Primary School staff
First Aid Practical Learning modules run on site by Royal Life Saving	Selection of Primary School staff
BOSTES and Compliance	All staff
Peer Support Information: Lynda Krost	All staff
Mandatory CPR (Magen David Adom)	High School staff (incl Admin)
Senior First Aid Training	Selected staff
Orientation to Accreditation at Moriah College	New staff
Maintaining BOSTES Proficient Teacher Accreditation	All staff
Risk Assessment Training	All staff

OTHER

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Rabbi Benji Levy	JS staff
Introduction to PLCs (Professional Learning Communities)	All Primary School teaching staff
Rabbi Benji guest speaker: Daniel Rose	Selection of Primary School staff
PLCs facilitator's training session	Selection of Primary School staff
Positive People Solutions (Ken Warren)	HSLT, HOD, HOH,
Some Admin staff	
The Inclusive Project (AIS)	Representatives of Executive, HSLT, PSLT
Fostering Professionalism	High School staff (incl Admin)
Mental Health First Aid (Laura Campbell Lees)	Executive, HSLT, PSLT
Microsoft One Note (Forrest Training)	Selected High School staff
Excursion to the Jewish Museum	New High School staff
Individual staff have included a range of high quality external professional learning in the following areas: <ul style="list-style-type: none"> • Technology (eg EduTech) • KLA (eg annual Maths conference, History teachers association conference) • Student Wellbeing (eg Mindfulness, Positive Psychology) • Leadership (eg Managing Wellbeing Teams, Simon Breakspear) • Feedback – Providing feedback to students and teachers) • Assessment development and design (eg Implementing Rubrics) 	

OUR STAFF

Human Resources



The HR Office, now in its third year of operation, continues to assist the College in fostering a professional organisational culture that promotes innovation, creativity, collaboration and the sharing of resources and ideas.

One of our key goals for the 2016 academic year has been to develop a culture at Moriah that is built on trust and is aligned with the vision and values of the School. Significant work has commenced this year to further socialise our core values and create a greater sense of belonging for our staff members, students and their families.

Through collaborative efforts amongst College leadership teams working in tandem with a team of creative thinkers, the College Executive has spent a great deal of time this year re-defining our key purpose as an organisation to ensure that all staff members are aware of and committed to our core purpose; that is, to bring to life the College's unique offering, aspirations and attributes of our staff members that shape our collective personality and make Jewish children proud of who they are and what they can achieve.

To this end, the HR Office remains committed to attracting, retaining and developing passionate educators that possess the qualities of determination, compassion, open-mindedness, kindness and the ability to be curious and adventurous with their colleagues and students.

Key initiatives undertaken throughout the year have included:

- Welcoming 24 new members of staff to the College at the start of the 2016 academic year. In addition, 13 members

of staff who commenced employment in Terms 3 and 4, 2015 have participated in our Staff Induction Program, which has included key insights into our school heritage, our current leadership teams, our Modern Orthodox ethos and our Jewish Life & Learning framework;

- Prioritising a plan for raising and investing in outstanding Jewish educators in conjunction with the Dean of Jewish Life & Learning, so that we are constantly seeking out top talent, both locally and internationally;
- Developing structures and services that continue to build capacity and support to staff members in the areas of mental health awareness and wellbeing offerings - this will remain a key priority for the 2017 academic year;
- Creating meaningful processes for consultation with staff members with regard to their personal and professional endeavours by establishing a process of Annual Professional Review, aligned with professional teaching standards to build an enriching professional culture - this too, remains a key focus area for 2017;
- Enhancing the College's online presence, based on collaborative partnerships with LinkedIn, Seek and other digital platforms - this remains a key priority for 2017 and continues to support our efforts in striving to be a preferred employer of choice;
- Developing a Code of Conduct that underpins who we are and what we stand for. This work will be further workshopped throughout the 2017 academic year and remains one of our key strategic focus areas;
- Introducing staff scholarship programs around Inclusive Education has enabled the College to build an enriching professional culture where staff members have the opportunity to participate in first-class learning experiences thereby expanding their thinking around further innovation in our workplace;
- Implementing a structured mentoring program for new teachers at the College has enabled teacher mentors to work closely with new staff members by facilitating the inter-connection of initial teacher education, induction and professional development. This has

assisted in creating a more coherent learning and development system for our staff members;

- Reviewing and refining existing HR risk management strategies and processes to identify potential gaps and ensure compliance with relevant legislation;
- Continued streamlining of HR systems and processes to enable accurate and timely reporting and analysis of information;
- Preparing for Registration and Accreditation as required by the Board of Studies, Teaching & Educational Standards (BOSTES) to ensure that all teachers who teach a Board of Studies course are registered to teach and possess the relevant academic qualifications and Working with Children Check documentation to do so;
- Creating a revised Multi-Enterprise Agreement for Teaching and Support & Operational staff members (four-year term) to ensure that all staff members remain well looked after in terms of workplace benefits.

Some of our goals for 2017 include:

- Establishing a Cultural Development Program in conjunction with senior leaders, HR and Communications teams to create a more engaged and cohesive teaching and support staff workforce;
- Introducing a Leadership Review Process for leaders at the College, modelled on the Educator Impact framework that has been initiated during 2016. This Review Process will enable College leaders to implement a process of Annual Professional Review, aligned with professional teaching standards thereby further building their leadership capacity; and
- Developing and revising our Staff Induction Program through the use of digital on-boarding opportunities. New staff members will be introduced to key leaders and processes at the College through a digital format, thereby enabling them to absorb key pieces of information in their own time and at their own pace. The Staff Induction Day will be used to facilitate dialogue and debate around our heritage, our vision and values, key purpose and positioning in the Jewish community.

OUR STAFF MEMBERS

Workforce composition

Moriah College employs a staff compliment of 304 (Early Learning – Year 12). This increased from 301 staff members in 2015. Breakdown of staff members is as follows:

WORKFORCE COMPOSITION	
Administration Staff (ELC-12)*	109
Psychologists (K-12)	3
Total Support & Admin Staff	112
Teachers High School	112
Teachers Primary School	51
Teachers ELC's	12
Total Teaching Staff	175
Kehillah Staff	7
Executive Staff	8
Total Staff for 2015	304

*Administration Staff includes Educational Aides, Marketing & Communication, Admissions, IT, Maintenance, College Support Staff

LAUREN KOSEFF
Human Resource Manager



OUR STUDENTS

STUDENT ATTENDANCE RATES

For whole school student attendance rates, please refer to the school's data on the My School website www.myschool.edu.au

Year Level	Annual Attendance Rate %
Kindergarten	97.39
Year 1	96.39
Year 2	96.69
Year 3	97.14
Year 4	96.51
Year 5	96.13
Year 6	96.32
Year 7	95.59
Year 8	94.87
Year 9	94.86
Year 10	93.64
Year 11	95.32
Year 12	96.63
Overall	95.80

MANAGEMENT OF NON-ATTENDANCE HIGH SCHOOL

When a student's pattern of attendance is of concern, or if no explanation is received from the parent or guardian for an absence, the parent or guardian will be contacted by the College for an explanation.

On the day of unexplained absence an email is sent to parents who did not made contact with the school, querying the reason for the student's absence from school. If the parents do not respond to our initial email, the Head of House will telephone the family requesting explanation for the absence.

If this is unsuccessful, the Head of House will refer the matter to the Deputy Head of High School, who will make contact with the family to find out the reason for the unexplained absence.

All cases of unsatisfactory attendance, including part day absences are investigated promptly.

PRIMARY SCHOOL

Class teachers will notify the Primary School Receptionist of any absences by 9:00am each day. The receptionist will contact parents/guardians who have not called the school absence line to confirm the child is away. The parent or guardian is asked to send a letter explaining the absence the following day, and the school follows up where written explanation of an absence has not been received from parents. Absences are monitored and parents are contacted, or a meeting held, to resolve non-attendance.

Mandatory reporting procedures apply where absences are extended or the student may be at risk.

STUDENT RETENTION RATE AND POST SCHOOL DESTINATIONS

Student retention is 100%, all Year 10 students (in 2014) finished Year 12 at the College in 2016.

Four (4) additional students, who enrolled after 2014 also graduated from Year 12 at the College.

ENROLMENT POLICY

A copy of the College's Enrolment Policy is available on the College website www.moriah.nsw.edu.au

CHARACTERISTICS OF THE STUDENT BODY

(As at Census date November 2016)

Within the ethos of a modern Orthodox Jewish Day School, Moriah College attracts a wide range of students – from the traditional to the very observant. Whilst predominantly Australian, many students are first generation Australian with parents from South Africa, Russia, Israel, America and the UK. In addition, many students are immigrants from those countries.

The diversity of the student body has enriched the College and the experience of all its pupils. Students learn from each other, respect differences and honour their shared Jewish Identity.

The College has a total number of full time enrolments Year K-12 of approximately 1442 students with a close ratio of boys to girls; 738 boys and 704 girls.

Including the Moriah College Early Learning Centres; the College's total enrolment for 2016 was 1692.

Within our student body, 90% of students have English as their first language with the balance of 10% speaking Hebrew or Russian.

Further information regarding the school context that is publicly available, including student background, school staff, enrolments, senior secondary outcomes and VET can be found at the My School Website www.myschool.edu.au or the College website www.moriah.nsw.edu.au

GIFTED & TALENTED

HIGH SCHOOL

The educational learning needs of High Potential Learners in the High School is achieved via the following processes:

- Students in Year 7 and 8 are grouped respectively into a core class which includes one Academic Select class. The students in that class remain grouped together for all subjects, however they are streamed for Hebrew and Maths. Selection for the Academic Select core class is based on the students' performance in standardised and diagnostic assessments designed to test their aptitude. These results highlight students who exhibit learning potential beyond that which is expected for students of the same age.
- In Years 9 and 10 class placement in the Academic Select core group is based both on students' performance in standardised assessments designed to test their aptitude and on the students' academic performance in the previous year.
- Students whose aptitude is above average in the other core classes are

also identified, so teachers can design learning sequences that address an adequate pace, depth and complexity and these students should also be capable of advanced work.

- The Head of Differentiated Learning identifies and monitors the progress of these students in collaboration with the classroom teachers, Heads of House and Director of Learning Enhancement.
- Opportunities are provided for these students to be involved in co-curricular academic competitions, designed to challenge and stimulate them such as Da Vinci Decathlon, Future Problem Solving.

PRIMARY SCHOOL

Throughout the Primary School we cater for Gifted and Talented students in a variety of ways. The following is an outline of these processes:

- **Kindergarten:** During Term 1, the students are observed and catered for within the classroom. From Term 2, students will be withdrawn for two hours of English Extension and two hours of Mathematics Extension each week. These groups are pulled from across the grade and work on higher order activities.
- **Years 1 and 2:** For three hours a week, a Mathematics Extension group is pulled from across the grade and the students work on higher order activities. Similarly, for three hours a week, an English Extension group is pulled from across the grade. A teacher's aide is allocated to each class for one hour a week to support and challenge highly able students.
- **Years 3 and 4:** Mathematics streaming begins in Year 3, and students are placed into a class with like-minded learners who are being challenged every day. In English, an extension class comes together for three hours per week. Students in this class are pulled from across the grade.
- **Years 5 and 6:** In Year 5 and Year 6 there is an academically selected class. All students, irrespective of whether they are in the academically selected class, are streamed for Mathematics.

The competitions and outside activities that the Primary School Gifted and Talented students take part in are as follows:

Competitions and Activities
Da Vinci Decathlon
IPSHA Debating
Gifted & Talented Camp
UNSW ICAS

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The College undertakes a variety of Initiatives that promote respect and responsibility for our students. These two characteristics form the key elements of our behaviour management and, as a College, we seek to provide a variety of opportunities for our students to develop these qualities.

The College's K-12 Behaviour Policy and Community Code of Conduct incorporates the values of respect, responsibility, commitment and integrity. These values provide students with a framework of how to behave themselves both in and outside the College.

Camps

Our Year 8-12 Counterpoint seminars and Shabbatonim provide students with the opportunity to build Jewish identity, respectful relationships and develop skills that enhance our students' social and emotional character development outside of the classroom. Facilitated by the Department of Experiential Jewish Education, these programs challenge and empower students to apply the values learnt at school to relationships with their peers and families. Lessons relating to myriad topics including Jewish pride, respect, responsibility and resilience, are delivered by a team of local and international role models in the context of Jewish and Zionist ideals, to ensure an authentic context and immersive environment that frames the positive learning experience.

Student Workshops

Throughout the High School, students engaged in a variety of workshops with organisations that provided opportunities

for students to develop respect towards themselves and others. These workshops focused on areas such as Digital Citizenship, Cybersafety, safe partying and anti-bullying.

Service Learning - Chesed in Action

Our service-learning program relies on our students to take responsibility to make the world a better place. Our program forms part of the fabric that binds our school and is a compulsory element of a student's life in the High School. In 2016, the following new initiatives were introduced:

- The Northern Territory Service Learning trip has been a highlight for students since its inception in 2010. This year we extended the depth of the learning experience through our partnership with 'Stand Up'. Students in Year 9 participated in this Service Learning and Cultural Learning experience by participating in a 10 week educational program, followed by a journey to the Northern Territory, where they engaged with a community in Lila and travelled from Alice Springs to Uluru.
- In September 2016, Year 12 students participated in a Service Learning day to conclude their schooling career in a positive way, encouraging them to give back to the community in recognition of its support for them throughout their school years.

**STUDENT LEADERSHIP REPORT
HIGH SCHOOL**

Wellbeing Programs

During 2016, Wellbeing Programs delivered through Student Life Sessions continued to address issues relating to the Core Values of the College, with an emphasis on respect and responsibility. A specific focus on mindfulness and meditation was introduced at a senior level through timetabled wellbeing sessions. All programs from Year 7-12 explored stage specific issues.

Leadership

Student Leadership is central to Moriah College. Our aim is to give our students the opportunity to discover the leadership qualities within themselves, work as teams, develop their potential as

leaders and most importantly, to energise others and make a difference in the College and the wider community.

The 2016 Formal Leadership programs included:

- The **Hadracha** Program for students in **Year 10**. This involved approximately 70 students who learned leadership skills around planning, writing and implementing teaching programs in both the Moriah and Mount Sinai Primary Schools, focusing on the Jewish festival and Holy Days.
- In **Year 12**, students nominated for positions of elected Portfolio Captains on the SLC (**School Leadership Council**). The Year 12 SLC attended a two-day Leadership Retreat, which empowered them to develop their strategic plan for the year and provided them with a platform on which to build a variety of initiatives to raise school spirit and strengthen relationships between staff members and students. The SLC was charged with empowering students to develop their identities as young Jewish Ambassadors for the College, the broader community and wider Australian Society.
- **Year 9 SRC** leaders were introduced this year. There are eight SRC leaders, two from each House. They are elected to the position by their House peers and are guided in their duties by the Year 12 SRC Captains.

The 2016 Informal Leadership programs included:

- **Pink Breakfast** – led by Year 12 students, to raise awareness and money for Breast Cancer Research.
- **Graduation Dinner** – Year 11 students organised and hosted the Year 12 Graduation Dinner for graduates and their family.
- **Charity initiatives**
The 2016/17 Charity Captains have raised money for Save a Child's Heart, Movember, Magen David Adom, Zichron Menachem, Friendship Circle, One Family and WIZO. In Term 1, 2017 there are also charity initiatives planned to raise money for World Down Syndrome Day in Week 8 and ZDVO in Week 10. Over \$12, 000 has been raised by the 2016/17 so far.

• **Year 10 International Day**

As part of Year 10 Geography studies, students researched Australian foreign aid to developing countries, and the use of the United Nations Human Development Index (HDI) to measure each country's level of development using various indicators.

To raise the profile of these developing countries, students formed teams of approximately six in each group, and selected a country with an HDI rating under 0.7 to research. On International Day, the students set up stalls, representing 27 of these countries. The members of each group sold food or crafts representative of their chosen country. They also provided geographical background information, and wore national costume wherever possible.

Prizes were awarded for the most money raised, best presented stall, and best costume.

International Day is aimed at encouraging students to examine standards of living in other countries, and to create a feeling of global responsibility.

PRIMARY SCHOOL

- **Peer Support** – A Peer Support program was extended to Years 2–6. Students in Year 6 trained as Peer Support leaders. Year 6 students took part in a two-day leadership-training program at Shalom College, facilitated by their teachers, using training developed by Peer Support Australia. Peer Leaders' training includes activities and discussion to assist in the development of skills in relationship building, communication, empathy, decision-making, problem solving, reflection, facilitation, planning and group management. The Year 6 Peer Support Leaders, supported by a teacher, facilitated structured activities with multi-aged groups of 8–10 students.
- **Charity** – During 2016 the Primary School and student charities were very active. Some of the groups they raised funds for were ZDVO, Canteen, WIZO, Jeans for Genes Day and JNF. As in previous years, money is also raised

for the JCA. In 2016, students in Years K-6 raised almost \$19 000. Every dollar raised is matched dollar-for-dollar by the JCA for the Primary School to spend on equipment and resources. As well, our students entered the MS Read-a-thon with one of our students, Tashi Dunkel, coming second in her fundraising attempts across the whole of Australia.

- **Student Voice** – in 2016, the Student Representative Council took on the name of Student Voice. This has meant that students who were selected to represent their classes knew that they were the voice of the students. Many small items were repaired when the student representatives brought these matters to the attention of the school, including bathroom doors, broken locks and faulty taps.

The Student Voice representatives entered the 'Green Sparks' competition through Waverly Council. Their initiative was to stop wasting electricity in the Primary School. Together with the gardening club, the students put together groups to make our teachers aware of wasted electricity by reminding them to turn off lights and Active Board projectors when they were not in use. Rabbi Levy helped to come up with a name 'Sviva Sweep' and Nicole Lewis worked closely with the students to fill out the submission. Whilst we did not win the competition the students enjoyed the process.

- **Annual Talent Quest** – was once again very popular. This year, more than 45 students auditioned for the event and the excitement was high. We chose ten finalists and the talent quest was run by our Student Voice leaders. They did an outstanding job!

To end off the year we are excited to learn that the school won a local government grant for a water refilling station to be installed in the Spine.

The students have been very dedicated and have participated enthusiastically in all of our initiatives.

- **Year 5 Buddy Program** – Every Year 5 student was buddied with a Year K child for 2016. Their role included orientating the Year K children around the school,

eating with children at lunchtimes on a regular basis, and doing class activities in each other's classrooms.

- **Year 6 students** – also had the opportunity to be ambassadors at various school functions e.g. parent tours, prize giving and Year K orientations.
- **Bat Mitzvah Presentations** - The Year 6 Bat Mitzvah girls presented over two nights. The girls came once a week at 8:00am for Bat Mitzvah lessons, with the learning centred around our College values. Each value had a related definition, story and a play about a famous woman who best represented the value. The Bat Mitzvah girls presented their learning to their close family and friends in the form of a speech, song, poem, tefillah and play in the High School Drama Theatre. In the term prior to the Bat Mitzvah presentations the girls and their mothers attended three evenings: a learning session with Rabbi Sharbi, a challah bake at Our Big Kitchen and Israeli dancing. After the presentation parents were invited to a catered Kiddush in the High School Sukkah.
- **Project Heritage** – A major curriculum feature of Year 6 at Moriah College has been Project Heritage. The historians that were interviewed shared their experiences with our students in a manner that was age appropriate. The goal was to enhance the students' understanding of the Jewish experience while gaining a greater appreciation of the tremendous contribution made by these 'Living Historians' to the Jewish community. Based on the research undertaken, students worked to create their product during intensive week. An afternoon was set aside for family and community members to attend the Year 6 presentations.

HOUSE REPORT

HIGH SCHOOL

House activities in 2016 continued to foster a sense of team spirit and House identity in the High School.

With the appointment of a House Sport Coordinator, there were an increased number of House-based activities run

at lunch times on Wednesdays. These complimented the activities organised by the House Captains throughout the Year, creating opportunities for team work, collaboration and good fun! Sporting challenges on the Basketball courts, the Cross Country Carnival and a Shavuot challenge added opportunities for students to participate in House events. The 'Tour De Moriah', a yearly House-based event, offered students and staff members the opportunity to test their scooter and navigation skills in competing for glory and the trophy.

A new initiative in 2016 was the House-based fundraiser competitions, in which each House organised a House Competition that raised funds for their nominated charity or organisation.

As always, the inter-House Carnivals were the main focus of House spirit and competition. The Swimming Carnival had a significantly high participation rate – so much so that House relays had to be completed on the day following the Carnival, in the College pool. As always, students enjoyed the opportunity to take part in the non-competitive races, which allowed all students to earn House points for participation.

The Athletics Carnival was, likewise, a great success in terms of House spirit, opportunities for personal and team bests and connectedness.

The highly successful and much loved Music Festival in Term 2 provided a platform for students to demonstrate their music, dance and singing talents, whilst fostering cross grade relationships and team building opportunities. The Year 11 Music Convenors and Year 12 Music Captains demonstrated and refined their leadership skills in producing excellent performances that played to a full auditorium over two nights. This House-based festival creates a platform from which many students are able to leverage off their personal strengths in the Arts.

The Years 7-9 Showcase at the end of the year allowed Junior Houses to showcase their talents across a broad spectrum of talents in this informal event.

PRIMARY SCHOOL

In 2016, four events were held, during which House Points were calculated.

- The **Swimming Carnival** was held on Monday, 29 February at Des Renford Aquatic Centre. Many parents and families attended. After the collation of all House points including points for cheers, novelty indoor pool races, novelty relays, and competition points, Herzl was declared the winning House. Following this event, a large group of Moriah swimmers competed at the ASSISA Carnival.
- The **Cross Country Carnival** was held on Monday, 9 May at Queens Park. After all points were calculated Akiva was named the winning House. Many Moriah students then participated in the ASSISA Cross Country Carnival, and eligible students progressed to the CIS Carnival.
- The **Athletics Carnival** was the next House competition on the calendar. It was held on Wednesday, 3 August at ES Marks Athletics Stadium. There was a lot of parental support on the day. The winning House at this Carnival was Herzl. Through CIS, one Moriah student qualified to compete at the PSSA (State) Carnival.
- The **Moriah Gymnastics Competition** was held on Thursday, 20 October in the Railea Moss Assembly Hall. All Years 2-6 gymnasts who had regularly attended the co-curricular gymnastics program were invited to compete. Students learned their routines, and performed them in front of professional judges. After all points were calculated, the winning House was Herzl.

House points are awarded to students who strive to incorporate the ethos and values of the College into their everyday behaviour and interactions with others. House points from Years K-6 are combined, and a trophy is awarded to the House that best exemplifies the motto of the school – To Learn, To Heed, To Act. In 2016, the winning House was Hillel.

CO-CURRICULAR ACTIVITIES (K-12)

Through a range of curricular and co-curricular experiences, all students are encouraged to discover, explore and

extend their talents. Healthy competition of all kinds encourages the students to develop their strengths and abilities.

During 2016 we continued to build a new co-curricular program at Moriah College that will grow year by year to include many of our students. The activities that have commenced under this umbrella are Young Communicators Public Speaking for Years K-7, HICES Debating and Inter-House Debating. These activities have been purposely designed to build confidence, self-esteem, organisational and leadership skills, and above all the importance of being a team player.

Chess

Chess started in February 2016 with a Chess Fun Day held at the College. This day was open for everyone in Years 3-6. The Fun Day was conducted as a round-robin tournament, in the Railea Moss Primary School Assembly Hall. After the results were collated, three Moriah representative Chess teams were chosen; an Intermediate team (Moriah A), and two Rookie teams (Moriah B and C) to compete in the NSW Junior Chess League on Friday afternoons at other schools. Our students were always polite, well-mannered and demonstrated fantastic sportsmanship throughout the competition.

In addition to these weekly competitions, there were several other Chess Days organised:

- **Jewish Primary School Interschool 2016 Chess Competition**, which was held at Mount Sinai September Moriah entered three teams: Moriah Senior A, Moriah Junior A and Moriah Junior B. Moriah Senior A came second.
- **2016 Scots Chess Challenge** in September.
- **Eastern Suburbs Primary Schools' Chess Tournament** at South Sydney Junior Rugby League club in November.

DEBATING

HIGH SCHOOL

In 2016, four coaches were engaged to train students interested in Debating. Coaches and adjudicators were sourced from Masters Academy Debating.

Coaching was made available to students

Monday - Thursday afternoons, after school.

• HICES Debating

Moriah entered three teams in this competition, one in the Middle Division Years 7-8, one in the Senior Division Years 9-10 and an Open Division team in Years 11 and 12. This was a rigorous competition that involved more than 40 independent co-educational schools across NSW.

Our Open Team was successful in reaching the Semi Final, and was defeated by Arndell Anglican College.

Ten of our students were awarded Best Debating certificates, six more than last year, and two were specially mentioned at the Grand Final presentation, which took place at the Powerhouse Museum.

• Jewish Inter-School Debating Gala Day

This year Masada College hosted this all-day Competition against Masada College, Emanuel School and Kesser Torah College. It was a highly competitive day with 29 debates taking place. Moriah entered several teams in all divisions and managed to win three out of the five trophies: the B'nai Brith Girls' Trophy (Junior), the Diamond Boys' Trophy (Middle), and the coveted Caplan Trophy in the Open Division, which we also won last year after a drought of many years.

• Inter-House Debating

The Inter-House Debating competitions took place in 2016, with approximately 50 students volunteering to debate for their House.

The Debating Finals took place in Terms 3 and 4.

The winning Houses were as follows:

Middle Division: Hillel

Senior Division: Ezra

Open Division: Akiva

• Demonstration Debate

This year all debaters observed a Debate by the International Debaters from Sydney University. The topic was 'Goldilocks should be prosecuted'. The purpose of the debate was to show the students how to prepare a debate

within a limited time frame and to listen to the arguments as they were put forward. An extremely entertaining and informative event.

PRIMARY SCHOOL

During Terms 2 and 3, Year 6 students participated in Debating coaching twice a week. During Term 3, Debating Workshops were held for interested Year 5 students. All of these sessions were provided by Masters Academy, a provider of Debating and Public Speaking education at many public and independent NSW High Schools and Primary Schools.

These workshops were hands-on, exciting learning experiences, which gave the students an insight into the world of Debating, and taught them public speaking and essay writing techniques, as well as how to increase their confidence. Throughout the workshops, students were encouraged to use critical thinking and team-playing skills. Each student was provided with an opportunity to individually present arguments and engage in friendly debate.

The students in Year 6 successfully participated in the IPSHA Debating Tournament and the Debating Gala Day.

• Mt Sinai Debating Training

This year our Senior debaters were engaged by Mt Sinai College to train the school's teams competing in the IPSHA Competition. The students did an admirable job teaching the younger students the basics rules around debating and assisting them with preparing their arguments.

• Public Speaking – Young Communicators, Years K - 7

Moriah further extended its compulsory Public Speaking Program for all students in Years K-7 in 2016. All students worked with their class teachers and independently, learning to construct a speech and practising how to present it. Parents were also encouraged to assist, and this proved very rewarding for everyone.

The program is aimed to give every child the opportunity to successfully develop Public Speaking skills.

How the program worked:

- Each child prepared a speech on a topic of his/her own choice.
- Children were encouraged to pick topics that were of personal interest.
- Years K-2 speeches were no longer than one-two minutes' duration.
- Years 3-7 speeches were no longer than two-three minutes' duration.
- Students were taught how to structure the speeches at school, and then needed to complete their speech at home. They also needed to practice at home so that they were confident to present in front of an audience.
- Students were judged by their teachers and one other person, using set criteria.
- Four students from each class were chosen to proceed to the Year Finals.
- Finals were held in Week 7.
- Students were judged by a group of teachers from their Stage of development.
- Four winners from this section proceeded to the Grand Final.

Grand Finals:

- Grand Finals were held in Week 9.
- Adjudicators were invited to judge the most successful Young Communicator in Four sections: Early Stage 1 (Year K), Stage 1 (Years 1 and 2), Stage 2 (Years 3 and 4), Stage 3 (Years 5 and 6) and Stage 4 (Year 7).

MIKOLOT PUBLIC SPEAKING COMPETITION

Mikolot or 'The Voices', sponsored by The Joint Australia, was run as a national Jewish public speaking competition in 2016. The competition was true to its aims: to promote greater collaboration amongst Jewish schools, cultivate better public speaking skills, and foster a more refined expression of Jewish voices in the modern world. Following the interstate semi-finals, the final round of the competition was held at the College, where following an impromptu section, the finalists delivered a prepared speech to compete for \$10,000 in prizes to be used towards the students' participation in a life-transforming Israel program.





SPORT

HIGH SCHOOL

2016 was a year of consolidation and growth within Sport at Moriah. The addition of specialised coaches to each of the Tier 1 sports resulted in our programs flourishing in terms of student development, consistency, and value for sport as a part of the holistic development of the student at Moriah.

Student involvement has continued to dovetail into the classroom, with students becoming far more engaged in all areas of school life as a result of involvement in sporting programs.

Sporting snapshot

Moriah continued its growth and development on the back of last year's involvement in a wide array of sports, which offered opportunity to represent at school level, all the way through to National level. A snapshot of sports in 2016 included:

- Athletics
- Basketball
- Cricket
- Cross Country
- European Handball
- Football
- Futsal
- Netball
- Oz Tag
- Rugby
- Tennis
- Skiing
- Swimming
- Surfing
- Touch Football
- Triathlon



SPORT HIGH SCHOOL

SPORT	TEAMS	COMPETITION(S)
Athletics	Moriah squad Moriah students selected at association level	CDSSA Association Championships
	Moriah students selected at association level	AICES Regional Championships
	Moriah students selected at regional level	NSWCIS Championships
Basketball	Junior Girls	Sydney Schools Shootout Tournament CDSSA Championships JDS Championships
	Junior Boys	CDSSA Championships JDS Championships
	Opens Girls	St Catherine's Cup competition CDSSA Championships Sydney Schools Shootout tournament
	Opens Boys	First Grade Elite Schools Fixtures Program AICES Schools Championships Tournament CDSSA Championships Sydney Schools Shootout Tournament
Cricket	15s Boys	NSW Schools Wiburd Shield Competition
	Opens Boys	NSW Schools Douglas Shield Competition
Cross Country	Moriah squad	CDSSA Association Championships
	Moriah students selected at association level	AICES Regional Championships
	Moriah students selected at regional level	NSWCIS Championships
	Moriah students selected at NSWCIS level	NSW All Schools Championships
	Moriah students selected at State level	SSA National Championships
European Handball	Intermediate Boys	NSW All Schools Championships
Football	15s Girls	National Bill Turner Cup
	Opens Girls	NSWCIS Cup
	14s Boys	Peninsula Cup Competition
	15s Boys	National Bill Turner Cup
	First XI Boys	NSWCIS Cup
Futsal	Junior Girls	NSW All Schools Regional Championships JDS Championships
	Junior Boys	NSW All Schools State Championships NSW All Schools Regional Championships JDS Championships
	Intermediate Boys	NSW All Schools State Championships NSW All Schools Regional Championships
Netball	Junior Girls	Peninsula Cup Competition NSW All Schools Cup JDS Championships CDSSA Championships
	Intermediate Girls	Peninsula Cup Competition CDSSA Championships
	Senior Girls	Peninsula Cup Competition CDSSA Championships Moore Park Netball Competition
Oz Tag/Touch Football	Junior/Intermediate Girls	CDSSA Championships JDS Championships Easts Touch Competition
	Junior/Senior Boys	CDSSA Championships JDS Championships Easts Touch Competition

Rugby	Junior Boys (2 teams)	GPS Fixtures David Horwitz Shield
	First XV Boys	Peninsula Cup David Horwitz Shield
Tennis	Moriah squad	CDSSA Championships Sydney Schools Championships
	Moriah students selected at association level	AICES Regional Championships
	Moriah students selected at Regional level	NSWCIS Championships
Skiing	Moriah squad	JDS Interstate Championships Maccabi Interstate Championships
Surfing	Moriah squad	NSW Sydney Schools Championships AICES Regional Championships
Swimming	Moriah squad	CDSSA Association Championships
	Moriah students selected at association level	AICES Regional Championships
	Moriah students selected at regional level	NSWCIS Championships
	Moriah students selected at NSWCIS level	NSW All Schools Championships
	Moriah students selected at state level	SSA National Championships
Triathlon	Moriah squad	NSW All Schools Championships

From the squads below, Moriah achieved some very high levels of success:

- Basketball**
 - CDSSA Senior Girls' Champions
 - St Catherine's Cup Competition Senior Girls' Champions
- Football**
 - 14s Boys' Peninsula Cup Champions (two years in a row)
 - First XI NSWCIS Cup Champions (two years in a row – only the second school to ever achieve this feat)
- Futsal**
 - NSW All Schools Junior Boys' Champions
 - NSW All Schools Intermediate Boys' Champions
 - JDS Junior Girls' Champions
- Oz Tag**
 - JDS Junior Boys' Champions
 - CDSSA Junior Boys' Champions
- Skiing**
 - JDS Interstate Junior Champions
 - Maccabi Interstate Junior Champions
- Swimming**
 - CDSSA Association Champions - Junior
 - CDSSA Association Champions - Senior
 - CDSSA Association Champions – overall

SPORT OVERVIEW

As per 2016, Moriah will continue to execute a well refined representative sporting program consisting of Tier 1, 2 & extended opportunity programs (see 2015 annual report for details relating to tiers), which will also include commitment contracts to be signed by both parents and students in order to formally ensure students are being tracked in terms of attendance (training and matches), attitude and presentation, which will all be formally linked to the Colours Award Scheme.

The College will also increase its focus on student involvement at a participation-based level, with the commencement of a formalised Inter-House Sporting program, which will link directly to the representative programs. Students will have the opportunity to compete in House-based teams in formally structured competitions throughout the year, providing students with extended opportunities to be involved in competitive sporting opportunities at a school-based level. This will also provide a forum for students to be invited or selected to be involved in representing the College in Tier level representative and extended opportunity programs.

The Inter-House competition will potentially be structured as follows:

Term 1 – Inter-House Tennis and Futsal

Term 2 – Inter-House Netball

Term 3 – Inter-House Basketball

Finally, Moriah will also partner with the AFL in a Sports-Ready Education and Training Program, which will give the College access to further human resources in delivering quality sporting programs to our students moving forward.

DUKE OF EDINBURGH AWARD PROGRAM

Student involvement in the Duke of Edinburgh program continued to grow during 2016. The number of students who completed the requirements of the Award is outlined below:

Year	Gold	Silver	Bronze
12	29 students	-	-
11	-	60 students	-
10	23 students	47 students	73 students
9	-	-	60 students

A record number of Year 11 students, 54 in total, began their Gold Award during 2016.

PRIMARY SCHOOL

In 2016, Moriah Primary School offered an extensive range of sporting and co-curricular opportunities for students of all levels of sporting ability in Years K-6. As a whole, the Primary School has continued to grow stronger in Sport.

Co-Curricular Sport

Through the co-curricular morning sport program, students were able to participate in a wide variety of sports, including Gymnastics, Jiu Jitsu, Swimming, Volleyball, Rugby, Rugby League, Oztag, T-Bball, Basketball, Futsal, Cricket, Dance, Netball, Athletics, Cross Country Running, and Tennis. The introduction of Jiu Jitsu in 2016 was the highlight, with specialised coaches coming in to teach the children some self-defence.

Sporting Associations

Moriah Primary School is a member of the All Suburbs Independent Schools Sports Association (ASISSA), Heads of Independent Co Educational Schools (HICES) and the Independent Primary School Heads of Australia (IPSHA). These three associations administer Interschool competitions for Primary School members. In 2016, Moriah Primary School has performed very well and has a strong representation. This year, we had three students qualify through to the State Championships in three separate events: Netball (two children), Athletics and Boys' Football.

ASISSA Interschool Sport

Each term, Moriah enters an interschool competition with other local schools on a Thursday afternoon. This year, our Years 5 and 6 students competed in interschool Soccer, Oztag, European Handball, AFL, Netball, T-Ball and Cricket. In 2016, Moriah won the Boys' Soccer, Boys' Oztag, Boys' Teeball and Girls' Netball competitions.

Other Sporting Competitions

In 2016, Moriah Primary School entered teams and individuals into numerous sporting competitions that were organised for Primary School students. These were: AFL, Cricket, Rugby, Rugby League, Oztag, Netball, Gymnastics, Tennis and Futsal. The performances in

these competitions were exceptional, with our Boys' AFL and Mixed Netball teams making it through to regional finals of the competition. We also had both of our Boys' Senior Futsal teams making it through to the state finals, where they came 2nd and 3rd in the state.

For the first time in 2016, Moriah Primary School played in friendly games of Basketball and Cricket versus Emanuel School in what we hope will become an annual Term 4 event. This enhances the relationship of the two schools and gives our students more opportunities to represent Moriah.

Sporting Challenges & Lunchtime Sport

There were several sporting challenges offered to Moriah Primary School students in 2016. These were:

- **Moriah to Manly Swim Challenge:** During Lunchtime Sport and Co-curricular sport, students had to show commitment to swim the same distance as Moriah to Manly.
- **Moriah Marathon:** During Lunchtime Sport and Co-curricular sport, students had to show commitment to run the equivalent distance of a Marathon.
- **Laifer Cup & Mertens Shield:** Lunchtime Sport Inter-House Soccer competitions. One for boys and one for girls.
- **Moriah Handball Championships:** Lunchtime Sport Handball Knockout Competition. One for boys and one for girls.
- **Years K-2 Inter-House Dodgeball Championships:** A new initiative during lunchtime sport.

K-2 Sport Carnival, ELC Mini Olympics and Year 3 Sport Morning

Specifically for Years K-3 students and their families, these events offered our younger students sporting opportunities throughout the year. They also gave parents a chance to be involved in their child's sporting progress.

SPORT PRIMARY SCHOOL

SPORT	NUMBER OF CHILDREN	COMPETITION(S)
AFL	All Year 5 & 6 Boys	ASISSA Interschool
	28	Gala Day
	14	Paul Kelly Cup Regionals
Athletics	80	ASISSA
	20	CIS
	ALL	Moriah
	1	PSSA
Basketball	5	CIS
	10	ASISSA Trials
	3	PSSA
	14	Friendly vs Emanuel
Cricket	37	ASISSA Interschool (Boys)
	2	CIS
	30	Gala Day Year 5 & 6
	20	Milo Years 3 & 4
Cross Country	80	ASISSA
	20	CIS
	All Years 3-6 Students	Moriah
Futsal	50	Gala Day
	16	Futsal State Championships
Gymnastics	10	Display Year 1 & 2
	20	IPSHA
	30	Moriah
High Jump	80	Finals
Netball	All Year 5 & 6 Girls	ASISSA (Girls)
	40	Mixed Netball Gala Day
	18	Mixed Netball Regional Finals
	3	CIS
	9	ASISSA Gala Day
	2	PSSA
Oztag	All Year 5 & 6 Boys	ASISSA (Boys)
	All Year 5 & 6 Girls	Oztag (Girls)
	30	Oztag Gala Day
Rugby League	15	Roosters League Gala Day
Rugby	15	7's Gala Day
	15	Randwick 10's
Soccer	8	ASISSA Trials
	All Year 5 & 6 Boys	ASISSA Interschool
	1	CIS (Girls)
	3	CIS Boys Gala Day
	24	Gala Day
	1	PSSA (Boys)
Sports Carnival	All Infants	Years K - 2
	All ELC Final Year students	Mini Olympics
Sports Photo	150	Moriah
Swimming Carnival	80	ASISSA
	20	CIS
	All Years 3-6 Students	Moriah
Swimming Excursion	30	Red Leaf - Year 4 Survival
	30	Red Leaf Year 5 & 6 Survival
European Handball	All Year 5 & 6 Girls	ASISSA Interschool (Girls)
Teeball	154	ASISSA Interschool
	15	All Stars Game
Tennis	5	ASISSA Trials
	2	CIS
	1	PSSA
	8	Epping Tennis Competition

SUMMARY

Moriah Primary School continues to push forward in sport. The aim of Primary School Sport at Moriah is to give all children in the school the opportunity to develop a lifelong love of physical activity by providing a variety of fun and fulfilling opportunities for the students to enjoy. We aim to harness and facilitate the energy and enthusiasm that children naturally have for sport. We also place an emphasis on keeping up with the latest pedagogical, technological and biomechanical innovations and investing in our students' talent, which continues to improve.



CO-CURRICULAR MUSIC

HIGH SCHOOL

• Encouraging Musical Excellence in Composition

The Composer in the Classroom program continued in 2016, for its eighth successful year with Dr Peter Marshall working with our students from Years 10-12 to facilitate the development of outstanding HSC Compositions. Students enjoyed the sessions afforded them in this area and the opportunities that were created by having professional performers play and critique their work. Student compositions have been nominated for ENCORE for many years.

• Music Enrichment Classes in Years 7 and 8

Taking account of the many students playing instruments at advanced levels in the College, the introduction of these classes continued to prove a very successful innovation. Students were able to work collaboratively with those of similar musical experience. This provided a more intellectually stimulating environment.

• HSC On Show

The College showcased its HSC Music students in a concert, which provided them with an opportunity to perform in the same conditions and with the same musical accompaniment that they would use on the day of their examination. The evening was very well attended and appreciated by parents, families and friends. The standard of the performances, covering voice and a full range of orchestral instruments was impressive.

• Music Festival 2016

Under the guidance of our experienced Music Convenors, Houses competed for the coveted Music Festival Trophy. Held over two nights to capacity audiences, the Festival once again provided a great evening's entertainment. Adjudicators are never short of superlatives to

describe the contributions made by arrangers, performers, choreographers and performers in all areas. The 2016 trophy was awarded to Herzl and the winners in the various categories were as follows:

- 1st in Ensemble = Akiva
- 1st in Original Song = Herzl
- 1st in Dance = Ezra
- 1st in House Song = Herzl

• Year 10 and 11 Concerts

Concerts were held to demonstrate the talents of Elective Music students as they performed music from the areas of study determined by BOSTES.

PRIMARY SCHOOL

• Years K-2 Choir

A group of 40 students met each Monday at lunch to sing together. They visited the Montefiore Home to entertain the residents, and performed at Open Day.

• Year 2 String performance at Assembly

The members of the Year 2 Strings group gave their first public performance at the Primary School Assembly in September to a very appreciative and encouraging audience.

• Reconciliation Assembly

During National Reconciliation Week, the Primary School held a special Reconciliation Week Assembly, the first of its kind. All students in Years 3-6 learned a song called Yo Yo by the revered Aboriginal artist Geoffrey Gurrumul Yunupingu. Permission was granted by Gurrumul for Moriah College students to learn and sing the song in his language - the Yolngu language. The piece was also arranged for the Camerata Strings to accompany. It was a very powerful, meaningful and appropriate way to celebrate and recognise National Reconciliation

Week. It also was the highlight of the Assembly. Our Aboriginal guests, other important guests, teachers, staff members and students were all very moved by this performance.

• Musica Viva

This incursion involved all students in Years 3-6 and introduced them to the music of Jazz.

• Song of the Term Years K - 2

This highly successful program continued in 2016.

The students learned the song in Music class and then came together as a group to sing it in Assembly at the end of each term. Songs were carefully selected reflecting the dual curriculum, alternating between secular and traditional Jewish songs where possible.

• Primary School Choir

In 2016, 40 students performed in the Primary School Choir. The choirs visited the Montefiore Home and Wolper Hospital to entertain the residents, and performed at Open Day.

• Prize Evenings Years 4 - 5

For this occasion all students in Years 4 and 5 learned the songs Yerushalayim Shel Zahav and My Island Home. These two songs were chosen as an overall theme to the Assembly of 'Place, Home, Identity'. Moriah College being the meeting place between Israel and Australia. Yerushalayim Shel Zahav was arranged for the Camerata Strings to accompany and My Island Home was especially arranged for the Concert Band. Christine Anu was our special guest for My Island Home. This was a special opportunity for the children to work with a professional artist and further links with the R.A.P (Reconciliation Action Plan) of Moriah College, to establish meaningful relationships with Aboriginal and Torres Strait Islander communities.

• Assembly Performances

Throughout the year students have had the opportunity to showcase their talents at Assembly.

Many of the students have demonstrated significant accomplishment on their instruments.

At the Year 3 Special Assembly, the entire Grade performed Sisu et Yerushalayim.

• Talent Quest

A combination of dancers and a variety of talented instrumentalists participated in the Annual Talent Quest in the Moshe Triguboff Auditorium. It was a very entertaining event.

• Open Day

Groups featured this year were the Camerata Strings, Year 2 Choir and the Primary School Choir.

INSTRUMENTAL YEARS 1 - 12

Moriah musicians/vocalists continued to make important contributions both inside and outside the College. In 2016, there were 600 participants in the Instrumental Music Program, with five Concert Bands, a Symphony Orchestra, five String Orchestras, Senior and Junior Jazz Bands and several small Ensembles. The Vocal Program comprised one Senior Mixed and Senior Girls' Vocal Group in the High School. Most of our students performed at a number of events and activities as part of the school calendar. A comprehensive program of opportunities was provided for Primary School and High School musicians by our team of permanent and peripatetic staff.

• Year 1 String Program

Students in Year 1 completed their immersion in Strings. Some students were offered the opportunity to pick up a stringed instrument as part of the Instrumental Program.

• The Moriah Foundation - Grandparents' Morning Tea

Our Sinfonia String Ensemble performed at the Grandparents' Morning Tea, which was held in the Railea Moss Assembly Hall in March. The group was extremely well received by our grandparents.

• String Classics Concert

The members of our String Program teamed up with their tutors to present a concert of Baroque music. The standard was incredibly high, and students excelled whilst they accompanied tutors performing as soloists. Some of our other String groups also performed.

• Showcase Concert

Several students were recommended by tutors to audition for a place in this concert, which displays excellence on individual instruments.

• Colours Assembly

The Symphony Orchestra entertained the audience at the biannual Colours Assembly, the first of which took place in June. Many of our musicians were acknowledged for their dedication and commitment to the Instrumental Program over many years.

• Leadership Investiture Assembly

Our 2015/16 Music Scholarship recipients performed a Clarinet Duet with great style at this event.

• The Moriah Foundation Annual Cocktail Party

Graduates from the College provided wonderful background music for this event.

• Instrumental Concerts

During Term 4, 16 Instrumental Concerts took place at Moriah with tutors having their own concerts or sharing with other tutors. Each concert gave students the opportunity to demonstrate their individual skills and perform with an accompanist. These concerts continue to be well received and expose children to solo performance.

• Year 12 Graduation

Traditionally the performance at this Assembly is given to the student that ranked first in Music performance at the trials.

• Mt Sinai College

Moriah's annual visit to Mt Sinai College took place in early November with the students from the Wind Orchestra performing for the Mt Sinai students

about to be recruited into their Band Program. As always the students were very well received as they demonstrated their instruments and performed as a group.

• Intermediate Band at Recruitment Night

This year's Recruitment Night featured our Intermediate Band who competently demonstrated the instruments and performed for the incoming Training Band parents and students as well as their own parents.

• Training Band Lunchtime Concert

The Training Band gave its first concert at lunchtime in the Primary School amphitheatre. The Band received lots of encouragement and a very positive response from the Primary School.

• End of Year Concert

All the large ensembles were showcased at this event, held at the end of November. The groups performing were: 2016 Training Band in its first performance, Intermediate Band, Concert Band, Wind Orchestra, Symphonic Winds, Combined String Ensemble, Sinfonia Strings, Camerata Strings, Training Strings, the Senior and Junior Guitar Ensembles and Senior and Junior Jazz Bands. This year we featured Sarit Michael, our 2015 Nely Apt Scholarship recipient.

• Prize Evening Years 10 - 11

The Wind Orchestra performed at this Prize Day having received a standing ovation the night before at the End of Year Concert.

• Prize Evening Years 9 - 10

Our three Music Scholars performed at this Prize Evening with great skill and dexterity.

• Assembly Performances

Several musical items were performed at High School Assemblies throughout the year. These included HSC performances, and performances by the Tour Band.

• Ha'musikaim

A new program to encourage students to practise has been in full strength since the beginning of Term 4. Students

have self-nominated and we have seen a huge increase in the progress of students. Over 100 students have signed up to receive their special badge, handing in their signed Practice Book every Wednesday for checking by staff members.

• AMEB Exams

Well over 120 students sat for exams during November. It was incredibly busy. The results were the best ever with nothing lower than a B+.

MUSIC SCHOLARSHIPS 2016

No Music Scholarships were awarded for 2016/17.

MUSIC CAMP 2016

Music Camp continues to be a highlight of the musical year at Moriah with numbers at the Camp escalating to 400. The annual concert took place on the final evening of the Camp, and was well received, with almost 1000 people in attendance.



OUR COMMUNITY

School policies, including Anti-Bullying

OTHER COLLEGE POLICIES

At the commencement of 2016, all educational College Policies were reviewed whereby major changes were made to ensure compliance and alignment with current procedures.

STUDENT WELFARE

The College believes that to fully engage the whole student in our learning community and ensure a safe and supportive real and virtual environment for their growth and development, we need to cater for students' individual cognitive, behavioural, emotional and social needs. Staff members are committed to developing resourceful, independent learners who are committed to their studies, who are respectful, and prepared to take responsibility for their actions.

We educate our students through a philosophy of 'Torah im Derech Eretz' (Avot 2:2) (Torah and civility). We pride ourselves on instilling Jewish values into both our formal and informal programs. Beginning with Tefilla each day, students have an opportunity to reflect and focus on improving their own middot (character traits) in order to become true Moriah menschen who, we hope, will bring pride to their families, their school and their community. Our educational endeavours are based on our five core values: mechuyavut (commitment), achrayut (responsibility), kavod (respect), yoshra (integrity) and chesed (kindness).

To foster connectedness within the High School, students are placed in either Junior (Years 7-9) or Senior (Years 10-12) House groupings. Heads of House are responsible for the holistic development of all of the students in their House. Each Head of House works with six Tutor teachers. The Heads of House work collaboratively in planning House activities and providing a rich and engaging experience for all students.

In the Primary School, the class teacher and Year Coordinators are central to the

lives of the students.

The College's Strategic Plan has a clear commitment to providing personalised learning programs. Central to this approach is the development of a detailed knowledge of the strengths and weaknesses of each of our students. The Head of House or Primary School class teacher works with students to establish a culture that values both the individuality and diversity within our community. Staff members have high expectations for all students across all domains of endeavour. Students are challenged, encouraged and supported in their development as autonomous lifelong learners. Behavioural expectations are communicated to students in a clear and positive way, and systems are in place to encourage appropriate behaviour and to monitor students' behavioural performance.

Quality relationships form an important element of wellbeing. Conflict is a natural part of relationships and students need to be taught means of resolving conflict. Restorative practices underpin our management of challenging behaviours. The College has a whole-of-school approach to behaviour management, which is based on the Jewish concept of teshuva. This is based on an optimistic view of human nature that sees the true essence of each person as good. The word 'teshuva' literally means 'return' and is used to describe the concept of 'repentance'.

ANTI-BULLYING

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying can involve humiliation, exclusion, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, and sexuality. Cyberbullying refers to bullying through information and communication technologies.

Conflict or fights between equals or single incidents whilst not defined as bullying is subject to disciplinary action.

Staff members and students are asked to report all incidents of bullying/ apparent bullying that they are either subjected to, or witness. All reports are taken seriously and thoroughly investigated. All complaints are treated confidentially.

Through the House program in the High School, and through Personal Development in the Primary School, the College provides education and training designed to assist students in understanding what constitutes bullying behaviour.

Students are encouraged to respect their fellow students and to take responsibility for their own actions, recognising behaviours that may constitute bullying and intervening in support of others – being an upstander rather than a bystander.

Bullying is regarded as a serious offence and may lead to suspension or expulsion.

The College's duty of care extends to reasonably protecting a student from the reasonably foreseeable conduct of other students or strangers and from the student's own conduct.

Reasonable disciplinary action conducted in a reasonable manner does not constitute bullying.

Anti-Bullying policy and procedures are detailed in the Community Code of Conduct. The Community Code of Conduct is published on eLY.

STUDENT DISCIPLINE

Every effort is made to provide discipline in a consistent, fair and transparent manner to achieve positive outcomes for the student. The College has clearly stated policies and procedures by which students must operate. 'Expectations and Associated Responsibilities' were

published as part of the Community Code of Conduct and were made available to students and parents through the 2016 Information Book.

The College has a whole-school commitment to restorative practices that place the clear emphasis on the values of building positive social relationships, working and learning in teams, and managing and resolving conflict. While procedural fairness guides the investigation of any issue, our aim is to make those who demonstrate inappropriate behaviour aware of the situation, subsequently repair the harm done, and change their behaviour. Wrong-doers are encouraged to be accountable for their behaviour and take responsibility for their actions by making amends to those affected.

Parents and guardians have a responsibility to support the College in matters of discipline. Heads of House and/or the Deputy Head of High School (Student Life) contact parents with any serious matter/repeated misbehaviour. Parents are also asked to inform the College of any factors that may be impacting upon their children, resulting in any change in behaviour, or likely to result in any change in behaviour.

In cases where a student consistently does not abide by expectations, the Deputy Heads/Head of School will manage the disciplinary process.

All disciplinary action that may result in suspension or expulsion will follow processes based on procedural fairness and may be escalated to the Head of School and/or the College Principal. Parents will be asked to come in to the College to meet with the Head of School and/or the College Principal to discuss any serious disciplinary matter before any determination is made.

The College does not permit or sanction the use of corporal punishment by staff members or by others.

REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

The College aims to treat all complaints seriously. All are to be dealt with quickly, and as fairly and confidentially as is reasonably possible.

All members of the College community are encouraged to speak up if they feel that they are being discriminated against, harassed, vilified or bullied or are otherwise unhappy or uncomfortable in their environment. If

the person does not feel that they can do this, or if it does not achieve change, then students are asked to speak to their Head of House or Primary School Class Teacher, and parents are asked to contact the Class Teacher, Head of Department or Head of House. Staff members are asked to speak to their Head of Department/Primary School Year Coordinator/Line Manager or a Grievance Advisor as soon as possible.

Either informal or formal resolution pathways may be taken. The person(s) against whom the complaint is brought will be given details of the allegation(s) against him/her and will be given a reasonable opportunity to explain his/her perspective of the situation.

For non-student related grievances, parents can contact the College's administration office to initiate grievance. Similarly, procedural fairness will be applied if parents contact the administration office re non-student related grievances.

As noted above, all educational College Policies were reviewed, whereby changes were made to some to ensure compliance and alignment with current procedures as follows:



Policies Reviewed in 2016:

Policy	Comments	Access to full text
Accident/Incident Policy	Major review to ensure compliance and alignment with current procedures.	College Intranet (eLY)
Anti-Bullying Policy	Major review to ensure compliance and alignment with current procedures.	College Intranet (eLY)
Attendance Policy	Major review to ensure compliance and alignment with current procedures.	College Intranet (eLY)
Behaviour Management Policy	Major review to ensure compliance and alignment with current procedures.	College Intranet (eLY)
Child Protection Policy	Major review to ensure compliance and alignment with current procedures.	College Intranet (eLY)
Community Code of Conduct	Major review to ensure compliance and alignment with current procedures.	College Intranet (eLY)
Debtors Policy	Major review to ensure compliance and alignment with current procedures.	Staff Intranet (eLY)
Disability Provisions	Major review to ensure compliance and alignment with current procedures.	College Intranet (eLY)
Excursion/Incursion Policy	Major review to ensure compliance and alignment with current procedures. Major review to ensure compliance and alignment with current procedures.	Staff Intranet (eLY)
Pastoral Care	Major review to ensure compliance and alignment with current procedures.	College Intranet (eLY)
Staff Code of Conduct	Major review to ensure compliance and alignment with current procedures.	Staff Intranet (eLY)
Supervision of Students Before & After Class K-12	Major review to ensure compliance and alignment with current procedures.	College Intranet (eLY)

The following Policies are under Review:

- Employment
- Delegations of Authority & Register
- Enrolment
- Legislative Compliance
- Premises & Buildings
- Work Health & Safety
- Risk Management Review Project Scoping Plan
- Staff Policy & Agreement for Acceptable use of College Computer Hardware, College Computer Networks & Communication Systems
- Student Policy & Agreement for Acceptable use of College Computer Hardware, Computer Networks & Communication Systems

The following Policies are under Formulation:

- Procurement
- Travel



OUR FUTURE

The Moriah Foundation Report



1. **Brian Schwatz AM**
Chairman
2. **Judy Lowy**
President
3. **Joseph Herschel**
Foundation Director

The focus of The Moriah Foundation (the Foundation) is on the sustainability of Moriah College and therefore the affordability of a Moriah education to members of the community. Giving our children a Jewish education, and thereby a Jewish moral compass with a strong Jewish identity, is central to the Foundation's beliefs. Connecting our children to their Judaism and to Israel, and teaching them to be advocates for Israel is the key to Jewish continuity - now and into the future.

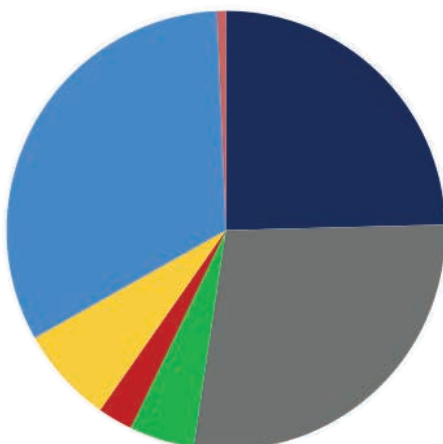
During 2016, the Foundation continued to achieve this purpose through the granting of funds to support means-tested bursaries for students whose families are unable to afford a Moriah education, the upgrading and implementing the best possible in class innovation and contemporary learning environments, assisting to send more Jewish children on the Israel Study Tour (IST), continuing to pay off the purchase of the Queens Park land, and assisting the College to deliver more inclusive services and practices. The Foundation has also expanded its support to the College during 2016 to provide increased funding towards co-curricular activities, including the music and arts programs, new funding towards Scholarships and Prizes, and importantly built on the 2015 initiative of an endowment fund to help sustain the Bursary Program.

Through the support of the community, the Foundation adopts a range of fundraising programs. The Foundation continues to be heavily reliant on major donors and philanthropic trusts and foundations who collectively gift 89% of the Foundation's total revenue (2015: 86%). During 2016 we were particularly pleased that the proportion of donations received from general donors grew to 7% of total revenue (2015: 1%). The two biggest contributing factors to this growth was driven by students who nominated the Foundation as the beneficiary to share their Smachot on occasions such as B'nei-mitzvot and by members of the Grandparents' Club who, upon renewing their annual membership, also made a donation to the Foundation.

The amount received during 2016 was \$2,891K, a modest increase of \$12K on 2015. We thank all of our donors for their ongoing support of our goal to provide Jewish children with access to more opportunities through a Moriah education.

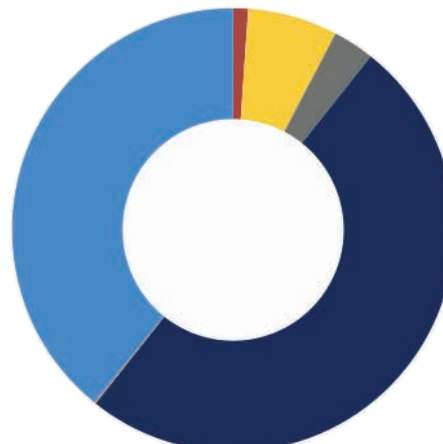


FUNDS GRANTED 2016



- Bursaries and financial assistance (22%)
- Co-curricular activities (nom%)
- Endowment (28%)
- Facilities and maintenance (5%)
- Inclusive services and practices (3%)
- Innovating educational practice (7%)
- Israel Study Tour (33%)
- Scholarships and prizes (1%)

FUNDS GRANTED 2016



- Bequests (nom%)
- Corporate and business (1%)
- General donors and events (7%)
- Interest and investment income (3%)
- Major gifts (50%)
- Other/sundry income (nom%)
- Trusts and foundations (39%)

ISRAEL STUDY TOUR

The Moriah Foundation, in partnership with Youth to Israel (Y2i), continues to achieve new milestones in the support of the experiential six-week Israel Study Tour. Our shared goal is to provide the opportunity for as many Year 10 students as possible to participate in IST. We are again pleased to report that together, the Foundation and Y2i have removed financial reasons as a barrier to IST participation. Since The Moriah Foundation commenced supporting this program in 2012, the number of students participating has more than doubled.

Through the generosity of the Foundation's donors and Y2i, optional vouchers were offered to all families. Those families who felt that they could meet the full cost of IST were invited to not take the vouchers. Families who found the cost of IST challenging were invited to apply for an additional means-tested subsidy or an interest free loan, both of which were facilitated by The Moriah Foundation. Of the 118 Moriah students who participated in IST 2016, their families:

- Did not take a Y2i or a Foundation voucher 18%
- Accessed means-tested subsidies 14%
- Received an interest-free loan 23%

The gratitude expressed by Sarah Cass, a student who had only ever dreamed of going on IST sums up the life changing experience afforded to the Year 10 students.

"From this day, in which we heard the story of a Jewish community that took so many years to build being shattered in a matter of hours, I learn how to appreciate the Jewish community in which I come from and all of its unique customs. I am so grateful for the opportunity to come on this journey and the insight it brings."

A list of major donors who supported the 2016 Israel Study Tour can be found in the Foundation's 2016 Annual Review.

BURSARIES

2016 marked the third year of The Moriah Foundation Bursary Program whereby funds raised in 2015 saw an additional eleven new bursary recipients begin their schooling at Moriah; taking the total to thirty children who are supported by

the Foundation's Bursary Program. The granting of bursaries to the families of these children who, would otherwise be unable to send their children to Moriah College continues to be one of the most pleasing achievements of the Foundation. Through the extraordinary generosity of our donors, The Moriah Foundation has provided these families with full or partial bursaries. The support provided has ranged from bursaries for three years to up to thirteen years of practical financial assistance.

During 2016 two of the bursaries awarded above were funded from The **Romy Birnbaum Memorial Bursary Endowment Fund**, established in 2015 through a major gift from Beverley and Phil Birnbaum. During 2016 other donors contributed to the Fund that will enable the Foundation to award bursaries, whilst preserving its capital base.

The Foundation has continued to attract funds for its bursary program for students commencing in 2017 and it is expected that approximately eight children will benefit from either a full or partial bursary.

The College Principal's Tzedakah Fund, established in 2014 with the support of an anonymous donor and supplemented by other donations, continued to cover the ancillary costs for those children in the College who are receiving financial assistance for school fees. The Fund assisted with camp levies, food vouchers for students who students in need, and other incidentals not covered by school fees.

A full list of the bursaries awarded can be found in the Foundation's 2016 Annual Review.

CENTRE OF INNOVATIVE LEARNING

Funded with the support of Steven Lowy in honour of a family Simcha, the Moriah College Centre of Innovative Learning was established during 2016. This virtual Centre funds the integration of a culture of innovation into the curriculum and teaching to ultimately facilitate enhanced student achievement, from the Early Learning Centres through to Year 12. Through the establishment of an Innovation Committee comprised of leaders in business and education, the Foundation has supported the College to develop this framework

INCLUSION INITIATIVES

Through the financial support of Andrew and Taryn Boyarsky, the Foundation commenced funding several initiatives that build a more inclusive Moriah culture and that enhance the delivery of services to children with a disability. During 2016 three educators across the Primary and High Schools were awarded professional development scholarships to undertake post-graduate studies in inclusive education. Through formal learning, these teachers have been able to apply practices to their own learning environment and to work with colleagues to ensure that the needs of all students are catered for in the classrooms.

Children with diagnosed disabilities and their families have been provided with additional and practical support by the Foundation including helping families to access other community service agencies and providers, such as speech pathologists, specialist therapists; and assisted families with student transition from home-to-school and/or school-to-further education or work.

OTHER FINANCIAL AND IN-KIND SUPPORT

The ongoing support and counsel provided by Mr Joey Borensztajn from Arnold Bloch Leibler and his team in Melbourne and Mr Paul Rubenstein in Sydney is valued by the Foundation Board. During 2016 the Commonwealth Bank continued to provide a range of support including access to professional services. The Foundation thanks Mrs Yvette Flynn for the ongoing support of her team. The tangible and practical support provided by Mrs Angela Spowart from Grant Thornton Australia and her team during 2016 helped the Foundation to meet its statutory audit and compliance requirements.

A growing number of philanthropic trusts and foundations have provided grants to support specific projects and provide general support in 2016. In particular, we thank the Trustees of the Abraham and Hake Rabinovitch Trust. This Trust, established by the College's founder and his wife, has contributed to sustaining the College for over fifty years and is a shining example of the foresight and enduring legacy of their vision for Moriah

and the generations of students that have passed through its gates.

We thank those donors who have been inspired to support various initiatives of the College, including arts and music programs and the Mikolot public speaking competition, by making tax deductible donations via The Moriah Foundation. These gifts help to keep school fees at an affordable level for all parents and provide an opportunity for donors to follow their passions through tax effective giving.

ALUMNI DEVELOPMENT

In addition to its fundraising activities, in 2016 the Foundation assumed responsibility for the development of initiatives that foster a closer relationship between former Collegians, current students, and the College. During 2016 the Foundation facilitated class reunions, kept more than 3,000 alumni informed via regular e-newsletters, social media, and through Contact, and assisted in the production of an annual College calendar.

Promoting a culture of continual learning, during 2016 alumni shared their work and study experiences with current students through career information sessions targeted towards senior High School students.

In 2016 the Class of 1975 came together to honour the memory of four former classmates who have passed. Susan Freiberg, Harry Freedman, David Hitter and Julie Newcombe (z"l) were honoured at a ceremony through the dedication of a bench that sits in the High School playground. Families of the deceased were present and commented that 'was what being part of the Moriah family really means'.

The Foundation supported reunions for more than 150 former Collegians spanning from ten to forty years since graduating from Moriah College. We thank the Classes of 1976, 1986, 1996, and 2006 for coming together, including those who travelled from interstate and overseas, to reunite and reminisce about their days at Moriah at the former Vivien Street and Strickland Street campuses and at the Queens Park campus.

EVENTS

In addition to raising much needed funds, the Foundation provided opportunities for its members to come together

throughout the year at a variety of events.

The Annual Foundation Members' Cocktail Party held in September 2016 was attended by over 130 members, and was addressed by The Hon. Mike Baird MP, the Premier of New South Wales and Member for Manly. The Premier, who had recently returned from a business trip to Israel, spoke about the close ties between New South Wales and Israel. The **Leon and Yvonne Fink Memorial Award for Commitment to Jewish Education**, established in honour of the late Leon and Yvonne Fink, was conferred on nine Members of the Foundation who were present, who have given generously to sustaining the future of Moriah College. The Award is a special recognition that acknowledges our benefactors – at reaching the level of Founder (\$250,000 and above).

Special events included an annual dinner at the Lowy Institute for International Policy where expert panellists from the Institute discussed the forthcoming United States election, and the annual Private Viewing of the Archibald Prize at the Art Gallery of NSW, that attracted over 200 guests.

Other events included:

- An energising health and well-being seminar for Foundation Members, grandparents, parents, and senior students, delivered by Dr Libby Weaver
- A student assembly for Rosh Hashana, held in conjunction with the finals of the Mikolot public speaking competition.

GRANDPARENTS' CLUB

In 2016, our Grandparents' Club continued to achieve strong growth, with membership exceeding 510 active members – an increase of 65% on 2015. With the strong growth in membership we are hopeful that members of the Grandparents' Club will assist us in our attempts to make school fees more affordable. The Grandparents' Club was launched by the Foundation in 2012 and it provides opportunities for this valued group of the Moriah Family to come together to enjoy various speakers, events and interactive opportunities with our students. Grandparent and Special Visitor days were held with various primary school year groups and in all

Early Learning Centres during 2016.

Special events for grandparents included:

- An annual morning for members of the Grandparents Club with John Hamey, the College Principal and Rabbi Benji Levy, the Dean of Jewish Life & Learning and members of the College Executive.
- Kabbalat Shabbat events at four Early Learning Centre campuses and for students in Years K, 2, 4 & 6; a Smartphone and Tablet Workshop; and a benefit performance of the play, *Coming to See Aunt Sophie*.

ACKNOWLEDGEMENTS

We would like to express our appreciation to the Foundation Board, Mrs Cheryl Bart AO, Mr Jeremy Dunkel, Mr Bruce Fink, Mrs Ariane Fuchs, Mr Giora Friede, Mr Jonathan Gavshon, Mr Robert Gavshon, Mr Stephen Jankelowitz and Mr John Hamey and Rabbi Benji Levy (ex-officio members) for giving much of their time and energy as Board members, to achieve the ambitions and goals of The Moriah Foundation. We also thank Mrs Lauren Placks for her energy and enthusiasm, since joining the Board as an Observer in 2016. We also express our sincere appreciation to Mr Simon Wilkenfeld in his role as President of the Yedid-Moriah Alumni Association.

A very special thanks is extended to Mr Ian Fischl who, at the end of 2016, gave notice of his intention to resign from the Foundation Board. His contribution to the Foundation Board will be sorely missed and we thank Ian for his dedicated work as a Director.

We would like to conclude by sincerely thanking all our generous donors and all Foundation members for their support, which allows the College to move forward into the future, providing the financial security, and therefore the sustainability of Moriah College.

BRIAN SCHWARTZ AM
Chairman

JUDY LOWY
President

JOSEPH HERSHEL
Foundation Director

ADMISSIONS OFFICE REPORT



ENROLMENTS

'At our core, the essence of everything that makes us Moriah is: Belonging'

This message was at the forefront of our conversations with new families, embodied within all of our marketing strategies and publications and used to guide all undertakings by the Admissions Office throughout 2016.

We continued to raise the profile of the College in line with this strategic vision ensuring there was clarity around: who we really are; what makes us different; what we stand for; and, that together with the community we embraced we were living our values.

Moriah continued to engage in marketing strategies that took the College to the wider community, participating for a second year in the Sydney Independent Schools Expo – Sydney's premier event for independent schools, appearing in magazines that promoted the top schools in NSW and in press releases to raise our profile with potential families, other Independent Schools and teachers who previously would not have been exposed to the wonderful opportunities available at Moriah College.

Materials and concepts developed for marketing strategies in 2016 were redesigned in line with the College's new brand guidelines and key

messages that were contained within that. Consistency was the key for all communication across Early Learning, Primary and High School working towards a clearer understanding by current and future parents of our offering.

Tours, open days, information sessions, student and parent induction days took on a fresh approach in 2016. Mini Expos continued to be used for all admission activities as well as general school information sessions for current parents. All prospective families were given the opportunity to visit the College prior to acceptance of a place and they were able to interact with students and staff members to gain a better understanding of what it means to be a member of the Moriah community. At each admissions event presentation bags were prepared and information presented by key College personnel. These proactive and serviced-based enrolment strategies have resulted in an increase of enrolments across many Year groups.

The 2016 Bursary Campaign, supported by the Admissions Office resulted in a total of eleven full bursaries awarded for students to commence their Moriah education in 2017. The Foundation funded six of these and the other five were funded from the College's Financial Assistance budget. This is in addition to the 30 children supported by bursaries since 2014. The Admissions Office also assisted with attracting means-tested funding support for five children new to the Primary School, whose families migrated to Australia within the 18 months preceding the start of the 2016 academic year.

In 2016, The Moriah Academic and Music Scholarship campaigns attracted a similar number of applicants as they did in 2015, both within and external to the College.

The Admissions Office continued to work closely with the IT Department

on initiatives commenced in 2015. A single application for admission form Early Learning to Year 12 was completed in 2016 with families now able to complete an interactive form and to submit it via email. Work was still ongoing to realise a complete on-line application process from the form direct to our database – finalisation of this is dependent on developments that need to happen with the provider of this database.

A copy of the College's Enrolment Policy which was reviewed and amended in 2016 is available on the College website www.moriah.nsw.edu.au

HAROLD NAGLEY MORIAH HERITAGE CENTRE

The Moriah Heritage Centre was established to collect, preserve and display, objects, documents and multimedia related to the history of Moriah College in a format that supports interactive access by students as well as the wider school community.

Major project

With the goal of expanding and enriching students' understanding of the history of the College, curator Helena Robinson worked together with members of the teaching staff to develop and deliver a series of curriculum-linked class programs to over 600 students across the Primary School and Year 9. The programs were designed to integrate aspects of the history of the school with HSIE units across six year groups.

Heritage Focus Group

The College Archivist, together with the Curator and High School Jewish Students teacher Hilary Kahn, formed the Moreshet: Moriah Heritage Focus Group, with the aim of elevating awareness of the school's history

across the College, including the physical environment of the campus, embedded within the curriculum and in communication with the College community.

Presentations and collection management

- The Heritage Centre was used to host a number of Moriah Alumni reunions, which include a short curatorial presentation focussing on historical topics of interest relevant to each group.
- The curator maintains the College honour boards for High School reception (updates will continue as normal).
- Cataloguing of new objects into the collection, including photographs, audio-visual materials and memorabilia is ongoing.

ARCHIVES AND RECORDS

A number of projects were undertaken in the Archives and Records Office during 2016.

The on-site archives and records storage area has undergone some refurbishment to accommodate the retention of more permanent records, and increase the storage space for historical artefacts.

Records Management Projects

- The project methodology used in last year's examination of the student medical records at the College has been adopted and used in a project to introduce Real Time Reporting at Moriah College next year. The records management and project management skills of the Archivist have been employed as part of the Real Time Reporting Project.
- The Archivist, Margaret Miller, has started preparing to undertake a project for the examination of the management of student files across the College. The project begun in 2015, and took most of 2016 to complete, recommendations will be submitted to the College Executive by means of a final report later next year.

- A large number of boxes of administrative records from various departments in the College were sent to the Archive/Records office. The contents of these boxes have been listed and the boxes prepared for off-site storage.

Archival Projects

- The digitisation of the College's photograph albums is now about two thirds complete. Work continued in 2016 to complete this project. The digital images from the albums have been added to the College's photographic archive database.
- Work continued on cataloguing the archival collection and recording details in the collection management database – Archive Manager. There are now some 65 series listed in the collection. The physical storage of the archives has been re-organised to reflect the catalogued series.
- The Archivist has regularly assisted a number of key staff members to cull, re-box and arrange archival records, which they hold in situ.
- During 2016, the Archives and Records Office responded to many regular requests for student records and historical information.

VICKI FARKAS Director of Admissions



COMMUNICATIONS REPORT



The Communications Department continues to be a resource for the whole College, providing a range of services including the creation of PR and marketing collateral, the production and distribution of publications, media liaison, copywriting, proofreading, photography, videography, the management of digital communications including the website, EDM and social media, and a range of general communications requirements.

In 2016 our focus was to create an increased awareness among the College Executive and Senior Leadership about the possibilities that can be achieved through the use of a range of digital communications and marketing platforms, and explore how to best employ these to effectively communicate our brand and messaging.

Working with Digital Communications Strategist Amy Friedlander, we examined and analysed our current marketing activities, assessed what else we can and should be doing to meet objectives utilising best in class digital marketing trends, and presented implementation solutions in the form of a series of mini projects to achieve the following strategic recommendations:

- Establish additional Moriah digital

channels that will help to engage current and future families, and position the school as cutting edge, relevant and accessible.

- Launch a content marketing strategy that is driven by a central content calendar.
- Nurture the profile and grow the digital footprint of key executives and leadership.
- Use data more smartly to target future families and alumni with relevant, personalised communications.
- Harness video (produced and live) to convey the essence of the school
- Optimise the website for enrolments
- Monitor results and analytics at regular intervals to continually improve and optimise

The objectives of all of these recommendations are to:

- Drive more enrolments with particular focus on primary school
- Attract great staff
- Increase advocacy amongst current parents and alumni
- Better engagement with current and future families

Some of the projects have already taken root. For example, we have expanded our social media channels to include an open Moriah College page and Instagram account, and we are looking at expanding our LinkedIn presence beyond the HR function. Together with the Admissions Team, we created a marketing campaign to encourage future parents to attend the Primary School Information morning, combining traditional print advertising with a unique video ad that was then pushed out through multiple online channels including a paid Facebook campaign. This was extremely successful.

We launched a major project to update and upgrade our Website. The company that we used to develop our brand identity – Uberbrand – has been engaged to design the new site, and our current website provider, Elcom, will build the site, upgrading our system to the latest CMS. We are aiming for the new site to be live during 2017, and also plan to roll-out a new online Newsletter that will reflect the look and feel of the new site.

In addition to the above, some of the most significant achievements of the Communications Team in 2016 include:

- A further growth in the membership of the Moriah Facebook group – this now includes many future parents and members of the wider community nationally and overseas.
- The roll-out and management of a College-wide project to establish permissions regarding the use of students' images. These permissions now cover the use of images on social media and also by communal organisations such as the JNF, JCA etc
- The design of new College stationery and digital collateral that reflect the brand identity introduced in the previous year. This includes new hard-copy and digital letterhead, greeting cards, certificates, presentation folders, business cards and signage. We also introduced a College-wide email signature for all staff members that conveys consistency, professionalism and on-brand communication.
- Assisting the IT Team in the introduction and roll-out of a new online excursion permission feature on eLY.
- Producing two Contact Magazines and the 2016 Yearbook. We met our objective to increase the editorial content in Contact Magazine, including more articles about

pedagogical developments and new initiatives.

- Developing a new HSC Results Booklet that features every student in the cohort. A hard-copy of the booklet was mailed to each member of the Class of 2016.

Looking Ahead

In 2017 and 2018, much of our focus will be on our digital communications strategy, which includes our new website and newsletter. We will also be involved in the activities and events to mark the 75th anniversary of the College. In addition, we hope to work on:

- The development of an interactive, online, and searchable version of the Parent Handbook (Information Book/Code of Conduct)
- The development of a comprehensive Communication and Hebrew style guide for staff members
- The formulate of a Crisis Communications Plan for the College

Currently, the Communications Team consists of a full-time Communications Manager, and a part-time Communications Assistant. We are now searching for a full-time Digital, Content and Communications Coordinator to help us meet the objectives of our digital communications and marketing projects.

YVETTE SHER
Communications Manager



OUR FINANCES

Treasurer's Report



It is my privilege to present my first Treasurer's report for the year ended 31 December 2016.

31 DECEMBER 2016 RESULTS

This Annual Report incorporates the audited consolidated financial results for the year ended 31 December 2016 for Moriah War Memorial College Association and its Controlled Entities.

The consolidated financial report includes the various entities that are responsible for the operations, assets and liabilities of the College.

The Moriah War Memorial College Association (the College) and the Moriah War Memorial Jewish College Association Limited (the Jewish College) are responsible for the operation of the school at Queens Park and at the Moriah College's Early Learning Centres comprising the John I Einfeld AM Campus at Randwick, the Shya Redelman Campus at Bondi, and the Saunders Family Campus at Rose Bay; as well as the Simons-Redelman Campus Early Childhood Centre at Rose Bay. These two financial entities relate respectively to the General Studies and Jewish Studies programs offered at these schools. In accordance with our obligations under our Government Grant Funding and the Education Act 1990 (NSW), there is an appropriate allocation

of actual income and expenses between these two entities which is in line with prior years.

The Kehillat Moriah Incorporated (Kehillat) is the entity that employs Rabbis and religious instruction teachers to conduct Jewish religious services in accordance with Orthodox practices and traditions.

The Moriah College Building Fund and Moriah War Memorial Fund (Building Fund) are the owners of the land and buildings of the Queens Park Campus, together with most of the College's other property assets, and corresponding liabilities.

The Moriah College Foundation Limited (the Foundation) provides resources through fundraising and development activities to assist the College and the Jewish College achieve their vision.

For the financial year ended 31 December 2016, the College and its Controlled Entities reported a consolidated surplus of \$0.788m (2015: \$0.059m profit). This result was achieved on a total revenue base of \$50.973m (2015: \$48.548m), with total operating revenue of \$50.971m (2015: \$48.543m). The difference in revenue relates to capital grants and non operating income received in 2016 of \$0.002m (2015: \$0.005m). The 2016 operating income also included \$0.692m in a 'Security in Schools' grant.

From a true operating perspective the College and the Jewish College achieved a surplus of \$0.715m for the year ended 31 December 2016 (2015: \$0.223m). This result is achieved on a total revenue base of \$49.799m (2015: \$46.192m).

The total bad debt charge for the 2016 financial year was \$0.498m (2015: \$0.422m).

The College would like to gratefully acknowledge receipt of a \$0.097m

distribution (2015: \$0.117m) from the Abraham and Hake Rabinovitch Trust (included under operating income donations in the Annual Report), and a donation of \$0.105m (2015: \$0.105m) from The Sir Moses Montefiore Jewish Home (included under "sundry income" in the Annual Report). In 2016, the Moriah College Building Fund and Moriah War Memorial Fund also received a \$0.064m (2015: \$0.064m) distribution from the Abraham and Hake Rabinovitch Trust.

At 31 December 2016, the consolidated balance sheet position of the College and its Controlled Entities remains sound with total assets of \$88.038m (2015: \$85.833m) and total interest bearing liabilities of \$34.650m (2014: \$33.170m). For the year ended 31 December 2016, at both the half-year and the full-year, the College was in compliance with all our banking covenants.

As previously advised, the net interest cost to the College on its debt is below the rent that would have been payable to the NSW Government, had the land not been acquired by the College. A strategic initiative that has and will continue to alleviate pressure on fee increases over time. The Board is very cognisant of the importance to reduce this debt burden in coming years so that we can eventually be in a fortunate position to own our land unencumbered, and securing our future destiny. To this end, the College Board have established a Strategic Financial Management Plan with a focus on debt amortisation from a combination of operating surpluses and capital appeals, whilst also establishing the financial capacity to invest in essential infrastructure enhancements.

FINANCIAL ASSISTANCE & DEBTORS

Moriah College is the cornerstone on which the future of our community

relies. Providing a Jewish education to as many of our children as possible is pivotal in ensuring future generations remain connected to their heritage and in turn are instilled with the obligation to become active members of our community. Affordability of private school fees is clearly a challenge for a significant portion of our community, which is likely to become more acute over time. It is therefore incumbent on the College and the community at large to develop programs that provide broad based support to families, which must include middle income families who are often not provided for but represent the largest portion of our community. Such support would also deliver a school that is representative of the true diversity that exists in our community.

2016 was the first full financial year under the revised financial capability assessment processes. This process was developed to ensure equity, transparency and accountability in the distribution of the College's resources, in line with all stakeholder's expectations. As reported last year, the new process for assessing financial assistance includes a comprehensive evaluation of the true financial capability of families applying for support, in the context of all other applicants, with the aim of ensuring that families in genuine need are supported and that those families that can afford to pay some or all of their fee obligations, are required to do so.

It must be noted that the cost associated with the wide range of support programs that the College offers, are significantly funded by the parents of the College putting added pressure on fee increases. To this end, ensuring the sustainability of these programs over time is essential as to not marginalise families that are already making significant sacrifices.

Financial assistance subsidies of school fees amounted to \$1.244m (2015: \$2.241m). However, the College also introduced Deferred Payment Plans for families who have a reduced capacity to pay now but have been assessed as having the capacity to clear their debt over time, even post graduation. The total in Deferred Payment Plans in 2016 was \$0.694m and compliance with these plans is being closely administered.

The JCA increased its total contribution to the College in 2016 to \$1.326m (2015: 1.209m) comprising a core allocation for financial assistance of \$0.961m (2015: \$0.841m), Special Needs contribution of \$0.113m (\$2015: \$0.130m), Public Relations and Representation Contribution of \$0.242m (2015: \$0.231m) and contributions from the Women's Division collections and dollar-for-dollar in-school fund raising schemes of \$0.010m (2015: \$0.007m).

I would also like to note the significant and ongoing contribution of the Foundation and the many donors supporting the Foundation. The Foundation supports many students who would otherwise fall outside the scope of the general Financial Assistance program.

College debtors are inextricably linked to financial assistance, and controlling our debtors in a disciplined and compassionate manner remains a critical and ongoing challenge. A refreshed debtors policy has been introduced in 2017, outlining the expectations of the College with a transparent process to follow up on poor payers with appropriate warnings and opportunities to enter payment plans and/or apply for financial assistance, where eligible. In 2016, the College recovered approximately \$0.185m in fees owed from prior years

through a process of pursuing the true financial capacity of families who were delinquent in their payment plans. Pursuing poor payers and prior year debtors will continue to be an area of focus in 2017.

On behalf of the College, and the Moriah families for whom this support is so important, I wish to thank the JCA, the Foundation and many members of our community who contribute so generously. Thanks to this support, many children who otherwise would not have been afforded a Moriah education continue to benefit from this opportunity.

CAPITAL GRANTS

In January 2016, the \$1.018m Schools Security Programme Funding Agreement between Moriah College (including the Mt Zion Early Learning Centre which the College administers) and the Commonwealth Government was approved. In 2016, Moriah College and the Mt Zion Early Learning Centre received \$0.692m and \$0.108m respectively from this grant. The remainder of the grant funding will be claimable by the College and Mt Zion ELC in 2017 and 2018.

LOOKING FORWARD

The College is acutely aware of the pressures that the majority of our parents face in sending their children to the College, and we very much understand the significant sacrifices made by families that invest in a Moriah education for their children. With this in mind, we will continue to work hard to achieve operational efficiencies that will allow us to keep future fee increases as low as possible.

Ensuring that we keep providing outstanding teaching and learning opportunities in well-managed and

professionally-resourced environments is a key focus for the College Board and our Management Team.

Delivering a dual curriculum (both secular and Jewish studies) requires resources that many of our competitor schools do not need to provide. This is a resourcing challenge that the College Board continues to balance. The College also continues to identify opportunities for our students to enjoy Jewish Life experiences within and beyond the College.

All schools have a security expense. However, the needs of ensuring safety and security that are inherent in a Jewish day school are another additional expense for our families. The School Security Programme Grant is appreciated but this represents a temporary assistance and moving forward our families will continue to bear this ever increasing cost.

The College also continues to invest in an enhanced ICT infrastructure and environment. This is not just traditional computer equipment but enhanced equipment for our design and technology faculty including 3D Printers and laser guided cutting machinery. Ensuring our students have access to the latest in ICT initiatives is a priority in ensuring students have the skills necessary to meet the challenges in a world more governed by technology than ever before.

2016 was the first full year that our maintenance team has been in-house. I am sure you will have noticed a significant attention to detail and improved appearance around the Queens Park Campus and our early learning centres. Further improvement is anticipated from our team which already goes above and beyond to support the learning and relation needs of our students and staff.

Representing just under 70% of the College's total expenses, our biggest cost driver is also our biggest asset - our excellent staff. It is essential that we continue to invest in attracting and keeping the best people.

As a result of a rigorous budget process, we announced an average increase in school tuition fees for the 2016 year of approximately 3.9% across the College and 3.0% for the Early Learning Centres.

ACKNOWLEDGMENTS AND THANKS

Moriah continues to be an extraordinary school. I would like to thank and acknowledge the tremendous efforts and commitment of my fellow Board members. Carrying the responsibility in delivering on the diverse outcomes that our stakeholders expect is a challenge that is met through dedication and commitment that goes above and beyond. In particular I would like to thank Mr Giora Friede, President of the College. Mr Friede's dedication and unwavering commitment in steering the College, has fostered a culture of collaboration and openness, laying the foundations that make Moriah College what it is today.

2016 has continued to be a busy and challenging year for the College's Finance Department who have all worked exceptionally hard during the course of the year. The College has always endeavoured to adopt a conservative approach to managing its finances, and I would like to thank the College's finance and administration team, led by the College's Chief Operating Officer, Mr Trevor Johnson, and Finance Manager, Mr Gus Nosti, for their commitment and tireless efforts throughout the year.

My role as Treasurer and Board member has been supported by Mrs Daisy

Sultana, Executive Officer to the Board. Her proactivity, diligence and attention to detail are second to none and I would like to extend my sincere thanks to Daisy for this outstanding support.

The College's financial affairs receive close attention from the Finance and Audit Committee (and related sub-committees), which maintains and oversees the College's financial integrity, risk management and compliance frameworks. The College is fortunate to have a Finance and Audit Committee with a broad range of commercial and financial expertise and skills, delivered with a strong passion, commitment and enthusiasm in ensuring the future sustainability of the College. I would like to express my sincere appreciation to the members of this Committee for their dedication, support and hands-on approach in between busy day-jobs and personal schedules.

I gratefully acknowledge the assistance of Grant Thornton, who continued their role as the College's Auditors. Their level of professionalism and vigilance in carrying out this responsibility is greatly appreciated.

Finally, I wish to thank my wife Bronwyn for her unconditional support and encouragement, which has afforded me the time and opportunity to serve on the Board and in my role as Treasurer.

MARC WEININGER
Treasurer

MORIAH WAR MEMORIAL COLLEGE ASSOCIATION & ITS CONTROLLED ENTITIES

Consolidated Financial Report
for the Year Ended 31 December 2016

CONTENTS

Responsible Entities' report	67
Auditor's Independence Declaration	71
Statement of profit and loss and other comprehensive income	73
Statement of financial position	74
Statement of changes in equity	75
Statement of cash flows	76
Notes to the financial statements	77
Directors' declaration	93
Auditors' report	94

RESPONSIBLE ENTITIES' REPORT

Your Responsible Entities' present their report together with the financial statements of the Consolidated entity, being Moriah War Memorial College Association ("the Company") and its controlled entities ("the Group") for the year ended 31 December 2016 and The Independent Audit Report thereon. This report deals with the terms Responsible Entities' and Directors interchangeably.

Directors

For the Purpose of this consolidated report, the term Directors includes the following.

The Directors of the Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association in office at any time during or since the end of the year are:

Mr G Friede (President)	Mr S Jankelowitz
Mr M Weininger	Ms M Sonnabend
Mr R Blau (Appointed 10 March 2016)	Mr O Freedman
Mr J Fridman	Mrs J Lowy
Dr S Morris	Mr G Sher
Mr S Wilkenfeld	

The Trustees of Moriah College Building Fund and the Moriah War Memorial Fund at any time during or since the end of the year are:

Mr R Goot AM SC, Chair	Mr R N Simons, OAM	Mr R Gavshon
Mr D Goulburn	Mr G Einfeld, OAM	

The members of the Kehillat Moriah Incorporated Committee at any time during or since the end of the year are:

Mr G Friede (President)	Mr J Fridman	Ms M Sonnabend	Mrs J Lowy
Mr S Jankelowitz	Dr S Morris	Mr O Freedman	

The Directors of the Moriah Foundation Limited at any time during or since the end of the year are:

Mr B Schwartz AM (Chairman)	Mr J Gavshon	Mr G Friede	Mrs C Bart AO
Mr S Jankelowitz (Treasurer)	Mr J Dunkel	Mr I Fischl	Mrs A Fuchs
Mrs J Lowy (President)	Mr R Gavshon	Mr B Fink	

Directors have been in office since the start of the financial year to the date of this report, unless otherwise stated.

Legal structure

The consolidated entity exists under a mixture of legal form as outlined in the table below:

Entity	Membership	Established Under	Contribution if Entity Wound Up
Moriah College Building Fund & Moriah War Memorial Fund	Five (5) Trustees	Trust Deeds	\$Nil
Kehillat Moriah Incorporated	Moriah War Memorial College Association Board of Directors	Associations Incorporation Act 2009 (NSW) ABN: 16 284 221 251	(limited to unpaid membership fees)
Moriah College Foundation Limited	Two members: MWMCA and the MWMJCA	Corporations Act 2001 (Cth) ACN: 162 505 722 ABN: 53 670 925 736	\$50 (2015: \$50)
Moriah War Memorial College Association (MWMCA)	1,129 Members (2015: 1,126)	Corporations Act 2001 (Cth) ACN: 000 049 383 ABN: 98 077 604 961	\$11,290 (2015 \$11,260)
The Moriah War Memorial Jewish College Association (MWMJCA)	1,129 Members (2015: 1,126)	Corporations Act 2001 (Cth) ACN: 003 214 560 ABN: 87 003 214 560	\$11,290 (2015 \$11,260)

Principal Activities

The principal activities of the Group during the year were that of conducting a school (primary and secondary) and early years' learning.

Short and Long Term Objectives

Moriah College provides high quality secular and Jewish educational experiences, from the early childhood centre and Long Day Care to Year 12, across its Early Childhood Centre, three Early Learning Centres, Primary School, and High School, for the Jewish community.

The long-term objectives of Moriah College are based on sustainability and continuity. The College does this by building upon the traditions of the past to meet the expectations and aspirations of its key stakeholders – parents, students, teachers and the broader Jewish Community, through the development and growth of:

- A key partnership between the College and Parents that facilitates children being individually supported to achieve their best.
- Resilient and confident citizens and life-long learners who strive to achieve their personal best and feel secure with their Jewish identity.
- Community confidence that the College represents the values of the Jewish Community and develops future leaders of both the Jewish and broader Australian communities.

Strategy for Achieving these Objectives

Moriah College focuses on the following key elements in strategic planning to meet both its short and long term objectives. Moriah College's strategic aims are:

1. Embed Jewish traditions, religion, history, ethics, values and culture into every aspect of College life to ensure our students are knowledgeable about Judaism, skilled in its religious practices and engaged members of the Jewish community with a commitment to Jewish continuity
2. Provide a high standard Jewish education that is innovative, inspiring and grounded, helping our students understand the values that spring from Judaism, and the challenges that face the Jewish world.
3. Deliver the highest quality learning experiences for our students that are personalised, challenging and engaging, creating within them a desire for lifelong learning and commitment to realising their full potential
4. Provide innovative and contemporary 21st century learning environments that equip students with the ability to meet future challenges as active and responsible global citizens
5. Provide the highest levels of wellbeing for each student with a holistic school experience grounded in Jewish values, preparing them for their next stage of life
6. Attract, develop and retain high calibre staff who are and feel valued, are passionate and committed to the education of our students, and who view Moriah as their preferred place of employment
7. Provide challenging co-curricular experiences that promote and build within our students knowledge, team spirit, resilience, independence, self-discipline, responsible decision-making, and self-confidence

8. Provide an inclusive and welcoming school culture where all members of the community feel valued and motivated to engage with the College
9. Be recognised as a leading advocate for comprehensive sustainability planning and practices
10. Provide astute College Governance, informed by regular stakeholder feedback, to deliver the future resource and development needs of the College

To achieve these strategic aims the College's has devised a Strategic Plan with the following structure:

- **Foundation Pillar** – Jewish Life & Learning
- **Pillar 1** – Personalised, Engaged Learning
- **Pillar 2** – Student Wellbeing
- **Pillar 3** – Passionate, Qualified, Caring, High Calibre Staff
- **Pillar 4** – Co-Curricular Life
- **Pillar 5** – Community Engagement & Partnerships
- **Pillar 6** – Sustainability

Measurement of Performance, including Key Performance Indicators

Moriah College has established several internal advisory committees which assist the Board in monitoring achievement of strategic initiatives. One of these committees is the Jewish Life and Learning Committee.

Each year, the Board approves an Annual Plan to achieve strategic initiatives based on advice from the College Executive and its advisory committees

The College Principal provides a report to each meeting of the Board that is designed around: the Strategic Plan; the Annual Plan; agreed actions designed to achieve the identified strategic initiatives; and key performance indicators set by the Board.

Each Committee monitors compliance with strategic initiatives relative to their portfolio and reports to the Board on progress, delays and achievements as appropriate.

Each year, as provided for in the company's Constitution, a report is provided to the Annual General Meeting of the Association.

The company also provides annual returns to the Australian Charities and Not-for-profits Commission (ACNC) which monitors that the company is complying with its Objects.

Operating results

The Group made a net profit for the year of \$788,878 (2015 profit: \$59,178). The net profit included non-operating revenue of \$2,280 (2015: \$5,186) and the net profit from operating activities was \$786,598 (2015 profit: \$53,992)

Review of operations

A detailed review of the operations of the College is contained in the President's Report and the College Principal's Report, included in the full annual report.

Significant changes in state of affairs

There were no significant changes in the state of affairs of the Group that occurred during the year.

After balance date events

No matters or circumstances have arisen since the end of the year which significantly affected or may significantly affect the operation of the Group, the results of those operations, or the state of affairs of the Group in future years.

DIRECTORS' QUALIFICATIONS

Giora Friede

(President)

Qualifications: B Econ Sc
Board Member since 1999
Honorary Secretary 2008 – May 2011
Vice President May 2011- November 2012
President since November 2012
Director

Stephen Jankelowitz

(Deputy President)

Qualifications: B Com, CA
Board Member since 2007
Deputy President since May 2016
Honorary Treasurer May 2008 – May 2014
Chartered Accountant and Director

Marc Weininger

Treasurer

Qualifications: B.Com, M.Com, CFP
Board member since May 2013
Treasurer since May 2016
Financial Planner / Own Business

Miri Sonnabend

(Honorary Secretary)

Qualifications: BA (Hons), LLB
Board member since May 2012
Assistant Secretary May 2013 – May 2014
Honorary Secretary since May 2014
Solicitor

Robbie Blau

Qualifications: B.Com, LLB (Cum Laude), HDip Tax Law
Board member since March 2016
Chief Executive Officer

Oliver Freedman

Qualifications: BSc (Psych.), Hons and Masters of Applied Psychology
Board member since May 2010
Vice President May 2013 – May 2014
Honorary Secretary May 2012 – May 2014
Managing Director

Joseph Fridman

Qualifications: B Com (Honours), Australian Chartered Accountant, MBA
Board member since May 2011
Treasurer May 2014 – May 2016
Chief Executive Officer

Judy Lowy

Qualifications: BA (UNSW)
Board Member since May 2008
Foundation President since its inception (2011)
Company Director

Suzanne Morris

Qualifications: PhD, UNSW;
BSc (Psych.) Hons I, UNSW;
BSc (Medicine), UNSW
Board Member since May 2008
Assistant Secretary June 2010 – May 2011
Honorary Secretary May 2011 – May 2012
Vice President May 2012 – May 2014
Deputy President May 2014 – May 2016
University Lecturer

Gavin Sher

Qualifications: B.Com, H Dip Acc, CA(SA)
Board member since May 2012
Chief Financial & Operating Officer

Simon Wilkenfeld

Qualifications: BCom (UNSW)
Major: Accounting, Finance and Systems
Board member since May 2011
Managing Director

Meetings of Directors

During the financial year, fourteen (14) meetings of Directors were held. Attendances by each Director during the year were as follows:

Schedule Of Attendances at Board Meetings - During 2016		
Name	Eligible To Attend	Attended
Friede, G	14	13
Jankelowitz, S	14	10
Weininger, M	14	14
Sonnabend, M	14	14
Blau, R	13	8
Freedman, O	14	13
Fridman, J	14	9
Lowy, J	14	13
Morris, S	14	13
Sher, G	14	12
Wilkenfeld, S	14	12

Environmental issues

The Company's operations are not regulated by any significant environmental regulation under a law of the Commonwealth or of a state or territory of Australia.

Dividends

No dividends have been paid or will be paid. The Memorandum and Articles of Association do not permit any profits to be distributed by way of a dividend.

Key Management Personnel Remuneration (Short-Term benefits)

The following remuneration has been paid in aggregate to the key management personnel of the Company during the year.

	Salary	Non-cash benefit	Superannuation	Termination	Total
	\$	\$	\$	\$	\$
2016	1,388,164	277,423	133,438	-	1,799,025
2015	1,505,701	229,107	135,729	-	1,870,537

Non-cash benefit relates to motor vehicles provided to key management personnel.

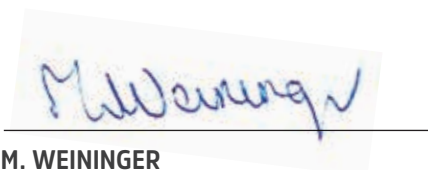
AUDITOR'S INDEPENDENCE DECLARATION

A copy of the auditor's independence declaration as required under section 60-40 of the Australian Charities and Not for Profit Commission Act 2012 is set out on page 72 of this financial report and forms part of The Responsible Entities Report.

Signed in accordance with a resolution of the Board of Directors on 4 April 2017.



G. FRIEDE
President



M. WEININGER
Treasurer

Dated: 04 / 04 / 2017

04 / 04 / 2017

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Auditor's Independence Declaration To the Directors of Moriah War Memorial College Association

In accordance with the requirements of section 60-40 of the Australian Charities and Not-for-profits Commission Act 2012, as lead auditor for the audit of Moriah War Memorial College Association for the year ended 31 December 2016, I declare that, to the best of my knowledge and belief, there have been no contraventions of any applicable code of professional conduct in relation to the audit.



GRANT THORNTON AUDIT PTY LTD
Chartered Accountants



A L Spowart
Partner - Audit & Assurance

Sydney, 4 April 2017

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Liability limited by a scheme approved under Professional Standards Legislation. Liability is limited in those States where a current scheme applies.

STATEMENT OF PROFIT AND LOSS & OTHER COMPREHENSIVE INCOME

For the year ended 31 December 2016

	Note	2016 \$	2015 \$
Revenue from operating activities	3	50,970,819	48,542,798
Revenue from non-operating activities	3	2,280	5,186
Total revenue		50,973,099	48,547,984
Employee benefit expense (teaching staff)		(22,403,274)	(22,314,793)
Employee benefit expense (non-teaching staff)		(6,589,667)	(6,127,397)
Expenses & materials		(5,770,217)	(3,887,645)
Staff expenses		(3,161,305)	(3,421,445)
Financial costs		(226,467)	(192,571)
Interest		(1,192,669)	(1,273,611)
Borrowing costs		(572,771)	(514,434)
Depreciation expense		(2,779,338)	(3,082,297)
Amortisation expense		-	(57,110)
Building & grounds expense		(3,122,221)	(2,897,052)
Preschool rent		(297,554)	(295,935)
Other expenses		(4,068,738)	(4,424,516)
Total expenses		(50,184,221)	(48,488,806)
Profit from operating activities		786,598	53,992
Profit from non-operating activities		2,280	5,186
Profit for the year		788,878	59,178
Other comprehensive income		-	-
Total comprehensive income for the year		788,878	59,178

These financial statements should be read in conjunction with the accompanying notes.

STATEMENT OF FINANCIAL POSITION

As at 31 December 2016

	Note	2016 \$	2015 \$
Current assets			
Cash and cash equivalents	6	7,803,619	6,409,919
Trade and other receivables	7	2,005,326	935,836
Other current assets	9	247,540	664,991
Total current assets		10,056,485	8,010,746
Non-current assets			
Property, plant and equipment	10	77,981,362	77,922,604
Total non-current assets		77,981,362	77,922,604
Total assets		88,037,847	85,933,350
Current liabilities			
Trade and other payables	11	1,816,148	2,015,155
Financial liabilities	12	2,661,943	1,329,394
Short-term provisions	13	3,427,093	3,391,410
Other liabilities	14	1,090,415	924,785
Total current liabilities		8,995,599	7,660,744
Non-current liabilities			
Financial liabilities	12	31,987,749	31,840,515
Long-term provisions	13	661,653	1,137,929
Other liabilities	14	420,056	110,250
Total non-current liabilities		33,069,458	33,088,694
Total liabilities		42,065,057	40,749,438
Net assets		45,972,790	45,183,912
Equity			
Reserves	16	1,151,000	500,000
Retained earnings		44,821,790	44,683,912
Total equity		45,972,790	45,183,912

These financial statements should be read in conjunction with the accompanying notes.

STATEMENT OF CHANGES IN EQUITY

For the year ended 31 December 2016

	Retained Earnings \$	Endowment \$	Total \$
Balance at 1 January 2016	44,683,912	500,000	45,183,912
Total comprehensive income	788,878	-	778,878
Transfer (from)/to reserves	(651,000)	651,000	-
Balance at 31 December 2016	44,821,790	1,151,000	45,972,790
Balance at 1 January 2015	45,124,734	-	45,124,734
Total comprehensive income	59,178	-	59,178
Transfer (from)/to reserves	(500,000)	500,000	-
Balance at 31 December 2015	44,683,912	500,000	45,183,912

These financial statements should be read in conjunction with the accompanying notes.

STATEMENT OF CASH FLOWS

For the year ended 31 December 2016

	Note	2016 \$	2015 \$
Cash flow from operating activities			
Receipts from parents and donations		41,840,107	40,693,142
Government grants received		7,429,643	6,572,229
Interest received		31,000	65,220
Payments to suppliers & employees		(46,110,070)	(44,715,250)
Receipts from JCA		1,325,526	1,267,762
Interest paid		(1,765,440)	(1,788,045)
Net cash provided by operating activities	23	2,750,766	2,095,058
Cash flows from investing activities			
Purchase of property, plant & equipment		(2,840,726)	(1,651,287)
Proceeds from sale of assets		3,880	56,865
Net cash (used in) investing activities		(2,836,846)	(1,594,422)
Cash flow from financing activities			
Proceeds from borrowings		673,115	700,666
Net cash provided by financing activities		673,115	700,666
Net increase /(decrease) in cash and cash equivalents held		587,035	1,201,302
Cash and cash equivalents at beginning of financial year		5,469,922	4,268,620
Cash and cash equivalents at end of financial year	6	6,056,957	5,469,922
Cash and cash equivalents	6		
General cash balances		4,905,957	4,969,922
Endowment cash balances		1,151,000	500,000
Cash and cash equivalents, end of year		6,056,957	5,469,922

These financial statements should be read in conjunction with the accompanying notes.

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 31 December 2016

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

The financial report is a general purpose financial report that has been prepared in accordance with the Australian Accounting Standards, Australian Accounting Interpretations, other authoritative pronouncements of the Australian Accounting Standards Board and the Australian Charities and Not for Profit Commission Act 2012.

The following entities are included within the consolidated group:

- Moriah War Memorial College Association;
- The Moriah War Memorial Jewish College Association Limited;
- Kehillat Moriah Incorporated;
- Moriah College Building Fund & Moriah War Memorial Fund;
- Moriah College Scholarship Fund;
- Moriah College Building Fund No.2;
- Moriah College Library; and
- Moriah College Foundation.

The financial report has been prepared in accordance with the significant accounting policies disclosed below, which the directors determined are appropriate to meet the needs of the members. Such accounting policies are consistent with the previous period unless stated otherwise.

The consolidated group is domiciled in New South Wales, Australia. It is a consolidated group not for gain.

Basis of preparation

The financial reports have been prepared on an accruals basis and are based on historical costs, modified where applicable by the measurement at fair value of selected non-current assets, financial assets and financial liabilities. All amounts have been presented in Australian dollars which is the consolidated group's functional and presentation currency, unless otherwise stated. The accounting policies have been consistently applied, unless otherwise stated.

Future change in Accounting Standards

The Australian Accounting Standards Board (AASB) has issued new, revised and amended standards and interpretations that have mandatory application dates for future reporting periods. The Company has considered the standards which will be applicable and provided an assessment of the potential impact once adopted:

- AASB 15: Revenue from Contracts with Customers, effective from the reporting period beginning 1 January 2018, replaces AASB 118: Revenue, AASB 111: Construction Contracts and some revenue related interpretations. The Group is yet to undertake a detailed assessment of the impact of AASB 1058. However based on the entity's preliminary assessment, the Standard is not expected to have a material impact on the transactions and balances recognised in the financial statements when it is first adopted for the year ending 31 December 2018.
- AASB 1058: Income of Not-for-Profit Entities, effective from the reporting period beginning 1 January 2019, clarifies and simplifies the income recognition requirements that apply to NFP entities. Under AASB 1058, the timing of income recognition depends on whether a NFP transaction gives rise to a liability or other performance obligation, or a contribution by owners, related to an asset received by an entity. The Group is yet to undertake a detailed assessment of the impact of AASB 1058. However based on the Group's preliminary assessment, the likely impact on the first time adoption will be material.
- AASB 9: Financial Instruments and associated Amending Standards, effective from 1 January 2018, will be applicable retrospectively and includes revised requirements for the classification and measurement of financial instruments, revised recognition and de-recognition requirements for financial instruments and simplified requirements for hedge accounting. The Group is yet to undertake a detailed assessment of the impact of AASB 9. However, based on The Group's preliminary assessment, the Standard is not expected to have a material impact on the transactions and balances recognised in the financial statements when it is first adopted for the year ending 31 December 2018.
- AASB 16: Leases, effective from the reporting period beginning 1 January 2018, will replace the current accounting requirements applicable to leases in AASB 117: Leases and related interpretations. AASB 16 introduces a single lessee accounting model that eliminates the requirement for leases to be classified as operating or finance leases. The main changes introduced by the Standard include:

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT)

- recognition of a right-to-use asset and liability for all leases (excluding short-term leases with less than 12 months of tenure and leases relating to low-value assets);
- depreciation of right-to-use assets in line with AASB 16: Property, Plant and Equipment in profit or loss and unwinding of the liability in principle and interest components;
- variable lease payments that depend on an index or a rate are included in the initial measurement of the lease liability using the index or rate at the commencement date;
- by applying a practical expedient, a lessee is permitted to elect not to separate non-lease components and instead account for all components as a lease; and
- additional disclosure requirements.

The Group has yet to undertake a detailed assessment of the impact of AASB 16, however, based on the Group's preliminary assessment the likely impact on first time adoption of this standard for 31 December 2019 includes an increase in lease assets and financial liabilities recognised in the statement of financial position.

a. Basis of Consolidation

The Group financial statements consolidate those of the parent company and all of its subsidiaries as of 31 December 2016. The Parent controls a subsidiary if it is exposed, or has rights, to variable returns from its involvement with the subsidiary and has the ability to affect those returns through its power over the subsidiary. All subsidiaries have a reporting date of 31 December.

All transactions and balances between Group companies are eliminated on consolidation, including unrealised gains and losses on transactions between Group companies. Where unrealised losses on intra-group asset sales are reversed on consolidation, the underlying asset is also tested for impairment from a group perspective. Amounts reported in the financial statements of subsidiaries have been adjusted where necessary to ensure consistency with the accounting policies adopted by the Group.

Profit or loss and other comprehensive income of subsidiaries acquired or disposed of during the year are recognised from the effective date of acquisition, or up to the effective date of disposal, as applicable.

Non-controlling interests, presented as part of equity, represent the portion of a subsidiary's profit or loss and net assets that is not held by the Group. The Group attributes total comprehensive income or loss of subsidiaries between the owners of the Parent and the non-controlling interests based on their respective ownership interests.

b. Revenue

Revenue is measured at the fair value of the consideration received or receivable after taking into account any discounts allowed. Fee income is recognised as revenue when the services are delivered.

Contributions, (including donations) received or receivable, are recognised as revenue when the consolidated group obtains control of the contribution or the right to receive the contribution, when it is probable that the economic benefits comprising the contribution will flow to the entity and the amount of the contribution can be measured reliably.

Donations collected, including cash and goods for re-sale, are recognised as revenue when the Group gains control, economic benefits are probable and the amount of the donation can be measured reliably.

Bequests are recognised when the legacy is received. Revenue from legacies comprising bequests of shares or other property are recognised at fair value, being the market value of the shares or property at the date the Group becomes legally entitled to the shares or property.

Government grants are recognised as income on a systematic basis over the periods necessary to match them with the related costs which they are intended to compensate when there is reasonable assurance that the trust will comply with the conditions attaching to them and the grants will be received.

Interest revenue is recognised using the effective interest rate method, which, for floating rate financial assets is the rate inherent in the instrument.

All revenue is stated net of the amount of Goods and Services Tax (GST).

c. Property, Plant & Equipment

Each class of property, plant and equipment is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment losses.

Property

Freehold land and buildings are shown at cost, less subsequent depreciation for buildings and impairment losses.

Plant and equipment

Plant and equipment are measured on the cost basis less depreciation and impairment losses. The cost of fixed assets constructed within the consolidated group includes the cost of materials, direct labour, borrowing costs and an appropriate proportion of fixed and variable overheads.

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT)

Subsequent costs are included in the asset's carrying amount or recognised as a separate asset, as appropriate, only when it is probable that future economic benefits associated with the item will flow to the consolidated group and the cost of the item can be measured reliably. All other repairs and maintenance are charged to the statement of comprehensive income during the financial period in which they are incurred.

The carrying amount of fixed assets is reviewed annually to ensure it is not in excess of the recoverable amount of those assets. The expected net cash flows have not been discounted to their present values in determining the recoverable amounts.

Depreciation

The depreciable amount of all fixed assets including building and capitalised lease assets, but excluding freehold land, is depreciated on a straight line basis except for motor vehicles over their useful lives to the consolidated group commencing from the time the asset is held ready for use. Leasehold improvements are depreciated over the shorter of either the unexpired period of the lease or the estimated useful lives of the improvements. The depreciation rates used for each class of depreciable assets are:

Class of Asset	Depreciation Rate	
Buildings	2.5%	straight line
Plant and Equipment	20.0%	straight line
Computing Equipment	25.0%	straight line
Books	25.0%	straight line
Motor Vehicles	22.5%	diminishing value

d. Employee Benefits

Provision is made for the consolidated group's liability for employee benefits arising from services rendered by employees to balance date. Employee benefits that are expected to be wholly settled within one year have been measured at the amounts expected to be paid when the liability is settled, plus related on-costs. Employee benefits payable later than one year have been measured at the present value of the estimated future cash outflows to be made for those benefits using the government bond rate that represents expected payment.

Contributions are made by the consolidated group to any employee Superannuation Fund and are charged as expenses when incurred. The consolidated group has no legal obligation to cover any shortfall in the fund's obligation to provide benefits to employees on retirement.

e. Cash and Cash Equivalents

For the purposes of the statement of cash flows, cash includes cash on hand and in banks, net of outstanding bank overdrafts and deposits held at call with banks.

Bank overdrafts are shown within financial liabilities in current liabilities on the statement of financial position.

f. Short-term Investments

Investments held for resale are stated at the lower of cost and net realisable value.

g. Financial Instruments*Recognition and Initial Measurement*

Financial instruments, incorporating financial assets and financial liabilities, are recognised when the entity becomes a party to the contractual provisions of the instrument. Trade date accounting is adopted for financial assets that are delivered within timeframes established by marketplace convention.

Financial instruments are initially measured at fair value plus transactions costs where the instrument is not classified as at fair value through profit or loss. Transaction costs related to instruments classified as at fair value through profit or loss are expensed to profit or loss immediately. Financial instruments are classified and measured as set out below.

Derecognition

Financial assets are derecognised where the contractual rights to receipt of cash flows expires or the asset is transferred to another party whereby the entity no longer has any significant continuing involvement in the risks and benefits associated with the asset. Financial liabilities are derecognised where the related obligations are either discharged, cancelled or expire. The difference between the carrying value of the financial liability extinguished or transferred to another party and the fair value of consideration paid, including the transfer of non-cash assets or liabilities assumed, is recognised in profit or loss.

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT)*Classification and Subsequent Measurement**i. Loans and receivables*

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market and are subsequently measured at amortised cost using the effective interest rate method.

h. Deferred Income

The liability for deferred income is the unutilised amounts of grants received on the condition that specified services are delivered or conditions are fulfilled. The services are usually provided or the conditions usually fulfilled within twelve (12) months of receipt of the grant. Where the amount received is in respect of services to be provided over a period that exceeds twelve (12) months after the reporting date or the conditions will only be satisfied more than twelve (12) months after the reporting date, the liability is discounted and presented as non-current.

i. Goods and Services Tax

Revenues, expenses, assets and liabilities are recognised net of the amount of Goods and Services Tax (GST), except where the amount of GST incurred is not recoverable from the Australian Taxation Office. In these circumstances, the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense.

Receivables and payables in the statement of financial position are shown inclusive of GST. The net amount of GST recoverable from or payable to the taxation authority is included as a current asset or a current liability in the statement of financial position.

Cash flows are presented in the Statement of Cash Flow on a gross basis, except for the GST component of investing and financing activities, which are disclosed as operating cash flows.

j. Comparative Figures

When required by Accounting Standards, comparative figures have been adjusted to conform to changes in presentation for the current financial year.

k. Critical Accounting Estimates and Judgements

The Directors evaluate estimates and judgments incorporated into the financial report based on historical knowledge and best available current information. Estimates assume a reasonable expectation of future events and are based on current trends and economic data, obtained both externally and within the entity.

Information about estimates and assumptions that have the most significant effect on recognition and measurement of assets, liabilities, income and expenses is provided below. Actual results may be substantially different.

Control

The assessment of control under AASB10 is subjective and requires judgement. Notwithstanding that there are different Trustees to the Board of Directors, the Directors have assessed that the Company controls the Building Fund trusts because of the objectives of the trust and the cross-guarantees between entities related to the banking facilities.

Impairment

In assessing impairment, management estimates the recoverable amount of each asset or cash generating units based on expected future cash flows and uses an interest rate to discount them. Estimation uncertainty relates to assumptions about future operating results and the determination of a suitable discount rate.

Provision for impairment of receivables

Included in accounts receivables at 31 December 2016 are amounts receivable that may not be recoverable. A provision for impairment has been made amounting to \$2,394,989 for 2016, and \$2,495,190 for 2015.

Useful lives of depreciable assets

Management reviews its estimate of the useful lives of depreciable assets at each reporting date, based on the expected utility of the assets. Uncertainties in these estimates relate to technical obsolescence that may change the utility of certain software and IT equipment.

Long Service Leave

The liability for long service leave is recognised and measured at the present value of the estimated cash flows to be made in respect of all employees at the reporting date. In determining the present value of the liability, estimates of attrition rates and pay increases through promotion and inflation have been taken into account. The financial report was authorised for issue by the Board of Directors on 4 April 2017.

NOTE 2: INCOME TAX

The consolidated group is exempt from liability to pay income tax under the provisions of the Income Tax Assessment Act.

NOTE 3: REVENUE AND INCOME

	Note	2016 \$	2015 \$
Operating activities			
Tuition fees charged		34,446,365	33,656,691
Compulsory charges		3,527,875	2,913,580
Enrolment fees		26,317	12,772
Government grants		7,429,643	6,572,229
Interest received		31,900	65,220
Sundry income		994,698	724,698
Jewish Communal Appeal		1,325,526	1,267,762
Donations		210,498	181,110
Capital appeal income		78,026	244,633
Building fund levy		9,384	25,680
Foundation income		2,890,587	2,878,423
Total operating income		50,970,819	48,542,798

Non-operating activities

Donations	5	2,280	5,186
Total non-operating income		2,280	5,186

(a) Reconciliation of fees charged

Tuition fees		37,504,705	37,567,143
Compulsory charges		3,527,875	2,913,580
Total gross fees		41,032,580	40,480,723

Less:

Discounts & allowances		(1,814,813)	(1,669,375)
Subsidies		(1,243,527)	(2,241,077)
Net fees charged		37,974,240	36,570,271

NOTE 4: PROFIT FOR THE YEAR

Profit for the year is stated after (crediting)/charging:

	2016 \$	2015 \$
(Gain)/Loss on sale of motor vehicles	(755)	12,005
Depreciation of plant and equipment	2,779,338	3,082,297
Interest paid or payable other than to associated entities	1,192,669	1,273,611

NOTE 5: DONATIONS

	2016	2015
	\$	\$
Donations		
The Estate of the Late Addy Fisher	-	1,150
The Trust Company – Abraham Rabinovitch Trust	96,898	117,110
The William Rubensohn Foundation	-	4,000
H. and A. Rabinovitch - donation	64,000	64,000
Other	51,880	36
	212,778	186,296

NOTE 6: CASH AND CASH EQUIVALENTS

	2016	2015
	\$	\$
Cash on hand	7,230	6,829
Cash at bank	5,541,921	4,929,078
Restricted cash	1,151,000	500,000
Short term deposits	1,103,468	974,012
	7,803,619	6,409,919
Bank overdrafts; secured (See note 12)	(1,746,662)	(939,997)
Net cash	6,056,957	5,469,922

As at 31 December 2016, cash and cash equivalents included \$1,151,000 (2015: \$500,000) of restricted cash in relation to The Romy Birnbaum Memorial Bursary Endowment Fund.

NOTE 7: TRADE AND OTHER RECEIVABLES

	2016	2015
	\$	\$
Current		
Outstanding fees	3,584,170	3,022,106
Less: Provision for doubtful debts	(2,394,989)	(2,495,190)
	1,189,181	526,916
Other debtors	491,607	234,259
GST recoverable	324,538	174,661
	2,005,326	935,836

All fees receivable are short term. The carrying amount of fees receivables is considered a reasonable approximation of fair value. All fees receivable have been reviewed for indicators of impairment. A provision for impairment is recognised when there is objective evidence that an individual receivable is impaired. These amounts have been included in the other expenses item.

NOTE 7: TRADE AND OTHER RECEIVABLES (CONT)

Movement in the provision for impairment of receivables is as follows:

	Opening Balance 1/1/16	Charge for the Year	Amounts Written Off	Closing Balance 31/12/16
Current trade receivables	2,495,190	498,726	(598,927)	2,394,989
Total	2,495,190	498,726	(598,927)	2,394,989

	Opening Balance 1/1/15	Charge for the Year	Amounts Written Off	Closing Balance 31/12/15
Current trade receivables	2,730,249	421,707	(656,766)	2,495,190
Total	2,730,249	421,707	(656,766)	2,495,190

The ages of financial assets not impaired are as follows:

	2016 \$	2015 \$
Trade debtors amounts within terms		
Current or not more than 1 term	357,653	265,194
Trade debtors - past due but not impaired		
More than 2 terms but not more than 3 terms	38,190	27,710
More than 3 terms but not more than 4 terms	12,298	-
More than 4 terms	781,040	234,012
	1,189,187	526,916

NOTE 8: AUDITORS' REMUNERATION

	2016 \$	2015 \$
Remuneration of the auditor of the consolidated group for:		
- auditing the financial report	78,450	66,100
	78,450	66,100

NOTE 9: OTHER ASSETS

	2016 \$	2015 \$
Prepayments	247,540	664,991
	247,540	664,991

NOTE 10: PROPERTY, PLANT AND EQUIPMENT

	2016	2015
	\$	\$
Land and buildings		
Land		
At cost	27,427,142	27,427,142
Buildings		
At cost	70,957,802	70,327,758
Less: accumulated depreciation	(30,352,079)	(28,722,538)
	40,605,723	41,605,220
Other building costs		
At cost	7,380,604	7,380,604
Less: accumulated depreciation	(2,312,859)	(1,943,557)
	5,067,745	5,437,047
Total land and buildings	73,579,642	74,469,409
Plant and equipment (including furniture & fittings)		
At cost	23,064,890	20,912,758
Less: accumulated depreciation	(18,582,792)	(17,878,865)
Total Plant and equipment	4,482,098	3,033,893
Motor vehicles		
At cost	1,062,644	1,005,160
Less: accumulated depreciation	(663,990)	(585,858)
Total motor vehicles	398,654	419,302
Total property, plant and equipment	77,981,362	77,922,604

	Land	Buildings & WIP	Plant and Equipment	Motor vehicles	Total
	\$	\$	\$	\$	\$
a. Movements in Carrying Amounts					
Balance at 1 January 2015	27,427,142	49,162,035	2,447,673	418,730	79,455,580
Additions		344,921	1,178,724	127,642	1,651,287
WIP	-	-	-	-	-
Disposals	-	-	-	(44,856)	(44,856)
Depreciation expense	-	(2,464,689)	(592,504)	(82,214)	(3,139,407)
Balance at 31 December 2015	27,427,142	47,042,267	3,033,893	419,302	77,922,604
Additions	-	347,807	2,432,805	60,114	2,840,726
Disposals	-	-	-	(2,630)	(2,630)
Depreciation expense	-	(1,716,606)	(984,600)	(78,132)	(2,779,338)
Balance at 31 December 2016	27,427,142	45,673,468	4,482,098	398,654	77,981,362

There is a capital commitment contracted for at balance date, but not provided for, of \$216,631 (2015: \$248,215).

NOTE 11: TRADE AND OTHER PAYABLES

	2016	2015
	\$	\$
Trade Creditors	185,615	356,802
Sundry payables and accrued expenses	841,081	1,136,727
Accruals	789,452	521,626
	1,816,148	2,015,155

NOTE 12: FINANCIAL LIABILITIES

	2016	2015
	\$	\$
Current		
Bank overdraft	1,746,662	939,997
Bank loans	-	154,038
Hire purchase loans	915,281	235,359
	2,661,943	1,329,394
Non-current		
Bank loans	31,400,000	31,400,000
Hire purchase loans	587,749	440,515
	31,987,749	31,840,515

The bank overdraft is secured by a registered mortgage over various properties owned by the College. The Trustees of the Moriah College Building Fund have provided a mortgage of lease and a fixed & floating charge in favour of the Commonwealth Bank of Australia.

The Moriah War Memorial College Association has provided unlimited guarantees and indemnities to the Commonwealth Bank of Australia in relation to the debts of The Moriah College Building Fund.

The Moriah War Memorial Jewish College Association Limited has provided unlimited guarantees and indemnities to the Commonwealth Bank of Australia in relation to the debts of the Moriah War Memorial College Association. (Refer note 19 & 20).

On 17 February 2014, all of the above financial liabilities were repaid to Westpac Banking Corporation and, new financial liabilities in the amount of \$31,400,000 were committed to and fully drawn under a new Funding Agreement with the Commonwealth Bank of Australia.

This new agreement is an interest only agreement \$21.974m of the debt until 9 February 2019 and a variable rate for the remaining \$9.426m.

NOTE 13: PROVISIONS

	2016	2015
	\$	\$
Current		
Employee entitlements	3,427,093	3,391,410
	3,427,093	3,391,410
Non-Current		
Employee entitlements	661,653	1,137,929
	661,653	1,137,929

NOTE 13: PROVISIONS (CONT)

a. Movement in provisions

The carrying amounts and movements in the provisions account are as follows:

	2016	2015
	\$	\$
Carrying amount 1 January 2016	4,529,339	4,228,424
Additional provisions	59,567	567,984
Amount utilised	(305,168)	(268,959)
Reversals	(194,992)	1,890
Carrying amount 31 December 2016	4,088,746	4,529,339

NOTE 14: OTHER LIABILITIES

	2016	2015
	\$	\$
Current		
Other liabilities	-	30,000
Income received in advance	1,090,415	894,785
Income received in advance	1,090,415	924,785
Non-Current		
Income received in advance	420,056	-
Other liabilities	-	110,250
	420,056	110,250

NOTE 15: MEMBERS FUNDS

The consolidated entity exists under a mixture of legal form with varying obligations in the event of winding up of the entity as outlined in the table below:

Entity	Membership	Established Under	Contribution if Entity Wound Up
Moriah College Building Fund & Moriah War Memorial Fund	Five (5) Trustees	Trust Deeds	\$Nil
Kehillat Moriah Incorporated	Moriah War Memorial College Association Board of Directors	Associations Incorporation Act 2009 (NSW) ABN: 16 284 221 251	(limited to unpaid membership fees)
Moriah College Foundation Limited	Two members: MWMCA and the MWMJCA	Corporations Act 2001 (Cth) ACN: 162 505 722 ABN: 53 670 925 736	\$50 (2015: \$50)
Moriah War Memorial College Association (MWMCA)	1,129 Members (2015: 1,126)	Corporations Act 2001 (Cth) ACN: 000 049 383 ABN: 98 077 604 961	\$11,290 (2015 \$11,260)
The Moriah War Memorial Jewish College Association (MWMJCA)	1,129 Members (2015: 1,126)	Corporations Act 2001 (Cth) ACN: 003 214 560 ABN: 87 003 214 560	\$11,290 (2015 \$11,260)

NOTE 16: ENDOWMENT FUND RESERVE

Endowment funds are those funds received from donors which are restricted and remain unexpended. Investment income earned on such funds are to be used for student bursaries at the discretion of the Board.

NOTE 17: CAPITAL EXPENDITURE COMMITMENTS

Consolidated group capital commitments of \$216,631 at 31 December 2016 (2015: \$248,125).

NOTE 18: FINANCIAL INSTRUMENT

a. Financial Risk Management Policies

The consolidated group's financial instruments consist mainly of deposits with banks, local money market instruments, short-term investments, accounts receivable and payable, loans to and from subsidiaries, bills and leases. When managing capital, Moriah's objective is to ensure that the organisation continues as a going concern as well as to maintain optimal benefits for stakeholders. Moriah aims to maintain a capital structure that ensures the lowest cost of capital available to the organisation.

The main purpose of non-derivative financial instruments is to raise finance for the consolidated group's operations. The consolidated group does not have any derivative instruments at 31 December 2016. Refer Note 13 for a summary of consolidated group's financial liabilities by category.

i Treasury Risk Management

A Finance and Audit Committee consisting of members of the Board of Directors meet on a regular basis to analyse currency and interest rate exposure and to evaluate treasury management strategies in the context of the most recent economic conditions and forecasts.

The committee's overall risk management strategy seeks to assist the consolidated group in meeting its financial targets, whilst minimising potential adverse effects on financial performance.

The Finance and Audit Committee operates under policies approved by the board of directors. Risk management policies are approved and reviewed by the Board on a regular basis. These include credit risk policies and future cash flow requirements. The Finance and Audit Committee oversees how management monitors compliance with the consolidated group's risk management policies and procedures and reviews the adequacy of the risk management framework in relation to the risks faced by the consolidated group.

ii Financial Risk Exposures and Management

The main risks the consolidated group is exposed to through its financial instruments are interest rate risk, liquidity risk and credit risk.

iii Interest rate risk

Interest rate risk is the risk that the value of the financial instruments will fluctuate due to changes in market interest rates. The consolidated group's exposure to interest rate risks and the effective interest rates of financial assets and liabilities at the balance sheet date are as follows:

	Floating Interest Rates 2016 \$	Non-Interest Bearing 2016 \$	Total 2016 \$	Weighted Effective Interest 2016 %
Financial Assets				
Cash	7,796,389	7,230	7,803,619	2.6
Receivables	-	2,005,326	2,005,326	Nil
Other assets	-	247,540	247,540	Nil
Total Financial Assets	7,796,389	2,260,096	10,056,485	
Financial Liabilities				
Accounts Payable	-	1,816,148	1,816,148	Nil
Borrowings	34,649,692	-	34,649,692	4.76
Total Financial Liabilities	34,649,692	1,816,148	36,465,840	

NOTE 18: FINANCIAL INSTRUMENT (CONT)

a. Financial Risk Management Policies (cont)

	Floating Interest Rates	Non-Interest Bearing	Total	Weighted Effective Interest
	2015	2015	2015	2015
	\$	\$	\$	%
Financial Assets				
Cash	6,403,090	6,829	6,409,919	2.7
Receivables	-	935,836	935,836	Nil
Other assets	-	664,991	664,991	Nil
Total Financial Assets	6,403,090	1,607,656	8,010,746	
Financial Liabilities				
Accounts Payable	-	2,015,155	2,015,155	Nil
Borrowings	33,169,909	-	33,169,909	4.21
Total Financial Liabilities	33,169,909	2,015,155	35,185,064	

iv Foreign currency risk

Most of the consolidated group's transactions are carried out in Australian Dollars. Exposures to currency exchange rates arise from a small amount of the consolidated group's overseas purchases, which are primarily denominated in US-Dollars and Euro. These funds are only held in the short term and therefore the impact is considered immaterial. At 31 December 2016, the amounts totalled \$169,312 (2015: \$76,855)

To mitigate the consolidated group's exposure to foreign currency risk, the consolidated group maintains Australian bank accounts denominated in both US-Dollars and Euro.

Foreign currency denominated financial assets and liabilities, translated into Australian Dollars at the closing rate.

v Liquidity risk

The consolidated group manages liquidity risk by monitoring forecast cash flows and ensuring that adequate unutilised borrowing facilities are maintained.

vi Credit risk

Credit risk is the risk of financial loss arising from another party to a contract or financial obligation. The consolidated group's maximum exposure to credit risk is represented by the carrying amounts of the financial assets included in the balance sheet net of any provisions for doubtful accounts.

	Banks	Other	Total
	2016	2016	2016
	\$	\$	\$
Financial Assets			
Cash	7,796,389	7,230	7,803,619
Receivables	-	2,005,326	2,005,326
Other assets	-	247,540	247,540
Total Financial Assets	7,796,389	2,260,096	10,056,485

NOTE 18: FINANCIAL INSTRUMENT (CONT)

a. Financial Risk Management Policies (cont)

vi Credit risk (cont)

	Banks 2015 \$	Other 2015 \$	Total 2015 \$
Financial Assets			
Cash	6,403,090	6,829	6,509,919
Receivables	-	935,836	935,836
Other assets	-	664,991	664,991
Total Financial Assets	6,403,090	1,607,656	8,010,746

There is no material amount of collateral held as security at 31 December 2016 or as at 31 December 2015.

Credit risk is reviewed regularly by the Finance and Audit Committee. It arises from exposures to customers as well as through deposits with financial institutions.

The consolidated group is exposed to a high degree of credit risk exposure from trade receivables. Trade receivables at 31 December 2016 are \$1,189,181 (2015: \$526,916).

vii Price risk

The consolidated group is not exposed to any price risk.

b. Financial Liabilities Maturity Analysis

The tables below reflect the undiscounted contractual settlement terms for financial instruments of a fixed period of maturity, as well as management's expectations of the settlement period for all other financial instruments. As such, the amounts may not reconcile to the balance sheet.

2016					
	Current Interest rate %	Current		Non-current	
		\$	\$	\$	\$
		Not later than 1 month	1 to 3 months	3 months to 1 year	1 to 5 years
Bank overdraft	8.6	-	1,746,662	-	-
Bank loans	3.6	-	-	-	31,400,000
Trade payables	Nil	1,816,148	-	-	-
Hire purchase loans	5.75	196,114	227,138	492,029	587,749
Total		2,012,262	1,973,800	492,029	31,987,749

2015					
	Current Interest rate %	Current		Non-current	
		\$	\$	\$	\$
		Not later than 1 month	1 to 3 months	3 months to 1 year	1 to 5 years
Bank overdraft	9.11	-	939,997	-	-
Bank loans	5.27	-	154,038	-	31,400,000
Trade payables	Nil	2,015,555	-	-	-
Hire purchase loans	5.75	19,613	39,226	176,520	440,515
Total		2,035,168	1,133,261	176,520	31,840,515

NOTE 18: FINANCIAL INSTRUMENT (CONT)**c. Net Fair Values**

For other assets and other liabilities the net fair value approximates their carrying value.

Aggregate net fair values and carrying amounts of financial assets and financial liabilities at balance date.

	2016		2015	
	Carrying Amount	Net fair Value	Carrying Amount	Net Fair Value
	\$	\$	\$	\$
Financial assets				
Loans and receivables	2,005,326	2,005,326	935,836	935,836
	2,005,326	2,005,326	935,836	935,836
Financial liabilities				
Bank loan secured	33,146,662	33,146,662	32,494,035	32,494,035
Trade and other payables	1,816,148	1,816,148	2,015,555	2,015,555
Hire Purchase Loans	1,503,030	1,503,030	675,874	675,874
	36,465,840	36,465,840	35,185,464	35,185,464

NOTE 19: CONTINGENT LIABILITIES

The consolidated group is liable by virtue of existing cross guarantees for the debts incurred by the Moriah College Building Fund, the Moriah War Memorial Fund, the Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited, which are secured through registered mortgages over various College properties. Effective 30 June 2016, the amount of the debts covered by these cross guarantees are:

- Market Rate Loan Facility of \$31,400,000 (\$21.974m fixed & \$9.426m variable);
- Overdraft facility of up to \$2,500,000 (only \$1,000,000 from March to November);
- Equipment Financing Facility of up to \$1,500,000; and
- Corporate Charge Card Facility of up to \$100,000.

The Moriah College Building Fund, the Moriah War Memorial Fund, the Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited has provided unlimited guarantees and indemnities to Commonwealth Bank of Australia on 17 February 2014.

NOTE 20: LEASE COMMITMENTS

Moriah War Memorial College Association is committed to rent and outgoings for the year 2017 in the net amount of approximately \$207,000 on the land occupied by the John I Einfeld AM Preschool Campus in Randwick that is owned by Sir Moses Montefiore Jewish Home. The current lease agreement expires on 31 December 2017; therefore, no committed liability exists for periods greater than 1 year. It is noted that a rebate is usually donated at Sir Moses Montefiore Jewish Home's discretion which was \$105,500 in 2016.

The College also has a lease in place on premises beneficially owned by The Trustees of the Mount Zion Kindergarten, currently operating as the Simons-Redelman Early Childhood Centre at Rose Bay. The Lease is for a period of a further two years from 31 December 2016, with extended term options available, if exercised. Rent increases are set at CPI under the lease terms. The rent and outgoings on the premises is approximately \$100,000 per annum.

As reported in 2014, the Trustees of the Moriah College Building Fund finalised the acquisition of freehold property comprising the Moriah College site (incorporating the existing three separate titles of land at York Road and Queens Park Road, Queens Park) from the New South Wales State Property Authority. All commitments to the New South Wales State Property Authority under this arrangement have been finalised.

The Moriah College Building Fund now leases the premises to The Moriah War Memorial College Association.

NOTE 20A: FINANCE LEASE

The consolidated group has finance lease commitments for equipment and vehicles as follows:

	2016	2015
a. Finance lease commitments	\$	\$
Payable – minimum lease payments:		
• not later than twelve (12) months	915,281	274,267
• between twelve (12) months and five (5) years	666,403	461,384
<i>Less future finance charges</i>	78,654	59,777
Present value of minimum lease payments	1,503,030	675,874

NOTE 21: RELATED PARTY DISCLOSURES

The Directors of Moriah War Memorial College Association during the financial year were:

Mr G Friede	Mr S Jankelowitz
Mr M Weininger	Ms M Sonnabend
Mr R Blau (Appointed 10 March 2016)	Mr O Freedman
Mr J Fridman	Mrs J Lowy
Dr S Morris	Mr G Sher
Mr S Wilkenfeld	

The following related party transactions occurred during the financial year.

Fees (and other revenue) were received by the consolidated group from the Directors of the consolidated group under normal terms and conditions.

There are spouses of Directors of the consolidated group who are employed by the College in the ordinary course of its activities.

In 2016, no Directors (2015: No Directors) have received or become entitled to receive a benefit, by reason of a contract made by the consolidated group or a Related Corporation with the Directors or with a firm of which they are a member or a director, or with a consolidated group in which they have a substantial financial interest undertaken in the normal course of business at or less than competitive rates.

The following remuneration has been paid in aggregate to the key management personnel of the consolidated group during the year.

Key Management Personnel Remuneration (Short-Term Benefits)

	Salary	Non-cash benefit	Superannuation	Termination	Total
	\$	\$	\$	\$	\$
2016	1,388,164	277,423	133,438	-	1,799,025
2015	1,505,701	229,107	135,729	-	1,870,537

Non-cash benefit relates to motor vehicles provided to key management personnel.

NOTE 22: CONTROLLED ENTITIES

The consolidated financial statements incorporate the assets, liabilities and results of the following entities in accordance with the accounting policy described in note 1.

Entity	2016	2015
The Moriah War Memorial Jewish College Association Limited	100%	100%
Kehillat Moriah Incorporated	100%	100%
Moriah College Building Fund & Moriah War Memorial Fund	100%	100%
Moriah College Foundation Limited	100%	100%

NOTE 23: CASH FLOW INFORMATION

Reconciliation of Cash Flow from Operations with Profit after Income Tax	2016	2015
	\$	\$
Profit after income tax	788,878	59,178
Non-cash flows in profit		
Depreciation	2,779,338	3,082,297
Amortisation	-	57,110
Gain/(loss) on sale of motor vehicles	2,630	(69,121)
Changes in assets and liabilities		
(Increase)/Decrease in trade and other debtors	(2,006,614)	517,359
Increase/(Decrease) in creditors and accruals	758,412	(1,413,523)
(Decrease)/Increase in provisions	(500,160)	182,870
Decrease/(Increase) in other current assets	256,873	(466,990)
Increase in other liabilities	195,629	145,878
	2,274,986	2,095,058

NOTE 24: EVENTS AFTER THE BALANCE SHEET DATE

No matters or circumstances have arisen since the end of the year which significantly affected or may significantly affect the operation of the Group, the results of those operations, or the state of affairs of the Group in future years.

NOTE 25: CAPITAL MANAGEMENT

Management controls the capital of the entity to ensure that adequate cash flows are generated to fund operations. The Finance & Audit Committee ensures that the overall risk management strategy is in line with this objective.

The Finance & Audit Committee operates under policies approved by the Board of Directors. Risk management policies are approved and reviewed by the Board on a regular basis.

The entity's capital consists of financial liabilities, supported by financial assets. Management effectively manages the entity's capital by assessing the entity's financial risks and responding to changes in these risks and in the market. There have been no changes to the strategy adopted by management to control the capital of the entity since the previous year.

NOTE 26: CONSOLIDATED GROUP DETAILS

The registered office and principal place of business of the consolidated group is:

The Moriah War Memorial College Association
The Henry Roth Administration Building
3 Queens Park Road
BONDI JUNCTION NSW 2022

DIRECTOR'S DECLARATION

The Responsible Entities' of the consolidated group declare that:

1. The financial statements and notes, as set out on pages 77 to 92, are in accordance with the Australian Charities and Not for Profit Commission Act 2012:
 - a comply with Accounting Standards and the Australia Charities and Not for-Profit Commission Act 2012; and
 - b give a true and fair view of the financial position as at 31 December 2016 and of the performance for the year ended on that date of the consolidated group; and
2. In the Responsible Entities' opinion there are reasonable grounds to believe that the consolidated group will be able to pay its debts as and when they become due and payable.

This declaration is made in accordance with a joint resolution of the Boards of Directors of the Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association and is signed for and on behalf of the Directors by:



G. FRIEDE
President



M. WEINGER
Treasurer

Dated: 04 / 04 / 2017

04 / 04 / 2017

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Independent Auditor's Report To the Members of Moriah War Memorial College Association

Auditor's opinion

We have audited the accompanying financial report of Moriah War Memorial College Association (the "Company"), which comprises the statement of financial position as at 31 December 2016, and the statement of profit or loss and comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and the directors' declaration.

In our opinion, the financial report of Moriah War Memorial College Association has been prepared in accordance with Division 60 of the Australian Charities and Not-for-profits Commission Act 2012, including:

- a giving a true and fair view of the Company's financial position as at 31 December 2016 and of its financial performance for the year then ended; and
- b complying with Australian Accounting Standards and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013.

Basis for auditor's opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Company in accordance with the auditor independence requirements of the Australian Charities and Not-for-profits Commission Act 2012 and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of the Directors for the financial report

The Directors of the Company are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the Australian Charities and Not-for-profits Commission Act, and for such internal control as the Directors determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Company's financial reporting process.

Auditor's responsibilities for the audit of the financial report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at:

http://www.auasb.gov.au/auditors_files/ar3.pdf. This description forms part of our auditor's report.



GRANT THORNTON AUDIT PTY LTD
Chartered Accountants



A L Spowart
Partner - Audit & Assurance

Sydney, 4 April 2017

MORIAH WAR MEMORIAL COLLEGE ASSOCIATION

Financial report for the year ended 31 December 2016

ACN 000 049 383

ABN 98 077 604 961

CONTENTS

Responsible Entities' report	97
Auditor's Independence Declaration	102
Statement of profit and loss and other comprehensive income	103
Statement of financial position	104
Statement of changes in equity	105
Statement of cash flows	106
Notes to the financial statements	107
Responsible Entities' declaration	122
Independent auditors' report	123

RESPONSIBLE ENTITIES' REPORT

Your Responsible Entities' present their report on the Company for the financial year ended 31 December 2016. This report deals with the term Responsible Entities' and Directors interchangeably.

Directors

The names of the Directors in office at any time during or since the end of the year are:

Mr G Friede (President)	Mr S Jankelowitz
Mr M Weininger	Ms M Sonnabend
Mr R Blau (Appointed 10 March 2016)	Mr O Freedman
Mr J Fridman	Mrs J Lowy
Dr S Morris	Mr G Sher
Mr S Wilkenfeld	

Directors have been in office since the start of the financial year to the date of this report, unless otherwise stated.

Legal structure

The entity is incorporated under the Corporations Act 2001 and is an entity limited by guarantee. If the entity is wound up, the constitution states that each member is required to contribute a maximum of \$10 each towards meeting any outstanding obligations of the entity. At 31 December 2016 the collective liability of members was \$11,290 (2015: \$11,260).

Principal Activities

The principal activities of the Company during the year were that of conducting a school (primary and secondary) and early years learning.

Short and Long Term Objectives

Moriah College provides high quality secular and Jewish educational experiences, from the early childhood centre and Long Day Care to Year 12, across its Early Childhood Centre, three Early Learning Centres, Primary School, and High School, for the Jewish community.

The long-term objectives of Moriah College are based on sustainability and continuity. The College does this by building upon the traditions of the past to meet the expectations and aspirations of its key stakeholders – parents, students, teachers and the broader Jewish Community, through the development and growth of:

- A key partnership between the College and Parents that facilitates children being individually supported to achieve their best.
- Resilient and confident citizens and life-long learners who strive to achieve their personal best and feel secure with their Jewish identity.
- Community confidence that the College represents the values of the Jewish Community and develops future leaders of both the Jewish and broader Australian communities.

Strategy for Achieving these Objectives

Moriah College focuses on the following key elements in strategic planning to meet both its short and long term objectives. Moriah College's strategic aims are:

1. Embed Jewish traditions, religion, history, ethics, values and culture into every aspect of College life to ensure our students are knowledgeable about Judaism, skilled in its religious practices and engaged members of the Jewish community with a commitment to Jewish continuity
2. Provide a high standard Jewish education that is innovative, inspiring and grounded, helping our students understand the values that spring from Judaism, and the challenges that face the Jewish world.

3. Deliver the highest quality learning experiences for our students that are personalised, challenging and engaging, creating within them a desire for lifelong learning and commitment to realising their full potential
4. Provide innovative and contemporary 21st century learning environments that equip students with the ability to meet future challenges as active and responsible global citizens
5. Provide the highest levels of wellbeing for each student with a holistic school experience grounded in Jewish values, preparing them for their next stage of life
6. Attract, develop and retain high calibre staff who are and feel valued, are passionate and committed to the education of our students, and who view Moriah as their preferred place of employment
7. Provide challenging co-curricular experiences that promote and build within our students knowledge, team spirit, resilience, independence, self-discipline, responsible decision-making, and self-confidence
8. Provide an inclusive and welcoming school culture where all members of the community feel valued and motivated to engage with the College
9. Be recognised as a leading advocate for comprehensive sustainability planning and practices
10. Provide astute College Governance, informed by regular stakeholder feedback, to deliver the future resource and development needs of the College

To achieve these strategic aims the College's has devised a Strategic Plan with the following structure:

- Foundation Pillar – Jewish Life & Learning
- Pillar 1 - Personalised, Engaged Learning
- Pillar 2 – Student Wellbeing
- Pillar 3 – Passionate, Qualified, Caring, High Calibre Staff
- Pillar 4 – Co-Curricular Life
- Pillar 5 – Community Engagement & Partnerships
- Pillar 6 – Sustainability

Measurement of Performance, including Key Performance Indicators

Moriah College has established several internal advisory committees which assist the Board in monitoring achievement of strategic initiatives. One of these committees is the Jewish Life and Learning Committee.

Each year, the Board approves an Annual Plan to achieve strategic initiatives based on advice from the College Executive and its advisory committees.

The College Principal provides a report to each meeting of the Board that is designed around: the Strategic Plan; the Annual Plan; agreed actions designed to achieve the identified strategic initiatives; and key performance indicators set by the Board.

Each Committee monitors compliance with strategic initiatives relative to their portfolio and reports to the Board on progress, delays and achievements as appropriate.

Each year, as provided for in the company's Constitution, a report is provided to the Annual General Meeting of the Association.

The company also provides annual returns to the Australian Charities and Not-for-profits Commission (ACNC) which monitors that the company is complying with its Objects.

Operating results

The Company made a net profit for the year of \$714,980 (2015 profit: \$222,712). The net profit included non-operating revenue of \$2,280 (2015: \$5,186) and the net profit from operating activities was \$712,700 (2015 profit: \$217,526).

Review of operations

A detailed review of the operations of the College is contained in the President's Report and the College Principal's Report, included in the full annual report.

Significant changes in state of affairs

There were no significant changes in the state of affairs of the Company that occurred during the year.

After balance date events

No matters or circumstances have arisen since the end of the year which significantly affected or may significantly affect the operation of the Company, the results of those operations, or the state of affairs of the Company in future years.

Directors' Qualifications**Giora Friede****(President)**

Qualifications: B Econ Sc
 Board Member since 1999
 Honorary Secretary 2008 – May 2011
 Vice President May 2011- November 2012
 President since November 2012
 Director

Stephen Jankelowitz**(Deputy President)**

Qualifications: B Com, CA
 Board Member since 2007
 Deputy President since May 2016
 Honorary Treasurer May 2008 – May 2014
 Chartered Accountant and Director

Marc Weininger**Treasurer**

Qualifications: B.Com, M.Com, CFP
 Board member since May 2013
 Treasurer since May 2016
 Financial Planner / Own Business

Miri Sonnabend**(Honorary Secretary)**

Qualifications: BA (Hons), LLB
 Board member since May 2012
 Assistant Secretary May 2013 – May 2014
 Honorary Secretary since May 2014
 Solicitor

Robbie Blau

Qualifications: B.Com, LLB (Cum Laude), HDip Tax Law
 Board member since March 2016
 Chief Executive Officer

Oliver Freedman

Qualifications: BSc (Psych.), Hons and Masters of Applied Psychology
 Board member since May 2010
 Vice President May 2013 – May 2014
 Honorary Secretary May 2012 – May 2014
 Managing Director

Joseph Fridman

Qualifications: B Com (Honours), Australian Chartered Accountant, MBA
 Board member since May 2011
 Treasurer May 2014 – May 2016
 Chief Executive Officer

Judy Lowy

Qualifications: BA (UNSW)
 Board Member since May 2008
 Foundation President since its inception (2011)
 Company Director

Suzanne Morris

Qualifications: PhD, UNSW;
 BSc (Psych.) Hons I, UNSW;
 BSc (Medicine), UNSW
 Board Member since May 2008
 Assistant Secretary June 2010 – May 2011
 Honorary Secretary May 2011 – May 2012
 Vice President May 2012 – May 2014
 Deputy President May 2014 – May 2016
 University Lecturer

Gavin Sher

Qualifications: B.Com, H Dip Acc, CA(SA)
 Board member since May 2012
 Chief Financial & Operating Officer

Simon Wilkenfeld

Qualifications: BCom (UNSW)
 Major: Accounting, Finance and Systems
 Board member since May 2011
 Managing Director

Meetings of Directors

During the financial year, fourteen (14) meetings of Directors were held. Attendances by each Director during the year were as follows:

Schedule Of Attendances at Board Meetings - During 2016		
Name	Eligible To Attend	Attended
Friede, G	14	13
Jankelowitz, S	14	10
Weininger, M	14	14
Sonnabend, M	14	14
Blau, R	13	8
Freedman, O	14	13
Fridman, J	14	9
Lowy, J	14	13
Morris, S	14	13
Sher, G	14	12
Wilkenfeld, S	14	12

Environmental issues

The Company's operations are not regulated by any significant environmental regulation under a law of the Commonwealth or of a state or territory of Australia.

Dividends

No dividends have been paid or will be paid. The Memorandum and Articles of Association do not permit any profits to be distributed by way of a dividend.

Key Management Personnel Remuneration (Short-Term benefits)

The following remuneration has been paid in aggregate to the key management personnel of the Company during the year.

	Salary	Non-cash benefit	Superannuation	Termination	Total
	\$	\$	\$	\$	\$
2016	1,079,060	41,139	103,821	-	1,224,020
2015	1,115,062	30,000	100,695	-	1,245,757

Non-cash benefit relates to motor vehicles provided to key management personnel.


AUDITOR'S INDEPENDENCE DECLARATION

A copy of the auditor's independence declaration as required under section 60-40 of the Australian Charities and Not for Profit Commission Act 2012 is set out on page 102 of this financial report and forms part of The Responsible Entities Report.

Signed in accordance with a resolution of the Board of Directors, on 4 April 2017.



G. FRIEDE
President



M. WEINGER
Treasurer

Dated: 04 / 04 / 2017

04 / 04 / 2017

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**Auditor's Independence Declaration
To the Directors of Moriah War Memorial College Association**

In accordance with the requirements of section 60-40 of the Australian Charities and Not-for-profits Commission Act 2012, as lead auditor for the audit of Moriah War Memorial College Association for the year ended 31 December 2016, I declare that, to the best of my knowledge and belief, there have been no contraventions of any applicable code of professional conduct in relation to the audit.



GRANT THORNTON AUDIT PTY LTD
Chartered Accountants



A L Spowart
Partner - Audit & Assurance

Sydney, 4 April 2017

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STATEMENT OF PROFIT AND LOSS & OTHER COMPREHENSIVE INCOME

For the year ended 31 December 2016

	Note	2016 \$	2015 \$
Revenue from operating activities	3	39,729,214	36,563,793
Revenue from non-operating activities	3	2,280	5,186
Total revenue		\$39,731,494	36,568,979
Employee benefit expense (teaching staff)		(17,926,433)	(17,011,222)
Employee benefit expense (non-teaching staff)		(4,801,747)	(5,004,015)
Expenses & materials		(4,605,320)	(2,569,118)
Staff expenses		(2,906,315)	(2,885,000)
Financial costs		(190,578)	(169,530)
Depreciation expense		(1,395,708)	(1,539,448)
Building & grounds expense		(4,446,800)	(4,027,703)
Payment to Moriah War Memorial Jewish College Association Limited for services rendered		-	(907,791)
Other expenses		(2,743,613)	(2,232,440)
Total expenses		(39,016,514)	(36,346,267)
Profit from operating activities		712,700	217,526
Profit from non-operating activities	3	2,280	5,186
Profit for the year		714,980	222,712
Other comprehensive income:		-	-
Total comprehensive income for the year		714,980	222,712

These financial statements should be read in conjunction with the accompanying notes.

STATEMENT OF FINANCIAL POSITION

As at 31 December 2016

	Note	2016 \$	2015 \$
Current assets			
Cash and cash equivalents	6	1,289,454	1,528,057
Trade and other receivables	7	4,226,218	1,657,330
Other assets	9	247,536	504,408
Total current assets		5,763,208	3,689,795
Non-current assets			
Trade and other receivables	7	12,159,009	14,513,789
Property, plant and equipment	10	12,084,266	10,641,873
Total non-current assets		24,243,275	25,155,662
Total assets		30,006,483	28,845,457
Current liabilities			
Trade and other payables	11	1,513,505	1,732,940
Financial liabilities	12	2,661,942	1,329,394
Short-term provisions	13	2,925,966	2,744,980
Other liabilities	14	739,945	323,174
Total current liabilities		7,841,358	6,130,488
Non-current liabilities			
Trade and other payables	11	1,796,331	2,696,462
Financial liabilities	12	587,749	440,515
Long-term provisions	13	400,873	912,800
Total non-current liabilities		2,784,953	4,049,777
Total liabilities		10,626,311	10,180,265
Net assets		19,380,172	18,665,192
Equity			
Retained earnings		19,380,172	18,665,192
Total equity		19,380,172	18,665,192

These financial statements should be read in conjunction with the accompanying notes.

STATEMENT OF CHANGES IN EQUITY

For the year ended 31 December 2016

	Retained Earnings \$	Total \$
Balance at 1 January 2015	18,442,480	18,442,480
Total comprehensive income	222,712	222,712
Total comprehensive income for the year	222,712	222,712
Balance at 31 December 2015	18,665,192	18,665,192
Balance at 1 January 2016	18,665,192	18,665,192
Total comprehensive income	714,980	714,980
Total comprehensive income for the year	714,980	714,980
Balance at 31 December 2016	19,380,172	19,380,172

These financial statements should be read in conjunction with the accompanying notes.

STATEMENT OF CASH FLOWS

For the year ended 31 December 2016

	Note	2016 \$	2015 \$
Cash flow from operating activities			
Receipts from parents and donations		28,554,771	29,998,604
Government grants received		7,495,505	6,572,229
Interest received	3	8,640	24,103
Payments to suppliers & employees		(35,617,215)	(35,133,945)
Payments from Moriah Foundation		410,376	
Payment to Jewish College for services rendered		-	(907,791)
Interest paid		(209,395)	(169,530)
Net cash provided by operating activities	20	642,682	383,670
Cash flows from investing activities			
Receipts from sale of assets		3,880	56,865
Purchase of property, plant & equipment		(2,840,726)	(1,651,287)
Net cash (used in) investing activities		(2,836,846)	(1,594,422)
Cash flow from financing activities			
Loans from/(to) related parties		475,780	(187,988)
Proceeds from borrowings		673,116	411,066
Net cash provided by financing activities		1,148,896	223,078
Net (decrease) in cash and cash equivalents held		(1,045,268)	(987,674)
Cash and cash equivalents at beginning of financial year		588,060	1,575,734
Cash and cash equivalents at end of financial year	6a	(457,208)	588,060

These financial statements should be read in conjunction with the accompanying notes.

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 31 December 2016

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Preparation

The financial report is a general purpose financial report that has been prepared in accordance with the Australian Accounting Standards, Australian Accounting Interpretations, other authoritative pronouncements of the Australian Accounting Standards Board and the Australian Charities and Not for Profit Commission Act 2012.

The Company is domiciled in New South Wales, Australia. It is a Company not for gain, limited by guarantee.

The financial report complies with Australian Accounting Standards. A statement of compliance with International Financial Reporting Standards cannot be made due to the Company applying the not-for-profit sector specific requirements contained in the Australian Accounting Standards.

The financial report has been prepared on an accruals basis and is based on historical costs, modified where applicable by the measurement at fair value of selected non-current assets, financial assets and financial liabilities. All amounts have been presented in Australian dollars which is the Company's functional and presentation currency, unless otherwise stated.

The financial statements for the year ended 31 December 2016 were approved and authorised for issue by the Board of Directors on 29 March 2017.

The accounting policies have been consistently applied, unless otherwise stated. The following is a summary of the significant accounting policies adopted in the preparation of the accounts.

Future change in Accounting Standards

The Australian Accounting Standards Board (AASB) has issued new, revised and amended standards and interpretations that have mandatory application dates for future reporting periods. The Company has considered the standards which will be applicable and provided an assessment of the potential impact once adopted:

- AASB 15: Revenue from Contracts with Customers, effective from the reporting period beginning 1 January 2018, replaces AASB 118: Revenue, AASB 111: Construction Contracts and some revenue related interpretations. The entity is yet to undertake a detailed assessment of the impact of AASB 1058. However based on the entity's preliminary assessment, the Standard is not expected to have a material impact on the transactions and balances recognised in the financial statements when it is first adopted for the year ending 31 December 2018.
- AASB 1058: Income of Not-for-Profit Entities, effective from the reporting period beginning 1 January 2019, clarifies and simplifies the income recognition requirements that apply to NFP entities. Under AASB 1058, the timing of income recognition depends on whether a NFP transaction gives rise to a liability or other performance obligation, or a contribution by owners, related to an asset received by an entity. The entity is yet to undertake a detailed assessment of the impact of AASB 1058. However based on the entity's preliminary assessment, the likely impact on the first time adoption will be material.
- AASB 9: Financial Instruments and associated Amending Standards, effective from 1 January 2018, will be applicable retrospectively and includes revised requirements for the classification and measurement of financial instruments, revised recognition and de-recognition requirements for financial instruments and simplified requirements for hedge accounting. The Company is yet to undertake a detailed assessment of the impact of AASB 9. However, based on The Company's preliminary assessment, the Standard is not expected to have a material impact on the transactions and balances recognised in the financial statements when it is first adopted for the year ending 31 December 2018.
- AASB 16: Leases, effective from the reporting period beginning 1 January 2018, will replace the current accounting requirements applicable to leases in AASB 117: Leases and related interpretations. AASB 16 introduces a single lessee accounting model that eliminates the requirement for leases to be classified as operating or finance leases. The main changes introduced by the Standard include:
 - recognition of a right-to-use asset and liability for all leases (excluding short-term leases with less than 12 months of tenure and leases relating to low-value assets);
 - depreciation of right-to-use assets in line with AASB 16: Property, Plant and Equipment in profit or loss and unwinding of the liability in principle and interest components;

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT)

- variable lease payments that depend on an index or a rate are included in the initial measurement of the lease liability using the index or rate at the commencement date;
- by applying a practical expedient, a lessee is permitted to elect not to separate non-lease components and instead account for all components as a lease; and
- additional disclosure requirements.

The Company has yet to undertake a detailed assessment of the impact of AASB 16, however, based on the Company's preliminary assessment the likely impact on first time adoption of this standard for 31 December 2019 includes an increase in lease assets and financial liabilities recognised in the statement of financial position.

a. Revenue

Revenue is measured at the fair value of the consideration received or receivable after taking into account any discounts allowed.

Fee income is recognised as revenue when the services are delivered.

Contributions (including donations and government grants) received or receivable are recognised as revenue when the Company obtains control of the contribution or the right to receive the contribution, when it is probable that the economic benefits comprising the contribution will flow to the entity and the amount of the contribution can be measured reliably.

Interest revenue is recognised using the effective interest rate method, which, for floating rate financial assets is the rate inherent in the instrument.

All revenue is stated net of the amount of goods and services tax (GST).

b. Property, Plant & Equipment

Each class of property, plant and equipment is carried at cost less, where applicable, any accumulated depreciation and impairment losses.

Property

Freehold land and buildings are shown at cost, less subsequent depreciation for buildings and impairment losses.

Plant and equipment

Plant and equipment are measured on the cost basis less depreciation and impairment losses. The cost of fixed assets constructed within the Company includes the cost of materials, direct labour, borrowing costs and an appropriate proportion of fixed and variable overheads.

Subsequent costs are included in the asset's carrying amount or recognised as a separate asset, as appropriate, only when it is probable that future economic benefits associated with the item will flow to the Company and the cost of the item can be measured reliably. All other repairs and maintenance are charged to the statement of comprehensive income during the financial period in which they are incurred.

The carrying amount of fixed assets is reviewed annually to ensure it is not in excess of the recoverable amount of those assets. The expected net cash flows have not been discounted to their present values in determining the recoverable amounts.

Depreciation

The depreciable amount of all fixed assets including building and capitalised lease assets, but excluding freehold land, is depreciated on a straight line basis except for motor vehicles over their useful lives to the Company commencing from the time the asset is held ready for use. Leasehold improvements are depreciated over the shorter of either the unexpired period of the lease or the estimated useful lives of the improvements. The depreciation rates used for each class of depreciable assets are:

Class of Asset	Depreciation Rate	
Buildings	2.5%	straight line
Plant and Equipment	20.0%	straight line
Computing Equipment	25.0%	straight line
Books	25.0%	straight line
Motor Vehicles	22.5%	diminishing value

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT)**c. Employee Benefits**

Provision is made for the Company's liability for employee benefits arising from services rendered by employees to balance date. Employee benefits that are expected to be settled wholly within one year have been measured at the amounts expected to be paid when the liability is settled, plus related on-costs. Employee benefits payable later than one year have been measured at the present value of the estimated future cash outflows to be made for those benefits using the government bond rate that represents expected payment.

Contributions are made by the Company to an employee Superannuation Fund and are charged as expenses when incurred. The Company has no legal obligation to cover any shortfall in the fund's obligation to provide benefits to employees on retirement.

d. Cash and Cash Equivalents

For the purposes of the statement of cash flows, cash includes cash on hand and in banks net of outstanding bank overdrafts and deposits held at call with banks.

Bank overdrafts are shown within financial liabilities in current liabilities on the statement of financial position.

e. Short-term Investments

Investments held for resale are stated at the lower of cost and net realisable value.

f. Financial Instruments*Recognition and Initial Measurement*

Financial instruments, incorporating financial assets and financial liabilities, are recognised when the entity becomes a party to the contractual provisions of the instrument. Trade date accounting is adopted for financial assets that are delivered within timeframes established by marketplace convention.

Financial instruments are initially measured at fair value plus transactions costs where the instrument is not classified as at fair value through profit or loss. Transaction costs related to instruments classified as at fair value through profit or loss are expensed to profit or loss immediately. Financial instruments are classified and measured as set out below.

Derecognition

Financial assets are derecognised where the contractual rights to receipt of cash flows expires or the asset is transferred to another party whereby the entity no longer has any significant continuing involvement in the risks and benefits associated with the asset.

Financial liabilities are derecognised where the related obligations are either discharged, cancelled or expire.

The difference between the carrying value of the financial liability extinguished or transferred to another party and the fair value of consideration paid, including the transfer of non-cash assets or liabilities assumed, is recognised in profit or loss.

*Classification and Subsequent Measurement**i. Loans and receivables*

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market and are subsequently measured at amortised cost using the effective interest rate method.

g. Goods and Services Tax

Revenues, expenses, assets and liabilities are recognised net of the amount of Goods and Services Tax (GST), except where the amount of GST incurred is not recoverable from the Australian Taxation Office. In these circumstances, the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense.

Receivables and payables in the statement of financial position are shown inclusive of GST. The net amount of GST recoverable from or payable to the taxation authority is included as a current asset or a current liability in the statement of financial position.

Cash flows are presented in the Statement of Cash Flow on a gross basis, except for the GST component of investing and financing activities, which are disclosed as operating cash flows.

h. Comparative Figures

When required by Accounting Standards, comparative figures have been adjusted to conform to changes in presentation for the current financial year.

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT)**i. Critical Accounting Estimates and Judgements**

Information about estimates and assumptions that have the most significant effect on recognition and measurement of assets, liabilities, income and expenses is provided below. Actual results may be substantially different.

Impairment

In assessing impairment, management estimates the recoverable amount of each asset or cash generating units based on expected future cash flows and uses an interest rate to discount them. Estimation uncertainty relates to assumptions about future operating results and the determination of a suitable discount rate.

Provision for Impairment of Receivables

Included in accounts receivable at 31 December 2016 are amounts that may not be recoverable. A provision for impairment has been made for \$2,394,989.

Useful lives of depreciable assets

Management reviews its estimate of the useful lives of depreciable assets at each reporting date, based on the expected utility of the assets. Uncertainties in these estimates relate to technical obsolescence that may change the utility of certain software and IT equipment.

Long Service Leave

The liability for long service leave is recognised and measured at the present value of the estimated cash flows to be made in respect of all employees at the reporting date. In determining the present value of the liability, estimates of attrition rates and pay increases through promotion and inflation have been taken into account.

The financial statements for the year ended 31 December 2016 were approved and authorised for issue on 29 March 2017 by the Board of Directors.

NOTE 2: INCOME TAX

The Company is exempt from liability to pay income tax under the provisions of the Income Tax Assessment Act.

NOTE 3: REVENUE

	Note	2016 \$	2015 \$
Operating activities			
Fees charged		30,171,479	29,829,405
Enrolment fees		18,422	8,940
Government grants		7,495,505	6,572,229
Interest received		8,640	24,103
Sundry income		1,155	12,006
Donations		96,898	117,110
Contribution from Moriah College Foundation Limited		1,589,696	-
Contribution from Moriah War Memorial Jewish College Association limited		347,419	-
Total Operating Income		39,729,214	36,563,793
Non-operating activities			
Donations	5	2,280	5,186
Total Non-Operating Income		2,280	5,186
(a) Reconciliation of fees charged			
Tuition fees		28,515,880	28,726,607
Compulsory charges		3,012,745	2,389,254
Total Gross Fees		31,528,625	31,115,861
Less:			
Discount & allowances		(1,357,146)	(1,286,456)
Net fees charged		30,171,479	29,829,405

NOTE 4: PROFIT FOR THE YEAR

Profit for the year is stated after (crediting)/charging:

	2016 \$	2015 \$
Gain on sale of motor vehicles	755	(12,005)
Depreciation of plant and equipment	1,395,708	1,539,448
Interest paid or payable other than to associated entities	30,098	19,920

NOTE 5: DONATIONS

	Note	2016 \$	2015 \$
Donations			
The Estate of the Late Addy Fisher		-	1,150
The Trust Company – Abraham Rabinovitch Trust		96,898	117,110
The William Rubensohn Foundation		-	4,000
Other		2,280	36
	3	99,178	122,296

NOTE 6: CASH AND CASH EQUIVALENTS

	2016	2015
	\$	\$
Cash on hand	7,230	6,830
Cash at bank	298,080	547,215
Cash on deposit	984,144	974,012
	1,289,454	1,528,057

NOTE 6A: RECONCILIATION OF CASH

Cash at the end of the financial year as shown in the statement of cash flows is reconciled in the statement of financial position as follows:

	Note	2016	2015
		\$	\$
Cash on hand		7,230	6,830
Cash equivalents		1,282,224	1,521,227
Bank overdrafts	12	(1,746,662)	(939,997)
		(457,208)	588,060

NOTE 7: TRADE AND OTHER RECEIVABLES

	2016	2015
	\$	\$
Current		
Outstanding Fees	3,584,170	3,022,106
Less: Provision for Doubtful Debts	(2,394,989)	(2,495,190)
Total	1,189,181	526,916
Other Debtors	427,607	196,351
GST Recoverable	292,190	171,396
Receivable from related parties	2,317,240	762,667
Total	4,226,218	1,657,330
Non-current		
Loan to associated entities	12,159,009	14,513,789
Total	12,159,009	14,513,789

All fees receivable are short term. The carrying amount of fees receivables is considered a reasonable approximation of fair value. All fees receivable have been reviewed for indicators of impairment. A provision for impairment is recognised when there is objective evidence that an individual receivable is impaired. These amounts have been included in the other expenses item.

The receivable from related parties is non-interest bearing and relates to Moriah Foundation Limited & Kehillat Moriah Incorporated.

The loan to associated entities relates to loans provided to Moriah College Building Fund and Moriah War Memorial Fund. The loans are considered to be long term with no formal terms and conditions and are in substance long term investments.

NOTE 7: TRADE AND OTHER RECEIVABLES (CONT)

Movement in the provision for impairment of receivables is as follows:

	Opening Balance 1/1/16	Charge for the Year	Amounts Written Off	Closing Balance 31/12/16
Current trade receivables	2,495,190	498,726	(598,927)	2,394,989
Total	2,495,190	498,726	(598,927)	2,394,989

	Opening Balance 1/1/15	Charge for the Year	Amounts Written Off	Closing Balance 31/12/15
Current trade receivables	2,730,249	421,707	(656,766)	2,495,190
Total	2,730,249	421,707	(656,766)	2,495,190

The ages of financial assets not impaired are as follows:

	2016 \$	2015 \$
Trade debtors amounts within terms		
Current or not more than 1 term	357,653	265,194
Trade debtors – past due but not impaired		
More than 2 terms but not more than 3 terms	38,190	27,710
More than 3 terms but not more than 4 terms	12,298	-
More than 4 terms	781,040	234,012
	1,189,181	526,916

NOTE 8: AUDITORS' REMUNERATION

	2016 \$	2015 \$
Remuneration of the auditor of the consolidated group for:		
- auditing the financial report	75,950	42,000
	75,950	42,000

NOTE 9: OTHER ASSETS

	2016 \$	2015 \$
Prepayments	247,539	504,408
Total	247,539	504,408

NOTE 10: PROPERTY, PLANT AND EQUIPMENT

	2016 \$	2015 \$
Land and buildings		
Land – Glenayr Avenue		
At cost	427,142	427,142
Buildings – Glenayr Avenue		
At cost	1,604,147	1,604,147
Less: accumulated depreciation	(586,648)	(279,657)
Other building costs		
At cost	8,248,648	7,900,841
Less: accumulated depreciation	(2,010,746)	(1,984,211)
	6,237,903	5,916,630
Total land and buildings	7,255,401	7,668,262
Plant and equipment (including furniture & fittings)		
At cost	22,826,508	20,393,697
Less: accumulated depreciation	(18,823,439)	(17,839,388)
Total Plant and equipment	4,003,069	2,554,309
Motor vehicles		
At cost	1,062,644	1,005,160
Less: accumulated depreciation	(663,990)	(585,858)
Total motor vehicles	398,654	419,302
Total property, plant and equipment	12,084,266	10,641,873

a. Movements in Carrying Amounts	Land \$	Buildings & WIP \$	Plant and Equipment \$	Motor vehicles \$	Total \$
Balance at 1 January 2015	427,142	7,338,457	2,390,561	418,730	10,574,890
Additions	-	344,921	1,178,724	127,642	1,651,287
WIP	-	-	-	-	-
Disposals	-	-	-	(44,856)	(44,856)
Depreciation expense	-	(442,258)	(1,014,976)	(82,214)	(1,539,448)
Balance at 31 December 2015	427,142	7,241,120	2,554,309	419,302	10,641,873
Additions	-	347,807	2,432,809	60,110	2,840,726
Disposals	-	-	-	(2,626)	(2,626)
Depreciation expense	-	(333,526)	(984,050)	(78,132)	(1,395,708)
Balance at 31 December 2016	427,142	7,255,401	4,003,069	398,654	12,084,266

There is a capital commitment contracted for at balance date, but not provided for, of \$216,631 (2015: \$248,215).

NOTE 11: TRADE AND OTHER PAYABLES

	2016	2015
	\$	\$
Current		
Trade creditors	185,615	356,802
Sundry payables and accrued expenses	1,327,890	1,376,138
	1,513,505	1,732,940
Non-current		
Loans from associated entities	1,796,331	2,696,462
	1,796,331	2,696,462

NOTE 12: FINANCIAL LIABILITIES

	2016	2015
	\$	\$
Current		
Bank overdraft	1,746,662	939,997
Bank loans	-	154,038
Hire purchase loans	915,281	235,359
	2,661,942	1,329,394
Non-current		
Hire purchase loans	587,749	440,515
	587,749	440,515

The bank overdraft is secured by a registered mortgage over various properties owned by the College. The Trustees of the Moriah College Building Fund have provided a mortgage of lease and a fixed & floating charge in favour of the Commonwealth Bank of Australia.

The Moriah War Memorial College Association has provided unlimited guarantees and indemnities to the Commonwealth Bank of Australia in relation to the debts of The Moriah College Building Fund.

The Moriah War Memorial Jewish College Association Limited has provided unlimited guarantees and indemnities to the Commonwealth Bank of Australia in relation to the debts of the Moriah War Memorial College Association. (Refer note 17).

NOTE 13: PROVISIONS

	2016	2015
	\$	\$
Current		
Employee entitlements	2,925,966	2,744,980
	2,925,966	2,744,980
Non-Current		
Employee entitlements	400,873	912,800
	400,873	912,800

NOTE 13: PROVISIONS (CONT)**a. Movement in provisions**

The carrying amounts and movements in the provisions account are as follows:

	2016 \$	2015 \$
Carrying amount 1 January	3,657,780	3,352,407
Additional provisions	-	575,590
Amount utilised	(277,137)	(270,217)
Reversals	(53,804)	-
Carrying amount 31 December	3,326,839	3,657,780

NOTE 14: OTHER LIABILITIES

	2016 \$	2015 \$
Income received in advance	739,945	323,174
	739,945	323,174

NOTE 15: MEMBERS FUNDS

The Company is limited by guarantee and does not have any share capital. Were the Company to be wound up, the Articles of Association state that each member is required to contribute a maximum of \$10 towards meeting any outstanding obligations of the Company. As at 31 December 2016, the number of members was 1,129 (2015:1,126).

NOTE 16: FINANCIAL INSTRUMENT**a. Financial Risk Management Policies**

The Company's financial instruments consist mainly of deposits with banks, local money market instruments, short-term investments, accounts receivable and payable, loans to and from subsidiaries, bills and leases. When managing capital, Moriah's objective is to ensure that the organisation continues as a going concern, as well as to maintain optimal benefits for stakeholders. Moriah aims to maintain a capital structure that ensures the lowest cost of capital available to the organisation.

The main purpose of non-derivative financial instruments is to raise finance for Company's operations.

The Company does not have any derivative instruments at 31 December 2016. See Note 12 for a summary of Company's financial liabilities by category.

i Treasury Risk Management

A Finance and Audit Committee consisting of Directors of the Board of Directors, management and seconded persons meet on a regular basis to analyse currency and interest rate exposure and to evaluate treasury management strategies in the context of the most recent economic conditions and forecasts.

The committee's overall risk management strategy seeks to assist the Company in meeting its financial targets, whilst minimising potential adverse effects on financial performance.

The Finance and Audit Committee operates under policies approved by the Board of Directors. Risk management policies are approved and reviewed by the Board on a regular basis. These include credit risk policies and future cash flow requirements. The Finance and Audit Committee oversees how management monitors compliance with the Company's risk management policies and procedures and reviews the adequacy of the risk management framework in relation to the risks faced by the Company.

ii Financial Risk Exposures and Management

The main risks the Company is exposed to through its financial instruments are interest rate risk, liquidity risk and credit risk.

NOTE 16: FINANCIAL INSTRUMENT (CONT)**a. Financial Risk Management Policies (cont)***iii Interest rate risk*

Interest rate risk is the risk that the value of the financial instruments will fluctuate due to changes in market interest rates. The Company's exposure to interest rate risks and the effective interest rates of financial assets and liabilities at the balance sheet date are as follows:

	Floating Interest Rates		Non-Interest Bearing		Total		Weighted Effective Interest	
	2016	2015	2016	2015	2016	2015	2016	2015
	\$	\$	\$	\$	\$	\$	%	%
Financial Assets								
Cash	1,282,224	1,521,227	7,230	6,830	1,289,454	1,528,057	2.46	2.8
Receivable	-	-	4,226,218	1,657,330	4,226,218	1,657,330	Nil	Nil
Total Financial Assets	1,282,224	1,521,227	4,233,448	1,664,160	5,515,672	3,185,387		
Financial Liabilities								
Accounts Payable	-	-	1,513,505	1,732,940	1,513,505	1,732,940	Nil	Nil
Borrowings	3,249,691	1,769,909	1,796,331	2,696,462	5,046,022	4,466,371	5.75	4.1
Total Financial Liabilities	3,249,691		3,309,836	4,429,402	6,559,528	6,199,311		

iv Foreign currency risk

Most of Company's transactions are carried out in Australian Dollars. Exposures to currency exchange rates arise from a small amount of the Company's overseas purchases, which are primarily denominated in US-Dollars and Euro. These funds are only held in the short term and therefore the impact is considered immaterial. At 31 December 2016, the amounts in aggregate were \$169,312 (2015: \$76,855)

To mitigate the Company's exposure to foreign currency risk, the Company maintain Australian bank accounts denominated in both US-Dollars and Euro.

Foreign currency denominated financial assets and liabilities, translated into Australian Dollars at the closing rate.

v Liquidity risk

The Company manages liquidity risk by monitoring forecast cash flows and ensuring that adequate unutilised borrowing facilities are maintained.

vi Credit risk

Credit risk is the risk of financial loss arising from another party to a contract or financial obligation. The Company's maximum exposure to credit risk is represented by the carrying amounts of the financial assets included in the balance sheet net of any provisions for doubtful accounts.

	Banks		Other		Total	
	2016	2015	2016	2015	2016	2015
	\$	\$	\$	\$	\$	\$
Financial Assets						
Cash	1,282,224	1,521,227	7,230	6,830	1,289,454	1,528,057
Receivables	-	-	4,226,218	1,657,330	4,226,218	1,657,330
Total Financial Assets	1,282,224	1,521,227	4,233,448	1,664,160	5,515,672	3,185,387

NOTE 16: FINANCIAL INSTRUMENT (CONT)**a. Financial Risk Management Policies (cont)**

There is no material amount of collateral held as security at 31 December 2016.

Credit risk is reviewed regularly by the finance and audit committee. It arises from exposures to customers as well as through deposits with financial institutions.

The Company is exposed to a high degree of credit risk exposure from trade receivables. Trade receivables at 31 December 2016 are \$1,189,181 (2015:\$526,916).

vii Price risk

The Company is not exposed to any price risk.

b. Financial Liabilities Maturity Analysis

The tables below reflect the undiscounted contractual settlement terms for financial instruments of a fixed period of maturity, as well as management's expectations of the settlement period for all other financial instruments. As such, the amounts may not reconcile to the balance sheet.

	Current Interest rate %	Current		Non-current	
		\$	\$	\$	\$
		Not later than 1 month	1 to 3 months	3 months to 1 year	1 to 5 years
Bank loans	2.50	-	1,746,662	-	-
Trade payables	-	1,513,505	-	-	1,796,331
Hire purchase loans	5.75	196,114	227,138	442,454	587,749
Total		1,709,619	1,973,845	442,454	2,384,080

c. Net Fair Values

For other assets and other liabilities the net fair value approximates their carrying value. Aggregate net fair values and carrying amounts of financial assets and financial liabilities at balance date.

	2016		2015	
	Carrying Amount \$	Net fair Value \$	Carrying Amount \$	Net Fair Value \$
Financial assets				
Loans and receivables	4,226,218	4,226,218	1,657,330	1,657,330
	4,226,218	4,226,218	1,657,330	1,657,330
Financial liabilities				
Bank loan secured	1,746,662	1,746,662	1,094,035	1,094,035
Trade and other payables	3,309,837	3,309,837	3,961,217	3,961,217
Hire Purchase Loans	1,503,030	1,503,030	562,262	562,262
	6,559,528	6,559,528	5,617,514	5,617,514

NOTE 17: CONTINGENT LIABILITIES

The Company is liable by virtue of existing cross guarantees for the debts incurred by the Moriah College Building Fund and the Moriah War Memorial Fund, and the Moriah War Memorial College Association, which are secured through registered mortgages over various College properties. Effective 30 June 2016, the amount of the debts covered by these cross guarantees are:

- Market Rate Loan Facility of \$31,400,000;
- Overdraft facility of up to \$2,500,000 (only \$1,000,000 from March to November);
- Equipment Financing Facility of up to \$1,500,000; and
- Corporate Charge Card Facility of up to \$100,000.

The Moriah War Memorial Jewish College Association Limited has provided unlimited guarantees and indemnities to Commonwealth Bank of Australia on 17 February 2014.

NOTE 18: LEASE COMMITMENTS

Moriah War Memorial College Association is committed to rent and outgoings for the year 2017 in the net amount of approximately \$207,000 on the land occupied by the John I Einfeld AM Preschool Campus in Randwick that is owned by Sir Moses Montefiore Jewish Home. The current lease agreement expires 31 December 2017; therefore, no committed liability exists for periods greater than 1 year. It is noted that a rebate is usually donated at Sir Moses Montefiore Jewish Home's discretion which was \$105,500 in 2016.

The College also has a lease in place on premises beneficially owned by The Trustees of the Mount Zion Kindergarten, currently operating as the Simons-Redelman Early Childhood Centre at Rose Bay. The Lease is for a period of a further two years from 31 December 2016, with extended term options available, if exercised. Rent increases are set at CPI under the lease terms. The rent and outgoings on the premises is approximately \$90,000 per annum.

As reported in 2014, the Trustees of the Moriah College Building Fund finalised the acquisition of freehold property comprising the Moriah College site (incorporating the existing three separate titles of land at York Road and Queens Park Road, Queens Park) from the New South Wales State Property Authority. All commitments to the New South Wales State Property Authority under this arrangement have been finalised.

The Building Fund now leases the premises to The Moriah War Memorial College Association.

NOTE 18A: FINANCE LEASE

The consolidated group has finance lease commitments for equipment and vehicles as follows:

	2016	2015
	\$	\$
a Finance lease commitments		
Payable – minimum lease payments:		
• not later than twelve (12) months	915,281	274,267
• between twelve (12) months and five (5) years	666,403	461,384
Less future finance charges	(78,654)	(59,777)
Present value of minimum lease payments	1,503,030	675,874

NOTE 19: RELATED PARTY DISCLOSURES

The Directors of The Moriah War Memorial College Association during the financial year were:

Mr G Friede	Mr S Jankelowitz
Mr M Weininger	Ms M Sonnabend
Mr R Blau (Appointed 10 March 2016)	Mr O Freedman
Mr J Fridman	Mrs J Lowy
Dr S Morris	Mr G Sher
Mr S Wilkenfeld	

The following related party transactions occurred during the financial year.

Fees (and other revenue) were received by the Company from the Directors of the Company under normal terms and conditions.

There are spouses of Directors of the Company who are employed by the College in the ordinary course of its activities.

In 2016, no directors (2015: also no Directors) have received or become entitled to receive a benefit, by reason of a contract made by the Company or a Related Corporation with the Directors or with a firm of which they are a member or a director, or with a Company in which they have a substantial financial interest undertaken in the normal course of business at or less than competitive rates.

During the normal course of business, loans are made to and from Moriah War Memorial Jewish College Association Limited. These loans are free of interest and payable on demand. As at 31 December 2016, the amount payable on this loan was

NOTE 19: RELATED PARTY DISCLOSURES (CONT)

\$1,796,331 (2015:\$2,696,462). As at 31 December 2016, there was a loan receivable from Kehillat Moriah Incorporated in the amount of \$1,137,920 (2015: \$1,978,954).

An interest free loan of \$12,159,009 (2015: \$12,634,789) has been provided to the Moriah College Building Fund. These funds have been provided to the Building Fund to meet its financial obligations from prior years' construction of the new Primary School on the Queens Park Campus.

During 2016, a management fee of \$347,419 (2015 payable: \$907,792) was received from The Moriah War Memorial Jewish College Association Limited. This fee has been calculated on the basis of an agreed formula between the entities.

An amount of \$1,179,320 (2015: \$662,667) was receivable from The Moriah College Foundation Limited for approved grants. A total of \$1,589,696 of grants were received from The Foundation during the year.

The following remuneration has been paid in aggregate to the key management personnel of the Company during the year.

Key Management Personnel Remuneration (Short-Term Benefits)

	Salary \$	Non-cash benefit \$	Superannuation \$	Termination \$	Total \$
2016	1,079,060	41,139	103,821	-	1,224,020
2015	1,115,062	30,000	100,695	-	1,245,757

Non-cash benefit relates to motor vehicles provided to key management personnel.

NOTE 20: CASH FLOW INFORMATION

Reconciliation of Cash Flow from Operations with Profit/(Loss) after Income Tax	2016 \$	2015 \$
Profit after income tax	714,980	222,712
Non-cash flows in profit		
Depreciation	1,395,708	1,539,448
Non cash intercompany	2,075,156	-
(Gain) on sale of motor vehicles	2,372	(12,006)
Contribution from Moriah College Foundation Limited	(1,179,320)	-
Income received from Moriah War Memorial Jewish College Association Limited	(347,419)	-
Changes in assets and liabilities, net of the effects of purchase and disposal of subsidiaries		
(Increase) /Decrease in trade and other debtors	(2,152,235)	463,698
(Decrease) in creditors and accruals	(209,263)	(1,403,416)
(Decrease) / Increase in provisions	(330,941)	305,373
(Increase) in other current assets	256,873	(306,406)
Increase/(decrease) in other liabilities	416,771	(425,733)
	642,682	383,670

NOTE 21: EVENTS AFTER THE BALANCE SHEET DATE

No matters or circumstances have arisen since the end of the year which significantly affected or may significantly affect the operation of the Company, the results of those operations, or the state of affairs of the Company in future years, other than the following:

NOTE 22: CAPITAL MANAGEMENT

Management controls the capital of the entity to ensure that adequate cash flows are generated to fund operations. The finance committee ensures that the overall risk management strategy is in line with this objective.

The Finance Committee operates under policies approved by the Board of Directors. Risk management policies are approved and reviewed by the Board on a regular basis.

The entity's capital consists of financial liabilities, supported by financial assets. Management effectively manages the entity's capital by assessing the entity's financial risks and responding to changes in these risks and in the market. There have been no changes to the strategy adopted by management to control the capital of the entity since the previous year.

NOTE 23: COMPANY DETAILS

The registered office and principal place of business of the Company is:

Moriah War Memorial College Association
The Henry Roth Administration Building
3 Queens Park Road
BONDI JUNCTION NSW 2022

RESPONSIBLE ENTITIES' DECLARATION

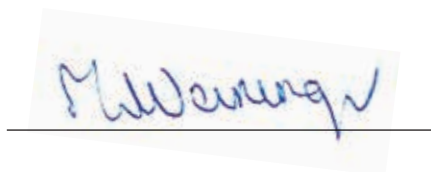
The Responsible Entities' of the Company declare that:

1. The financial statements and notes, as set out on pages 107 to 121, are in accordance with the Australian Charities and Not for Profit Commission Act 2012:
 - a comply with Accounting Standards and the Australia Charities and Not for-Profit Commission Act 2012; and
 - b give a true and fair view of the financial position as at 31 December 2016 and of the performance for the year ended on that date of the Company; and
2. In the Responsible Entities' opinion there are reasonable grounds to believe that the Company will be able to pay its debts as and when they become due and payable.

This declaration is made in accordance with a resolution of the Board of Responsible Entities and is signed for and on behalf of the Directors by:



G. FRIEDE
President



M. WEININGER
Treasurer

Dated: 04 / 04 / 2017

04 / 04 / 2017

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Independent Auditor's Report To the Members of Moriah War Memorial College Association

Auditor's opinion

We have audited the accompanying financial report of Moriah War Memorial College Association ("the Group"), which comprises the consolidated statement of financial position as at 31 December 2016, and the consolidated statement of profit or loss and other comprehensive income, consolidated statement of changes in equity and consolidated statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and the directors' declaration.

In our opinion, the financial report of Moriah War Memorial College Association has been prepared in accordance with Division 60 of the Australian Charities and Not-for-profits Commission Act 2012, including:

- a giving a true and fair view of the Group's financial position as at 31 December 2016 and of its financial performance for the year then ended; and
- b complying with Australian Accounting Standards and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013.

Basis for auditor's opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Company in accordance with the auditor independence requirements of the Australian Charities and Not-for-profits Commission Act 2012 and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Information other than the financial report and auditor's report

Those charged with governance are responsible for the other information. The other information comprises the information included in the Group's annual report for the year ended 31 December 2016, but does not include the financial report and our auditor's report thereon.

Our opinion on the financial report does not cover the other information and accordingly we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial report, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of the Directors for the financial report

The Directors of the Company are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the Australian Charities and Not-for-profits Commission Act, and for such internal control as the Directors determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Company's financial reporting process.

Auditor's responsibilities for the audit of the financial report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.



A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at:

http://www.auasb.gov.au/auditors_files/ar3.pdf. This description forms part of our auditor's report.

A handwritten signature in blue ink that reads 'Grant Thornton'.

GRANT THORNTON AUDIT PTY LTD
Chartered Accountants

A handwritten signature in blue ink that reads 'A L Spowart'.

A L Spowart
Partner - Audit & Assurance

Sydney, 4 April 2017

THE MORIAH WAR MEMORIAL JEWISH COLLEGE ASSOCIATION LIMITED

Financial report for the year ended 31 December 2016

ACN 003 214 560

ABN 87 003 214 560

CONTENTS

Responsible Entities' report	127
Auditor's Independence Declaration	134
Statement of profit and loss and other comprehensive income	135
Statement of financial position	136
Statement of changes in equity	137
Statement of cash flows	138
Notes to the financial statements	139
Responsible Entities' declaration	147
Independent auditors' report	148

RESPONSIBLE ENTITIES' REPORT

Your Responsible Entities' present their report on the Company for the financial year ended 31 December 2016. This report deals with the term Responsible Entities' and Directors interchangeably.

Directors

The names of the Directors in office at any time during or since the end of the year are:

Mr G Friede (President)	Mr S Jankelowitz
Mr M Weininger	Ms M Sonnabend
Mr R Blau (Appointed 10 March 2016)	Mr O Freedman
Mr J Fridman	Mrs J Lowy
Dr S Morris	Mr G Sher
Mr S Wilkenfeld	

Directors have been in office since the start of the financial year to the date of this report, unless otherwise stated.

Legal structure

The entity is incorporated under the Corporations Act 2001 and is an entity limited by guarantee. If the entity is wound up, the constitution states that each member is required to contribute a maximum of \$10 each towards meeting any outstanding obligations of the entity. At 31 December 2016 the collective liability of members was \$11,290 (2015: \$11,260).

Principal Activities

The principal activities of the Company during the year were that of conducting a school (primary and secondary) and early years learning.

Short and Long Term Objectives

Moriah College provides high quality secular and Jewish educational experiences, from the early childhood centre and Long Day Care to Year 12, across its Early Childhood Centre, three Early Learning Centres, Primary School, and High School, for the Jewish community.

The long-term objectives of Moriah College are based on sustainability and continuity. The College does this by building upon the traditions of the past to meet the expectations and aspirations of its key stakeholders – parents, students, teachers and the broader Jewish Community, through the development and growth of:

- A key partnership between the College and Parents that facilitates children being individually supported to achieve their best.
- Resilient and confident citizens and life-long learners who strive to achieve their personal best and feel secure with their Jewish identity.
- Community confidence that the College represents the values of the Jewish Community and develops future leaders of both the Jewish and broader Australian communities.

Strategy for Achieving these Objectives

Moriah College focuses on the following key elements in strategic planning to meet both its short and long term objectives. Moriah College's strategic aims are:

1. Embed Jewish traditions, religion, history, ethics, values and culture into every aspect of College life to ensure our students are knowledgeable about Judaism, skilled in its religious practices and engaged members of the Jewish community with a commitment to Jewish continuity
2. Provide a high standard Jewish education that is innovative, inspiring and grounded, helping our students understand the values that spring from Judaism, and the challenges that face the Jewish world.
3. Deliver the highest quality learning experiences for our students that are personalised, challenging and engaging, creating

within them a desire for lifelong learning and commitment to realising their full potential

4. Provide innovative and contemporary 21st century learning environments that equip students with the ability to meet future challenges as active and responsible global citizens
5. Provide the highest levels of wellbeing for each student with a holistic school experience grounded in Jewish values, preparing them for their next stage of life
6. Attract, develop and retain high calibre staff who are and feel valued, are passionate and committed to the education of our students, and who view Moriah as their preferred place of employment
7. Provide challenging co-curricular experiences that promote and build within our students knowledge, team spirit, resilience, independence, self-discipline, responsible decision-making, and self-confidence
8. Provide an inclusive and welcoming school culture where all members of the community feel valued and motivated to engage with the College
9. Be recognised as a leading advocate for comprehensive sustainability planning and practices
10. Provide astute College Governance, informed by regular stakeholder feedback, to deliver the future resource and development needs of the College

The Moriah War Memorial Jewish College Association Ltd (Jewish College) has a critical part to play in achieving the strategic plan for Moriah College. In particular, the Jewish College is a primary driver in the achievement of the *Foundation Pillar* of the Strategic Plan "*Jewish Life & Learning*".

The key initiatives of the Foundation Pillar in the Moriah College Strategic Plan are:

1. Define the qualities expected of an ideal Moriah graduate to inform and underpin Jewish Life & Learning curriculum frameworks and programs;
2. Actively seek opportunities to use Jewish Studies, Jewish History, Hebrew and Experiential Jewish Education to inform perspectives, enrich learning, and foster cross-disciplinary and inter-disciplinary approaches to teaching and learning;
3. Align Jewish Life & Learning curriculum frameworks and programs with best practice models defined by the Australian Curriculum, NSW Board of Studies, Teaching and Educational Standards (BOSTES) and other internationally recognised Jewish institutions;
4. Demonstrate innovative and evidence-based practice in Jewish Studies, Jewish History, Hebrew and Experiential Jewish Education, and integrate ethical reasoning, intercultural understanding, personal and social capability, and the promotion of interfaith dialogue and intercultural understanding;
5. Develop whole school approaches of to the teaching of Jewish History, Zionism and Israel studies;
6. Enhance and develop the teaching of Holocaust studies, establishing strong links with the Sydney Jewish Museum, The Yad Vashem Museum and other centres of Holocaust education;
7. Differentiate the delivery of Experiential Jewish Education and formal curriculum to engage the broadest range of Jewish families in the Modern Orthodox life of the College;
8. Provide dynamic and engaging Experiential Jewish Learning that allows students the opportunity to grapple with the existential questions of Judaism, develop a positive self-regard for their Jewish heritage and clarify their Jewish values and commitment;
9. Embed Jewish values, cultural practices and the Hebrew language into College's daily life, routines, ceremonies and celebrations;
10. Provide a Tefillah program that is meaningful and engaging for our students with clearly defined educational outcomes and measures of success to ensure our students are Siddur literate. The program will also develop and hone the students' ability to consider questions about G-d and His relationship to this world;
11. Enhance students' ability to be positive and articulate advocates for the Jewish community and the State of Israel in a variety of contexts, giving them the skills to relate to and move between different cultural groups;
12. Continue to build the Israel Study Tour as an important Jewish Life & Learning experience for students;
13. Establish Kehillat Moriah as a vibrant Centre for Jewish learning, advocacy and engagement for the Moriah family and broader community; and
14. Continue to provide meaningful and engaging Jewish milestones such as sedarim, siddur presentations, Bar and Bat Mitzvah programs, that affirm the significance of these special rites of passage in the lives of our students as they develop towards adulthood.

Measurement of Performance, including Key Performance Indicators

Moriah College has established several internal advisory committees which assist the Board in monitoring achievement of strategic initiatives. One of these committees is the Jewish Life and Learning Committee.

Each year, the Board approves an Annual Plan to achieve strategic initiatives based on advice from the College Executive and its advisory committees

The College Principal provides a report to each meeting of the Board that is designed around: the Strategic Plan; the Annual Plan; agreed actions designed to achieve the identified strategic initiatives; and key performance indicators set by the Board.

The Dean of Jewish Life and Learning also provides regular reporting to the College's Jewish Life and Learning Committee and to the Board which provides updates on agreed actions to achieve the Foundation Pillar and as appropriate other pillars within the Strategic Plan.

Each Committee monitors compliance with strategic initiatives relative to their portfolio and reports to the Board on progress, delays and achievements as appropriate.

Each year, as provided for in the company's Constitution, a report is provided to the Annual General Meeting of the Association.

The company also provides annual returns to the Australian Charities and Not-for-profits Commission (ACNC) which monitors that the company is complying with its Objects.

Operating Results

The Company made a profit for the year of \$ nil (2015: \$ nil).

Review of Operations

A detailed review of the operations of the College is contained in the President's Report and the College Principal's Report, included in the full annual report.

Significant Changes In State Of Affairs

There were no significant changes in the state of affairs of the Company that occurred during the year.

After Balance Date Events

No matters or circumstances have arisen since the end of the year which significantly affected or may significantly affect the operation of the Company, the results of those operations, or the state of affairs of the Company in future years.

Directors' Qualifications

Giora Friede

(President)

Qualifications: B Econ Sc
Board Member since 1999
Honorary Secretary 2008 – May 2011
Vice President May 2011- November 2012
President since November 2012
Director

Stephen Jankelowitz

(Deputy President)

Qualifications: B Com, CA
Board Member since 2007
Deputy President since May 2016
Honorary Treasurer May 2008 – May 2014
Chartered Accountant and Director

Marc Weininger

Treasurer

Qualifications: B.Com, M.Com, CFP
Board member since May 2013
Treasurer since May 2016
Financial Planner / Own Business

Miri Sonnabend

(Honorary Secretary)

Qualifications: BA (Hons), LLB
Board member since May 2012
Assistant Secretary May 2013 – May 2014
Honorary Secretary since May 2014
Solicitor

Robbie Blau

Qualifications: B.Com, LLB (Cum Laude), HDip Tax Law
Board member since March 2016
Chief Executive Officer

Oliver Freedman

Qualifications: BSc (Psych.), Hons and Masters of Applied Psychology
Board member since May 2010
Vice President May 2013 – May 2014
Honorary Secretary May 2012 – May 2014
Managing Director

Joseph Fridman

Qualifications: B Com (Honours), Australian Chartered Accountant, MBA
Board member since May 2011
Treasurer May 2014 – May 2016
Chief Executive Officer

Judy Lowy

Qualifications: BA (UNSW)
Board Member since May 2008
Foundation President since its inception (2011)
Company Director

Suzanne Morris

Qualifications: PhD, UNSW;
BSc (Psych.) Hons I, UNSW;
BSc (Medicine), UNSW
Board Member since May 2008
Assistant Secretary June 2010 – May 2011
Honorary Secretary May 2011 – May 2012
Vice President May 2012 – May 2014
Deputy President May 2014 – May 2016
University Lecturer

Gavin Sher

Qualifications: B.Com, H Dip Acc, CA(SA)
Board member since May 2012
Chief Financial & Operating Officer

Simon Wilkenfeld

Qualifications: BCom (UNSW)
Major: Accounting, Finance and Systems
Board member since May 2011
Managing Director

Meetings of Directors

During the financial year, fourteen (14) meetings of Directors were held. Attendances by each Director during the year were as follows:

Schedule Of Attendances at Board Meetings – During 2016		
Name	Eligible To Attend	Attended
Friede, G	14	13
Jankelowitz, S	14	10
Weininger, M	14	14
Sonnabend, M	14	14
Blau, R	13	8
Freedman, O	14	13
Fridman, J	14	9
Lowy, J	14	13
Morris, S	14	13
Sher, G	14	12
Wilkenfeld, S	14	12

Environmental issues

The Company's operations are not regulated by any significant environmental regulation under a law of the Commonwealth or of a state or territory of Australia.

Dividends

No dividends have been paid or will be paid. The Memorandum and Articles of Association do not permit any profits to be distributed by way of a dividend.

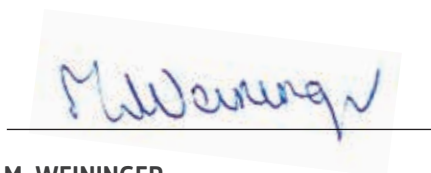
AUDITOR'S INDEPENDENCE DECLARATION

A copy of the auditor's independence declaration as required under section 60-40 of the Australian Charities and Not for Profit Commission Act 2012 is set out on page 133 of this financial report and forms part of The Responsible Entities Report.

Signed in accordance with a resolution of the Board of Directors, on 4 April 2017.



G. FRIEDE
President



M. WEINGER
Treasurer

Dated: 04 / 04 / 2017

04 / 04 / 2017

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Sydney NSW 2000

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**Auditor's Independence Declaration
To the Directors of The Moriah War Memorial Jewish College Association
Limited**

In accordance with the requirements of section 60-40 of the Australian Charities and Not-for-profits Commission Act 2012, as lead auditor for the audit of The Moriah War Memorial Jewish College Association Limited for the year ended 31 December 2016, I declare that, to the best of my knowledge and belief, there have been no contraventions of any applicable code of professional conduct in relation to the audit.



GRANT THORNTON AUDIT PTY LTD
Chartered Accountants



A L Spowart
Partner - Audit & Assurance

Sydney, 4 April 2017

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STATEMENT OF PROFIT AND LOSS & OTHER COMPREHENSIVE INCOME

For the year ended 31 December 2016

	Note	2016 \$	2015 \$
Fees Charged	3	8,554,505	7,320,353
Sundry Income		138,093	127,158
JCA	3	1,325,526	1,209,162
Donations	3	49,600	58,600
Contribution from Moriah War Memorial College Association for services rendered		-	907,792
Total income		10,067,724	9,623,065
Employee benefit expense (teaching staff)		(4,591,302)	(4,992,660)
Employee benefit expense (non-teaching staff)		(1,787,919)	(999,693)
Expenses & materials		(1,534,311)	(1,630,957)
Staff expenses		(344,430)	(536,445)
Financial costs		(52,349)	(48,000)
Contribution to Moriah War Memorial College Association		(347,419)	-
Building & grounds expense		(842,233)	(844,539)
Other expenses		(567,761)	(570,771)
Total expenses		10,067,724	9,623,065
Profit for the year		-	-
Other comprehensive income:		-	-
Total comprehensive income for the year		-	-

These financial statements should be read in conjunction with the accompanying notes.

STATEMENT OF FINANCIAL POSITION

As at 31 December 2016

	Note	2016 \$	2015 \$
Current assets			
Cash and cash equivalents	6	206,538	108,982
Trade and other receivables	7	14,658	160,583
Total current assets		221,196	269,565
Non-Current assets			
Loans to associated entities	7	1,796,331	2,696,462
Total non-current assets		1,796,331	2,696,462
Total assets		2,017,527	2,966,027
Current liabilities			
Trade and other payables	8	161,103	88,866
Loans from associated entities	8	1,152,329	2,005,597
Employee entitlements	9	467,173	646,430
Total current liabilities		1,780,605	2,740,893
Non-current liabilities			
Employee entitlements	9	236,922	225,134
Total non-current liabilities		236,922	225,134
Total liabilities		2,017,527	2,966,027
Net assets		-	-
Total equity		-	-

These financial statements should be read in conjunction with the accompanying notes.

STATEMENT OF CHANGES IN EQUITY

For the year ended 31 December 2016

	Retained Earnings	Total
	\$	\$
Balance at 1 January 2015	-	-
Total comprehensive income for the year	-	-
Balance at 31 December 2015	-	-
Balance at 1 January 2016	-	-
Total comprehensive income for the year	-	-
Balance at 31 December 2016	-	-

These financial statements should be read in conjunction with the accompanying notes.

STATEMENT OF CASH FLOWS

For the year ended 31 December 2016

	Note	2016 \$	2015 \$
Cash flow from operating activities			
Receipts from parents and donations		8,700,430	8,067,561
Receipts from JCA		1,325,526	1,209,162
Interest received		3,700	10,330
Interest paid		(52,349)	(48,000)
Other income		183,993	175,428
Payments to suppliers and employees		(10,063,744)	(9,570,799)
Net cash provided by/(used in) operating activities	16	97,556	(156,318)
Net increase/(decrease) in cash and cash equivalents held		97,556	(156,318)
Cash and cash equivalents at beginning of financial year		108,982	265,300
Cash and cash equivalents at end of financial year	6	206,538	108,982

These financial statements should be read in conjunction with the accompanying notes.

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 31 December 2016

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Preparation

The financial report is a general purpose financial report that has been prepared in accordance with the Australian Accounting Standards, Australian Accounting Interpretations, other authoritative pronouncements of the Australian Accounting Standards and Australian Charities and Not for Profit Commission Act 2012.

The Company is domiciled in New South Wales, Australia. It is a company not for gain, limited by guarantee.

The financial report complies with Australian Accounting Standards. A statement of compliance with International Financial Reporting Standards cannot be made due to the company applying for the not-for-profit sector specific requirements contained in the Australian Accounting Standards.

The financial report has been prepared on an accruals basis and is based on historical costs, modified where applicable by the measurement at fair value of selected non-current assets, financial assets and financial liabilities. All amounts have been presented in Australian dollars which is the Company's functional and presentation currency, unless otherwise stated.

The financial statements for the year ended 31 December 2016 were approved and authorised for issue by the Board of Directors on 29 March 2017.

The accounting policies have been consistently applied, unless otherwise stated. The following is a summary of the significant accounting policies adopted in the preparation of the accounts.

Future Change in Accounting Standards

The Australian Accounting Standards Board (AASB) has issued new, revised and amended standards and interpretations that have mandatory application dates for future reporting periods. The Company has considered the standards which will be applicable and provided an assessment of the potential impact once adopted:

- AASB 15: Revenue from Contracts with Customers, effective from the reporting period beginning 1 January 2018, replaces AASB 118: Revenue, AASB 111: Construction Contracts and some revenue related interpretations. The entity is yet to undertake a detailed assessment of the impact of AASB 1058. However, based on the entity's preliminary assessment, the Standard is not expected to have a material impact on the transactions and balances recognised in the financial statements when it is first adopted for the year ending 31 December 2018.
- AASB 1058: Income of Not-for-Profit Entities, effective from the reporting period beginning 1 January 2019, clarifies and simplifies the income recognition requirements that apply to NFP entities. Under AASB 1058, the timing of income recognition depends on whether a NFP transaction gives rise to a liability or other performance obligation, or a contribution by owners, related to an asset received by an entity. The entity is yet to undertake a detailed assessment of the impact of AASB 1058. However, based on the entity's preliminary assessment, the likely impact on the first time adoption will be material.
- AASB 16: Leases, effective from the reporting period beginning 1 January 2018, will replace the current accounting requirements applicable to leases in AASB 117: Leases and related interpretations. AASB 16 introduces a single lessee accounting model that eliminates the requirement for leases to be classified as operating or finance leases. The main changes introduced by the Standard include:
 - recognition of a right-to-use asset and liability for all leases (excluding short-term leases with less than 12 months of tenure and leases relating to low-value assets);
 - depreciation of right-to-use assets in line with AASB 16: Property, Plant and Equipment in profit or loss and unwinding of the liability in principle and interest components;
 - variable lease payments that depend on an index or a rate are included in the initial measurement of the lease liability using the index or rate at the commencement date;
 - by applying a practical expedient, a lessee is permitted to elect not to separate non-lease components and instead account for all components as a lease; and
 - additional disclosure requirements.

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT)

The Company has yet to undertake a detailed assessment of the impact of AASB 16. However, based on the Company's preliminary assessment, the likely impact on first time adoption of this standard for 31 December 2019 includes an increase in lease assets and financial liabilities recognised in the statement of financial position.

a. Revenue

Revenue is measured at the fair value of the consideration received or receivable after taking into account any discounts allowed.

Fee income is recognised as revenue when the services are delivered.

Contributions (including donations and government grants) received or receivable are recognised as revenue when the company obtains control of the contribution or the right to receive the contribution, when it is probable that the economic benefits comprising the contribution will flow to the entity and the amount of the contribution can be measured reliably.

Interest revenue is recognised using the effective interest rate method, which, for floating rate financial assets is the rate inherent in the instrument.

All revenue is stated net of the amount of goods and services tax (GST).

b. Employee Benefits

Provision is made for the Company's liability for employee benefits arising from services rendered by employees to balance date by Moriah War Memorial College Association, and is therefore shown in the financial statements of that entity. Employee benefits that are expected to be wholly settled within one year have been measured at the amounts expected to be paid when the liability is settled, plus related on-costs. Employee benefits payable later than one year have been measured at the present value of the estimated future cash outflows to be made for those benefits using the government bond rate that represents expected payment.

Contributions are made by the company to an employee Superannuation Fund and are charged as expenses when incurred. The company has no legal obligation to cover any shortfall in the fund's obligation to provide benefits to employees on retirement.

c. Cash and Cash Equivalents

For the purposes of the statement of cash flows, cash includes cash in hand and in banks net of outstanding bank overdrafts.

Bank overdrafts are shown within financial liabilities in current liabilities on the statement of financial position.

d. Financial Instruments*Recognition and Initial Measurement*

Financial instruments, incorporating financial assets and financial liabilities, are recognised when the entity becomes a party to the contractual provisions of the instrument. Trade date accounting is adopted for financial assets that are delivered within timeframes established by marketplace convention.

Financial instruments are initially measured at fair value plus transactions costs where the instrument is not classified as at fair value through profit or loss. Transaction costs related to instruments classified as at fair value through profit or loss are expensed to profit or loss immediately. Financial instruments are classified and measured as set out below.

Derecognition

Financial assets are derecognised where the contractual rights to receipt of cash flows expires or the asset is transferred to another party whereby the entity no longer has any significant continuing involvement in the risks and benefits associated with the asset. Financial liabilities are derecognised where the related obligations are either discharged, cancelled or expire. The difference between the carrying value of the financial liability extinguished or transferred to another party and the fair value of consideration paid, including the transfer of non-cash assets or liabilities assumed, is recognised in profit or loss.

*Classification and Subsequent Measurement**i. Loans and receivables*

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market and are subsequently measured at amortised cost using the effective interest rate method.

e. Goods and Services Tax

Revenues, expenses, assets and liabilities are recognised net of the amount of Goods and Services Tax (GST), except where the amount of GST incurred is not recoverable from the Australian Taxation Office. In these circumstances, the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense.

Receivables and payables in the statement of financial position are shown inclusive of GST. The net amount of GST

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT)

recoverable from or payable to the taxation authority is included as a current asset or a current liability in the Statement of Financial Position.

Cash flows are presented in the Statement of Cash Flows on a gross basis, except for the GST component of investing and financing activities, which are disclosed as operating cash flows.

f. Provisions

Provisions are recognised when the group has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result and that outflow can be reliably measured.

g. Borrowing Costs

All other borrowing costs are recognised in income in the period in which they are incurred.

h. Comparative Figures

When required by Accounting Standards, comparative figures have been adjusted to conform to changes in presentation for the current financial year.

i. Going Concern

The Directors of the company have prepared the financial statements on a going concern basis notwithstanding the net assets of the company being nil. The Company, as required, receives support from Moriah War Memorial College Association to cover any shortfall in operating expenditure over revenue received.

j. Critical Accounting Estimates and Judgements

Information about estimates and assumptions that have the most significant effect on recognition and measurement of assets, liabilities, income and expenses is provided below. Actual results may be substantially different.

Provision for Impairment of Receivables

Included in accounts receivable at 31 December 2016 are amounts that may not be recoverable. A provision for impairment has been made for \$nil

Long Service Leave

The liability for long service leave is recognised and measured at the present value of the estimated cash flows to be made in respect of all employees at the reporting date. In determining the present value of the liability, estimates of attrition rates and pay increases through promotion and inflation have been taken into account.

NOTE 2: INCOME TAX

The Company is exempt from liability to pay income tax under the provisions of the Income Tax Assessment Act.

NOTE 3: REVENUE

	2016	2015
	\$	\$
Tuition fees	9,306,240	9,134,798
Compulsory charges	949,459	809,551
Total gross fees	10,255,699	9,944,349
Less:		
Discount & allowances	(457,667)	(865,642)
Subsidies	(1,243,527)	(1,758,354)
Net fees charged	8,554,505	7,320,353
JCA	1,325,526	1,209,162
Donations	49,600	58,600
Other income	134,393	116,828
Interest income	3,700	10,330
Total other revenue	1,513,219	1,394,920

NOTE 4: REMUNERATION OF DIRECTORS

No remuneration was paid to any of the Directors.

NOTE 5: AUDITOR'S REMUNERATION

	2016	2015
	\$	\$
Remuneration of the auditor of the Company for:		
- auditing the financial report	16,800	16,300
	16,800	16,300

NOTE 6: CASH AND CASH EQUIVALENTS

	2016	2015
	\$	\$
Cash at bank	206,538	108,982

NOTE 7: TRADE AND OTHER RECEIVABLES

	2016	2015
	\$	\$
Current		
Other receivables	14,658	160,583
	14,658	160,583
Non-Current		
Loans to associated entities	1,796,331	2,696,462
	1,796,331	2,696,462

No tuition fees are receivable as at 31 December 2016.

NOTE 8: TRADE AND OTHER PAYABLES

	2016	2015
	\$	\$
Current		
Sundry payables and accrued expenses	161,103	88,866
Loans from associated entities	1,152,329	2,005,597
	1,313,432	2,094,463

NOTE 9: PROVISIONS

	2016	2015
	\$	\$
Current		
Employee entitlements	467,173	646,430
Non-Current		
Employee entitlements	236,922	225,134
Total Provisions	704,095	871,564

a. Movement in provisions

The carrying amounts and movements in the provisions account are as follows:

	2016	2015
	\$	\$
Carrying amount 1 January 2016	871,564	877,280
Additional provisions	-	(7,606)
Amount utilised	(26,281)	-
Reversals	(141,188)	1,890
Carrying amount 31 December 2016	704,095	871,564

NOTE 10: DIVIDENDS

No dividends have been paid or will be paid.

NOTE 11: MEMBERS FUNDS

The Company is limited by guarantee and does not have any share capital. Were the company to be wound up, the Articles of Association state that each member is required to contribute a maximum of \$10 each towards meeting any outstanding obligations of the Company. At 31 December 2016 the number of members was 1,129 (2015: 1,126).

NOTE 12: CONTINGENT LIABILITIES

The Company is liable by virtue of existing cross guarantees for the debts incurred by the Moriah College Building Fund and the Moriah War Memorial Fund, and the Moriah War Memorial College Association, which are secured through registered mortgages over various College properties. Effective 17 February, 2014, the amount of the debts covered by these cross guarantees are:

- Market Rate Loan Facility of \$31,400,000;
- Overdraft facility of up to \$2,500,000 (only \$1,000,000 from March to November);
- Equipment Financing Facility of up to \$800,000; and
- Corporate Charge Card Facility of up to \$100,000.

The Moriah War Memorial Jewish College Association Limited has provided unlimited guarantees and indemnities to Commonwealth Bank of Australia on 17 February 2014.

NOTE 13: EVENTS SUBSEQUENT TO BALANCE DATE

No matters or circumstances have arisen since the end of the year which significantly affected or may significantly affect the operation of the Company, the results of those operations, or the state of affairs of the Company in future years.

NOTE 14: RELATED PARTY DISCLOSURES

The Directors of The Moriah War Memorial Jewish College Association Limited during the financial year were:

Mr G Friede	Mr S Jankelowitz
Mr M Weininger	Ms M Sonnabend
Mr R Blau (Appointed 10 March 2016)	Mr O Freedman
Mr J Fridman	Mrs J Lowy
Dr S Morris	Mr G Sher
Mr S Wilkenfeld	

The following related party transactions occurred during the financial year.

Fees and other revenue were received by the Company from the Directors of the Company and Director related entities under normal terms and conditions.

There are spouses of Directors of the Company who are employed by the College in the ordinary course of its activities.

As at 31 December 2016, there was a loan receivable from Moriah War Memorial College Association amounting to \$1,796,331 (2015: \$2,696,462). There is also a payable balance to Kehillat Moriah Incorporated for \$1,152,329 (2015: \$2,005,597).

This year we have paid an amount to the Moriah War Memorial College Association of \$347,419 (2015 received: \$907,792). This fee has been calculated on the basis of an agreed upon formula between the entities.

A management fee of \$1,150,867 (2015: \$1,104,503), has been paid by The Moriah War Memorial Jewish College Association Limited to the Kehillat Moriah Incorporated, for services rendered during the year. This fee has been calculated on the basis of an agreed formula between the entities.

The following remuneration has been paid in aggregate to the key management personnel of the company during the year.

Key Management Personnel Remuneration (Short-Term Benefits)

	Salary	Non-cash benefit	Superannuation	Termination	Total
	\$	\$	\$	\$	\$
2016	243,878	4,774	23,420	-	272,072
2015	327,946	-	29,181	-	357,127

Non-cash benefit relates to motor vehicles provided to key management personnel.

NOTE 15: CAPITAL MANAGEMENT

Management controls the capital of the entity to ensure that adequate cash flows are generated to fund operations. The finance committee ensures that the overall risk management strategy is in line with this objective.

The Finance & Audit Committee operates under policies approved by the Board. Risk management policies are approved and reviewed by the Board on a regular basis.

The entity's capital consists of financial liabilities, supported by financial assets. Management effectively manages the entity's capital by assessing the entity's financial risks and responding to changes in these risks and in the market. There have been no changes to the strategy adopted by management to control the capital of the entity since the previous year.

NOTE 16: CASH FLOW INFORMATION

Reconciliation of Cash Flow from Operations with Profit/(Loss) after Income Tax	2016	2015
	\$	\$
Profit after income tax	-	-
Non-Cash Items in Operating Profit		
Associated entity transactions	46,863	99,234
Decrease/(Increase) in trade and other debtors	145,926	(160,584)
Increase/(Decrease) in creditors and accruals	72,237	(89,250)
(Decrease) in provisions	(167,469)	(5,716)
Net cash provided by (used in) operations	97,557	(156,316)

NOTE 17: FINANCIAL INSTRUMENT

a. Financial Risk Management Policies

The Company's financial instruments consist mainly of deposits with banks, accounts receivable and payable and loans to and from related parties. When managing capital, the Company's objectives are to ensure that the organisation continues as a going concern, as well as to maintain optimal benefits for stakeholders. Moriah aims to maintain a capital structure that ensures the lowest cost of capital available to the organisation.

The main purpose of non-derivative financial instruments is to raise finance for Company's operations.

The Company does not have any derivative instruments at 31 December 2016.

i Treasury Risk Management

A Finance and Audit Committee consisting of Directors of the Board of Directors, management and seconded persons meet on a regular basis to analyse currency and interest rate exposure and to evaluate treasury management strategies in the context of the most recent economic conditions and forecasts.

The committee's overall risk management strategy seeks to assist the Company in meeting its financial targets, whilst minimising potential adverse effects on financial performance.

The Finance and Audit Committee operates under policies approved by the Board of Directors. Risk management policies are approved and reviewed by the Board on a regular basis. These include credit risk policies and future cash flow requirements. The Finance and Audit Committee oversees how management monitors compliance with the Company's risk management policies and procedures and reviews the adequacy of the risk management framework in relation to the risks faced by the Company.

ii Financial Risk Exposures and Management

The main risks the Company is exposed to through its financial instruments are interest rate risk, liquidity risk and credit risk.

NOTE 17: FINANCIAL INSTRUMENT (CONT)

a. Financial Risk Management Policies (cont)

iii Interest rate risk

Interest rate risk is the risk that the value of the financial instruments will fluctuate due to changes in market interest rates. The Company's exposure to interest rate risks and the effective interest rates of financial assets and liabilities at the balance sheet date are as follows:

	Floating Interest Rates		Non-Interest Bearing		Total		Weighted Effective Interest	
	2016	2015	2016	2015	2016	2015	2016	2015
	\$	\$	\$	\$	\$	\$	%	%
Financial Assets								
Cash	206,538	108,982	-	-	206,538	108,982	2.46	2.80
Receivable	-	-	1,810,989	2,857,045	1,810,989	2,857,045	Nil	Nil
Total Financial Assets	206,538	108,982	1,810,989	2,857,045	2,017,527			
Financial Liabilities								
Accounts Payable	-	-	1,313,432	2,094,463	1,313,432	2,094,463	Nil	Nil
Total Financial Liabilities	-	-	1,313,432	2,094,463	1,313,432			

iv Foreign currency risk

The company is not exposed to any foreign currency risk.

v Liquidity risk

The Company manages liquidity risk by monitoring forecast cash flows and ensuring that adequate unutilised borrowing facilities are maintained.

vi Credit risk

Credit risk is the risk of financial loss arising from another party to a contract or financial obligation. The Company's maximum exposure to credit risk is represented by the carrying amounts of the financial assets included in the balance sheet net of any provisions for doubtful accounts.

	Banks		Other		Total	
	2016	2015	2016	2015	2016	2015
	\$	\$	\$	\$	\$	\$
Financial Assets						
Cash	206,538	108,982	-	-	206,538	108,982
Receivables	-	-	1,810,989	2,857,045	1,810,989	2,857,045
Total Financial Assets	206,538	108,982	1,810,989	2,857,045	2,017,527	2,966,027

There is no material amount of collateral held as security at 31 December 2016.

Credit risk is reviewed regularly by the finance and audit committee. It arises from exposures to customers as well as through deposits with financial institutions.

The Company is exposed to a degree of credit risk exposure from trade receivables. Trade and other receivables at 31 December 2016 are \$14,658 (2015: \$160,583).

vii Price risk

The Company is not exposed to any price risk.

NOTE 17: FINANCIAL INSTRUMENT (CONT)**b. Financial Liabilities Maturity Analysis**

The tables below reflect the undiscounted contractual settlement terms for financial instruments of a fixed period of maturity, as well as management's expectations of the settlement period for all other financial instruments. As such, the amounts may not reconcile to the balance sheet.

	Current Interest rate %	Current		Non-current	
		\$	\$	\$	\$
		Not later than 1 month	1 to 3 months	3 months to 1 year	1 to 5 years
Trade payables	-	161,103	-	-	-
Total	-	161,103	-	-	-

c. Net Fair Values

For other assets and other liabilities the net fair value approximates their carrying value. Aggregate net fair values and carrying amounts of financial assets and financial liabilities at balance date.

	2016		2015	
	Carrying Amount \$	Net fair Value \$	Carrying Amount \$	Net Fair Value \$
Financial assets				
Loans and receivables	1,810,989	1,810,989	2,857,045	2,857,045
	1,810,989	1,810,989	2,857,045	2,857,045
Financial liabilities				
Trade and other payables	161,103	161,103	102,669	102,669
	161,103	161,103	102,669	102,669

NOTE 18: COMPANY DETAILS

The registered office and principal place of business of the Company is:

The Moriah War Memorial Jewish College Association Limited

The Henry Roth Administration Building

3 Queens Park Road

BONDI JUNCTION NSW 2022

RESPONSIBLE ENTITIES' DECLARATION

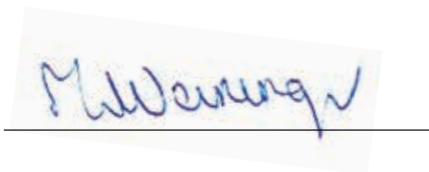
The Responsible Entities' of the Company declare that:

1. The financial statements and notes, as set out on pages 139 to 146, are in accordance with the Australian Charities and Not for Profit Commission Act 2012:
 - a comply with Accounting Standards and the Australia Charities and Not for-Profit Commission Act 2012; and
 - b give a true and fair view of the financial position as at 31 December 2016 and of the performance for the year ended on that date of the Company; and
2. In the Responsible Entities' opinion there are reasonable grounds to believe that the Company will be able to pay its debts as and when they become due and payable.

This declaration is made in accordance with a resolution of the Board of Responsible Entities and is signed for and on behalf of the Directors by:



G. FRIEDE
President



M. WEININGER
Treasurer

Dated: 04 / 04 / 2017

04 / 04 / 2017

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**Independent Auditor's Report
To the Members of the Moriah War Memorial Jewish College Association
Limited**

Auditor's opinion

We have audited the accompanying financial report of The Moriah War Memorial Jewish College Association Limited (the "Company"), which comprises the statement of financial position as at 31 December 2016, and the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and the directors' declaration.

In our opinion, the financial report of The Moriah War Memorial Jewish College Association Limited has been prepared in accordance with Division 60 of the Australian Charities and Not-for-profits Commission Act 2012, including:

- a giving a true and fair view of the Registered Entity's financial position as at 31 December 2016 and of its financial performance for the year then ended; and
- b complying with Australian Accounting Standards and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013.

Basis for auditor's opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Company in accordance with the auditor independence requirements of the Australian Charities and Not-for-profits Commission Act 2012 and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of the Directors for the financial report

The Directors of the Company are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the Australian Charities and Not-for-profits Commission Act, and for such internal control as the Directors determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Company's financial reporting process.

Auditor's responsibilities for the audit of the financial report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at:

http://www.auasb.gov.au/auditors_files/ar3.pdf. This description forms part of our auditor's report.



GRANT THORNTON AUDIT PTY LTD
Chartered Accountants



A L Spowart
Partner - Audit & Assurance

Sydney, 4 April 2017

MORIAH COLLEGE BUILDING FUND & MORIAH WAR MEMORIAL FUND TRUSTEE

Financial report for the year ended 31 December 2016

CONTENTS

Statement of profit and loss and other comprehensive income.....	151
Statement of financial position.....	152
Notes to the financial statements.....	153
Trustees' declaration.....	156
Independent auditors' report.....	157

STATEMENT OF PROFIT AND LOSS & OTHER COMPREHENSIVE INCOME

For the year ended 31 December 2016

	2016	2015
	\$	\$
Profit before income tax	-	-
Income tax expense	-	-
Profit after income tax	-	-
Other comprehensive income	-	-
Total comprehensive income for the year	-	-

STATEMENT OF FINANCIAL POSITION

As at 31 December 2016

	2016	2015
	\$	\$
Current assets		
Cash and cash equivalents	-	-
Total current assets	-	-
Total assets	-	-
Net assets	-	-
Equity		
Issued Capital	-	-
Total equity	-	-

These financial statements should be read in conjunction with the accompanying notes.

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 31 December 2016

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

This financial report is a special purpose financial report prepared for use by the Trustees. The Trustees have determined that it is not a reporting entity.

The Trust Funds are domiciled in Australia.

Basis of preparation

The financial report of trust funds has been prepared in accordance with the following Australian Accounting Standards:

AASB 101:	Presentation of Financial Statements
AASB 110:	Events after the Balance Sheet Date
AASB 1031:	Materiality

NOTE 2: TRUST LIABILITIES AND RIGHT OF INDEMNITY

The Trustees act solely as trustee of the trusts and liabilities have been incurred on behalf of that trust in the Trustees capacity as trustee.

Liabilities incurred on behalf of the trust are not recognised in the financial report when it is not probable that the trustee will have to meet any of those trust liabilities from its own resources. When it is probable that the Trustees will have to meet some trust liabilities a liability for the Deficiency in Trust Right of Indemnity is brought to account. Details of the trust liabilities, the offsetting right of indemnity and any deficiency in the right of indemnity are disclosed by way of note to the financial statements.

Liabilities of the Trustees for Moriah College Building Fund and Moriah War Memorial Fund not recorded in the financial statements of the Trustees were:

		2016	2015
		\$	\$
Current liabilities			
Other liabilities	5	120,159	122,894
Total current liabilities		120,159	122,894
Non-current liabilities			
Financial liabilities	4	31,400,000	31,400,000
Payables	5	12,159,009	12,634,789
Total non-current liabilities		43,559,009	44,034,789
Total liabilities		43,679,168	44,157,683
Rights of indemnity for liabilities incurred on behalf of the Trustees for Moriah College Building Fund and Moriah War Memorial Fund not recorded in the financial statements of the Trustees were:		43,679,168	44,157,683

The assets of the trust, which lie behind the right of indemnity, are not directly available to meet any liabilities of the Trustees acting in its own right. The assets of the trust were sufficient to discharge all liabilities of the trust at 31 December 2016 and 31 December 2015.

NOTE 3: CAPITAL AND LEASING COMMITMENTS

As reported in 2014, the Trustees of the Moriah College Building Fund finalised the acquisition of freehold property comprising the Moriah College site (incorporating the existing three separate titles of land at York Road and Queens Park Road, Queens Park) from the New South Wales State Property Authority. All commitments under this arrangement have been finalised.

The Building Fund now leases the premises to a related entity.

NOTE 4: FINANCIAL LIABILITIES

	2016	2015
Non Current	\$	\$
Loan 15297181	1,974,000	1,974,000
Loan 15323394	5,000,000	5,000,000
Loan 15323343	10,000,000	10,000,000
Loan 15297149	9,426,000	9,426,000
Loan 15323386	5,000,000	5,000,000
	31,400,000	31,400,000

Loans and bank overdraft are secured by a registered first mortgage over all properties, both freehold and leasehold, currently owned by the Moriah College Building Fund, Moriah War Memorial Fund and Moriah War Memorial College Association.

NOTE 5: PAYABLES AND OTHER LIABILITIES

	2016	2015
Current	\$	\$
Accruals and other	120,159	122,894
	120,159	122,894
Non-current		
Loan from associated entity	12,159,009	12,634,789
	12,159,009	12,634,789

NOTE 6: EVENTS AFTER THE BALANCE SHEET DATE

No matters or circumstances have arisen since the end of the year which significantly affected or may significantly affect the operation of the Trust, the results of those operations, or the state of affairs of the Trust in future years

NOTE 7: RELATED PARTY TRANSACTIONS

The Fund's related parties include related entities and the Trustees of Moriah College Building Fund being:

- Mr R Goot AM SC, Chair
- Mr R N Simons, OAM
- Mr R Gavshon
- Mr D Goulburn
- Mr G Einfeld, OAM

The following related party transactions occurred during the financial year:

An interest free loan of \$12,159,009 (2015: \$12,634,789) has been provided by Moriah War Memorial College Association. These funds have been provided to allow the Trust Funds to continue to meet their continuing financial obligations.

NOTE 8: AUDITOR'S REMUNERATION

	2016	2015
	\$	\$
Remuneration of the auditor of the Trust for: auditing the financial report	10,055	10,132
	10,055	10,132

NOTE 9: CAPITAL MANAGEMENT

Management controls the capital of the Trust to ensure that adequate cash flows are generated to fund operations. The Trustee ensures that the overall risk management strategy is in line with this objective.

Risk management policies are approved and reviewed by the Trustees on a regular basis.

The Trust's capital consists of financial liabilities, supported by financial assets. Management effectively manages the Trust's capital by assessing the Trust's financial risks and responding to changes in these risks and in the market. There have been no changes to the strategy adopted by management to control the capital of the Trust since the previous year.

NOTE 10: CONTINGENT LIABILITIES

Cross guarantees exist for the debts incurred by the Moriah College Building Fund and related entities: the Moriah War Memorial Fund, the Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited. These debts are secured through registered mortgages over various College properties. Effective 30 June 2016, the amount of the debts covered by these cross guarantees are:

- Market Rate Loan Facility of \$31,400,000 (\$21.974m fixed & \$9.426m variable);
- Overdraft facility of up to \$2,500,000 (only \$1,000,000 from March to November);
- Equipment Financing Facility of up to \$1,500,000; and
- Corporate Charge Card Facility of up to \$100,000.

The Moriah College Building Fund, the Moriah War Memorial Fund, the Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited has provided unlimited guarantees and indemnities to Commonwealth Bank of Australia on 17 February 2014.

NOTE 11: TRUST DETAILS

The registered office of the Trust is:

Trustees of The Moriah College Building Fund and Moriah War Memorial Fund

C/- Moriah College

The Henry Roth Administration Building

3 Queens Park Road

BONDI JUNCTION NSW 2022

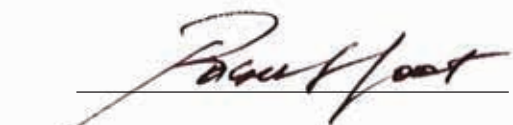
TRUSTEES' DECLARATION

The Trustees declare that the Trustees are not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

The Trustees declare that:

1. the financial statements and notes, as set out on pages 153 to 155 present fairly the trust's financial position as at 31 December 2016 and its performance for the year ended on that date in accordance with the accounting policies described in Note 1 to the financial statements; and
2. in the Trustees' opinion there are reasonable grounds to believe that the trust will be able to pay its debts as and when they become due and payable.

This declaration is made in accordance with a resolution of the Trustees on 29 March 2017.



ROBERT GOOT AM SC

Trustee

Dated this 29th Day of March 2017

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Sydney NSW 2000

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Independent Auditor's Report To the Trustees of Moriah College Building Fund and Moriah War Memorial Fund

Auditor's opinion

We have audited the accompanying financial report of Moriah College Building Fund and Moriah War Memorial Fund Trustee (the "Funds"), which comprises the statement of financial position as at 31 December 2016, and the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and the Trustees' declaration.

In our opinion, the financial report of Trustees of Moriah College Building Fund and Moriah War Memorial Fund Trustee has been prepared in accordance with Division 60 of the Australian Charities and Not-for-profits Commission Act 2012, including:

- a giving a true and fair view of the Fund's financial position as at 31 December 2016 and of its financial performance for the year then ended; and
- b complying with Australian Accounting Standards and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013.

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Liability limited by a scheme approved under Professional Standards Legislation.

Basis for auditor's opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Company in accordance with the auditor independence requirements of the Australian Charities and Not-for-profits Commission Act 2012 and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter – Basis of accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purposes of fulfilling the Fund's financial reporting responsibilities under the ACNC Act. As a result the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Responsibilities of the Trustees for the financial report

The Trustees of the Funds are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the Australian Charities and Not-for-profits Commission Act, and for such internal control as the Trustees determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Trustees are responsible for assessing the Fund's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Trustees either intend to liquidate the Fund or to cease operations, or have no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Fund's financial reporting process.

Auditor's responsibilities for the audit of the financial report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at:

http://www.auasb.gov.au/auditors_files/ar3.pdf. This description forms part of our auditor's report.



GRANT THORNTON AUDIT PTY LTD
Chartered Accountants



A L Spowart
Partner - Audit & Assurance

Sydney, 29 March 2017

MORIAH COLLEGE BUILDING FUND & MORIAH WAR MEMORIAL FUND

Financial report for the year ended 31 December 2016

CONTENTS

Statement of profit and loss and other comprehensive income.....	161
Statement of financial position.....	162
Statement of changes in equity.....	163
Statement of cash flows.....	164
Notes to the financial statements.....	165
Trustees' declaration.....	171

STATEMENT OF PROFIT AND LOSS & OTHER COMPREHENSIVE INCOME

For the year ended 31 December 2016

	Notes	2016 \$	2015 \$
Revenue from operating activities	2	2,076,470	2,065,308
Total revenue		2,076,470	2,065,308
Audit fees		(10,055)	(10,132)
Bank fees		(179)	(337)
Merchant fees		(1,570)	(4,444)
Borrowing expenses		(560,691)	(514,434)
Depreciation		(1,383,631)	(1,542,849)
Interest		(1,179,103)	(1,248,711)
Amortisation expense		-	(57,110)
Other expenses		-	(134,272)
Total expenses		(3,135,229)	(3,512,289)
(Loss) from operating activities		(1,058,759)	(1,446,981)
(Loss) for the year		(1,058,759)	(1,446,981)
Other comprehensive income		-	-
Total comprehensive (loss)/income for the year		(1,058,759)	(1,446,981)

These financial statements should be read in conjunction with the accompanying notes.

STATEMENT OF FINANCIAL POSITION

As at 31 December 2016

	Notes	2016 \$	2015 \$
Current assets			
Cash and cash equivalents	4	1,894,569	2,048,226
Trade and other receivables	5	64,014	64,000
Other current assets	6	-	-
Total current assets		1,958,583	2,112,226
Non-current assets			
Property, plant and equipment	6	65,897,099	67,280,730
Total non-current assets		65,897,099	67,280,730
Total assets		67,855,682	69,392,956
Current liabilities			
Other liabilities	8	120,159	122,894
Total current liabilities		120,159	122,894
Non-current liabilities			
Financial liabilities	7	31,400,000	31,400,000
Payables	8	12,159,009	12,634,789
Total non-current liabilities		43,559,009	44,034,789
Total liabilities		43,679,168	44,157,683
Net assets		24,176,514	25,235,273
Equity			
Retained earnings		24,176,514	25,235,273
Total equity		24,176,514	25,235,273

These financial statements should be read in conjunction with the accompanying notes.

STATEMENT OF CHANGES IN EQUITY

For year ended 31 December 2016

	Retained Earnings \$	Total \$
Balance at 1 January 2015	26,682,254	26,682,254
Loss for the year	(1,446,981)	(1,446,981)
Total comprehensive income for the period	(1,446,981)	(1,446,981)
Balance at 31 December 2015	25,235,273	25,235,273
Balance at 1 January 2016		
Loss for the year	(1,058,759)	(1,058,759)
Total comprehensive income for the period	(1,058,759)	(1,058,759)
Balance at 31 December 2016	24,176,514	24,176,514

These financial statements should be read in conjunction with the accompanying notes.

STATEMENT OF CASH FLOWS

For year ended 31 December 2016

	Notes	2016 \$	2015 \$
Cash flows from operating activities			
Receipts from donations and bequests		151,396	323,111
Occupation fee		1,905,500	1,680,000
Other income		19,560	50,445
Payments in the course of operations		(575,280)	(560,555)
Interest paid		(1,179,103)	(1,248,711)
Net cash provided by operating activities	13	322,123	244,291
Cash flows from financing activities			
Loans from associated entities		(475,780)	(564,807)
Net cash used in financing activities		(475,780)	(564,807)
Net decrease in cash and cash equivalents		(153,657)	(320,515)
Cash and cash equivalents at beginning of financial year		2,048,226	2,368,742
Cash and cash equivalents at end of financial year	4	1,894,569	2,048,226

These financial statements should be read in conjunction with the accompanying notes.

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 31 December 2016

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

The financial report is a special purpose financial report prepared to satisfy the requirements of the trust deed to prepare financial statements. The trustees have determined that the trusts are not reporting entities.

The Trust Funds are domiciled in Australia.

Basis of Preparation

The financial report of trust funds has been prepared in accordance with the following Australian Accounting Standards:

AASB 101: Presentation of Financial Statements

AASB 110: Events after the Balance Sheet Date

AASB 1031: Materiality

Future Change in Accounting Standards

The AASB has issued new, revised and amended standards and interpretations that have mandatory application dates for future reporting periods. The Trust funds have considered all pending Australian Accounting Standards issued up to the current reporting date and believe that they have no significant impact on future financial statements.

Reporting Basis and Conventions

The financial report has been prepared on an accruals basis and is based on historical costs modified by the revaluation of selected non-current assets, and financial assets and financial liabilities for which the fair value basis of accounting has been applied.

Significant Accounting Policies

a. Amalgamation

The financial report represents the amalgamation of 3 trust funds being 1951 Trust, 1959 Trust and the 1974 Trust. The assets and liabilities of all trusts have been included in this financial report.

b. Property, plant and equipment

Each class of property, plant and equipment is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment losses.

Property

Freehold land and buildings are shown at cost, less subsequent depreciation for buildings and impairment losses.

Plant and equipment

Plant and equipment are measured on the cost basis (being cost less accumulated depreciation and accumulated impairment losses).

Depreciation

The depreciable amount of all fixed assets is depreciated on a straight-line basis over their useful lives to the trust commencing from the time the asset is held ready for use.

The depreciation rates used for each class of depreciable assets are:

Class of fixed asset	Depreciation rate
Buildings	2.5%
Plant and equipment	20.0%

The assets' residual values and useful lives are reviewed, and adjusted if appropriate, at each balance sheet date.

An assets' carrying amount is written down immediately to its recoverable amount if the assets' carrying amount is greater than its estimated recoverable amount.

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT)

Gains and losses on disposals are determined by comparing proceeds with the carrying amount. These gains or losses are included in the income statement.

When revalued assets are sold, amounts included in the revaluation reserve relating to that asset are transferred to retained earnings.

c. Leases

Leases of fixed assets where substantially all the risks and benefits incidental to the ownership of the asset, but not the legal ownership that are transferred to the trust funds, are classified as finance leases.

Finance leases are capitalised by recording an asset and a liability at the lower of the amounts equal to the fair value of the leased property or the present value of the minimum lease payments, including any guaranteed residual values. Lease payments are allocated between the reduction of the lease liability and the lease interest expense for the period.

Leased assets are depreciated on a straight-line basis over the shorter of their estimated useful lives or the lease term.

Lease payments for operating leases, where substantially all the risks and benefits remain with the lessor, are charged as expenses on a straight line basis.

d. Financial assets*Recognition and Initial Measurement*

Financial assets are recognised when the trust becomes a party to the contractual provisions of the instrument. Trade date accounting is adopted for financial assets that are delivered within timeframes established by marketplace convention.

Financial assets are initially measured at fair value plus transactions costs where the instrument is not classified as at fair value through profit or loss.

Transaction costs related to instruments classified as at fair value through profit or loss are expensed to profit or loss immediately. Financial assets are classified and measured as set out below.

*Classification and subsequent measurement**Available-for-sale financial assets*

Available-for-sale financial assets are non-derivative financial assets that are either designated as such or that are not classified in any of the other categories. They comprise investments in the equity of other entities where there is neither a fixed maturity nor fixed or determinable payments.

Fair value

Fair value is determined based on current bid prices for all quoted investments. Valuation techniques are applied to determine the fair value for all unlisted securities, including recent arm's length transactions, reference to similar instruments and option pricing models.

e. Financial liabilities

Financial liabilities are recognised when the company becomes a party to the contractual agreements of the instrument. Financial liabilities are classified as either financial liabilities 'at fair value through profit or loss' or other financial liabilities.

Other financial liabilities

Other financial liabilities, including borrowings, are initially measured at fair value, net of transaction costs. Other financial liabilities are subsequently measured at amortised cost using the effective interest method, with interest expense recognised on an effective yield basis.

f. Cash and cash equivalents

Cash and cash equivalents includes cash on hand, deposits held at call with banks, other short-term highly liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within short-term borrowings in current liabilities on the Statement of Financial Position.

g. Revenue and other income

Revenue is measured at the fair value of the consideration received or receivable after taking into account any discounts allowed.

Contributions (including donations) received or receivable are recognised as revenue when the trust obtains control of the contribution or the right to receive the contribution, when it is probable that the economic benefits comprising the contribution will flow to the entity and the amount of the contribution can be measured reliably.

Occupation fee is recognised in revenue when the services are delivered.

Government grants are recognised as income on a systematic basis over the periods necessary to match them with the related costs which they are intended to compensate when there is reasonable assurance that the trust will comply with the conditions attaching to them and the grants will be received.

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT)**h. Borrowing costs**

Borrowing costs directly attributable to the acquisition, construction or production of assets that necessarily take a substantial period of time to prepare for their intended use or sale, are added to the cost of those assets, until such time as the assets are substantially ready for their intended use or sale.

All other borrowing costs are recognised in the income statement in the period in which they are incurred.

i. Goods and services tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Tax Office. In these circumstances the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense. Receivables and payables in the Statement of Financial position are shown inclusive of GST.

Cash flows are presented in the Statement of cash flows on a gross basis, except for the GST component of investing and financing activities, which are disclosed as operating cash flows.

j. Comparative figures

Comparative figures have been adjusted to conform to changes in presentation for the current financial year where required by accounting standards or as a result of changes in accounting policy.

k. Critical accounting estimates and judgments

The directors evaluate estimates and judgments incorporated into the financial report based on historical knowledge and best available current information. Estimates assume a reasonable expectation of future events and are based on current trends and economic data, obtained both externally and within the trust.

Key estimates – Impairment. The Trustees assess impairment at each reporting date by evaluating conditions specific to the Funds that may lead to impairment of assets. Where an impairment trigger exists, the recoverable amount of the asset is determined. Value-in use calculations are performed in assessing the recoverable amounts.

The financial report was authorised for issue on 29 March 2017 by the Trustees.

NOTE 2: REVENUE

	2016	2015
	\$	\$
Operating activities		
Occupation fee	1,905,500	1,680,000
Building fund levy	9,384	25,680
H. and A. Rabinovitch - donation	64,000	64,000
Capital appeals	78,026	244,633
Other income	-	20,209
Interest received	19,560	30,786
Total operating income	2,076,470	2,065,308

NOTE 3: INCOME TAX EXPENSE

The income of the Trust funds is exempt from Income Tax, under the provisions of Section 23 of the Income Tax Assessment Act.

NOTE 4: CASH AND CASH EQUIVALENTS

	2016 \$	2015 \$
Cash at bank	1,894,569	2,048,226
	1,894,569	2,048,226

NOTE 5: TRADE AND OTHER RECEIVABLES

	2016 \$	2015 \$
Other Debtors	64,014	64,000
	64,014	64,000

NOTE 6: PROPERTY, PLANT AND EQUIPMENT

	2016 \$	2015 \$
Land	27,000,000	27,000,000
	27,000,000	27,000,000
Lot 1, DP 701512, (DOCS) at cost	8,503,829	8,503,830
Less provision for Amortisation	(637,239)	(637,240)
	7,866,590	7,866,590
Lot 22, DP 879582 (TAFE) at cost (including Improvements)	3,040,370	3,040,370
Less provision for Amortisation	(451,542)	(451,542)
	2,588,828	2,588,828
Lot 1, Primary School		
Building Costs & Improvements at cost	16,386,887	16,386,887
Less Provision for Depreciation	(4,916,761)	(4,526,024)
	11,470,126	11,860,863
Rose Bay Campus at cost*	189,839	189,839
Rose Bay, Building Costs and Renovations	294,577	294,577
Less Provision for Depreciation	(294,577)	(291,167)
	-	3,410
Queens Park Campus		
Improvements High & Middle School at cost	39,254,158	39,254,709
Less Provision for Depreciation	(22,472,442)	(21,483,509)
	16,781,716	17,771,200
Randwick Campus		
John I. Einfeld AM Preschool Improvements at cost	815,950	815,950
Less Provision for Depreciation	(815,950)	(815,950)
	-	-
Plant & Equipment	237,449	237,449
Less Provision for Depreciation	(237,449)	(237,449)
	-	-
Total Property Plant & Equipment	65,897,099	67,280,730

* The remaining lots at Rose Bay have been retained and are being used as the site for the Moriah College preschool - Saunders Family Campus.

NOTE 7: FINANCIAL LIABILITIES

	2016	2015
	\$	\$
Non Current		
Loan 15297181	1,974,000	1,974,000
Loan 15323394	5,000,000	5,000,000
Loan 15323343	10,000,000	10,000,000
Loan 15297149	9,426,000	9,426,000
Loan 15323386	5,000,000	5,000,000
	31,400,000	31,400,000

Loans and bank overdraft are secured by a registered first mortgage over all properties, both freehold and leasehold, currently owned by the Moriah College Building Fund, Moriah War Memorial Fund and Moriah War Memorial College Association.

NOTE 8: PAYABLES AND OTHER LIABILITIES

	2016	2015
	\$	\$
Current		
Accruals	120,159	122,894
	120,159	122,894
Non-current		
Loan from associated entity	12,159,009	12,634,789
	12,159,009	12,634,789

NOTE 9: AUDITOR'S REMUNERATION

	2016	2015
	\$	\$
Remuneration of the auditor of the Trust for: auditing the financial report	10,055	10,132
	10,055	10,132

NOTE 10: EVENTS AFTER THE BALANCE SHEET DATE

No matters or circumstances have arisen since the end of the year which significantly affected or may significantly affect the operation of the Fund, the results of those operations, or the state of affairs of the Fund in future years.

NOTE 11: CAPITAL AND LEASING COMMITMENTS

As reported in 2014, the Trustees of the Moriah College Building Fund finalised the acquisition of freehold property comprising the Moriah College site (incorporating the existing three separate titles of land at York Road and Queens Park Road, Queens Park) from the New South Wales State Property Authority. All commitments under this arrangement have been finalised.

The Building Fund now leases the premises to a related entity.

NOTE 12: RELATED PARTY TRANSACTIONS

The Fund's related parties included related entities and the Trustees of Moriah College Building Fund being:

- Mr R Goot, AM SC, Chair
- Mr R N Simons, OAM
- Mr R Gavshon
- Mr D Goulburn
- Mr G Einfeld, OAM

The following related party transactions occurred during the financial year:

An interest free loan of \$12,159,009 (2015: \$12,634,789) has been provided by Moriah War Memorial College Association. These funds have been provided to allow the Trust Funds to continue to meet their continuing financial obligations.

NOTE 13: CASH FLOW INFORMATION

	2016 \$	2015 \$
Reconciliation of cash flow from operations with net profit for the year		
Net (loss)	(1,058,759)	(1,447,017)
Non-cash flows in profit		
Depreciation	1,383,631	1,542,849
Changes in assets and liabilities		
(Increase) in receivables	(14)	(11,201)
Decrease in other assets	-	57,110
(Increase) in payables	(2,735)	102,550
Cash flows provided by/(used in) operations	322,123	244,291

NOTE 14: CAPITAL MANAGEMENT

Management controls the capital of the entity to ensure that adequate cash flows are generated to fund operations. The Trustee ensures that the overall risk management strategy is in line with this objective.

Risk management policies are approved and reviewed by the Trustees on a regular basis.

The entity's capital consists of financial liabilities, supported by financial assets.

Management effectively manages the entity's capital by assessing the entity's financial risks and responding to changes in these risks and in the market. There have been no changes to the strategy adopted by management to control the capital of the entity since the previous year.

NOTE 15: CONTINGENT LIABILITIES

Cross guarantees exist for the debts incurred by the Moriah College Building Fund and related entities: the Moriah War Memorial Fund, the Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited. These debts are secured through registered mortgages over various College properties. Effective 30 June 2016, the amount of the debts covered by these cross guarantees are:

- Market Rate Loan Facility of \$31,400,000 (\$21.974m fixed & \$9.426 variable);
- Overdraft facility of up to \$2,500,000 (only \$1,000,000 from March to November);
- Equipment Financing Facility of up to \$1,500,000; and
- Corporate Charge Card Facility of up to \$100,000.

The Moriah College Building Fund, the Moriah War Memorial Fund, the Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited has provided unlimited guarantees and indemnities to Commonwealth Bank of Australia on 17 February 2014.

NOTE 16: FUNDS DETAILS

The registered office of the Funds is:

Moriah College Building Fund and Moriah War Memorial Fund

C/- Moriah College

The Henry Roth Administration Building

3 Queens Park Road

BONDI JUNCTION NSW 2022

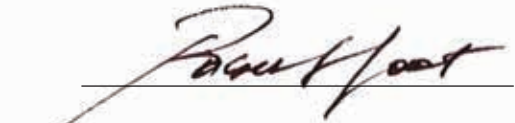
TRUSTEE'S DECLARATION

The trustees have determined that the trust is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies described in Note 1 to the financial statements.

The trustees declare that:

1. the financial statements and notes, as set out on pages 165 to 170 present fairly the trust's financial position as at 31 December 2016 and its performance for the year ended on that date in accordance with the accounting policies described in Note 1 to the financial statements; and
2. in the trustees' opinion there are reasonable grounds to believe that the trust will be able to pay its debts as and when they become due and payable.

This declaration is made in accordance with a resolution of the Trustees on 29 March 2017.



ROBERT GOOT AM SC
Trustee

Dated this 29th day of March 2017