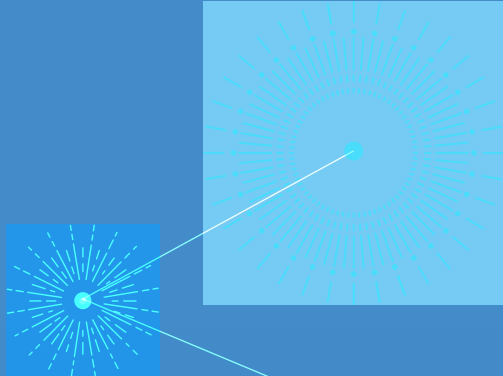




Moriah College

בית ספר הר המוריה



2017

65th Annual Report and Financial Statements





Moriah College

בית ספר הר המוריה

65TH 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, 28 MAY 2018

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 Eric Borecki

Mr Robbie Blau

Mr O Freedman

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, AFIML, 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 Natalie Sassoon and
Mrs Loren Kalish

AUDITOR

Grant Thornton (Audit & Assurance)
Pty Ltd

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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



"To defend a country, you need an army. But to defend an identity, you need a school. Moses realized that a people achieves immortality not by building temples or mausoleums, but by engraving their values on the hearts of their children, and they on theirs, and so on until the end of time."

- Rabbi Jonathan Sacks.

We are fortunate to live in Sydney, Australia where 75 years ago the forefathers of Moriah College planted the seed that has grown into a flourishing Jewish educational institution. The dream of the College founder, Abraham Rabinovitch, was to build a prestigious Jewish School that would stand proudly alongside other established independent schools, providing the highest quality of Jewish and Secular education. The vision of Abraham Rabinovitch and the founders of the College continues to this day to inspire our Moriah family and the way that our Board determines the future of Moriah College – for the benefit of our students. Their foresight created a school where parents don't need to choose between a Jewish education and academic excellence, a school which has produced numerous well-educated and successful alumni, and a school which stands as a beacon to other schools and to other Jewish

communal organisations. Personally, I am so proud to be associated with Moriah College that today, more than ever, lives out the dream of our founders. While in 75 years so much has changed – new campuses, innovation in Education, Music programs etc., our core purpose has remained the same.

I am proud to present this year's annual report. 2017 has been a very busy year for the College. Mr Hamey and his team have continued to work 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

2017 IN REVIEW

2017 has been another year of excellence for our students across a broad range of areas.

- Among the exciting programs established in 2017 are two that provide Moriah students with additional opportunities to embrace innovation, become strong advocates for the State of Israel and to experience transformational learning experiences. **Start up Moriah** aims to foster entrepreneurial and innovative thinking amongst Years 10 and 11 students, giving them

the opportunity to participate in workshops and discussion provided by prominent businessmen, leaders and thinkers in our community. This was complemented by the inaugural **Scholars in Entrepreneurship** program through which six Year 11 students were privileged to travel to Israel, meet with entrepreneurs (many of them Moriah alumni), and experience the true innovation of the Start up Nation, expanding their way of thinking whilst cultivating a new sense of identification with the State of Israel.

- The Board together with College staff members, town planners and architects made a submission to Waverly Council to relocate our John I Einfeld AM Early Learning Centre (Randwick) to our Queens Park campus. We look forward to having places for 80 children, aged two to five, from 2018, which will provide a comprehensive offering for students. We have come full circle since the opening of our first early learning facility at Glenayr Avenue by Abraham Rabinovitch 75 years ago, which marked the beginning of Moriah College, to a College which now encompasses a holistic educational experience on a single campus, for students from the beginning of their pre-school journey to the end of their secondary schooling.
- 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 the 2017 HSC. *(Please see page 31 of College Principal's report for more detail).*

- Implementation of Educator Impact, a teacher performance and development framework, with every teacher across the College having completed a cycle of reflective professional development. *(Please see pages 38 of the College Principal's report).*
- Introduction of Educator Impact for Leaders, a performance and development framework for the leaders across the College, including Heads of School, Deputies, Heads of House, and Heads of Department.
- 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 50 of the College Principal's report).*
- Our Sporting program has grown from strength to strength and the past 12 months 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 52 of the College Principal's report for more detail).*
- Largest participation of students on IST 2017. *(Please see page 18 of the College Principal's report).*
- A successful Band Tour to Israel and the United States.
- Further implementation of the 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 past 12 months 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

The Board's Corporate Governance Committee has continued to review and update the College's policies to ensure that they are current, compliant and in line with best practice.

BUILDING & INFRASTRUCTURE

2017/2018 has been an active time for the Building & Infrastructure Committee, chaired by Simon Wilkenfeld and the Facilities & Maintenance team, headed by Facilities & Operations Manager John Kertesz.

Major projects that have been completed or commenced during the year are as follows:

1. Completion of the **air-conditioning of The Leon Fink High School Building** – this project was completed at the end of Jan 2018 and was completed substantially below budget, after reengineering the project to reduce construction time, complexity and cost.
2. A **100kw roof Solar Panel system** has been installed on The Leon Fink High School Building and was completed during March 2018. This is the largest solar panel system in the Waverley local Government area. This will assist the College in containing any escalation of electricity costs moving forward. In addition to the financial benefits, our students will get real-time learning opportunities regarding environmental sustainability benefits.
3. A significant area of level 3 of The Leon Fink High School Building was refurbished to create **new flexible teaching and learning spaces**. The new classrooms have contemporary finishes and furniture that allow the classrooms to be rearranged to suit teaching and learning styles, including working in small groups or as individuals, or a combination of both. We intend to continue this renovation process of The Leon Fink High School Building over the next two years to create 21st century teaching and learning spaces.
4. Work commenced on the construction of the new **Early**

Learning Centre on the Queens Park campus. While the College has had some challenges with the Development Application (DA) process, two of the three major components are now substantially complete, being the new car park and the external play space area. We have now received the new DA to replace the old building with a new building and we are planning that all the works will be completed in 2018.

5. We have also commenced works on a new 550m² **all-weather multi-sport play space** adjacent to the Hendler Amphitheatre. This area will be suitable for Futsal, Soccer training, Rugby training, Netball training and as a much-needed general play space area for the Sport department.
6. In January 2018, the College completed refurbishment works at the Shya Redelman Campus (Glenayr Avenue) including new soft fall and shade in the playground.

The Facilities & Maintenance team, headed by John Kertesz, continued to provide exceptional support service to the College during the year. The team carries out and supervises many hours of both planned and reactive maintenance activities and I wish to acknowledge the efforts of the Facilities & Maintenance team.

ENROLMENTS

The Enrolment Consultative Committee during the past 12 months has continued to focus on enrolments.

Moriah College, with over 1,650 students from Early Learning to Year 12, is the largest Jewish school, and the largest custodians of Jewish youth, in the Southern Hemisphere.

The College is currently experiencing very strong enrolment demand.

- For 2019 our Early Learning Centres (ELC) are experiencing strong demand with the opening of the new Early Learning Centre in Queens Park Campus.
- Three Year Levels in the Primary School, being Years 2, 3 and 4 are at full capacity with substantial waiting lists.

- There are over 100 students with current applications seeking entry into Moriah College Primary School in the coming years.
- Years 7, 8 and 9 will be at full capacity in 2019, based on confirmed enrolments inclusive of paid commitment deposits;
- High School enrolments are at an eight-year high, with 841 students (up from 792 students in 2016).
- High School enrolments are projected to be at a record, unprecedented 920 students by 2021.
- There are between 80 and 100 new students with current applications to enrol in Year 7 Moriah College per year from 2019 to 2024.

The growth in enrolments is a testament to our wonderful and talented educators, our commitment to 21st century teaching and learning and, of course, our parents who understand the value of providing their children with excellence in Jewish and general education.

The Moriah Board is working with the Moriah Foundation and the Master Planning Committee to deliver more modern, flexible teaching and learning spaces to cater to our enrolment demand, now and in the future.

MORIAH EARLY LEARNING CENTRES

Recognising that every family has different requirements, and with the introduction of the new child care subsidy, we surveyed our early learning families in April 2018, to ensure that our offerings are as responsive and flexible as possible. The feedback provided us with important and valuable insights into our parents' individual and collective early learning needs.

In response to feedback received, we have expanded the range of booking options in our Early Learning Centres. From 2019, our early learning offerings will include a preschool program, a part-time long day care option and an earlier daily start time.

Moriah is proud of the exceptional early learning offerings that we provide

to every child and our Australian Children's Education & Care Quality Authority overall rating of 'exceeding' national quality standards. Australian Children's Education & Care Quality Authority

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, once again, for Moriah to have the largest number of students ever to attend the Israel Study Tour (IST). A total of 128 students from Moriah College went on this flagship program, including a number from our Learning Support Unit, together with 32 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 Head of High School, Jan Hart; Director of Jewish Studies, Ronnen Grauman; Coordinator of Experiential Jewish Education, Ilan Lavan; Director of Admissions, Vicki Farkas; Deputy Head of High School - Student Life (7-12), Jo Gluckman; and teachers, madrichim and aides Ryan Berman, Lynn Bornstein, Nofar Boskila, Adam Cohen, Jordan Cohen, Glen Busuttill, Adam Cohen, Simone Goldman, Catherine Kaissis, Daniel Katz,

Jacob Nightingale, Jodi Rosenberg, Doron Snoyman, Rami Tal, Gidon Tuch and Marissa Wilk, the College had another record number of 128 Moriah students participating in the Israel Study Tour (IST) program in 2017. In addition, 14 students participated in Na'aleh, a two-week intensive Yeshiva/Midrasha program in Israel, as a newly-introduced Pre-IST option.

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.

BAND TOUR

An international tour is a rare opportunity, and the College was thrilled that 67 students stepped up to take part in this tour and to showcase Moriah College to the world. This was truly a once in a lifetime experience that will have an enduring and positive impact on all participants.

Students earned this amazing opportunity through a year of hard work, rehearsing on weekends, holidays, and early mornings. Their effort brought them to an outstanding level of musical accomplishment, which was due in no small part to the untiring work of the Music Department.

The College is immensely proud of what the Band Tour achieved with performances in Disneyland, New York, and most significantly, around Israel. It was particularly special for the Tour Band to perform at a reunion in Israel of Moriah alumni. As ambassadors of Moriah College and the Sydney Jewish Community, they brought great acclaim to themselves and to us all.

On behalf of the Board of Directors, I would like to thank our Director of Music and Co-Curricular K-12, Roberta Goot, and her staff for their ongoing achievements in supporting our students to become accomplished musicians and outstanding performers.

HSC RESULTS

We had strong HSC results in 2017, with the College ranking as the highest non-selective co-educational school in the Sydney Morning Herald rankings. Our student cohort excelled across a number of subject areas, including coming third in the State for English. 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

I am pleased to once again 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 2017, 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, Natalie Sassoon and Loren Kalish for their leadership in 2017 and for reinvigorating this key organisation.

The P&F held the following events in 2017:

- Year K 2017 First Day Welcome coffee
- Year K 2017 BBQ
- Hamentashen for all students
- Passover seders
- Mother's Day Stall in the Primary School
- ELC Maccabiah Games
- P&F Launch
- Father's Day mornings in the Primary School
- Open Day Morning Tea
- Apples & Honey for Rosh Hashanah
- Teacher Appreciation Day
- Recycling Week collection of stationery and donation to Youth Off the Streets (Primary School)

- Year K 2018 orientation morning tea

In addition to these events, the P&F organised the tallitot and candlesticks for the Year K Ceremony, siddurim for Year 1 presentation, siddurim and labels for Year 7, Year 9 and Year 12, end of year t-shirts for Year 6, as well as the Year 6 Yearbook.

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 of 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 \$1.437M from the JCA. The College expresses its gratitude to the JCA and the community at large for this allocation. This donation is allocated to students requiring learning support 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 in some 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 was given notice that the lease on our Moriah College John I Einfeld AM Early Learning Centre would expire at the end of 2017.

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, 21, 30 and 40 years of service; Scott Christie, Izrail Dorfman, Rose Pozovsky, Cynthia Smith, Daisy Sultana, Irene Whitton, Adel Glikman, Roberta Goot, Mandy Meltz, Louise Messenger and Velvel Lederman. 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 2017, the following Board of Directors of the College were elected unopposed for a two-year term: Eric Borecki, Oliver Freedman, Stephen Jankelowitz, Marc Weininger and Simon Wilkenfeld.

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: President Giora Friede, Directors Judy Lowy, Dr Sue Morris, Gavin Sher and Miri Sonnabend.

The Deputy President, Treasurer and Honorary Secretary positions are appointed by the Directors at their 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 to 2018, I am encouraged by the commitment and quality of both our Board members and senior College leadership. The Board's focus for 2018 will be to:

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. Deliver to our students a positive Jewish education and experience.
3. Ensure 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 2017. In particular, I would like thank Gavin Sher who is retiring at the 28 May, 2018

Annual General Meetings. Gavin joined the Board in 2012 and has been an invaluable member of our Finance & Audit Committee over many years. On behalf of the Moriah family, I want to acknowledge and thank Gavin for his contribution to the College during his six year tenure.

On behalf of the Board, I want to especially thank our College Executive and all of our staff for their dedication and hard work this past year and for the way in which they engage with our families to deliver the best possible outcomes for our students!

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. John's educational leadership and willingness to evolve and adapt is inspirational and has put Moriah on the forefront of educational innovation.

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.

As I bring my last President's report to an end, I wanted to share with you my personal feelings and aspirations.

My involvement with Moriah has become a way of life for me. I am proud that every morning hundreds of Jewish children gather for Tefilla in our school, which proudly announces its beliefs and openly celebrates its traditions. A school where we sing Advance Australia Fair alongside Hatikvah, proudly celebrating both our physical and spiritual homelands.

I feel truly humbled to have served

for so many years and to have been a part of this amazing Moriah family. I have worked with so many incredible people over the years and have formed many long-lasting relationships and friendships that have enriched my life. The responsibility of being a Director and especially of being President is great. I have always had tremendous support around me. The position has afforded me to form relationships from which I have learnt and grown. It is a known fact that the giver often gains more than the receiver and I feel that my dedication to Moriah, the jewel in the crown of our community, has been a truly fulfilling experience on so many levels. It is hard to think about what my life will look like after 19 years of dedication to the school and especially the last six years as President.

Over the 19 years, I have witnessed and participated in so much at Moriah. Just to name a few: The long-term lease of both the Docs and TAFE Sites; the building of the Primary School and sale of the Dover Road site; the Bilfeld Estate bequest; the Introduction of laptops for every teacher and student; a new constitution in 2014 with a focus on Term Limits and the

removal of the Board executive with a reduced sized Board; a re-alignment of Life Patron recognition with best Governance practice; the acquisition of the land from State Government; two capital appeals; Seven International Band tours; the establishment of the Moriah Foundation; building a five-year strategic plan 2016-2020; the restructure of Middle and High School; a Strategic Financial Management plan; tremendous growth in IST; innovation in the teaching and learning space with progress-based reporting; the visit of Prime Ministers Turnbull and Netanyahu; the creation of the Dean of Jewish Life & Learning role and a new Executive Director of Engagement role; the re-organisation of the Business Office; and finally, a Sports program that was unimaginable when I first joined the Board.

I launched my Presidency with a vision to create a culture that would allow us to evolve and adapt. I believe that John and all his staff have adopted this culture and today many of the innovations have been made possible because of this.

I would like to end my Presidency with

the following message to the incoming Board and the Moriah Family.

Our Sydney Jewish community is at a critical juncture and Moriah College has the possibility and greatest influence to change the course. GEN-17 has recently been published and communal leaders are debating the findings: In summary we are a very secular community and belief in G_d ranks way down on our priorities.

Over the last 60 days, we have celebrated Pesach, our exodus from Egypt, the exodus from centuries of being slaves to the Pharaohs, where we witnessed firsthand the miracles of Hashem, the plagues and the parting of the Red Sea, to the festival of Shavuot where we celebrate the receiving of the Torah. Hashem revealed himself to the entire Jewish people that were there. Remember, 80% of the Jewish people did not leave Egypt; they were ingrained in Egyptian life and did not want to be a part of the story. Not five minutes later, after Moshe went to receive the Torah, did the Jewish people bring the golden calf.

Why, then, is GEN-17 a surprise?



We have just started reading from the Book of Bamidbar and I think we can learn from the similarities of Shemot and Bamidbar.

They are both about journeys. They both portray the Israelites as quarrelsome and ungrateful. Both contain stories about the people complaining about food and water. In both, the Israelites commit a major sin: in Shemot, the golden calf, in Bamidbar, the episode of the spies. But there is a difference. Shemot is about a journey from, and Bamidbar is about a journey to. Shemot is the story of an escape from slavery. By contrast, in Bamidbar the people have already left Egypt far behind. They have spent a prolonged period in the Sinai desert. They have received the Torah and built the Sanctuary. Now they are ready to move on. This time, they are looking forward, not back. They are thinking not of the danger they are fleeing from but of the destination they are travelling toward, the Promised Land.

If we had never read the Torah before, we might have assumed that the second half of the journey would be more relaxed. After all, the great dangers had passed. What else did they have to worry about? They knew that when God was with them, no force could prevail against them. In fact, though, the opposite is the case. The mood of Bamidbar is palpably darker than it is in Shemot. The rebellions are more serious. Moses' leadership is more hesitant. We see him giving way, at times, to anger and despair. The Torah, with great realism, is telling us something counter-intuitive and of great significance.

The journey *from* is always easier than the journey *to*.

So it is in politics. It may take a revolution to get rid of a tyrant, but it is easier to do that than to create a genuinely free society with the rule of law and respect for human rights.

Shavuot is the celebration where we receive a set of laws, to create an environment of Order, to allow Freedom to Coexist with order. A blueprint on how we should live our lives. Understanding of the laws is

paramount so we [this generation] can freely choose to follow G_D's laws and not feel like they are being imposed on us.

That is our job at Moriah - to carve the path "to", to dream, and create a vision for the future of our community. We have travelled from the ashes of the Holocaust. We need to define where we are going, what kind of community we want to be. Henry Ford famously said if he had asked his customers what they wanted they would have told him "faster horses", instead he did not ask and built the Model-T automobile and transformed transportation. We know our community is trending to be more secular, history is repeating itself. We should not be figuring how to better serve a more secular community. We should be concerned that our community ranks the belief in G_D so low down and we should aspire to return, to be faithful to the ways set out for us at Har Sinai with the gift of the Torah. Rabbi Jonathan Sacks reminds us that the formula that has kept us going for over 3300 years is laid out in the Torah.

Number one, never forget our people's story. Number two, never forget to hand it on to our children. Number three, educate ourselves and our children so you know that it's not something imposed on you by some arbitrary G_D, but it emerges out of the bigger experience of the cause.

I am always grateful to the education I got at Yeshiva College in South Africa. It was not what I learnt, but recognising how much more there was to learn. My wish is for Moriah students to not only gain an outstanding Jewish education but to leave with the knowledge that there is so much more to learn and a commitment to continue to pursue their torah learning.

To the incoming board, and President Elect Stephen Jankelowitz:

Keep our values core to everything you do – Kindness, Respect, Responsibility, Commitment and Integrity.

Remember, you are a link in a living chain of people who have all dreamed and believed in the

importance of Jewish education. Be inspired by the giants that first had the vision to develop the foundations of our incredible College over 75 years ago.

As I step down from my position as President, I am reminded of what we read in Pirkei Avot, "YOU ARE NOT OBLIGATED TO COMPLETE THE WORK, BUT NOR ARE YOU FREE TO DESIST FROM IT."

"Lo alecha hamlacha ligmor, v'lo atah ben chorin l'hivatel mimena"

May hashem continue to bless our College and give strength to our current leadership to continue the vision of Abraham Rabinovitch, Shya Redelman and the many others that have dutifully served our College.

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

GIORA FRIEDE
President

BOARD COMMITTEES

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*, E. Borecki, S. Jankelowitz, G. Sher, Chief Operating Officer, Facilities & Operations Manager and Security Manager

• Waverley Council Compliance Sub-Committee

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

Corporate Governance

M. Sonnabend*, R. Blau, E. Borecki, (Co-opted Robert Goot AM SC (Life Patron and Trustee)) and Chief Operating Officer

Dean of Jewish Life & Learning Selection

O. Freedman*, G. Friede, S. Jankelowitz, J. Lowy, S. Morris, (Co-opted Robert Gavshon (Life Patron and Trustee)) and College Principal

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, Chief Operating Officer, Head of Primary School, Director of Early Learning, Director of Admissions, Education Leader & Director of Compliance and (Co-opted Cayley Smith)

• Early Learning Centre Project Control Group

S. Wilkenfeld*, E. Borecki, S. Jankelowitz, M. Weininger, (Co-opted Robert Goot AM SC (Life Patron and Trustee), Daniel Goulburn (Life Governor and Trustee)), Chief Operating Officer, Director of Early Learning, Facilities & Operations Manager, Toby Wetherill (College's Architect) and Robert Woolf and Ian O'Keeffe (Project Managers)

Education

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

Enrolment

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

Finance & Audit (including Affordability)

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

Government Funding

R. Blau*, S. Jankelowitz, G. Sher, M. Weininger, (Co-opted ACJS Co-Chair Daniel Goulburn and ACJS Executive Director Len Hain), Chief Operating Officer, Head of High School, Head of Primary School and Director of Learning Enhancement K-12

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 of Learning, Research & Innovation and Director of ICT

Jewish Life & Learning

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

Kehillah

G. Sher*, O. Freedman, 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*, R. Blau, M. Sonnabend, (Co-opted Brian Schwartz AM)

Remuneration

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

Security & Traffic

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

75th Anniversary

College Principal*, S. Morris, M. Sonnabend, (Co-opted Robert Simons OAM (Life Patron and Trustee)), P&F Co-Presidents Natalie Sassoon and Loren Wunsch, Foundation Director Joseph Herschel, Hilary Kahn Senior Teacher, Special Projects Officer, Margaret Miller Archivist

*** 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

M. Sonnabend

Australian Council of Jewish Schools (ACJS)

M. Weininger

Yedid-Moriah Alumni Association (Old Collegians)

M. Weininger and 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 2017, 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 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 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 and 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. Feedback from these surveys are noted below.

In 2017 the following satisfaction surveys were conducted by MMG Education:

- Year 12 Parent and Student Exit Survey
- Year 9 Student Wellbeing Survey
- Year 6 Parent and Student Satisfaction Surveys

The **Year 12 Parent and Student Exit Survey** identified the following satisfaction scores by students for 2017:

Overview of Key Areas Surveyed	Satisfaction Score * (Year 12 Parents) 2017	Satisfaction Score * (Year 12 Students) 2017
1. Overall Satisfaction	70%	73%
2. Academic Program	62%	66%
3. Student Wellbeing	70%	56%
4. Jewish Life & Learning	69%	39%
5. Communication	71%	56%
6. Co-curricular non sport	72%	64%
7. Sports Program	69%	64%
8. Admin & Leadership	65%	54%

* 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 2017:

Overview of Key Areas Surveyed	Satisfaction Score * (Year 6 Students) 2017	Satisfaction Score * (Year 6 Parents) 2017
1. Overall Satisfaction	75%	86%
2. Academic Program	71%	81%
3. Student Wellbeing	79%	80%
4. Jewish Life & Learning	72%	71%
5. Communication	77%	N/A
6. Co-curricular non sport	74%	73%
7. Sports Program	79%	82%
8. Admin & Leadership	71%	N/A

* 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:

2017 Moriah Year 12 Students	2017 Moriah Year 6 Students
Friendships made	Excellent teachers and staff
Connection to community	Sport program
Jewish identity, connection and values	Friendships amongst peers
Relationships with teachers	Academic curriculum
Academic Education and Achievements	Jewish Learning program
2017 Moriah Year 12 Parents	2017 Moriah Year 6 Parents
Connection to community and sense of belonging	Connection with others from the community and love of Israel
Jewish life, values and education	Social network of friends for my child
Friendships made	Sense of community
Safe and caring environment	Jewish ethos and traditions
Children's happiness	Well-rounded secular and Jewish education

Parents also noted the main areas of challenge for them were the recruitment and retention of high-quality teachers, the quality and consistency of the teaching and learning experience across all classrooms, student wellbeing and the need for a more disciplined school culture. As noted in the survey results in 2016, 'Discipline among the student body is cited as a common and all too frequent concern'. In 2017, the College committed to introducing strategies that reinforce our expectations around behaviour, with clearly defined boundaries characterised by mutual respect and understanding. The Behaviour Management Policy was reviewed in 2017 to incorporate the principles of Teshuva which places a clear emphasis on the values of building positive social relationships, working and learning in teams and managing and resolving conflict. The aim is for students to acknowledge any wrongdoing, take responsibility for their actions, apologise to others and repair relationships, and commit to changing future behaviour. Students are expected to respect their fellow students, take responsibility for their own actions as well as intervening in support of others - that is, being an 'upstander', rather than a bystander. The potential advantages of this approach in the College setting include:

- A safer, more caring environment
- A more effective teaching and learning environment
- A reduction in bullying and other interpersonal conflicts
- A greater awareness of connectedness to young people
- The need to belong and feel valued by peers and significant adults
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect, young people

This has seen a positive impact on the tone and culture of the High School particularly, with teachers reporting an improvement in student behaviour, increased levels of engagement in learning and higher levels of support from management in the implementation of more robust and

consistent school processes. Incidents of student bullying remain an area of concern for the College and is something we are seeking to address through our wellbeing programs. The strengthening and success of the sport and co-curricular program has had a positive influence on the overall tone of the school, especially school pride and overall participation in College life.

In 2017, the College partnered with the Association of Independent Schools of NSW (AISNSW) in the development of a clear and coherent social and emotional learning framework K-12. Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The Colleges SEL framework and behaviour management practices are founded on CASEL's integrated framework which promotes intrapersonal, interpersonal, and cognitive competence (refer to www.casel.org). There are five core competencies that guide the College's approach to SEL and behaviour management, namely:

1. Self-awareness
2. Self-management
3. Responsible decision-making
4. Relationship skills
5. Social awareness

In 2018, the College will continue to develop this framework, embedding these competencies in a variety of ways, across different settings. The Manager of Psychological Services, Dr Sharon Greenberg, is leading this important work with her team of psychologists and student wellbeing teams across K-12.

Digital Communications

The College has made a commitment to enhancing our presence in the digital communications space. We recognise that this is the space in which we can engage most successfully with all our

stakeholders, as well as the broader community both nationally and internationally. Our Communications Team has expanded to include a Content and Communications Coordinator and is successfully growing our social media coverage. (Please see page 100 Media & Communications Manager's report for more detail).

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 the work of the College and our growing bursary program. In 2017 we were fortunate to partner with Brett Kelly, Founder/Executive Chairman/CEO/Senior Client Director, of Kelly+Partners, whose firm has made a 10-year commitment to funding the Naase Scholars in Entrepreneurship program in Israel. Further, I would like to convey our continued gratitude to Y2I and The Moriah Foundation for making funds available such that every Jewish child in Year 10 can participate in an Israel Experience.

Thank you to Karen Shagrin, Alumni Relations and Foundation Officer, who fosters the College's relationships with alumni and assists in organising myriad school reunions and alumni events. In late 2017, Karen joined our Admissions team and we extend our appreciation to her for her many years of service in this important area.

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 many programs at the College quietly and with enthusiasm and efficiency. We extend our gratitude and thanks to Co-Presidents Loren Kalish and Natalie Sassoon who have worked tirelessly to revitalise the work of the P&F, successfully partnering with the College in building a strong sense of belonging and school community.

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 and secure school environment.

To the Mount Zion Kindergartens and Trustees, Professor Leon Simons, Michael Greenfield and Dr Liliane 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 of the 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.

We extend our gratitude to The Honourable Justice Stephen Rothman AM and Daniel Goulburn, Co-Chairs, and Len Hain, Executive Director of the 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 Dr Geoff Newcombe, Executive Director of AISNSW, and his team for their outstanding support of the independent schools sector and their representation of our interests with government and other statutory authorities. AISNSW provide a range of outstanding and high-quality services to the College in the areas of governance, employment relations, compliance, professional development and consultancy. This year, we were excited to partner with NSWAIS on two key projects: The Inclusive School Project, dedicated to differentiating teaching and learning to include learners of all ability, especially those with learning needs or a disability, and; Elevate, supported by the UK Innovation Lab and focussed on meeting the needs of high potential learners. The work of both project teams will continue in 2018.

I would like to take this opportunity to thank the College Executive for their professional endeavours and dedication throughout the year and their ongoing support of me in my role as College Principal. They have been strong drivers of the College's strategy, committed to our mission and continuous school improvement. The College is also privileged to have a team of committed and dedicated teachers, school psychologists and nurses, administrators, ICT staff, maintenance staff, and volunteers who give many hours above and beyond what is

expected or required. They are all integral 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 of Directors throughout the year. Their professionalism, hospitality and empathy cannot be underestimated. They foster a welcoming environment for our students, parents, staff, visitors and Board Directors 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 and grandparents for their continued support of the College, and their children and grandchildren who provide the dynamism we experience each and every day.

I commend to you the remainder of the report, which provides a rich overview of life at the College during 2017.

John Hamey
College Principal

OUR SCHOOL

Dean of Jewish Life & Learning's Report



While most texts are linear, learning Torah is an unending, cyclical experience. The combination of the last and first letters of the Torah, 'lamed' and 'bet', if read as one text, form the word 'lev', meaning heart.

The continuity of Jewish education ensures that the heart of the Jewish people continues to beat and 2017 underscored this notion, exposing Judaism to our community through many avenues.

The year began with a monumental event. The Prime Ministers' visit was a highlight, allowing students in Years K-12 to be exposed to the unique relationship between Australia and Israel through the strong bond between Prime Ministers Netanyahu and Turnbull. In the spirit of cultural learning opportunities, we also hosted a large Chinese delegation, which was meaningful for students from both Moriah and China.

In Jewish Studies curricula we demonstrated significant progress with the Lookstein Centre at Bar Ilan University for our new K-10 curriculum and are close to its completion.

With respect to Hebrew; Advanced, Intermediate and Foundation Hebrew Courses were introduced in the High School, making the curriculum accessible to all. In addition, Primary

School students were introduced to the innovative iTalam, a blended learning adaptive program based on the Tal Am curriculum.

This year we found many opportunities to further integrate Jewish learning into general studies. The Scholars in Entrepreneurship program was inaugurated, with six Year 11 students travelling to Israel to experience the innovation and entrepreneurial spirit of the 'Start-Up Nation'. The program was a great success and with the support of the Moriah Foundation and Kelly & Partners, funding has been secured for the next ten years. As a feeder to this, the Start Up Moriah program was initiated, offering students in Years 10 and 11, the opportunity to attend sessions with leading Australian thinkers and innovators from various sectors.

Whilst the celebration of Chagim is always integral to the school year, this year, we highlighted many minor festivals and used it as an opportunity to continue to drive integration between departments. On Tu B'Shvat, the Science, Jewish Studies and EDJE departments collaborated to create a program focusing on the school's vegetation. This was followed by an array of learning programs centred around Shavuot, including the Year 12 Yom Kesher, the Power Hour Alumni event and Yom Kesher for staff and the community. We built our biggest ever Sukkah, large enough to fit hundreds of students and many classes took part in special activities during their Jewish Studies lessons, while other students built Sukkot on their Duke of Edinburgh expedition.

Shabbat celebrations were expanded to include Havdallah ceremonies for the Early Learning Centres Parents and grandparents were included in our activities with the continuation of

the Moriah Foundation, Grandparents Kabbalat Shabbat mornings and our expansion of the Parents & Children learning programs.

Yom Yerushalayim was celebrated throughout the College, as we marked 50 years since the reunification of Jerusalem. This included a Mini Maccabiah for Early Learning students, the 'Bus 99' program through which students in Years K-6 explored Jerusalem with iPads and laptops, and the High School 'Jerusalem Throughout the Ages' exhibition for students to experience life in Jerusalem throughout history.

Jewish Life and Learning brightened the walls of the College, with visiting Israeli artist, Solomon Souza who recreated through colourful imagery, the story of creation, a portrait of Theodore Herzl, and Noah's Ark. He also held hands-on workshops with Primary and High School students.

Throughout the year, we were privileged to host incredible leaders in Jewish thought and culture including the Chief Rabbi of Israel, Rabbi Akiva Tatz, Kay Wilson, Rabbi JJ Schachter and Rabbi Jonny Sack. Most importantly, our students took to the stage to share their own Jewish insights and values, with the expansion of our annual Mikolot: Voices of the Future public speaking competition. This year, participants from all over Australia and South Africa competed for the chance to win money towards an Israel trip.

IST has maintained its incredible impact, with 128 students departing on this life changing journey in 2017. In addition to this, 'Na'aleh' a two-week intensive Yeshiva/Midrasha program in Israel, was provided as a Pre-IST option, with 14 students partaking. Counterpoint seminars and other innovative programs, with international and local Madrichim and our EDJE

team, provided engaging and inspiring experiences for all students.

Engagement with Alumni included initiatives such as the Brownstone program, with over 20 alumni travelling to NYC to participate in an internship, whilst engaging in Jewish learning and leadership training. Graduates, Arielle Stephenson and Guy Sussman were selected to attend the Tikvah Summer institutes in New York in partnership with the College and the Moriah Foundation. A similar program was made available for Year 11 students,

with Liav Brill selected to travel to Yale University.

2017 was a year of new initiatives and innovation in the space of Jewish Life and Learning, implicitly teaching the important message of constantly growing through life as we keep our ancient people young and vibrant!

RABBI BENJI LEVY
Dean of Jewish Life & Learning



OUR SCHOOL

Director of Early Learning's Report



INTRODUCTION

"Excellence in early education relies on excellence in educators. The two cannot be separated, given the central role adults play in both crafting and delivering curriculum, building and maintaining relationships with children and other adults, and establishing and assessing environments for learning"

Anthony Semann

Every Child, Early Childhood Australia - a voice for young children, Vol 23. No 4 2017

In 2017, our last remaining Early Learning Centre to be assessed by the National Education and Care Directorate, the Saunders Family Campus on Dover Road, was awarded the title of Exceeding the National Standards. This final assessment was celebrated as a triumph as all Early Learning and Childhood Centres were deemed to operate well above the National Standards and demonstrate excellence in the Seven Quality Areas outlined in the National Quality Framework. The results reflect the commitment, passion and dedication of our educators as well as the support and operational staff who work collaboratively across our Early Learning Centres.

FOUNDATION PILLAR: TRUE TO OUR JEWISH ETHOS

The most significant and successful introduction to Jewish learning experiences was the weekly **Havdalla ceremonies** enjoyed every Monday morning across our Centres. Rabbi Benji's visits to at least three centres each week provided a perfect opportunity for the children to come to know him, and feel a stronger connection to Moriah College. We were very fortunate to have educator and parent, Royi Bercovici lead Havdalla at the John I Einfeld AM Campus, Randwick and Velvel Lederman, co-ordinator of Early Learning Jewish Life and Learning at the Mt Zion Kindergarten. The children and educators came to know the brachot and the traditions of a Havdalla ceremony and enjoyed being a part of an all-of-centre experience that welcomed a new week through prayer and song.

All through the Centres, children (and their parents) began calling their teachers **Morah** – (example: *Morah Ilana* or *Morah Dalia*), a small but meaningful way to include Hebrew as a living language and to further enhance a spirit and feeling of connectedness to our yiddishkite and Jewish heritage.

As part of our efforts to build stronger connections between the Moriah Early Learning Centres and Primary School, two special additional events were included as part of the overall Transition to Year K program. The first was an eventful morning planned to celebrate the **First of Adar** at Queens Park Campus. Children were bused in from the various campuses or brought to Moriah Primary School by their parents, and participated in a fun-filled morning, organised and hosted by Rabbi Sharbi and the Primary School Jewish Studies Department. The morning was most successful as Year 2 children joined in the festivities, together with teachers and parents, welcoming

in the month of Adar and looking ahead to Purim. Our College-wide core values were endorsed as we demonstrated kindness, respect and integrity in the preparing and giving of Mishloach Manot to people in our broader Jewish community.

The second additional offer for Early Learning children and their families to enjoy a Moriah Primary School experience was the Mini Maccabiah Games hosted by the Primary School at Queens Park Campus for all ELC children. This was an important opportunity to invite all children and their parents to participate in a meaningful activity that would showcase the resources and facilities all Primary School children enjoy at Moriah College.

As is customary every year, the children collect **Tzedka every Friday** for a worthy Jewish cause, with the understanding that we, as Jews, must in the first instance support worthy Jewish organisations. In addition to WIZO, JNF, JCA, OBK and UIA the children and their families participated in the Shabbat Project. All the children across the Early Learning Centres participated in a communal challah baking experience at each centre and then each Centre enjoyed a Centre-Kabbalat Shabbat as part of our acknowledgement and contribution to the Shabbat Project, and in doing this, the children were able to feel a connection to something bigger than themselves. Many of the children were excited to participate further in communal Shabbat experiences over the weekend. It felt as if we had given the children an opportunity to understand how to make something familiar and predictable into something extraordinary and wonderful.

During a week in November, the Early Learning Centres celebrated **International Mitzva Week** – five days, five acts of kindness. We saw this as

a unique opportunity to partner with our families and provide children with experiences that will inform and guide their way in the world. Each day we encouraged a new act of kindness:

- Monday – Kindness to each other
- Tuesday - Kindness to our teachers
- Wednesday – Kindness to our earth, plants and animals
- Thursday – Kindness to the sick. Included in this was acknowledging the International Purple Our World project – the pancreatic cancer awareness drive, initiated and developed by a Moriah family in memory of their beloved mother, grandmother and wife, Rochelle Goulburn
- Friday – Kindness to our families, linking in the JCA's 50th Birthday appeal – coming together to build stronger families through a stronger community.

In November, the Moriah College Foundation co-hosted **Grandparents' Kabbalat Shabbat** ceremonies at the Saunders Family Campus, Dover Road and at the Shya Redelman Campus, Glenayr Avenue. This was an opportunity to showcase what the children had come to know and love and was enjoyed by the many grandparents and special visitors. Mrs Judy Lowy and Rabbi Benji Levy welcomed the visitors, and affirmed the special gift of a Jewish education; that not only does it connect children to their Jewish roots and family traditions, it also ensures the continuity of our future Jewish community. Grandparents were also invited to enjoy Kabbalat Shabbat

at the Mt Zion Kindergarten, Bondi Road and the John I Einfeld AM Campus, Randwick ensuring that each Centre opened the experience up to all families, welcoming grandparents and special visitors to participate in these special mornings.

At the end of the year, the Early Learning Educators came together to acknowledge, **pay tribute to and celebrate Velvel Lederman's teaching career of 40 years.** In this lifetime commitment, Velvel has made a remarkable impact on individual children and their families, as well as colleagues and educators all over Sydney and Australia through Torah stories, his own musical compositions and more formal teaching of brachot, mitzvot and parshaot. A video celebrating his achievements was created and presented to Velvel and his family at the end of the year.

PERSONALISED, ENGAGED LEARNING

With the understanding that the greatest care and investment must be made in the earliest years in order to set each child up for greatest success later on, we turned our focus to the quality of relationships between educators and children, and also the quality of both the indoor and outdoor environments within our Early Years settings.

The two areas of deep and reflective thinking across 2017 were:

1. Enhancing **emotional resilience** in the children (and their families) through forging authentic and meaningful relationships and

2. Developing and **designing our indoor and outdoor environments** to enrich and extend learning opportunities.

At the centre of the early childhood curriculum is the importance of providing children with safe, open-ended, self-directed and engaging routines and environments that offer appropriate and meaningful play experiences. Educators worked collaboratively to ensure that each child, on entry, would feel welcome, comfortable and excited about the learning opportunities available and the pathways to access them. Educators worked to ensure that each child was able to move around the carefully prepared environments, feeling confident and competent, as well as appropriately challenged and motivated to become active and autonomous learners. Educators were committed to observing and documenting the children's day to day experiences, making their learning visible and thereby developing programs that best supported each child in his/her own personal learning journey.

In a combination of day to day ordinary experiences as well as specifically designed and tailored programs, the children were offered opportunities to build their own emotional resilience. Through the engagement of daily routines, the children were able to develop ways to regulate their emotions and responses as a result of the trusting and reliable relationships they had developed with one another and their educators. They also participated in various experiences that informed ways to be self-reliant, autonomous and responsible.



Furthermore, it was recognised that each child's learning success was dependant on his/her own sense of self-worth, on his/her own capacity to be an effective communicator, team player and problem solver, and his/her ability to take measured risks and to make mistakes. From this comes the understanding that successful learning cannot happen in isolation of a child's family and his/her relationships with primary carers and siblings. So, in providing high quality environments for each child, we acknowledged that the environments needed to extend further to embrace and welcome his/her family. Educators in the Early Learning Centres have come to appreciate the importance of working in partnership with the families through safe and meaningful practices and reliable and transparent policies, to enrich the learning experience of each child by ensuring that he/she receives the same messages at home and at school.

The learning that has become evident in the Early Learning Centres relies on the responsive child-adult interactions that demonstrate mutual respect, careful listening to one another, considered use of language and undivided attention and truly present and mindful educators. It is through these important and meaningful relationships that children are able to feel emotionally robust, and thereby find learning joyful, easy and meaningful. Educators have presented ways to extend the children's learning by encouraging their independence, their responsibility, empathy, a sense of community, of their world, and their place in it.

Reflecting on the personalised and engaged learning of each child affirmed the Early Learning Centres' commitment to providing the best quality experiences that endorse and enable the best possible childhood.

Included in the educators' day to day responsibilities was the collaborative preparation of the environments that offered both a place of beauty and a place of meaningful engagement, and experiences that immersed each child through various modes and differentiated challenges.

In order to continue to achieve high standards and practices across the centres, careful attention was given

to each learning environment and the important maintenance works as well as aesthetic and meaningful enhancements that would deliver high quality daily programs.

Extensive works were carried out at the centres at the end of the year, focusing on compliance, safety and enriched learning opportunities. The Early Learning Centres Operational Manager, Tracey Isacowitz, together with support from the College Maintenance team, ensured that the works were completed in time to welcome the new families to the new school year. The works included:

- Shya Redelman Campus, Glenayr Avenue:
 - Refurbishment of flooring in classrooms
 - Refurbishment of Softfall and shade cloth, built-in equipment in outdoor area
- Mt Zion Kindergarten, Bondi Road:
 - Completion of internal paintworks across all rooms
- Saunders Family Campus, Dover Road:
 - Storage installation at Hamakom
- ELC room at QPC:
 - Creation of ELC room and outdoor play area
- Moriah College Early Childhood Centre, Rose Bay
 - Repair of driveway and garden beds

Changes to the National Quality Framework

The Australian State and Territory Education Ministers agreed to change the National Quality Framework (NQF) following a review of the national system for children's education and care services.

Key changes included:

- A revised National Quality Standard (NQS) to strengthen quality through greater clarity, remove conceptual overlap between elements and standards and clarify language.
- Removing supervisor certificate requirements so service providers have more autonomy in deciding who can be the responsible person in each service, and to reduce red tape and lengthy processes.

- Revising the National Quality Standard and Assessment and Rating process.

STUDENT WELLBEING

The Early Learning Centres continued to focus on ways to best support individual children as they commenced their personal learning journeys in our centres. With the understanding that children engage and learn best when they feel confident and competent, our educators **designed programs that supported children's emotional health** and presented many opportunities to help each child grow in his/her own capacity.

Continued **weekly consultation** with Belinda Blecher, a child psychologist with a particular expertise in the Under 5's, provided meaningful and useful opportunities to develop strategies and approaches to best attend to the wellbeing of each child across the centres.

In collaboration with educators from across the College, the ELCs committed to improving and implementing an all-of-College approach to creating an inclusive school. As part of our commitment to the current **Inclusive Schooling Project** under the guidance of consultants from the AIS, we determined to further reflect and refine our culture of school-wide inclusivity and learn new ways to improve our educational and social outcomes for all children. Based in current research, and new approaches to effective practice and pedagogy throughout a child's learning journey, the Inclusive Schooling Project is intended to be implemented with individual student wellbeing at the heart of the approach. This then, demands building stronger relationships with families who play a pivotal role in designing best practice for their own child.

All Early Learning children and their parents were invited to Moriah Primary School to join in the Year K BBQ. The invitation was extended to the current Year K students' ELC teachers from last year. The evening was a great success and promoted the respectful and thoughtful relationships being developed between the ELCs and the Primary School. The opportunity for the ELC teachers to see their students from last year so happily and successfully transitioned into Year K

was most rewarding and affirming, and an excellent opportunity to demonstrate to families the close working connection between the ELCs and Primary school despite distance and proximity.

PASSIONATE, QUALIFIED, CARING, HIGH CALIBRE STAFF MEMBERS

New legislation published states that as of 1 January 2018, every teacher in NSW would need to be accredited to teach in a school or early childhood service. The same **accreditation standards and requirements** apply for candidates to work towards or maintain their Proficient Teacher Accreditation, as is expected of all other teachers in the state. This positive outcome for the qualified educators in the Early Years positions them on a par with all other Primary and High School teachers, and thereby raises the value and profile of Early Learning across the state. This new legislation, therefore, had some impact on relevant policies and processes including the standards and accountability of Professional Development.

Annual Staff Appraisals provided an opportunity for individual educators to develop their own Personal Learning Plans and what they would work towards in the two areas of focus:

1. Building Positive Relationships
2. Designing Supportive Learning Environments.

In collaboration with the educators and their objectives, a wide range of professional development opportunities were enjoyed as personal learning pathways. Some of these included:

- **Leadership Training for the Nominated Supervisors with Brigid Goldberg** (Clinical and Educational Psychologist) – where an intimate and bespoke training course was delivered identifying strengths and ways to improve and enhance the wellbeing of all the educators across the centres. Using a psychodynamic approach to mentoring, Mrs Goldberg was able to provide a practical, relevant experience, demonstrating listening as a key tool to build stronger and more meaningful relationships in the workplace.

- A mandatory seminar, **Safeguarding our ELC Workplace**, presented by consultant **Clare Morrissey** provided detailed guidelines around appropriate interactions within the Early Learning teams, and how best to ensure the wellbeing and safety of all educators and thereby children. The session focused on current legislation, suitable responses, strategies including child protection protocols and investigations, and ways to ensure adults and children are kept safe at all times.
- The Early Learning educators attended a course written and delivered by Elizabeth Webster and endorsed by NESA. **Applying Neuroscience to the Classroom** focused on how the brain learns and “what are the lessons for teaching”. This was an exciting opportunity to build accredited PD hours and, more importantly, to enjoy a course written and developed by a colleague, that was so complementary and relevant to the Early Years.

Liz’s work has been influenced and inspired by Dr Judy Wills who writes:

“With neuroscience, we can develop an understanding about how the brain learns best and this leads to practical applications, which will increase student engagement, participation, motivation and the development of higher order thinking skills”.

- In developing the best approach to support children who present with high levels of anxiety and the inability to self-regulate, The Early Childhood Learning and Development Conference and Master Class presented **The Developing Mind** with internationally renowned Dr Dan Siegel. He provided an excellent opportunity through the sharing of current research on how to best support children through early interventions developed in collaboration between home and school.
- The Early Learning Educators from across the Centres came together during the year for an evening of Personal Learning and Professional Development with Anthony Semann. The workshop, **“Effective Communication is key to Quality**

Relationships”, was specifically designed to promote healthy, honest and respectful communications modelled by educators and evident in establishing authentic and thoughtful relationships with children and their families.

- Our Early Learning Centres sent a delegate to **The National Future Schools Expo and Conference** with a focus on ways to integrate technology into the early years as a teaching tool and so to better understand the impacts, rewards and possibilities of introducing technology in the early years setting. Technology has become an area of focused discussion on the advantages or disadvantages of it being included in the early learning environments.
- The ELC educators came together for an interactive workshop presented by Registered Art Psychotherapist Mandi Hill **Understanding Mark Making in the Early Years**. The workshop affirmed the work that we currently do in the ELCs and also provided the educators with deep and relevant insights into early childhood development and the important role of open-ended and regular art experiences. Art making is a natural and authentic way for young children to be able to express themselves, and come to know themselves, in a safe and loving environment.
- Educators from across the Centres had the privilege of attending a day’s seminar with **Dr Stuart Shanker**, a distinguished research professor of Philosophy and Psychology at York University in Toronto, Canada and the Founder/CEO of The MEHRIT Centre. He is an acclaimed author and international speaker. Dr Shanker presented a new understanding of how children’s emotions and behaviours present and practical ways for parents and educators to help alleviate high levels of stress, engage meaningfully and support children to grow and learn.

In preparing for the commencement of the new Regulations in 2018, efforts to refresh and update the **ELC Educators Manual** commenced. The Educator’s Manual is a comprehensive document

that details policies, processes, accountability protocols as well as initiatives and samples of best practice across the centres. Ways to make the document more engaging, easier to access and relevant to the educators have been considered as well as showcasing the values and Ethos of the College.

RELATIONSHIPS WITH FAMILIES

Together with the College IT Department it was agreed to continue to **develop Educa as the preferred ELC Communication and Program Platform**. A small working group was established to further explore, train and implement strategies across the centres. These Educa champions trialed and documented different uses of the program and, in doing so, built training and mentoring solutions that were implemented across the Centres. The main objective for this project was to ensure that our method of communication with families meets with their preferred mode of receiving important communications. We also wanted one that would support our requirements and provide efficient and reliable avenues of safe-keeping and documenting children's learning, activities and reflections throughout the year.

In our efforts to partner more effectively with families, parent evenings were planned throughout the year. These important opportunities present a range of topics of discussion that help to promote our approach to teaching and learning, to raising young children, and to share important new research in child development. In 2017 we welcomed:

- **Dr Esti Galili co-hosted with Hadassah Hospital** who presented **Parenting resilient and secure children against a background of global, politically motivated violence** and why there is a need to be ready to have important conversations with our children about this new global reality.
- The ELCs were proud to host a morning for parents at Hamakom: **"In Conversation with Jessica Sepel"**. Jessica is a past graduate of the College, a nutritionist and wellness coach, blogger and author of two bestselling books. This initiative was to promote our commitment to healthy eating and lifestyle choices for young

families, to provide them with easy ways to healthier options for their children and themselves, and to instil wholesome attitudes and habits when it comes to eating right and living a balanced lifestyle. The ELCs are an important resource for young families who request advice for easier and quicker ways to raise healthier and more resilient children. We also understand and acknowledge the importance of early intervention, and through such initiatives hope to be able to offer guidance and strategies for young families so as to ensure healthier outcomes later on.

- **Dr Kristy Goodwin – Raising Your Child in a Digital World**. Moriah College Primary School joined the ELCs in hosting an evening with Dr Kristy Goodwin on presenting the Do's and Don'ts of raising children in a Digital World. The evening was very well attended by both parents and educators, who came away feeling far more confident and assured about their role in parenting in a digital world. The important message Dr Goodwin shared with families was that parents need to be far more active and present and engaged as part of their responsibility in raising their children to be digitally safe.
- **Rebbetzin Deborah Blackman** returned to deliver her workshops with children and a presentation to parents on **Keeping your Children Safe**. The evening for parents focused on both what has been shared with the children, as well as the role parents must play in keeping their children safe.

Two awareness campaigns initiated by ELC families were:

- **Loud Shirt Day** – in association with an annual campaign developed by the Shepherd Centre to raise awareness of children who live with a profound hearing loss. Children and teachers arrived at school with loud, bold t-shirts and shirts, advocating the importance of giving deaf children a voice.
- **#PurpleOurWorld Day** to bring awareness to Pancreatic Cancer and in support of the international campaign,

one that is very closely associated with the Moriah community. Children enjoyed wearing purple, eating purple ice-cream and participating in classroom experiences that were highlighted by the colour purple.

The ELC community was proud to be a part of these very meaningful campaigns.

COMMUNITY ENGAGEMENT AND PARTNERSHIPS

As part of our wish to further align the **Mt Zion Kindergarten's** service to the Moriah College Early Learning and Early Childhood Centres, Mt Zion agreed to extend their hours to 5pm Mondays to Thursdays. With this extension of hours, we hoped to address the growing need articulated by some of the families. These extended hours were offered as an option for families, who would pay an additional fee if their children remained on after 4pm each day.

The Mt Zion Trustees further committed to extensive maintenance works at the Centre during the course of the year. These works included the painting of both the interior and exterior of the buildings, guttering and roofing repairs and some garden refurbishment. In order to ensure the safety and wellbeing of the children and to allow for the works to be expedited in an efficient and responsible way, the project was split into two periods – the first being during October (between Rosh Hashanah and Sukkot) when the children enrolled at the centre were relocated with their teaching teams to the John I Einfeld AM Campus for six days. Both the families and educators from the two Centres expressed the ease and pleasure of the interim arrangements, enhancing the relationships between the two centres. The remainder of the works were successfully completed during the end of year period when the centre was closed.

Farewell to the John I Einfeld AM Campus

In response to the Montefiore's request for the John I Einfeld AM Campus to be relocated off their grounds in Kings Street by the end of 2017 for their second phase development to commence, careful consideration of the future of the centre commenced in consultation with

town planners, project managers, legal counsel, and various stakeholders. All reasonable options in keeping with the College's long-term strategic goals and master plan, including understanding the complex process and decisions around timing, finances, employment, communication, risk and reward were all considered. The decision to refurbish or build a new ELC facility on the grounds at Queens Park Campus was agreed to and the College Board of Directors committed to the project.

On Sunday, 3 September the Centre invited relevant community members, including members of the Montefiore Home and other Jewish community organisations, to a farewell party to pay tribute to the many successful years of the Centre's service to the community. The invitation was published in the Australian Jewish News and in the Moriah College newsletter. A short video was produced, illustrating the unique relationship between the Centre and the Montefiore home as well as the weekly and daily program enjoyed at the Centre over the past 16 years. Past parents and teachers were invited to send in their treasured memories of the Centre, and a small collection of anecdotes, photographs and shared memories were collated for the College archives.

REAIE Conference – Landscapes of Identity – Educator Tours of our two centres

The John I Einfeld AM Campus and Saunders Family Campus were selected as two of the Centres to open their doors as part of the National Reggio Emilia Information Exchange conference, "Landscapes of Identity". On the day prior to the official opening of the conference, Centres around the city had been chosen to provide delegates with a view into how teaching and learning in the early years has been inspired by the principles developed in Reggio Emilia, Italy. In planning for the day, our children and educators worked together to promote our own identity and hope to showcase our values and practices.

More than 60 visitors in total were welcomed into our Centres to enjoy a short presentation titled: "**We Are What We Remember**". This opportunity was used to proudly showcase our Jewish

Life and Learning across the early years. In the presentation we shared our College values and incorporated our daily engagement with Torah teachings and our love of and connection to Israel. Our visitors were invited to walk around our Centres and see for themselves how this is realised in our classrooms, walkways and outdoor spaces.

Beyachad – parent support group

The Beyachad parents continue to meet at least twice a term at Hamakom. These meetings are a combination of parents coming together to share their experiences, resources and stories, as well as being used as an opportunity to invite guest speakers or organisations to share important information or possibilities in the community. Under the guidance and support of Marisa Zadro, Director of Learning Enhancement K-12, and Amy Newsom, Family Liaison Officer, the College remains an important resource for many families whose children are diagnosed with a disability and works to ensure that families have the most current and relevant information around legislation, accessibility to funding, and resources in the broader community.

Working with Nechama Bendet: Ways to increase our overall enrolments – ECC, ELC and Year K

In a collaborative commitment to increase enrolments across the College, the ELC Executive Team together with the Admissions Office team, and in consultation with Mrs Nechama Bendet, great focus and effort was made to speak to families about considering Moriah College for their children in 2018. Many phone calls were made, emails sent, and personal discussions and meetings held with ELC families in the hope that parents would send their children to our Early Childhood and Early Learning Centres as well as to Year K. Included in this effort was a meeting with parents who were undecided about sending their children to Year K or remaining on in the ELCs for an additional year. Parents were very grateful for the opportunities to be better informed, and to have the various discussions and conversations. It is hoped that this personal engagement with current and future families will continue and that trusting, authentic relationships are developed.

SUSTAINABILITY

With a growing focus on sustainable practice in the early years The Eco Smart tool was developed by the Early Childhood Environmental Education Network (ECEEN), which was designed to guide educators through a checklist of suggestions and expectations with regards to sustainable practices. We understood that this was an important tool to guide our own thinking as we move to instil a common understanding and appreciation of the learning embedded in sustainable practices, allowing our children to realise the impact they have each day, and the difference they can make to their own environments and future.

As a result, in collaboration with Nicole Lewis (Coordinator of Sustainable Practices across the College) and Tracey Isacowitz (ELC Operations Manager), we developed three separate surveys sent to all Early Childhood Educators across the centres in a quest to better improve and standardise our sustainable practices. The surveys focused on:

1. Recycling efforts
2. Utilities and maintenance
3. Developing the outdoors

The results of the surveys were collated and communicated to all the educators and families. The report included a further opportunity for educators to comment on the results and make any additional suggestions or contributions to our strategic sustainability plans. A copy of the report is attached.

Community Outreach as part of our National Reconciliation Week Activities

Three important initiatives helped to promote and inform our children's understanding and experience of National Reconciliation Week:

1. **Baby Care Packs** were collected as part of a drive to support rural communities where the care for newborn babies is a new area of focus. Together with many of the other Jewish Early Learning Centres in Sydney, hundreds of baby care packs were donated to Gunawirra, a NSW Not-For-Profit organisation that supports rural preschools and community centres.

2. Aboriginal Child Health Forum

Cathy Milwidsky was invited to present a paper at the La Perouse Aboriginal Child Health and Wellbeing Forum, designed to raise awareness and knowledge of how literacy skills are acquired and the importance of early language exposure. The presentation focused on what parents and early childhood educators, as well as community health care workers, could do to better support young children in the years before school, setting them up for greater success when they enter Primary School.

3. Excursion to Watson's Bay

Children from across the four ELCs enjoyed a joint excursion to Watsons Bay led by two Aboriginal guides from Kadoo Tours.

The guides generously and passionately shared their culture, knowledge and skills whilst making the children feel an integral part of the landscape and the future of all Australian people.

This outing was a special opportunity to bring together all the older children in our ELCs in a meaningful and exciting way. We hope this will be the first of many such experiences.

Overview of achievements in college-wide sustainable efforts guided and facilitated by Nicole Lewis, Coordinator of Sustainable Practice

As part of the College's commitment to sustainable practices, a part-time role was created to coordinate efforts from the Early Learning Centres through to Year 12. This commitment has determined to make a great difference to our school community, our College operations and to our College profile within the broader community. Nicole Lewis has initiated and been a part of several programs and projects that support the reduction of our footprint, increase our awareness, and impact positively on our environments.

The Coordinator is responsible for a wide range of responsibilities including arranging appropriate excursions and incursions for students across the College, garden improvement and maintenance, care and safety of the Eastern Suburbs Bush Scrub

(ESBS), resource management, grants, professional development, student mentoring, representing the College at inter-school events, conferences and network meetings, liaising and building relationships with local councils as well as participating in RAP efforts across the College.

2017 Achievements include:

- Bottle refill stations PS/HS
- Reusable coffee cups available to staff
- Rainwater tank PS
- Solar – introductions, contacts and consultation
- Surveys HS – canteen and solar
- Leadership mentoring
- Stationary Collection (National Recycling Week) PS
- Waste audits HS
- Composting across PS
- Tikun Olam project across ELCs, conference display

Areas of benefit to the College/financial savings:

- Staff support/In service/Professional Development
- Planting (water saving): consulting, sourcing, collaborating with Green maintenance, collection and hands on planting
- School representation at communal events
- Curriculum integration (consultation, presentation, ongoing support)
- Student mentoring
- Habit/mindset shifts through education
- Savings on waste/energy/purchasing
- ESBS expertise
- Additional projects – NRW/Heritage/Foundation
- Maintenance - forward planning/problem solving re resource management
- Grants awarded 2017 = \$6,500: application, coordination, fulfilment, acquittal

Future focus areas:

- Waste contract
- Solar integration into the curriculum

- Outdoor classrooms – PS/HS
- Purchasing
- Planting
- Canteen
- Carpooling

CONCLUSION

The five College values being *Kindness, Integrity, Respect, Responsibility and Commitment* are evidently lived every day across the Early Learning and Childhood Centres. At the heart of the Centres are the educators who work collaboratively and devotedly to ensuring that each child is provided with the best possible experience in these formative years. In 2017, we paid tribute to one such outstanding educator, Myrna Airey, who after 54 years of working in the Early Years retired at the end of 2017. Myrna's contribution to the personal development of the children she taught, to the wellbeing of their families, and to the development of a robust future Jewish community will be remembered and treasured. A small garden dedicated to her work was planted at the Mt Zion Kindergarten and officially unveiled in her honour at her farewell party at the end of 2017. Myrna remains a rolemodel and an inspiration to all those fortunate to know her.

CATHY MILWIDSKY
Director of Early Learning

OUR ACHIEVEMENTS & GOALS

PILLAR 1 – PERSONALISED, ENGAGED LEARNING

2017 Goals and Priorities

YEARS K-12

- Develop a distinctive teaching and learning framework that establishes a clear teaching and learning strategy for personalising the learning experience of our students.
- Develop an understanding and implementation of inclusive practices by means of the Inclusive Project.
- Develop an understanding and implementation of inclusive practices by means of the Elevate Project.
- Develop an understanding and implementation of NCCD collection and data.

YEARS K-6

- Develop clear expectations and shared practice when teaching Literacy and Numeracy.
- Develop practices that teach and inspire creative and critical thinking.
- Leverage technology to teach inquiry learning/STEM/coding and robotics and collaboration.

YEARS 7-12

- Support students to develop metacognitive strategies, developing their ability to use feedback effectively.
- Make AAS data available to all class teachers and House Mentors and support teachers in the use of AAS profiles to set high expectations for all learners.
- Develop the differentiation narrative, ensuring that all teaching programs make differentiated practice evident and share best practice across faculties.
- Further develop collaborative practice around assessment design, rubric development and evidence based targeted teaching.
- Improve the quality of feedback provided to students and their parents.
- Develop specific literacy interventions for students in Years 7 and 9 English classes.

Major Achievements

- Primary school staff received professional development in ITC ThinkingTools. ITC Thinking Tools provides teachers with a Thinking Skills Framework, resources and templates. This ensures staff share a common language around creative and critical thinking and provides them with the tools they need to plan for and foster creative and critical thinking in their classrooms. Staff had a day to plan assessment tasks using the ICT Thinkdrive which suggests appropriate thinking tools and language for a range of assessments. All staff (K – 12) have access to the ITC Thinking Tools website.
- A proforma was devised for the documentation of evidence for the NCCD. There has been a high level of consultation and collaboration in the documentation process to provide evidence that adjustments have been provided and occurred within the wider school environment. Thus there now exists evidence of adjustments in all aspects of the students' schooling. The process of consultation between class teachers and the Head of Differentiation and Inclusion has been a mechanism to facilitate discussion and reflection on the planning of reasonable adjustments to identify and meet the learning and support needs of students with disability. The documentation provides evidence of the provision, frequency and intensity of adjustments.
- 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.
- 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.
- The flexibility of the Prowise panel has encouraged staff to look at how they utilise the learning spaces they have available to promote 21st Century Learning. Lightweight, flexible furniture that can be easily moved around by teachers and students, creating functional spaces for individual and team work has been bought for the shared Stage 3 area. Prowise panels allow students and teachers to create, collaborate, communicate and they foster innovation by giving freedom and flexibility.
- The school's leadership team have designed a new Scope and Sequence K-6 and teachers worked collaboratively to populate these. Along with this, teachers now have allocated time to plan together using a new English planning proforma that supports and privileges the school's Teaching and Learning Framework. The collaborative planning time enables teachers to better track and personalise the learning for all students in the year group. Teachers are also able to share good practice which will lead to the development of stronger pedagogy across the school.
- The Head of Differentiation and Inclusion together with the Year 5 staff examined the NAPLAN data to identify vulnerable learners who have not made sufficient or below expected growth. The individual data was unpacked, identifying target areas for improvement. This targeted learning has been translated into personal learning goals for the identified students. The success of this process has highlighted the benefit of personal learning goals targeting individual learning needs. As such, at the beginning of 2018 all students will engage in formative assessment. This classroom based assessment alongside NAPLAN and Allwell data will be used to develop personal learning goals for each student from Years 1 - 6. The Head of Differentiation and Inclusion will support staff in tracking the personal learning goals.

YEARS 7-12

- Comprehensive student profile data was shared with all staff at the beginning of the year for all students in all classes. This enabled teachers to identify students who were not performing to their ability. This understanding allowed them to better understand the learning needs of the students. At the conclusion of every assessment task, class and cohort data was made available to the Heads of Department to allow for a detailed analysis of student performance.
- High School staff continued their work in collaborative teams, setting and refining tasks to ensure that there was adequate stretch for all students. Master rubrics were refined and the language used in the capabilities and indicators was made much more student friendly.
- Reflection exercises were mandated for all formal assessment tasks. Students were required to analyse what strengths were evident in their work and what areas needed further attention.
- A Literacy Co-ordinator provided specific support to English teachers in the lead up to the NAPLAN testing. The results achieved were significantly stronger than had been the case in previous years. Following the release of the results, the Year 9 students were provided with class based support and close monitoring of their literacy skills.
- Student participation in extraordinarily enriching, but very challenging programs was extended in 2017 with the launch of the inaugural 'Scholars in Entrepreneurship' program, four students receiving the opportunity to study at the Technion as part of their Sci-Tech program and one of our Year 11 students was invited to participate in the Tikvah program held at Yale University.
- The Senior Leadership Council won the ATLAS (Australia's Team Leadership Award for Students) award for their initiative and commitment.

PILLAR 2 – STUDENT WELLBEING

2017 Goals and Priorities

- 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.
- Collaborate with parents and caregivers to ensure the best possible outcome for our students.

Major Achievements

YEARS K-6

- The Peer Support program was expanded to incorporate Year K-6 and we have had a large proportion of the staff 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 Term Four, our Year Four students commenced a one hour a week training program to prepare them for their role as a Kindergarten Buddy in Year Five. The Kindergarten Buddy program prepares the Year Five students for being a school leader in Year 6.
- We increased our offering of extra-curricular activities offered to the students (for example Maths Club, Jiu Jitsu, Chinese).
- The Primary School Collaborative Planning meetings were very successful this year. They provided the parents an opportunity to have a voice in their child's Individual Plan. Furthermore, we followed up with another Collaborative Planning Meeting to review the student's IP and begin the transition to the following year. Teachers have actively reviewed each adjustment in the IP, noting adjustments that remain effective for the individual and suggesting further or new adjustments that currently work in the learning space. The review meetings also provided an opportunity to articulate student growth and removing adjustments that are no longer required.
- We extended Deborah Blackman with her course on "Keeping children Safe" from Year K to Year 6 and incorporated her program into the Year 6 girls Batmitzvah program. We are looking at building on this program in 2018 to incorporate appropriate behaviour when rooming at camps.
- Worked across both the Primary and High School to set up a support program for vulnerable students. Two students in Year 10 were buddied up with a Year 6 student to help support and mentor him on the playground. This time contributed to their Community Service hours for Duke of Edinburgh. Once a week they came across during their lunchtime to play, talk, engage and draw others into the circle to support inclusion of all on our playground.
- Introduced the Lego Club, an initiative of Ability Links (an organisation for including children with disabilities in the community). We set this club up for some of our students who are socially vulnerable. The Club is a structured intervention which gives each child a specific role in the Lego process (builder, architect, supplier and director). This helps to alleviate any anxiety around social interactions and encourages children to build their communication, problem solving and sharing skills. We piloted the program in term 3 for 6 weeks with a select number of students in Year 4, with the view to expanding the group in future. Building on this program we now have a vulnerable group of Year 1 girls engaged in a lego club.
- Year K and Year 1 were introduced to the Early Years Mindfulness Project which is directly linked to the NSW school curriculum. The program was taught by one of our school psychologists, weekly across a term. The students then were encouraged to do daily practices with their teacher to build up their skills.
- Year 5 and Year 6 were taught mindfulness as part of a 6 week classroom-based curriculum called Paws B (Mindfulness Schools Project UK). The lessons were held one a week. Mindfulness has been found to affect our ability to focus, make good choices, and recognise when we need to steady ourselves.
- Year 2, 3 and 4, were given a 6 week program based on the Friendly Schools Plus program developed by the Child Health Promotion Research Centre at Edith Cowan University. This program targets the key learning areas of: self-awareness, self-management, social awareness, relationship skills and social decision making.

YEARS 7-12

- The College's Values were effectively promoted throughout the High School, beginning with a poster competition for students. The values posters were then displayed on classroom walls throughout the school and they are presented on the 'holding slide' that is used at all assemblies. Rather than having lists of 'rules', expectations are now totally based on our 5 Values. (Mis)behaviour is now unpacked in the light of the College's Values, with students encouraged to reflect on their behaviour from this perspective.
- Student behaviour was effectively targeted with immediate lunch time detentions instituted for minor infringements of the Code of Conduct. Students were required to write reflection statements, which again focused upon our values.
- An Inclusive Council was established with older students taking the initiative to support vulnerable students in the playground.
- Wellbeing programs were reviewed and a new framework based on the CASEL model that underpins Social and Emotional Learning was developed for implementation in 2018.
- The Year 6 - 7 Transition program was revised and strengthened.
- Participation in Sport continued to grow and students experienced significant success in competitions across a range of different sports.
- Participation in the Duke of Edinburgh Program grew further, with Moriah becoming one of the top award units in Australia.

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

2017 Goals and Priorities

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

YEARS K-6

- A new organisational structure was designed in line with current educational trends.

YEARS 7-12

- Develop a positive and supportive climate within the organisation.
- Value staff expertise and commit to providing exceptional opportunities for professional growth.

Major Achievements

YEARS K-12

- The Educator Impact (Ei) program was completed by all K – 12 Teaching Staff. Feedback was provided and all set specific goals based on this.

YEARS K-6

- The staff Code of Conduct was socialised with the Primary School staff.
- The new organisational structure highlights the importance of the General Capabilities of the Australian Curriculum with new roles for a Head of Teaching and Learning, a Leader of Literacy and a Leader of Numeracy.
- The Leadership Team were provided professional development in leadership.
- Staff were invited to share their professional development at a staff meeting.

YEARS 7-12

- The Ei for Leaders program was also completed by members of the High School Leadership Team, the Heads of Department and the Heads of House. This provided all with valuable feedback based on their leadership of their teams. A parallel program was used for members of the College Executive. Staff are now encouraged to reflect on their practice throughout the year.
- Morning Teas for academic and administrative staff were held regularly throughout the year to break down the 'isolation' of faculties.
- Mentoring programs for staff who were either new to the College or new to the profession were successfully introduced and induction programs were strengthened to provide more ongoing support.

PILLAR 4 – COMMUNITY ENGAGEMENT AND PARTNERSHIPS

2017 Goals and Priorities

- 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

YEARS K-6

- 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.
- One female scientist from the Charles Perkins Centre, University of Sydney visited Year 1 and spoke to the students 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 parent and students are given a voice in the direction of the IP (Individual Plan) for the student.
- Collaborated with an artist in residence with the Year K teachers.
- The Head of Differentiation and Innovation organised a visit of KPMG's Innovation Lab after being invited by one of our parents.
- Eight staff members visited the Commonwealth Bank Square after being invited by one of two of our parents.

YEARS 7-12

- Three-way conferences were introduced to honour student and parent voices in goal setting.
- Consolidated reports were released to parents on a term by term basis, with the data that was included, growing with each new assessment task.
- Alumni were invited to provide advice to senior students at a 'Career's Breakfast' for Year 12 students and their parents. This event was well received, with many contacting the College to offer their services once they heard of the event.
- The Year 10 STEM class won the NRMA Future Transport Challenge with their ideas published in the organisation's journal.

YEARS K-12

- Staff from across the College participated in the JNF trip to Israel during the Summer Break. This incredible experience has broadened horizons and energised staff to implement initiatives based on their learnings.

PILLAR 5 – SUSTAINABILITY

Major Achievements

- Moriah College was awarded a grant of \$3000 through Waverley Council's Small Grants Program (2016-2017) to purchase and install a water refill station in the High School, encouraging the use of reusable bottles and reducing the amount of single use plastic water bottles entering our waste stream. John Hamey matched the grant to enable another refill station to be installed in the Primary School.
- Year 9 group attended the two-day Inter-School Earth Hour Summit and returned to school determined to work to achieve more sustainable practices on campus.
- **Solar Panels**
Through the Solar My School Program, an initiative of Waverley, Woollahra and Randwick Councils, Moriah College has installed 344 solar panels on the Leon Fink Building to help in reducing both the economic and environmental costs associated with the high demand on energy required to power the pool, IT and air conditioning. The College also received a grant of \$17,500 through the Council's Community Building Partnerships towards the installation of the panels <https://www.nsw.gov.au/improving-nsw/projects-and-initiatives/community-building-partnership>.
- **Eastern Suburbs Banksia Scrub**
In 2017, the College received a grant of \$3,000 through the Waverley Council Small Grants Program (2017-2018) to fund bush regeneration expertise in the Eastern Suburbs Banksia Scrub onsite. This will enable the College to effectively meet our requirements as caretakers of the now Critically Endangered bushland and ensure all education and management efforts are in conversation with our fellow stakeholders, Centennial Parklands and Waverley Council.

MAJOR INITIATIVES IN LEARNING & INNOVATION IN 2017

HIGH SCHOOL

Moriah College Scholars in Entrepreneurship

Year 11 students were challenged to prepare a 2-3-minute film pitch outlining an innovative and impactful idea that was motivated by passion for a cause or issue. Students with the most spark and passion to ignite an idea and make a difference in the world were then shortlisted for interview by a panel of people who are experts in their field.

Each pitch was judged according to the following criteria:

1. Quality of the idea
2. Quality of the pitch
3. Understanding of the importance of social justice and its relationship to the idea
4. Ability to work collaboratively
5. Innovative 'can do' attitude and entrepreneurial spirit

The six finalists enjoyed the privilege of traveling to Israel, the 'start-up' capital of the world, to visit a trade fair and learn from young innovative socially minded entrepreneurs. They also had the opportunity to represent Moriah College and partake in the 100-year Commemoration of the Battle of Beersheba.

Year 9 STEAM Program

The Year 9 STEAM program is an interdisciplinary, problem-based learning program that took place from Monday, 4 December to Wednesday, 13 December. The students undertook various thinking routines and activities in which they were challenged to 'think outside the box'. The cross-curriculum priority of Sustainability informed the program and the motto "within constraint lies innovation" encouraged the students to engage in some blue sky dreaming, as they were required to identify a potential problem in the future and then undertake a process of design thinking to provide the solution, including the production of

a physical and digital artefact. The STEAM program dovetails with a careers morning presentation and mock interviews to enhance the relevance of the program, which is underpinned by the key message that the skills of the future will rely a great deal on design thinking. A range of external specialists in their field were invited to address the interdisciplinary nature of Science, Technology, Engineering, Arts and Mathematics in the areas of wearable technologies, photography and eco-technologies. Our students also benefitted from working alongside Student Ambassadors from Macquarie University.

PRIMARY SCHOOL

This year we re-imagined our Year K environment. Kindergarten shares many components of the K-12 education system in terms of structure of the day and curriculum guidelines, yet our kindergarten classes needed to reflect the practices of the early learning years, and we needed to re-think the environment that would best benefit these children. From their very first day, we set about to ensure our students were immersed in a unique learning culture built on positive relationships, encouragement and a challenging curriculum. We wanted our students to experience hands-on learning where curiosity, imagination and purposeful play

were privileged.

Another priority became how to use technology in the classroom in a meaningful way. Technology has become a crucial element and an indispensable tool in providing our students with a rich and relevant curriculum. With our state-of-the-art Prowise boards, we have seen teachers and students transform their learning, leveraging technology to privilege inquiry learning, independence and collaboration. As well our students were all engaged in coding and computational thinking through the use of our spheros, VEX IQ robots, drones and Bee-Bots.

All of our programs are designed to allow our students the opportunity to exercise their full range of possibilities. Within our programs and in our classrooms, there are teachers who are differentiating and personalising learning. We are starting to shape our student's learning by looking at personal goals. We are teaching creative and critical thinking in an explicit way and we are looking at our classroom and learning spaces in order that they too reflect a commitment to collaboration, communication and autonomy, essential 21st Century skills. We are focussed on growing learners that are thinkers, open-minded, adventurous, compassionate and determined.



OUR PERFORMANCE

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

HIGHER SCHOOL CERTIFICATE RESULTS 2017

A total of 131 students completed HSC examinations in 2017. Six of these students were Year 11 students who undertook accelerated patterns of study in Modern Hebrew (5) and Russian Continuers (1). One of these students completed a Life Skills HSC program of study. Two students undertook a Pathways program of study which meant that 98.4% of our 2017 HSC students received a Higher School Certificate in 2017. No students completed VET Curriculum Framework Courses in 2017.

Eighteen students (14.6% 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; a much stronger result than the 10.04% students who were included in this list in 2016 and the 10.74% in 2015.

Several students were listed as Top Achievers in their courses.

HSC 2017 Major Achievements

Students were ranked:

- 9th, 17th and 18th in Business Studies
- 1st and 2nd in Classical Hebrew Continuers
- 1st, 2nd, 3rd and 5th in Classical Hebrew Extension
- 6th in English Extension 2
- 10th in Mathematics Extension 1
- 2nd (Year 11 Accelerant), 3rd (Year 11 Accelerant) and 4th in Modern Hebrew Continuers

One student's Visual Arts major work was nominated for ART EXPRESS and one vocalist was nominated for ENCORE, the NESAs showcase for exemplary major works in Music.



COMPARATIVE DATA 2016-2017

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 2017	25	9	75	36
Ancient History 2016	31	8	69	31
Ancient History 2015	31	8	69	33
Biology 2017	38	12	69	39
Biology 2016	7	9	64	35
Biology 2015	0	6	38	28
Business Studies 2017	42	8	81	36
Business Studies 2016	38	9	74	34
Business Studies 2015	47	8	89	36
Chemistry 2017	6	9	69	43
Chemistry 2016	8	10	67	41
Chemistry 2015	25	11	67	41
Classical Hebrew Continuers 2017	46	57	62	74
Classical Hebrew Continuers 2016	21	26	57	82
Classical Hebrew Continuers 2015	31	39	63	74
Classical Hebrew Extension 2017	57	62	100	92
Classical Hebrew Extension 2016	83	74	100	100
Classical Hebrew Extension 2015	58	73	100	100
Design and Technology 2017	7	11	87	43
Design and Technology 2016	15	13	38	41
Design and Technology 2015	13	12	88	36
Drama 2017	62	13	85	42
Drama 2016	50	14	93	43
Drama 2015	67	14	100	42
Economics 2017	63	14	89	49
Economics 2016	53	14	89	45
Economics 2015	52	11	100	46
English (Advanced) 2017	60	15	98	64
English (Advanced) 2016	45	15	93	62
English (Advanced) 2015	57	15	90	58
English (Standard) 2017	11	1	70	16
English (Standard) 2016	4	1	35	13
English (Standard) 2015	5	0	50	8
English Extension 1 2017	64	30	100	93
English Extension 1 2016	71	35	100	95
English Extension 1 2015	60	35	96	94
English Extension 2 2017	40	21	100	77
English Extension 2 2016	40	18	100	79
English Extension 2 2015	77	26	100	83
Food Technology 2017	0	8	50	30
Food Technology 2016	0	7	60	29
Food Technology 2015	0	8	63	29
Information Processes & Technology 2017	33	7	100	30
Information Processes & Technology 2016	No Moriah candidates completed this course.			
Information Processes & Technology 2015	38	7	88	33

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History Extension 2017	33	22	100	79
History Extension 2016	0	22	100	81
History Extension 2015	29	22	100	78
Legal Studies 2017	58	13	89	44
Legal Studies 2016	48	12	89	42
Legal Studies 2015	34	11	94	41
Mathematics 2017	28	23	75	53
Mathematics 2016	45	23	84	53
Mathematics 2015	32	20	78	52
Mathematics Extension 1 2017	43	38	94	82
Mathematics Extension 1 2016	49	33	100	79
Mathematics Extension 1 2015	55	34	93	84
Mathematics Extension 2 2017	40	34	95	84
Mathematics Extension 2 2016	26	32	84	85
Mathematics Extension 2 2015	26	36	91	86
Mathematics General 2017	25	7	75	25
Mathematics General 2016	8	5	58	26
Mathematics General 2015	20	6	60	26
Modern Hebrew Continuers 2017	65	65	100	100
Modern Hebrew Continuers 2016	55	65	95	98
Modern Hebrew Continuers 2015	56	51	88	92
Modern History 2017	26	9	47	39
Modern History 2016	24	9	90	41
Modern History 2015	35	11	87	44
Music 1 2017	71	20	100	65
Music 1 2016	22	18	100	63
Music 1 2015	50	17	100	62
Music 2 2017	100	37	100	89
Music 2 2016	0	34	100	90
Music 2 2015	50	37	100	88
Music Extension 2017	100	63	100	95
Music Extension 2016	No Moriah candidates completed this course.			
Music Extension 2015	100	56	100	93
Personal Development, Health and Physical Education 2017	52	9	76	31
Personal Development, Health and Physical Education 2016	55	11	84	34
Personal Development, Health and Physical Education 2015	17	9	63	71
Physics 2017	36	11	71	34
Physics 2016	12	8	41	30
Physics 2015	33	8	67	29
Society and Culture 2017	No Moriah candidates completed this course.			
Society and Culture 2016	0	14	77	48
Society and Culture 2015	29	12	86	47
Software Design and Development 2017	100	12	100	35
Software Design and Development 2016	100	11	100	33
Software Design and Development 2015	60	8	87	31
Studies of Religion I 2017	73	15	93	50
Studies of Religion I 2016	57	13	86	50
Studies of Religion I 2015	No Moriah candidates completed this course.			
Studies of Religion II 2017	26	7	80	46
Studies of Religion II 2016	10	9	78	48
Studies of Religion II 2015	4	6	86	40

Visual Arts 2017	39	13	86	55
Visual Arts 2016	35	14	95	54
Visual Arts 2015	39	13	100	54
French Beginners 2017 (Open High School)	0	22	100	44
Russian Continuers 2017 (Open High School)	100	62	100	95
Spanish Beginners 2017 (Open High School)	25	13	100	48

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.

2017 HSC POST SCHOOL DESTINATIONS

Of the 128 students who received an ATAR at the completion of Year 12 in 2017, 111 (87%) received a first round offer in December from tertiary education providers of Bachelor degree courses.

ALLWELL TESTING

Moriah continues to use the Academic Assessment Services (AAS) provided by Robert Allwell. This includes a comprehensive breakdown of student performance and assists staff 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
- Writing competitions
- The Oxford University Press 'Word of the Year' national competition

Moriah students performed very well in 2017. Some outstanding results were:

- Three students achieved High Distinction in the Australian Mathematics Competition.
- Eight students achieved Distinction in the Computational and Algorithmic Thinking competition.
- One student achieved first in their Moriah cohort and four students achieved first in their Moriah cohort and top 10% of Australasia in the Australasian Problem Solving Mathematical Olympiad.
- One student was entry winner in the Oxford University Press 'Word of the Year' National Competition.

ICAS COMPETITION RESULTS

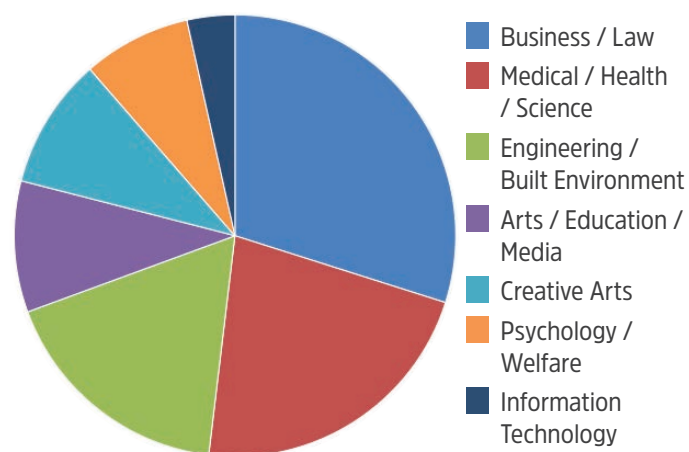
Moriah performed strongly in the English and Maths competitions with seven students achieving High Distinction in the top 1% of participants; 41 students achieving Distinction in the next 10% of participants, and 88 students achieving Credit in the next 25% of participants. An outstanding result considering 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	15 students	23 students
Distinction	7 students	5 students	12 students
High Distinction	0 students	3 students	3 students
Total Participation:	37 Students	42 Students	49 Students
ENGLISH	Year 4	Year 5	Year 6
Credit	12 students	11 students	12 students
Distinction	2 students	5 students	10 students
High Distinction	0 students	1 student	0 students
Total Participation:	35 Students	30 Students	44 Students

Summary by Course:

Business/Law – 29.9%, Medical/Health/Science – 22%, Engineering/Built Environment – 17.5%, Arts/Education/Media – 9.6%, Creative Arts – 9.6%, Psychology/Welfare – 7.9%, IT – 3.5%

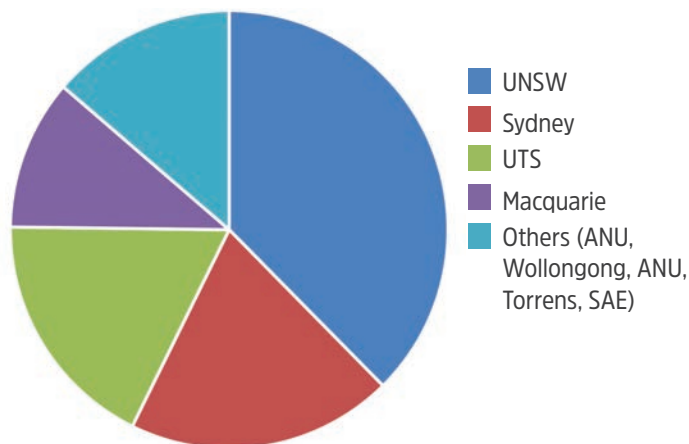
COURSES



Summary by University:

UNSW – 41.2%, Sydney – 18.4%, UTS – 17.6%, Macquarie – 7%, ACU – 6.1%, Wollongong – 2.7%, WSU – 2.7%, Others – 4.3% (ANU, Torrens, SAE)

UNIVERSITY



RECORD OF SCHOOL ACHIEVEMENT (ROSA)

No student 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 their secondary schooling at Moriah.

NAPLAN: YEARS 7 & 9, 2017

Please visit My School website www.myschool.edu.au for a full break-down of Moriah College's NAPLAN results for 2017. The results can be found in graphs, number and bands.

In 2017, our NAPLAN results improved considerably on those in previous years. The 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 of 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 2017 the English Department continued 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. 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 proofreading 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.

2017 NAPLAN PERFORMANCE

College staff members were generally very pleased with the results that our students obtained. There was strong growth across all test domains and given that only 32% of NSW Year 9 students reached the minimum standard for literacy and numeracy, we are delighted to report that 66% of Moriah Year 9 students have already reached this benchmark.

Year 9 Data

Year 9 Subtests	% NSW students achieving Bands 8 – 10	% Moriah students achieving Bands 8 - 10
Reading	58.4	85.2
Writing	45.2	78.5
Spelling	55.1	73.3
Grammar and Punctuation	51.5	79.3
Numeracy	58.5	87.2
Data, Measurement, Space & Geometry	62.9	87.4
Number, Patterns & Algebra	58.0	87.3

Year 7 Data

Year 7 students also performed strongly.

* Note: Band 9 is the highest band able to be reported for Year 7 students.

Year 7 Subtests	% NSW students achieving Bands 7 – 9*	% Moriah students achieving Bands 7 - 9
Reading	60.2	83.9
Writing	42.9	71.6
Spelling	68.2	91.3
Grammar and Punctuation	60.3	80.8
Numeracy	63.9	93.9
Data, Measurement, Space & Geometry	66.1	90.7
Number, Patterns & Algebra	59.5	90.7

The NAPLAN results, along with other data, is made available to all class teachers for them to be mindful of and use while programming for their classes during the new academic year. Year 9 students who are yet to meet the required minimum standard for literacy have received targeted support in a context relevant way through the existing curriculum. Each student's performance has been tracked by our Literacy Co-ordinator who also assisted in creating literacy resources to complement each class teacher's strategies.

The Year 9 students who are yet to meet the minimum standards in Numeracy also received targeted support within their class. The Mathematics teachers will use the detailed report that is provided by NESA to target the specific skills that need to be developed in readiness for the online numeracy test next year.

In responding to the Year 7 data, Heads of Department will draw attention to those students whose results are below the required standards as well as the students who are underperforming relative to expected growth. While English and Maths teachers can provide specific interventions relative to their curriculum, all teachers are teachers of literacy and numeracy, and as such, reinforcement of skills will occur across the curriculum in context relevant ways.

Literacy will continue to be a mandatory component of rubrics for all written assessments across Years 7-10.

NAPLAN: YEARS 3 & 5, 2017

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 performed very well in 2017. There was improvement in Reading, Spelling and Maths with, on average, the majority of students achieving the top two bands in all subjects.

Year 5 performed well in 2017, achieving excellent results in spelling, and an increase in the number of students achieving the highest band in Reading, Writing and Spelling than in the previous year.

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

- The teaching of writing in K-6, aiming for consistency in teacher expectations and having students write more often.
- Utilising the literacy continuum to ensure students are on target for their stage of learning.
- Regular benchmarking students' reading in Years K-2.
- Teachers collaborating with colleagues and looking at integration across the key learning areas.
- Using formative assessment and giving students immediate feedback
- All teachers considering themselves to be teachers of literacy are responsible for lifting literacy standards.
- Using NAPLAN's SMART data to inform teaching and improve literacy and numeracy.
- Setting goals for students, which they working towards in class.

ACADEMIC REPORTING

PRIMARY SCHOOL

In the Primary School, parents received two formal written

reports, one at the end of Semester 1 and Semester 2. The reports in 2017 were based on the strands of each Key Learning Area of NESA syllabus documents. Students were graded according to their level of achievement within each strand, and in accordance with NESA requirements.

The report also included comments which indicated 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 2017, reporting for students in Years 7-10 consisted of Year-based rubric reports that were delivered online to parents via eLY at the end of each term. Instead of standardised reports released twice a year, parents were able to download a report (comprehensive full report or summary version) to see how their child had performed if a formal assessment task had been marked and released for a subject that term. While this method provided targeted feedback, it was not intended to increase the number of formal assessments, therefore not all subjects were reflected each term. The report is cumulative and utilises a 'heat map' colour code that is a visually striking method of communicating levels

of achievement, so parents can readily identify areas of concern. This is intended to assist them with any conversations they may have with their child. An appraisal of each student's approaches to learning and subject teacher's comment was provided in Term one and three. A Student Life report was also included in Terms two and four outlining a student's co-curricular involvement and performance in Wellbeing Programs.

In 2018 the Year 7 – 10 reports will continue to be Year based and issued at the end of each term; however, the Term One and Three reports will incorporate the Student Life information, including the House Mentor's comment; and the Term Two and Four reports will include the Subject Teacher's comment and overview of the student's Approaches to Learning for each subject.

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 Student Life report was also

incorporated, outlining the student's co-curricular involvement and performance in Wellbeing programs.

Year 12 students received a Task-based Report based on the Term 1 Pre-Trial examinations and the Term 3 Trial HSC examinations, which 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. Parents of Years 7-10 students were once again allocated earlier interview times after lunch as this was well received last year. This also creates a unique opportunity to provide students with meaningful alternate student wellbeing programs alongside the Parent/Teacher interviews.

In Terms 1 and 3, the parents of the Junior and Senior students 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.



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

From the beginning of 2017, a dedicated team of seven experienced staff from the High School and Primary School provided instructional support to teachers working towards NESA Proficient Teacher accreditation. The mentors provided coaching and supervision to teachers who were required to collect evidence that meets The Australian Professional Standards for Teachers. These practitioners worked collaboratively to support professional learning and helped build a culture of feedback and growth.

All teachers in NSW schools were accredited at the level of Proficient Teacher by 1 January, 2018. In November 2017, Lyn Kirkby, Director of Teaching Standards, addressed the staff about changes in Maintenance of Accreditation requirements.

Moriah College also supported a number of teachers seeking accreditation at the ISTAA Experienced Teacher level.

THE INCLUSIVE SCHOLARSHIP

A key objective of the College's strategic (2015-2020) plan is to provide an inclusive and welcoming school culture where all members of the community feel valued and motivated to engage with us. Through the generosity and commitment of a donor and the involvement of The Moriah Foundation, Moriah College continued to be able to offer study scholarships to teachers keen to pursue studies in Inclusive Education.

MORIAH'S APPLICATION TO BECOME A REGISTERED SCHOOL-BASED PROFESSIONAL DEVELOPMENT PROVIDER

In November 2017, Moriah College was recognised by NESA as an Accredited

Provider of School-based Professional Learning at the level of Proficient Teacher. All of our teachers, ELC-12, are now able to fulfil their mandatory professional learning requirements on site. We will be required to continue to demonstrate to NESA that as a College we have exemplary practices in place to ensure the implementation of quality professional learning that has a positive impact on our teachers' professional practice. We intend to build on this great achievement by encouraging more staff to create courses so that we can expand our suite of offerings.

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' - 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 of self-reflection based on student outcomes and The Australian Professional Standards for teachers.
2. The teacher identifies areas in which they wish to develop in relation to their professional practice, for example, classroom management or use of technology.
3. The teacher completes a Professional Learning Plan that is in line with the School's goals and strategic vision, e.g., it demonstrates personalised, engaged learning.

4. The teacher engages in relevant professional learning, both formal and informal, and reflects on the impact of this on their 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, teachers in the Primary and High School 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.

EDUCATOR IMPACT (EI)

All Primary and Secondary School teachers participated in a 360^o feedback process throughout 2017. 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 including: increased collegiality and collaboration, a culture of feedback being created, the setting of personal goals aligned with school improvement as well as pedagogical knowledge, professional dialogue and skill development being promoted. The 360^o feedback process will be done annually and equates to four hours of QTC NESA endorsed professional learning.

EI FOR LEADERS

In 2017, Moriah College implemented 'EI for Leaders', a program which supports

school leaders on their professional journey with 360° feedback, evidence-based goal setting and PD tracking.

All middle leaders and senior leaders in the High School engaged in the following process:

1. Collection of 360° feedback from a range of staff.
2. All participants received a summary of their feedback and then attended a goal setting workshop which was facilitated by an external consultant, Elanor Shakiba.
3. Leaders completed a 1:1 coaching session and then developed a SMART goal.
4. Stage 3 of the process generated a PD plan which will help them achieve their goals.
5. Leaders have continued to measure their progress against their goal and gain deeper insights into their capacity to implement the vision they have for their sphere of influence.

GOOGLE CLASSROOM

The High School Teachers completed a course entitled: *Why Google, Why Now?*

This training linked to our strategic objective of personalised and engaged learning and reinforced the fact that technology is an excellent tool for collaboration in the classroom, which is now a virtual, as well as a concrete space.

STAGE 6 SYLLABUS CHANGES: ENGLISH, MATHEMATICS, SCIENCE AND HISTORY

Introducing new syllabuses in English, Mathematics, Science and History for Year 11 students (2018) required extensive professional learning for teachers. They attended a range of events facilitated by professional organisations, such as the English Teacher's Association and the Association of Independent Schools.

INCLUSIVE PROJECT - ELC-12

Throughout 2017, a team comprised of leaders from the 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, which resulted in the implementation of effective evidence-based strategies that will lead to improved student outcomes.

ELEVATE: AGILE DESIGN FOR HIGH POTENTIAL LEARNERS

ELEVATE was initiated by AISNSW and amplified by strategic partnerships with the UK-based Innovation Unit, and the Australian Institute of Teaching and School Leadership. Funding for this program was provided by the Australian Government Students First Support Fund and AISNSW.

Throughout 2017, Moriah College participated in The AIS ELEVATE program. This professional learning program links directly to the College's strategic pillar of professionalised and engaged learning, and came at a time when there was considerable interest, both nationally and internationally, in reshaping schooling to optimise the strengths of all learners. This robust innovation program supported our leaders of learning in collaboratively designing and implementing powerful practices to lift learning outcomes for high potential learners.

RE-IMAGINE YEAR K

As part of our re-imagined Year K, all of the Year K staff, including the Jewish Studies and Ivrit teachers, attended Bialik's Culture of Thinking Conference in Melbourne. The aim of this two-day conference, sponsored by Bialik in collaboration with Project Zero at the Harvard Graduate School of Education, is to develop an understanding of and enhance thinking and creativity in the arts. It also covers humanistic and scientific disciplines. The Cultures of Thinking project focuses on further developing a school-wide culture that supports the development of students' thinking dispositions and assists them in becoming more flexible and energetic in their thinking and learning. This conference also included a day of visiting classes at Bialik College and seeing these thinking skills in situ. At the same time, we were fortunate enough to visit Mount Scopus's Gandel Besen House campus which has innovative and flexible learning spaces.



MORIAH COLLEGE - 2017 ANNUAL REPORT

PROFESSIONAL LEARNING 2017 (K-12) CURRICULUM

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Faculty Support: Grade planning and programming sessions incorporated within staff professional development days and planning meetings throughout 2017	All Primary School teaching staff
AIS Inclusive Project	Primary School & High School staff
AIS Studies of Religion Annual Conference	Selected High School staff
Applying Neuroscience in the Classroom (Liz Webster) BOSTES accredited course developed at Moriah College	All High School staff
Assessment and Reporting Policy K-6	All Primary School teaching staff
Bishvil Ha'Ivrit	All HS Hebrew teachers
Critical and Creative Thinking Across the Curriculum	Selection of Primary School staff
Cultures of Thinking Conference	Selection of Primary School staff
Designing STEM units of Learning in K-6	Selection of Primary School staff
EduTech Conference	Selection of Primary School staff
ELEVATE – AIS Project	Primary School & High School staff
Formative Assessment workshop	High School staff
Gamification – not just playing games	High School staff
Google Classroom	All High School staff
Hebrew Training Ulpan Or	All High School Hebrew teachers
iPads in action: English	Selection of Primary School staff
iPad training at Apple headquarters	All Primary School teaching staff
Literacy Strategies for Decoding Texts	High School staff
Mind Brain Conference	Selection of Primary School staff
Multi-Lit Read Tutor Program	Selection of Primary School staff
Neuropedagogy & Music	Selection of Primary School staff
Personalised and Engaged Learning	All High School staff
Project Based Learning	High School staff
Rethinking your Literacy Block	Selection of Primary School staff
Seven Steps in Writing	Selection of Primary School staff
Staff PD Day: "Creative & Critical Capability"	All Primary School teaching staff
Staff PD Day: "Critical Thinking & Differentiation"	All Primary School teaching staff
Staff PD Day: "Differentiated Instruction & Assessment – Scaffolding for Success"	All Primary School teaching staff
Supporting Historical & Geographical Inquiry in the K-6 Classroom	Selection of Primary School staff
Talk for Writing	Selection of Primary School staff

STUDENT WELLBEING

PROFESSIONAL LEARNING ACTIVITY	Participating staff
'Teacher Life' Matters	High School staff
Discover your signature strengths and examine how to utilise these in the classroom	High School staff
Goal Setting Strategies for students	High School staff
Mindmatters Training	High School staff
Peer Support Workshops	Selection of Primary School staff

COMPLIANCE

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Accreditation Standards 2018 and beyond – NESA	All High School staff
Advanced Resuscitation First Aid	Selection of Primary School staff
Anaphylaxis online course	All Primary School staff
Child Protection / Mandatory Reporting	All staff
Child Protection online course	All staff
Educator Impact for Leaders	Head of House and Heads of Departments
Educator Impact for Teachers	All High School teaching staff
Educator Impact introduction session	All Primary School teaching staff
Educator Impact PD Plans	All Primary School teaching staff
Evacuation Policy and Working With Children	All High School staff
First Aid online course with Royal Life Saving	Selection of Primary School staff
Maintaining Proficient Teacher requirements	Selection of Primary School staff
Mandatory CPR (Magen David Adom)	High School staff (incl. Admin)
Mandatory Regulations	All High School staff
NESA Accreditation Update	All staff
NESA and AIS – New HSC Syllabus Training for Science, Maths, English and History	All High School staff
NESA Information sessions	Selection of Primary School staff
Risk Assessment Training	All High School staff
Security briefing: Communal Security Group Representative	High School staff (incl. Admin)
Security briefing: Ronen Elbaz	All staff
Senior First Aid Training	Selected staff
Supervising Teachers Progressing to Proficient Teacher	Selection of Primary School staff
You are telling me it's mandatory for me to teach technology in my classroom?	High School staff

OTHER

PROFESSIONAL LEARNING ACTIVITY	Participating staff
An Approach to Behaviour Management	High School staff
Challenge to Change: ASLA Conference	Selection of Primary School staff
eLY – much more than just a rubric marking system	High School staff
eLY In-house Training: ICT for Classrooms	All Primary School teaching staff
Feedback from EduTech	All High School staff
Fostering Professionalism	High School staff (incl. Admin)
Identifying and reversing underachievement in high potential learners including gifted students	High School staff
Inclusive Education (Claire Connolly)	All High School staff
Inclusive Scholarship Program	Selected Primary School & High School staff
Inclusive Schooling Workshops	Selection of Primary School staff
Inclusive Strategies for Teaching Vocabulary across the Curriculum	High School staff
Leadership Team Meetings	Executive, Leadership Team
Momentum: Autism Workshops	Selection Primary School staff
One Size Fits None! – Making Adjustments	High School staff
Prowise Boards training	All Primary School teaching staff
School Learning Space Design Conference	Selection of Primary School staff
Staff Yom Keshet	All Primary School teaching staff
Strategic Alignment Workshops – Andrew Fraser	All Primary School & High School staff
The inner secrets of the Shul (Synagogue)	High School staff
The Legacy and Heritage of Moriah College	High School staff
Understanding Autism Spectrum Disorder Workshops	Selection of Primary School staff
Yeshiva workshop/Jewish Ethos	All High School staff
Yom Limmud	All Primary School and High School staff

OUR STAFF

Human Resources

As labour markets continue to be disrupted throughout the world and AI becomes a way of the future, it has become more essential than ever for our educators to equip our young people with the requisite skills to cope in an increasingly volatile and uncertain world. Many of these skills cannot be taught in a particular curriculum setting but rather through the role of the educator in modelling creativity, teamwork, collaboration and communication.

According to The New Work Order, a series of reports conducted by The Foundation for Young Australians (FYA) in mid-2015, to be relevant in the future job market, young people need to have a transferable set of technical and enterprise skills which include digital literacy, financial literacy, problem solving skills, critical thinking skills, creativity, presentation skills, writing skills and teamwork. This shift in focus for the future world of work will require our students to be skill specific rather than job specific and it is this thinking that will assist our educators in preparing our young people for the future.

The HR team remains committed to attracting, retaining and developing outstanding and passionate teachers with the ability to be transformative in the lives of the students they teach. However, in order to bring out the best in colleagues and students, teachers must flourish as individuals first. This was a key priority for the 2017 academic year and continues to serve as one of our core purposes - to continue working with all members of staff in an authentic, collaborative and personable manner.

As an organisation, we continuously strive for a positive culture at Moriah College; a culture that is built on the foundation of trust, in line with the vision and values of the School. To this end, the College leadership teams have spent a significant amount of time this year participating in a cultural change program with a view to align our College culture to the learning frameworks of our strategic plan. This program enabled key leaders to gain a deeper

understanding of our collective identity and our shared sense of purpose. It is my hope that as leaders, we continue to share our key learnings and insights with our teams so that we can work collaboratively to raise the College to great heights.



KEY INITIATIVES IN 2017

Some of our key initiatives this year have included:

- Welcoming 20 new members of staff to the College during the course of the year, with an additional 22 temporary staff members commencing employment during the year, to replace existing staff members on extended leave, parental leave and/or long service leave.
- Partnering with the Jewish Board of Deputies and hosting a group of women from diverse backgrounds in an inaugural community faith-based program, "We are all Sydney". Over the three-day placement program, our staff members and students were able to connect with these inspiring individuals in a variety of settings, in and outside the classroom as well as at the Sydney Jewish Museum, where our guests worked hand-in-hand with our Year 11 Studies of Religion students. It is my hope that some of their personal stories of resilience, courage and strength impacted in some way on our school community.
- Pursuing partnering relationships with key universities such as Macquarie

University, University of Sydney and University of New England in an effort to attract top student teachers to the College to complete their practicum placements and ultimately join the College as New Scheme Teachers. This is vital if we are to create a pipeline of outstanding student teachers with a bright future in the education sector.

- Continuing to partner with Israeli universities such as The Hebrew University of Jerusalem, Bar-Ilan University and M Squared to attract outstanding Jewish educators to the School with a view of teaching as a viable career choice.
- Partnering with the JCA Jumpstart Volunteer Program, a communal initiative aimed at connecting the Jewish community in NSW in a meaningful way by enabling individuals to contribute their time, talent and expertise to Jewish community organisations. It is anticipated that increasing communal partnerships through meaningful volunteering opportunities will foster individual fulfilment.
- Partnering with the AFL Sports Ready

Traineeship Program, an exciting initiative and an effective way to invest in young graduates who are interested in considering careers in Education as they study towards a Certificate 3 in Business Administration, Sports and Recreation.

- Working in partnership with Halloran Morrissey to instil within our College a safety culture, particularly in relation to our statutory obligations and creating a child-safe organisation. A key element of this work has included creating greater awareness for leaders and teachers in maintaining professional boundaries for the protection of children and staff.
- Accompanying 20 Moriah College staff members on the JNF Educators Study Tour in Israel in January 2018, together with over 60 educators from around Australia. The program provides an opportunity for participants to immerse themselves in a variety of environmental projects in Israel so that they may bring practical educational tools back to the College around sustainability, technological innovation and environmentalism.

GOALS FOR 2018

To work collaboratively with leaders and staff, thereby enabling the College to be recognised as a Centre for Excellence for Jewish and Secular Learning and the leading Jewish Day School for families in Australia.

To do this, the HR Team will focus its efforts on:

1. Raising the bar in teacher quality by identifying, recruiting, retaining and developing passionate, educated and qualified staff who identify strongly with our core purpose and College values.

2. Maintaining strong relationships and a deep sense of connection with our students by attracting and developing 'future educators' before the university years.
3. Providing Jewish educational scholarships to graduates, university students and informal youth leaders with the hope that they will remain engaged with the College and ultimately serve the College in various roles on completion of their studies.
4. Continuing the work of our cultural development program, thereby

enabling a more creative, engaging and cohesive teaching and support staff workforce.

5. Introducing a Leadership Enablement Program for middle managers with a view to building leadership capacity and sense of flourishing. This work will build on the importance of individual and cultural optimism and ultimately assist the College in building and sustaining a tangible organisational culture of positivity and flourishing high performers – for staff and students.

OUR STAFF MEMBERS

Workforce composition

Moriah College employs a staff complement of 310 (Early Learning-Year 12). This increased from 304 staff in 2016. Breakdown of staff is as follows:

WORKFORCE COMPOSITION	
Administration Staff (ELC-12)*	126
Psychologists (K-12)	3
Total Support & Admin Staff	129
Teachers High School	112
Teachers Primary School	57
Teachers ELC's	16
Total Teaching Staff	185
Kehillah Staff	7
Executive Staff	8
Total Staff for 2015	329

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

I would like to thank Fiona Martinez, HR Officer and Marlene Hinson, Payroll Officer as well as Lynda Watts and Angaline Atkins for their unwavering support, dedication and commitment to our team this year.

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	96.43
Year 1	94.83
Year 2	95.58
Year 3	94.56
Year 4	94.74
Year 5	94.60
Year 6	95.11
Year 7	93.60
Year 8	94.06
Year 9	91.73
Year 10	91.43
Year 11	95.26
Year 12	95.32
Overall	94.40

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

The retention rate for the 2017 Year 12 cohort is 99.2% with only one students leaving the College to return to Israel.

Two additional students joined the cohort and graduated with the 2017 Year 12 group.

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 2017)

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 1419 students with a close ratio of boys to girls; 724 boys and 695 girls.

Including the Moriah College Early Learning Centres; the College's total enrolment for 2017 was 1622.

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

In the High school, the needs of our High Potential Learners were addressed in the following ways:

- Students in Years 7 and 8 were divided into mixed ability core classes, with the exception of one class that was designed for students whose aptitude is considerably higher than average. Standardised test results were used to identify students with learning potential beyond that which is expected for students of the same age. Students in core classes were grouped together for English, History, Geography, Personal Development, Health and Physical Education and Jewish Studies.
- Students who had higher than average aptitude in the other core classes were clustered together and teachers addressed their needs for depth and complexity.
- In Years 9 and 10, class placement in the group for high potential learners was based not just on students' performance in standardised

assessments, but also on the students' academic performance in the previous year.

- Hebrew and Mathematics classes were streamed according to performance in these subject areas.
- The Head of Differentiated Learning monitored the progress of the high potential learners in collaboration with the classroom teachers, Heads of House and the Director of Learning Enhancement.
- Opportunities were provided for students to be involved in co-curricular academic competitions, designed to challenge and stimulate their minds, such as Da Vinci Decathlon and Future Problem Solving. Many of these students were involved in debating and a range of different competitions.

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:** Throughout the year, students are observed, tracked and catered for based on their individual needs. In Term 2, all students complete the CoGAT assessment, which highlights any high potential learners. Tessa Taylor is based in Kindergarten full-time and works closely with the teachers when developing activities, taking into consideration pace, depth and complexity while developing the foundation skills.
- **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. The group is flexible and the students are selected based on the pretest of the topic. 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 based on their performance in standardised and diagnostic assessments designed to test their aptitude.

- **Years 5 and 6:** In Year 5 and Year 6 there is an academically selected class, based on the students' performance in standardised and diagnostic assessments designed to test their aptitude. All students, irrespective of whether they are in the academically selected class, are streamed for Mathematics. These groups are fluid.
- The Head of Differentiated Learning identifies and tracks the progress of the high potential learners in collaboration with classroom teachers, assisting with appropriate pathways for individuals based on their needs.

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
HICES Gifted & Talented Camp
UNSW ICAS

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The College encourages student involvement in a variety of initiatives that promote the development of respect and responsibility.

Our K-12 Behaviour Management Policy and Community Code of Conduct focus upon the pursuit and development of the values of kindness, respect, responsibility, commitment and integrity. These values are explicitly taught to the students and they provide all members of the community with a framework of how to conduct themselves both in and outside the College.

Camps

The Years 8-12 Counterpoint seminars and Shabbatonim provide students with the opportunity to build upon their Jewish identities. They build respectful relationships and develop skills that enhance the students' social and emotional 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 a myriad of topics including Jewish identity and community pride 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 Life – Wellbeing Programs

Students engaged in a variety of programs that provided opportunities for them to develop respect for themselves and others. Areas such as Digital Citizenship, Cybersafety, safe partying, anti-bullying and leadership development were all addressed. All programs from Years 7-12 explored stage specific issues.

Years 7-9 students heard presentations from Project Rockit.

<https://www.projectrockit.com.au>

Year 8 students participated in the Healthy Minds program.

<http://healthymindsprogram.com.au>

Year 9 attended the PARTY Program.

<http://partyprogram.com>

Year 10 participated in the Love Bites Program.

<http://napcan.org.au/our-programs/>

Year 9 and Year 11 students had workshops on student leadership from Burn Bright.

<http://www.burnbright.org.au>

Years 9-12 students all had workshops presented by Elevate Education on study skill, time management and organisation.

<https://www.burnbright.org.au>

A specific focus on mindfulness and meditation was introduced at a senior level through timetabled Wellbeing sessions.

Service Learning - Chesed in Action

Our Service Learning program relies on our students taking responsibility for making the world a better place. Our program forms part of the fabric that binds our school and forms a compulsory element of a student's life in the High School. In 2017, the Northern Territory Service Learning trip again proved to be a highlight for students. The depth of the learning experience was strengthened through our ongoing 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.

STUDENT LEADERSHIP REPORT

HIGH SCHOOL

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.

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 Jewish festivals 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 two days of Leadership training, 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.

The 2017 SLC won a national award for their leadership and initiative in fundraising. The ATLAS (Australia's Team Leadership Award for Students) was awarded in response to the students' teamwork in realising their 'Pink Principal' Day that raised over \$16,000 on top of the \$15,000 raised at the Pink Breakfast. One thousand dollars was donated to the College and the 2018 Student Leaders enjoyed a full day's training at CPA Australia.

- **Year 9 Student Representative Council (SRC):** Eight SRC leaders (two from each House) were elected with one group representing their House in Semester One and a second group of eight taking the lead for the remainder of the year. These students were supported in organising activities for students in Years 7-9 by the Year 12 SRC Captains.

The 2017 Informal Leadership programs included:

- **The Pink Breakfast Committee** – led by Year 12 students to raise awareness and to fundraise for Breast Cancer Research.
- **The Blue Barbecue Committee** – facilitated by a number of students to raise awareness around men's health issues.
- **The Graduation Dinner Committee** – A number of Year 11 students organised and hosted the Year 12 Graduation Dinner for graduates.
- **Charity initiatives**
The Charity Captains have raised money for a range of charities including a mix of local, Israeli and Jewish charitable organisations.
- **Year 10 International Day**
As a 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 groups to represent a particular country. On International Day, the students set up 30 stalls to reflect the country they had chosen.

The members of each group sold food or crafts representative of the country they had chosen. They also displayed geographical background information. Some wore national costume.

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** – The Peer Support program was extended to Years K-6. Students in Year 6 trained as Peer Support leaders through a two-day leadership training program at Maroubra Synagogue, facilitated by their teachers, using a training program developed by Peer Support Australia. The Peer Leaders' training included 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 focus of the program this year was 'Promoting Harmony through Our School Values'. From Term 2 to Term 4, eight sessions took place on a fortnightly basis. During the sessions, the Year 6 Peer Support Leaders planned and implemented a range of engaging activities with multi-aged groups of 10 to 11 students.
- **Charity** – Students of Moriah Primary School continued to perform the Mitvah of Tzedaka this year. They gave generously to the various charities we have supported.

The annual Dance-A-Thon and Fun Run were a resounding success where a professional DJ engaged the students in a series of fun activities. In the end, \$9262 was collected for JCA.

Two past presidents of WIZO addressed our assemblies to speak about its important work in Israel. \$360 was presented to this organisation. The Starlight Foundation and the Indigenous Literacy Foundation were supported to the amounts of \$1410 and \$354 respectively. The students themselves also organised a charity initiative on their own. \$250 was donated to the Sydney Children's Hospital. As well, there were many other students initiated charity events where the students at Moriah approached the Coordinator of Charity and held raffles, competitions and collections for charities of their choosing.

- **Student Voice** – 2017 was a tremendous year for Student Voice. The students voted in the best leader to represent their class. These students have been the voice of the students at Moriah College. We have continued to repair and keep the school clean but this year has seen our Student Voice coming up with their own exciting initiatives. We have once again been very involved participating in the Reconciliation Assembly.

We had an extraordinary raffle to raise money for outdoor furniture for our primary school playground. The prize of an X-Box was very generously donated to the school.

We entered the Green Sparks competition run by Waverley Council. The students had amazing ideas and decided to focus on water wastage in the college. We called our entry Mayim Chaim. Water for life. Our students worked tirelessly to set up measures of water wastage with buckets, film videos to inform the school about their initiative and finally to complete their entry on a google document. They were so excited to win the competition! It meant that we received \$500

towards a water tank for our primary school garden.

- **Annual Talent Quest** – was once again was a huge success! Each year the talent is outstanding and the same can be said of each of our participants this year. Our Student Voice leaders did a wonderful job introducing all the acts!
- **Year 5 Buddy Program** – Every Year 5 student was buddied with a Year K child for 2017. Their role included orientating the Year K children around the school, eating with their buddy at lunchtimes, and doing activities in each other's classrooms. Each Year 5 buddy also produced and presented a personalised picture book to their buddy at the end of the year.
- **Reading Buddies** – Year 5 volunteer buddies afforded vulnerable Year K learners additional reading opportunities. The buddy system provides regular opportunities for the younger buddies to practise familiar reading with 1-1 assistance. The Head of Differentiation and Inclusion coached the older buddies with a common language around "what good readers do" and authentic praise.

Year 5 and Year K reading buddies meet, eat their lunch and enjoy shared reading opportunities in a relaxed environment. The Year 5 students gained as much as their "little reading buddy." They developed self-confidence, reading skills, academic growth and a new desire to read. The older buddies thrive on having someone look up to them, and they are able to read easy books that boost their own confidence. Furthermore, it has been an opportunity to further develop their own literacy skills, develop problem-solving skills, built their confidence and self-esteem from being looked-up to and provided an authentic reason to be responsible and display positive behaviours. On the other hand, the "little buddies" benefit from hearing stories read aloud, having reading fluency, phrasing and expression modelled

for them. They engage in meaningful conversations with their "big buddies". The Year K students have found the experience to be enjoyable, fun and positive.

- **Year 6 students** – also had the opportunity to be ambassadors at various school functions e.g. parent tours, prize giving and Year K orientations.
- **Lego Club** – The Lego Club is an initiative of Ability Links (an organisation for including children with disabilities in the community). This club was set up for some of our students who are socially vulnerable. The Club is a structured intervention which gives each child a specific role in the Lego process (builder, architect, supplier and director). This helps to alleviate any anxiety around social interactions and encourages children to build their communication, problem solving and sharing skills. We piloted the program in Term 3 for 6 weeks with a select number of students in Year 4, with the view to expanding the group in future if it was effective. Building on this program we now have a vulnerable group of Year 1 girls engaged in this Lego club.
- **Bat Mitzvah Presentations** – This year we re-imagined the Bat Mitzvah program. We wanted it to be a spiritual journey which would empower our young girls to appreciate their strength and potential, all seen through the lens of Jewish values and tradition. We named our three-day immersive program, Mind, Body and Soul. The students were exposed to high caliber Jewish women, teaching them everything from karate to kashrut, from communication to community, from meditation to mitzvot. It culminated in a Challah bake with their mothers and with a breakfast session of learning with their fathers.
- **Project Heritage** – A highlight of the Year 6 curriculum at Moriah College is Project Heritage. In Term 3, students visited the Sydney Jewish Museum to gain insight into their cultural history from a range of

perspectives. Historians were invited to the school to share their personal story with the students. From the interviews, student developed their understanding of the Jewish experience while gaining a greater appreciation of the tremendous contribution made by these 'Living Historians' to the Jewish community. Students undertook independent research and then created an original product during intensive week. During the Project Heritage Presentation Morning, family and community members were invited to view a selection of performance pieces in the auditorium followed by the exhibition set up by the Year 6 students and their teachers in The Railea Moss Hall.

HOUSE REPORT

HIGH SCHOOL

House activities in 2017 continued to foster a sense of team spirit and House identity in the High School.

A number of House-based activities were run at lunchtimes. These have complemented the activities organised by the House Captains throughout the Year, creating opportunities for teamwork, collaboration and good fun. Sporting challenges on the Basketball courts gave opportunities for students to participate in numerous inter-House events.

House-based charities enabled students from all Year levels to be involved in organising and supporting Tzedaka. The ideas that the House captains came up with and organised were fun-filled and ranged from barbecues to sponsoring sports endeavours; with the Magen David Adom (MDA) Day being a standout. In this event the students had the opportunity to run, cycle, cross train and row – all in the name of MDA.

As always, the inter-House Carnivals were the main focus of House spirit and competition. The Swimming and Athletics Carnivals had a significantly high participation rate, with the tableau format meaning that all students were involved all day at the Athletics. 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 highly successful and much-loved Drama Festival in Term 2 provided a platform for students to demonstrate their dramatic talents with short films being included for the first time. This festival continues to foster cross-grade relationships and provides great team building opportunities. The Drama Convenors demonstrated initiative and commitment, developing amusing short plays for each House.

Inter-House Debating provides an avenue for the development of public speaking skills in a non-threatening environment. Students are provided with excellent coaching and teams debate at Junior, Intermediate and Opens levels.

PRIMARY SCHOOL

In 2017, four events were held, during which House Points were calculated.

- The **Swimming Carnival** was held on Monday, 27 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, Hillel 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 Wednesday 3 May at Queens Park. After all points were calculated Hillel was named the winning House. Many Moriah students then participated in the ASISSA 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 Thursday 17 August at ES Marks Athletics Stadium. There was a lot of parental support on the day. The winning House at this Carnival was Herzel.
- The **Moriah Gymnastics Competition** was held on Friday, 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 Ezra.

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 2017, the winning House was Ezra.

CO-CURRICULAR ACTIVITIES (K-12)

Through a range of co-curricular experiences, all students are encouraged to discover, explore and extend their talents. The College's Music program continues to go from strength to strength and Debating and Public Speaking are providing students with a range of new skills.

Chess

Chess started in February 2017 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, four Moriah representative Chess teams were chosen; a Championship team (Moriah A), two Rookie teams (Moriah B and C) and a Junior Rookies team (Moriah D) 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 2017 Chess Competition**, which was held at Mount Sinai in September. Moriah entered three teams: Moriah Senior A, Moriah Junior A and Moriah Junior B. Moriah Senior A came second and the Junior A team won their division.

- **2017 Scots Chess Challenge in September.**
- **Eastern Suburbs Primary Schools' Chess Tournament** at South Sydney Junior Rugby League club in November.

DEBATING

HIGH SCHOOL

In 2017, we continued with coaches from Masters Debating Academy.

Coaching was made available to students Monday - Thursday afternoons, after school.

• HICES Debating

Moriah entered five teams (2 more than last year) in this competition, two in the Middle Division Years 7-8, two in the Senior Division Years 9-10 and one in the Open Division Years 11 and 12. This was a rigorous competition that involved more than 70 independent co-educational schools across NSW.

Our Open Team was successful in reaching the Grand Final against Hills Grammar and were victorious taking out the Chapman Trophy, a first for Moriah.

Seven of our students were awarded Best Debating Certificates, and one was specially mentioned at the Grand Final presentation, which took place at the Powerhouse Museum.

• Jewish Inter-School Debating Gala Day

This year Emanuel College hosted this all-day Competition against Masada College, Moriah and Kesser Torah College. It was a highly competitive day. Moriah entered teams in all divisions and managed to win two out of the five trophies: the B'nai Brith Boy's Trophy (Years 7 and 8) and the coveted Caplan Trophy in the Open Division, which we also won in 2015 and 2016.

• Inter-House Debating

The Inter-House Debating competitions took place in 2017, with approximately 80 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: Ezra

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 teamwork 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.

• Public Speaking – Young Communicators, Years –K-8

Moriah further extended its compulsory Public Speaking Program for all students in Years K-8 in 2017. All students worked both 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 aims 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 in Years K-6 were encouraged to pick topics which were of a personal interest
- Students in Years 7 and 8 spoke on topics relating to what they were

learning in English and History respectively

- Years K-2 speeches were no longer than one-two minutes' duration
- Years 3-8 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 (Years 7 and 8).

MIKOLOT PUBLIC SPEAKING COMPETITION

Mikolot sponsored by the Moriah College Foundation with the support of Gandel Philanthropy was run as an international Jewish public speaking competition.

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 experience.



SPORT

HIGH SCHOOL

Another highly successful year, with standards being the theme of 2017. It was a huge push to not only build on the successes of the last two years, but to also begin the integration of Moriah's core values into the sporting domain, in the pursuit of building the ultimate "all-rounder" student.

Sporting snapshot

Moriah continued to consolidate as a consistent performer across all sports, and as a College, is fast gaining a very strong reputation in the sporting domain within the broader community.

A snapshot of sports in 2017 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	St Catherine's Cup competition CDSSA Championships JDS Championships
	Junior Boys	CDSSA Championships JDS Championships
	Opens Girls	St Catherine's Cup competition CDSSA Championships
	Opens Boys	First Grade Elite Schools Fixtures Program CDSSA Championships Sydney Schools Shootout Tournament
Cricket	15s Boys	NSW Schools Wiburd Shield Competition Sydney Schools Cup 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
Football	15s Girls	National Bill Turner Cup
	Opens Girls	NSWCIS Cup Easts Summer Football Series
	14s Boys	Peninsula Cup Competition
	15s Boys	National Bill Turner Cup
	First XI Boys	NSWCIS Cup – semi finalists
Futsal	Junior Girls	NSW All Schools Regional Championships
	Junior Boys	Sydney Schools Cup NSW All Schools State Championships NSW All Schools Regional Championships
	Intermediate Boys	NSW All Schools Regional Championships
Netball	Junior Girls	NSW All Schools Cup JDS Championships CDSSA Championships Sydney Schools Cup Competition
	Intermediate Girls	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/Intermediate/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
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**
 - JDS Junior Champions
 - St Catherine's Cup Competition Senior Girls' Champions (back to back)
 - 1st Grade Tri Series Champions
- Football**
 - National Bill Turner Cup – Area 11 Champions and National quarter finalists
- Futsal**
 - NSW All Schools Junior Boys' Regional Champions
 - Sydney Schools Cup Junior Boys' Champions
- Netball**
 - Sydney Schools Cup Champions
 - Easts Summer League Junior Champions
 - CDSSA Champions
- Rugby**
 - Horwitz Shield Champion School
- OzTag**
 - CDSSA Junior Boys' Champions
- Skiing**
 - National Jewish Interschools Champions
- Swimming**
 - CDSSA Association Champions

SPORT OVERVIEW

The quality of Moriah's sporting program goes from strength to strength. Students continue to have opportunities in team sport programs at tier 1 & 2 level, as well as opportunities for pathway success all the way to National level representation.

Participation levels continue to reach new heights, as we continue to strive towards not only maximum participation for all but also quality participative opportunities.

As Sport becomes part of the Moriah fabric, the next stage of Moriah Sport will look towards touring opportunities for our sporting students. Whilst this is still some time away, we have started planning where we can go in terms of interstate and international opportunities for Sport at Moriah.

DUKE OF EDINBURGH AWARD PROGRAM

Student involvement in the Duke of Edinburgh's International Award program continued to grow during 2017. The number of students that completed each level of the Award is outlined below:

Year	Gold	Silver	Bronze
12	49 students	-	-
11	-	6 students	-
10	-	65 students	16 students
9	-	-	87 students



In 2017 we also had our largest Bronze and Gold groups commence the Award. 110 Year 9 students started their Bronze Award, 71 Year 10 students started their Silver Awards and 55 Year 11 students started their Gold Award.

PRIMARY SCHOOL

In 2017, Moriah Primary School offered an extensive range of sporting and co-curricular opportunities for students of all sporting abilities in Years K-6. As a whole, the Primary School has continued to grow stronger in Sport.

Co-Curricular Sport

The Co-curricular Sports Program continued to evolve in 2017. Sessions are now being used as an opportunity to conduct trials, offer specialised assistance and give all students a greater opportunity to partake in a variety of sports. An example of this is the Swim Competency Program, where selected Years 5 and 6 children who have been identified as needing help in swimming, are offered the opportunity to participate in activities to improve their stroke technique and confidence in the water. The Swim Squad Preparation Program is also an initiative that endeavours to extend our identified strong swimmers in preparation for the following year's swimming carnival.

The introduction of the Moriah Dance Crew was a highlight of the Co-curricular Sports Program in 2017. The crew performed at both K-2 and 3-6 assemblies and also at Open Day.

Through the Co-curricular Sports Program in 2017, students were able to participate in a wide variety of sports including: gymnastics, jiu jitsu, swimming, volleyball, rugby, rugby league, oztag, teeball, basketball, futsal, cricket, dance, netball, athletics, cross country running, table tennis, badminton and tennis.

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 members. In 2017, Moriah Primary School performed very well and had a strong representation, both in carnivals and in other sporting events. We had a total of nine students qualify through to the State Championships in basketball (three children), soccer (five children) and tennis (one child). This was the highest representation Moriah Primary School has ever had at the State Championships.

ASISSA Interschool Sport

Each term, Moriah Primary School enters into an interschool competition with other local schools on a Thursday afternoon. In 2017, our Years 5 and 6 students competed in interschool soccer, volleyball, European handball, AFL, netball, teeball and cricket. Moriah won the girls' European handball and netball and boys' soccer competitions. We also won the teeball competition.

Other Sporting Competitions

In 2017, Moriah Primary School entered teams and individuals into numerous sporting competitions that were organised for primary school students. The students competed in: AFL, cricket, rugby, rugby league, oztag, netball, gymnastics, tennis, basketball, soccer and futsal. The performances in these competitions were exceptional, with our basketball team winning their gala day, and the boys' AFL and mixed netball teams making it through to regional finals of the competition. Our senior girls and both our boys' senior futsal teams made it through to the state finals, where the girls came 2nd and boys came 2nd and 3rd in the state.

Sporting Challenges & Lunchtime Sport

There were several sporting challenges offered to Moriah Primary School students in 2017. 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.

Years 3 and 4 Tuesday Afternoon Sport

Years 3 and 4 participate in weekly Tuesday afternoon sport. Throughout the year, students participate in a number of different sports and are coached by specialist coaches in their field. In 2017, we had weekly specialist tennis coaches from Maccabi. Students also participated in a four-week Rugby League Program run by the NRL, a four-week Cricket program run by Cricket NSW and a four-week swimming program run by the Goodridge Swim School. On top of this, other sports studied were: AFL, volleyball, netball, soccer, hockey, European handball and teeball.

K-2 Sport Carnival, ELC Mini Olympics

Specifically for ELC to Year 2 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.

Moving Forward

Moving forward, we are looking to continue to adapt and improve the sporting program.

We are looking to introduce more specialised coaching into the Years 3 and 4 Sport Program, with possible specialised Volleyball, AFL and Rugby Programs. We are also hoping to introduce a 'technology in sport' program into Years 3 and 4 Sport for 2018.

The implementation of a mindfulness program into Lunchtime Sport is also an exciting prospect for 2018.

SPORT PRIMARY SCHOOL

SPORT	NUMBER OF CHILDREN	COMPETITION(S)
AFL	All Years 5 & 6 Boys	ASISSA Interschool
	24	Gala Day
	42	Paul Kelly Cup Regionals
Athletics	80	ASISSA
	20	CIS
	All Years 3-6 Students and Selected Year 2 Students	Moriah CIS
Basketball	5	CIS
	3	PSSA
Cricket	44	ASISSA Interschool (Boys)
	2	CIS
	20	Milo Years 3 & 4
Cross Country	80	ASISSA
	20	CIS
	All Years 3-6 Students and Selected Year 2 Students	Moriah
Futsal	50	Gala Day
	24	Futsal State Championships
Gymnastics	20	IPSHA
	30	Moriah
High Jump	80	Finals
Netball	All Years 5 & 6 Girls	ASISSA (Girls)
	9	Netball Gala Day
	5	CIS
Oztag	All Years 5 & 6 Boys	ASISSA (Boys)
	All Years 5 & 6 Girls	Oztag (Girls)
	30	Oztag Gala Day
Rugby	15	7's Gala Day
Soccer	9	ASISSA Trials
	All Years 5 & 6 Boys	ASISSA Interschool
	4	CIS (Girls)
	8	CIS Boys Gala Day
	24	Gala Day
	2	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 and Selected Year 2 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	Years 5 & 6 Students	ASISSA Interschool
	15	All Stars Game
Tennis	5	ASISSA Trials
	2	CIS
Volleyball	All Years 5 & 6 Boys	ASISSA

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 2017 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.

• Year 9 Jazz Workshop

The Year 9 Jazz Workshop is a popular event with the students and as such continues to be a success each year.

• Year 10 and 11 Concerts

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

• 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 on the day of their HSC 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.

PRIMARY SCHOOL - Infants

• Infants Choir

A group of 30 students met each Monday at lunch to sing together. They performed at the K-2 Assembly.

• Year 2 String Performances at Assembly

The Year 2 Strings gave their first public performance at the K-2 Assembly.

• Infants Music Assembly

Infants Choir and Training Strings performed together at the K-2 Assembly.

• Book Week

All of Year 2 performed a song for Book Week at the Infants and Primary Assembly.

• Year K Concert

All of Kindergarten were involved in a Chanukah Concert where they sang and performed the story of Chanukah. Every child had a part to play.

PRIMARY SCHOOL - Primary

• Reconciliation Assembly

During National Reconciliation Week, the Choir performed the traditional Aboriginal song, *Inanay* at both the Primary and High School Assemblies.

Primary School students were also entertained by a special guest - a 15-year-old Aboriginal and Torres Straight Islander girl.

• Primary School Choir

In 2017, 60 students performed in the Primary School Choir. They performed at numerous events including Primary Assembly.

• Yom Hazikaron Assembly

Primary School Trumpeters performed a Fanfare for this occasion. Year 6 Choir members performed *Ose Shalom* and *Al Kolele*.

• Rosh Hashana Assembly

Selected Year 6 students performed *Avinu Malchenu* at this Assembly.

• Paul Jarman Workshop

Primary Choir and selected Instrumental Ensemble players from the High School worked with composer Paul Jarman on his composition, *Orange Tree*.

They also worked on *Dreaming in the Sky* conducted by Brian Buggy with a selection of students from the High School.

• Prize Evenings Years 4- 5

Camerata Strings performed with Year 4 and Year 5, singing *Shir La Shalom* and *Ledaber*.

• Year 6 Graduation

For this event, the Music Department put together a Jazz Band comprised of only Year 6 students. The students worked with Steve Williams and had a lot of fun. They learnt a lot about the difficult style of Jazz.

• Assembly Performances

Throughout the year, students had the opportunity to showcase their talents at Assemblies.

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

At the Year 3 Special Assembly, the entire Grade performed *Hakotel*.

• Talent Quest

A combination of dancers and talented instrumentalists participated in the Annual Talent Quest in the College Auditorium. Our adjudicators were Ms Wilson and Mrs Goot. A very entertaining event.

INSTRUMENTAL PROGRAM YEARS –1-12

Moriah musicians/vocalists continued to make important contributions both inside and outside the College. In 2017, there were 600 participants in the Instrumental Music Program, with five Concert Bands, a Symphony Orchestra, four String Orchestras, Senior and Junior Jazz Bands and several small Ensembles. The Vocal Program was comprised of Junior Vocals, 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 One String Program

Students in Year 1 completed their immersion in Strings. All students are offered the opportunity to pick up a stringed instrument as part of the Instrumental Program. Students performed at three different Infant Assemblies to an appreciative audience of parents and families.

• Prime Minister of Israel's Visit

The Tour Band featured at this momentous event in front of Israeli Prime Minister Binyamin Netanyahu and Mrs Netanyahu. Past student, Sarit Michael performed *Shema* with the group.

The Camerata Strings also accompanied Year 6 performing *Yerushalayim Shel Zahav* in The Railea Moss Assembly Hall.

• The Moriah Foundation - Grandparents' Morning Tea

Our Music Scholars performed at the Grandparents' Morning Tea, which was held in The Railea Moss Assembly Hall in March. The group was extremely well received by the Grandparents. They performed Mendelssohn's *Concert Piece*.

• Hans Kimmel Assembly

The Symphonic Wind Ensemble provided the entertainment at this Assembly, performing *Klezmer Carnival*.

• Vocal and Jazz Evening

This featured our Jazz Band and Vocal Ensembles in concert for families and friends.

• Colours Assembly

The Symphony Orchestra entertained the audience at the biannual Colours Assembly in June, performing Brahms *Academic Festival Overture*. Many of our musicians were acknowledged for their dedication and commitment to the Instrumental Program over many years.

• Bluebirds Fly

This initiative was conceived by Sarit Michael and a group of Alumni in order to raise funds for the Tour Band. Held over two evenings, it was an extremely well received concert comprising music by Jewish composers through the ages.

The Primary Choir also sang with the Tour Band in the finale, performing *Over the Rainbow*.

• Leadership Investiture Assembly

The Tour Band made its second appearance at this Assembly with a medley from the songs of Frank Sinatra.

• The Moriah Foundation Annual Cocktail Party

One of our Music Scholarship recipients Joshua Helfand performed for the evening on keyboard.

• 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

Both Jazz Bands performed at this event. The SJB, which comprised almost all of Year 12, provided a musical interlude during the Ceremony and the JJB performed at the Dinner.

• Manly Jazz Festival

Our Senior Jazz Band wowed audiences at the Manly Jazz Festival held on the October Long Weekend. Huge crowds gathered to watch our students play with many audience members commenting on the high standard of performance. The Band also had with them past student, Jodi Cohen to sing some of the hits they performed that required a singer.

• Mt Sinai College

Moriah's annual visit to Mt Sinai College took place at the end of October, 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.

• Recruitment Night

Our Recruitment in 2017 changed format. Aptitude Tests were still given but students were individually assessed on different instruments to avoid any mouth/teeth issues becoming a problem later. Parents were invited to our Recruitment Evening where students from the Wind Orchestra demonstrated their instruments to the student and parents.

• Intermediate Band Lunchtime Concert

The Intermediate Band gave their first concert at lunchtime in The Berel and Agnes Ginges Amphitheatre in the Primary School. There was lots of encouragement and a very positive response from the Primary School.

• Training Band and Training Strings Open Rehearsal

The conductor of this group opened a rehearsal to parents. Parents were very appreciative of this opportunity.

• Remembrance Day

Daniel Silver represented the College at the NAJEX Remembrance Day Ceremony. He played *The Last Post* and *Reveille*.

• Australian Chamber Orchestra (ACO) and Moriah Strings

Members of our Senior String Group performed at the Emanuel Synagogue with the ACO. The students were very well prepared and perfect ambassadors for our College.

• Farewell Concert 2017

Some of our large ensembles were showcased at this event held on 19 November. The groups performing were: 2017 Training Band in its first performance, Concert Band, Wind Orchestra, Camerata Strings, Sinfonia Strings and 2017 Tour Band.

• Prize Evening Years 9 and 10

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

• Prize Evenings Years 10 and 11

Members of the Tour Band Woodwind Section performed at this afternoon event. It also featured another Music Scholar, Zac Rose.

• Assembly Performances

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

• Ha'musikaim

Our first Ha'musikaim Concert was held this year. The standard of performance was excellent, endorsing the decision to create this group where students self-nominate but must reach practice targets each week. This practice is recorded by the students and signed by the parents. Books are collected every week by Music Department and checked; 120 students participated in this event.

• AMEB Exams

More than 140 students sat for exams during November. It was incredibly busy. The results were the best ever.

STATUS OF THE INSTRUMENTAL PROGRAM

The Instrumental Program has grown to a point where we are having difficulty managing the numbers.

For the first time this year we notified parents that students should not expect to advance to higher Bands automatically.

In the past, students in the Intermediate Band would mostly advance to Concert Band once they were in Year 5. This is no longer the case.

We will be leaving these students in their current Bands unless they are showing exceptional ability and commitment.

We are limiting the Symphonic Winds to a group of about 45-50. This will definitely have a positive effect on the Music played and standards of all the groups as the students who may have gone to the SWE in the past will now stay in the WO.

So:

Training Band will be Year 3

Intermediate Band will be Years 4 and 5

Concert Band Years 6, 7 and 8 (and those with merit from years below)

Wind Orchestra Years 8 and 9 (and those with merit from years below)

SWE Years 10, 11 and 12 (and those with merit from years below)

There is increasing pressure on the number of teaching rooms available,

we do not have enough and are already teaching in makeshift areas.

MUSIC SCHOLARSHIPS 2017/2018

This year, the standard of applicants was very high. Three Music Scholarships were awarded for 2018.

- Year 6 Euphonium/Piano
- Year 6 French Horn/Piano
- Year 7 Piano and Saxophone

MUSIC CAMP 2017

Music Camp continues to be a highlight of the musical year at Moriah with numbers at the Camp escalating to 450. The annual concert took place on the final evening of the Camp, and was well received, with almost 1000 people in attendance.

As our own numbers are growing, we were unable to include all of Mt Sinai's music students as we have in years past, so we took only Year 6 students.



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. Changes were not made to these policies in 2017.

STUDENT WELFARE

The College believes that to fully engage each student in our learning community and ensure a safe and supportive real and virtual environment for his/her 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 House Mentor 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 and monitor students' behaviour.

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 'teshuvah' 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, are 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 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 2017 Information Book and in the College Diaries.

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.

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 if they have concerns. Staff members are asked to speak to their Head of Department/ Primary School Year Coordinator/ Line Manager if they wish to lodge a complaint.

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.

At the commencement of 2016, all educational College Policies were reviewed whereby major changes were made to ensure compliance and alignment with current procedures. Changes were not made to these policies in 2017.



Policies Reviewed in 2017:

Policy	Comments	Access to full text
Child Protection Policy	Minor review to ensure compliance and alignment with current procedures.	College Intranet (eLY)
Enrolment Policy	Minor review to ensure compliance and alignment with current procedures.	College Intranet (eLY)
Financial Support Policy & Protocols	Minor review to ensure compliance and alignment with current procedures.	Restricted
Staff Code of Conduct	Minor review to ensure compliance and alignment with current procedures.	Staff Intranet (eLY)
Staff Policy & Agreement for the Acceptable use of Information and Communication Technology Resources	Minor review to ensure compliance and alignment with current procedures.	College Intranet (eLY)

The following Policies are under Review:

- Accident/Incident Policy
- Anti-Bullying and Sexual Harms Prevention Policy
- Behaviour Management Policy
- Complaints & Grievance Policy
- Disability Provision Policy
- Delegations of Authority & Register
- Evacuation Guidelines & Procedure Manual
- Excursion/Incursion Policy
- ICT Policy
- Managing Challenging Behaviour Procedure
- Pastoral Care Policy
- Risk Management Protocol
- Supervision of Students Before & After Class K-12
- Travel Policy

The following Policies are under Formulation:

- Procurement
- Travel



OUR FUTURE

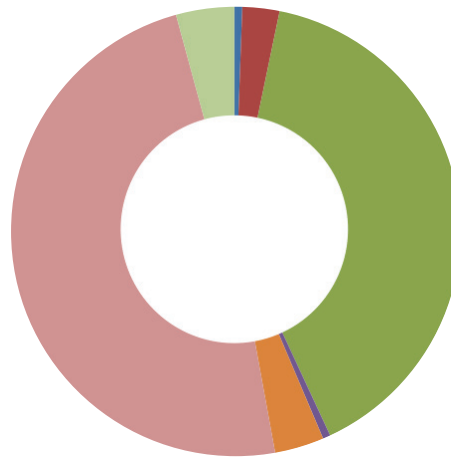
The Moriah Foundation Report

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 2017 the Foundation continued the work of previous generations who established Moriah College and built on their vision by investing our time, skills and capital for our children. Through the generosity of our supporters, the Foundation granted more funds to an increasing number of programs for the benefit of Moriah College students. We are grateful for our supporters' generosity and belief in the work that we are doing.

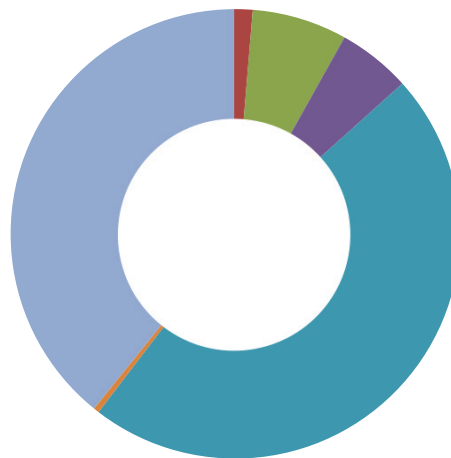
The Foundation continued to focus on the granting of funds to support means-tested bursaries for students whose families are unable to afford a Moriah education, the upgrading and implementing the best possible in class innovation and contemporary learning environments, assisting to send more Jewish children on the Israel Study Tour (IST), continuing to pay off the purchase of the Queens Park land, and assisting the College to deliver a more inclusive Moriah family environment for our students, especially those with a learning disability. During the past year two new strategic partnerships were formed with The Tikvah Fund and the Brownstone Experiential Foundation, both based in New York. These partnerships have enabled the Foundation to provide Moriah College alumni with exceptional global leadership. Learning and networking opportunities that leverage off their outstanding Moriah education. In collaboration with Kelly+Partners

FUNDS GRANTED - 2017



- General purpose (nom)
- Facilities and maintenance (3%)
- Bursaries and financial assistance (40%)
- Co-curricular (nom)
- Endowment (nom)
- Inclusive services and practices (4%)
- Innovating education practices (nom)
- Israel Study Tour (49%)
- Scholarship and prizes (4%)

DONATIONS AND OTHER REVENUE RECEIVED - 2017



- Bequests (nom)
- Corporate and business (1%)
- General donors and events (7%)
- Interest and investment income (5%)
- Major gifts (47%)
- Other/sundry income (nom)
- Trusts and foundations (39%)

Scholars, the Foundation launched The Moriah College Scholars in Entrepreneurship. This ten-year initiative – the first of its kind in Australia – provides scholarships for a select number of Year 11 students each year to experience Israel, the 'Start Up Nation', like few have ever seen before. Our donors are supporting projects that are innovating Moriah's education and culture; and they are supporting the best of buildings, programs and facilities to ensure that our fine young adults graduate from the College best prepared to achieve personal excellence, to make a positive contribution to

society, and that they continue to live rich Jewish lives.

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 that collectively gift 86% of the Foundation's total revenue (2016: 89%). As a result of the prudent management of The Romy Birnbaum Bursary Endowment Fund and the Foundation's others investments, over the past year our interest and investment income has increased significantly to 5% of total revenue

(2016: 1%). The Foundation is very grateful to receive donations from students who shared 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 2017 was \$1,897K. 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.

BURSARIES

2017 marked the fourth year of The Moriah Foundation Bursary Program whereby funds raised in 2016 saw an additional eight new bursary recipients begin their schooling at Moriah College through the support of the Foundation's donors. A total of 38 children are supported by the Foundation's Bursary Program during 2017. 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 for periods ranging from three years to up to thirteen years of each child's Moriah College education.

The Romy Birnbaum Memorial Bursary Endowment Fund, established in 2015 through a major gift from Beverley and Phil Birnbaum, supported three children on bursaries during 2017, including one new bursary awarded from the Fund in 2017. During 2017 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 2018 and it is expected that approximately three 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 2017 Annual Review.



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 remainder of 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 127 Moriah College students who participated in IST 2017, their families:

- Did not take a Y2i or a Foundation voucher 20%
- Accessed means-tested subsidies 8%
- Received an interest-free loan 19%

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

"I really feel like IST has made me a better, more outgoing person than I was before the trip. I was opened up to a whole range of interesting ideas and thoughts about Judaism and it was an

amazing way to spend my first time in Israel. Thank you."

A list of major donors who supported the 2017 Israel Study Tour can be found in the Foundation's 2017 Annual Review.

NAASE: SCHOLARS IN ENTREPRENEURSHIP

Launched in 2017 through the philanthropic support of Kelly+Partners Scholars, The Moriah College Scholars in Entrepreneurship is a ten-year initiative which will provide the impetus for the development of inspirational leadership and entrepreneurial skills amongst Year 11 students. In 2017 six Year 11 students were awarded scholarships to gain rich insights on entrepreneurship, leadership, business and innovation within The State of Israel. The week-long program, developed with the Australia-Israel Chamber of Commerce, embodies a spirit of innovation that sparks opportunities to gain rich insights for creative business and social endeavours and helps to foster closer links between Australia and Israel.

"As a group, we returned to Australia with a new-found sense of creativity and awareness of the possibilities that the future may hold and how we can be a positive influence in the Jewish and wider Australian community."

- Ellie Schneider, 2017 Scholar

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 2017 two High School educators 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. These scholarships supplement the three scholarships awarded to Primary and High School educators in 2016 to complete post-graduate studies in inclusive education.

The Foundation's donors have also enabled the College to provide children

with diagnosed disabilities and their families with additional and practical support 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 2017 the Foundation launched a new leadership forum to cultivate young Jewish leaders. Eighteen Moriah College alumni, studying at university, were

selected by application and invitation, to participate in the inaugural Moriah Foundation Leadership Forum. This initiative provides the next generation of Sydney Jewish leaders with unique education and work placement opportunities in New York. Delivered in partnership with the Brownstone Experiential Foundation and the Forum for Jewish Leadership, each alumnus was matched with a suitable internship in the field of choice in Manhattan. In addition to their day-time internship placements, a fascinating and thought-provoking seminar series was delivered by prominent US professionals and communal leaders, facilitating a meaningful level of engagement with Jewry's largest, most diverse and vibrant diaspora community.

"The program has provided me with a plethora of skills and ambitions to enact change and leave my mark in the Jewish community."

During 2017 the Foundation facilitated class reunions, engaged with over 5,000 alumni via regular e-newsletters, social media, and through Contact magazine.

Promoting a culture of continual learning, during 2017 alumni shared their work and study experiences with current students through career information sessions targeted towards senior High School students in Years 10, 11 and 12.

In 2017 the Class of 1986 came together to honour the memory of two former classmates who have passed. David Borecki and Lisa Rabin (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 were grateful and honoured that their former classmates had chosen to honour them in this way.

During 2017 a reunion was held for alumni, former staff, and friends of the College living in Israel. The reunion combined with a performance of the Moriah College Tour Band and Year 10 students on the Israel Study Tour and provided the opportunity for alumni across generations to mix and share memories.

In Sydney, the Foundation supported reunions for more than 130 former Collegians spanning from ten to forty years

since graduating from Moriah College. We thank the Classes of 1977, 1987, and 2007 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 November 2017 was attended by over 150 members, and was addressed by The Hon. Gladys Berejiklian MP, the Premier of New South Wales and Member for Willoughby. The Premier spoke passionately about her personal background and shared some observations on her recent meeting with the Prime Minister of 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 Vera, Andrew and Taryn Boyarsky and family, Ervin Vidor AM and Lotti Vidor, and John Landerer AM CBE and Michelle Landerer. The Award is a special recognition that acknowledges the Foundation's passionate 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 panelists from the Institute discussed the outcome of the 2016 United States election, and the annual Private Viewing of the Archibald Prize at the Art Gallery of NSW, that attracted over 250 guests.

Other events included a curated tour of the newly-refurbished Sydney Jewish Museum, an estate planning workshop, a visit by Chief Rabbi Lau, and a student assembly for Rosh Hashana, held in conjunction with the finals of the Mikolot public speaking competition.

GRANDPARENTS' CLUB

In 2017, our Grandparents' Club continued to grow, with membership exceeding 540 active members. 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 2017.

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; two workshops held in conjunction with Apple Bondi Junction; and a benefit performance of the play, You will not play Wagner.

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, Mrs Lauren Placks, 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 express our sincere appreciation to Mr Simon Wilkenfeld in his role as President of the Yedid-Moriah Alumni Association and Karen Shagrin in her role as Alumni Development Officer.

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 Herschel
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 2017.

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 again 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.

Tours, open days, information sessions, student and parent induction days were conducted throughout the school year. 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 increased enrolments across many Year groups.

The 2017 Bursary Campaign, supported by the Admissions Office resulted in tuition bursaries being awarded to eleven children in the Primary and High School to commence their Moriah education in 2018. The Moriah Foundation funded eight of these bursaries through the generosity of the community's donors, and the other three were funded from the College's Financial Assistance budget. Building on the sustained growth of this initiative; 41 children were supported by bursaries during 2017. 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 2017 academic year.

In 2017, The Moriah Academic and Music Scholarship campaigns attracted a similar number of applicants as they did in 2016, 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, an interactive form was developed in 2017 and is able to be submitted 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 November 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.

Heritage Focus Group

The College Archivist, together with High School Jewish Studies teacher Hilary Kahn, continued the work of the Moreshet: Moriah Heritage Focus Group, which was established in 2016 with the aim of elevating awareness of the school's history across the College. Much of collaborative work during 2017 was concerned with planning a number of events and initiatives associated with the upcoming 75th Anniversary of Moriah College in 2018. These projects included preparing and co-ordinating a foundation celebration at Glenayr Avenue in February 2018, a major 75th anniversary school assembly production, designing and preparing 75th banners for Herzl Court, updating a timeline document reflecting major milestones in the College's history and mounting a number of historical displays and consulting with other staff re: 75th anniversary initiatives.

Presentations and collection management

- Cataloguing of new objects into the collection, including photographs,

audio-visual materials and memorabilia is ongoing.

- During 2017 the Archivist worked with members of the teaching staff to develop and deliver a series of curriculum-linked class programs to a number of Primary School and Year 9 Classes.

ARCHIVES AND RECORDS

The purpose of the Archives and Records Office is to maintain and preserve collections of historical records which document the history of the College for posterity and to manage inactive administrative records in compliance with legislative and record keeping standards.

Records Management Projects

- The Archivist, Margaret Miller, acted in a consultative role with other professional archivists in the preparation of a revised Records Retention and Disposal Authority being drafted by the Australian Society of Archivists. This document, to be released in 2018, has suggested substantial changes to the time periods for the retention of paper and electronic records. These changes have been developed using recommendations contained in a paper specifically concerned with recordkeeping matters issued by the Royal Commission into Child Sexual Abuse in September 2016.
- 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 public relations photograph albums from 1942 to 2004 is now complete. The digital images from the albums have been added to the College's photographic archive database.
- In collaboration with the Alumni Office, the Archivist and archives volunteer, have been working on a project to record the achievements of past students and enter these details into Synergetic. This has involved the

volunteer in the laborious and detailed task of searching through past annual reports, prize giving programs and issues of Kai'ari and College Yearbooks from the 1970's onwards and recording the names of award and prize winners from each year. The resulting data will better inform the Archives about the achievements of past students and add to the general information about the engagement of family members with the College over the years.

- Cataloguing the archival collection continued throughout the year. There are now some 70 series listed in the collection.

- The Archivist has regularly assisted key staff members to cull, re-box and arrange archival records, which they hold in situ.
- During 2017, 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 2017 our focus was to expand on our use of a range of digital communications and marketing platforms with the goal being to communicate our brand and messaging as widely as possible.

We have worked very closely with the Admissions Team and have taken on more of the Marketing role, creating a range of advertising collateral for campaigns such as scholarship opportunities, bursaries and fee support, and open days.

In addition, we assist with the dissemination of information about these campaigns and more, to our stakeholders via EDM and digital marketing on social media and in community newsletters.

We have definitely grown the College's digital PR footprint with evidence-based analytics that show increased engagement across all our social media channels – both Facebook channels (open page and closed group), and Instagram. LinkedIn is growing more slowly.

Our Instagram account is particularly growing exponentially with followers from within and outside our community.

Our objectives continue to be to:

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

Video has played a greater role in our social media posts, with great results.

- The live-feed of President Netanyahu and President Turnbull's visit early in 2017 attracted a huge audience and many viewers continued to follow our channels throughout the year.
- Videos of student-led initiatives such as 'Pink Principal' further increased our audience.
- A video about Inclusion, featuring a visit at the end of 2017 by Randa Habelrih and her Autistic son, had an incredible impact - this video was shared 32 times and mainly by individuals outside the Moriah community. This video was created by professional videographer, Michael Zadro, and we plan to work with Michael more extensively in 2018.

We have made a concerted effort to make shorter videos that encourage more viewers, in addition, videos that are 60 seconds or less in duration can be uploaded to Instagram.

Our new Website is taking shape. The designs for the new site were completed by Uberbrand and

approved by Moriah College. In 2018 we will begin the implementation of the new site with Elcom Technology.

In addition to the above, some of the most significant achievements of the Communications Team in 2017 include:

- Developing logos for the College's 75th Anniversary in 2018 and ensuring the logos are used across all our collateral and internal communications.
- Exploring the use of moving to an online web-based MailChimp Newsletter format, to be implemented at the beginning of 2018.
- Producing Contact Magazine and the 2017 Yearbook. The Yearbook was delivered on target in the last week of 2017.
- Developing and distributing the 2017 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 2017.

Looking Ahead

In 2018, much of our focus will be on our new website, and the development of a comprehensive communications content calendar. We are also involved in the activities and events to mark the 75th anniversary of the College.

In addition, we aim to:

- Develop a series of videos that our Admissions Team can use for information days, enrolment tours etc
- Develop short PR videos that focus on staff members – these can be rolled out on Facebook, Instagram and LinkedIn
- Launch the new website and develop strategies to drive more traffic to our website.
- Continue the development of a

comprehensive Communication and Hebrew style guide for staff members

- Continue to assist with the formulation of a Crisis Communications Plan for the College

In 2017 the Communications Team employed a full-time Communications Content Coordinator who joins the team in 2018. This increases the team to three members, alongside a full-time Communications Manager, and a part-time Communications Assistant.



YVETTE SHER
Communications Manager



OUR FINANCES

Treasurer's Report



2017 was another tremendous year at Moriah College, with continued focus on providing the facilities and resources that assist our students achieve their potential. Coming 15th in the HSC, is a testament to the diligence, focus and dedication from all stakeholders in continuing Moriah's tradition of being a premier educational institution, we should all be very proud. 2017 leading into 2018 has also seen the largest increase in enrolments into the College for over a decade. In 2019 we will have half the year levels in both primary and high school completely full, a clear recognition of the value the community has placed on ensuring the highest quality Jewish and secular education for our children.

31 DECEMBER 2017 RESULTS

This Annual Report incorporates the audited consolidated financial results for the year ended 31 December 2017 for Moriah War Memorial College Association and its Controlled Entities.

For the financial year ended 31 December 2017, the College and

its Controlled Entities reported a consolidated deficit of \$0.403m (2016: \$0.788m profit). This result was achieved on a total revenue base of \$51.167m (2016: \$50.973m), with total operating revenue of \$50.670m (2016: \$50.971m). The difference in revenue relates to capital grants and non operating income received in 2017 of \$0.497m (2016: \$0.002m). The 2017 operating income also included \$0.050m (2016: \$0.692m) in a 'Security in Schools' grant.

From a true operating perspective, the College and the Jewish College achieved a surplus of \$0.039m for the year ended 31 December 2017 (2016: \$0.715m). This result is achieved on a total revenue base of \$51.299m (2016: \$50.324m).

The total bad debt charge for the 2017 financial year was \$0.823m (2016: \$0.498m).

The College would like to gratefully acknowledge receipt of a \$0.201m distribution from the Abraham and Hake Rabinovitch Trust, and a donation of \$0.106m from The Sir Moses Montefiore Jewish Home.

At 31 December 2017, the consolidated balance sheet position of the College and its Controlled Entities remains sound with total assets of \$85.010m. Total interest bearing liabilities reduced to \$31.734m (2016: \$34.650m), as a result of better cashflow management, debt repayment and operating efficiencies. For the year ended 31 December 2017, 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. To ensure an ongoing focus on debt reduction, the College Board have established a Strategic Financial Management Plan. By February 2019, the College would have repaid \$1.02m of debt. Whilst the Board is very cognisant of the importance to reduce this debt burden, debt reduction must be balanced with reinvestment into priorities that provide the highest level of education and facilities that make Moriah College one of the premier schools in Australia.

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.

As a community school, we need to ensure that there is a clear

understanding by the broader community of the programs offered at the College. The College has developed a comprehensive brochure outlining various support programs, and has been actively promoting these programs to assist as many families as possible. We encourage all those who seek a Moriah education to be proactive and engage with the College to make this a reality for their children regardless of affordability. A larger school, supporting many families, will assist in alleviating pressure on school fees, and ensure the sustainability of these programs over time. In 2017, financial assistance subsidies of school fees amounted to \$1.823m.

The College has also been responsive recognising the need to be flexible with payment of school fees and introduced Deferred Payment Plans to allow for longer payment terms, even post graduation; this totalled \$0.611m in 2017.

The College is thankful to the JCA who increased its total contribution to the College in 2017 to \$1.437m, comprising a core allocation for financial assistance of \$1.011m, Special Needs contribution and a Public Relations and Representation Contribution.

I would also like to note and thank the Foundation and its donors for the significant and ongoing contribution that supports many students who would otherwise fall outside the scope of the general Fee Support program.

CAPITAL GRANTS

In January 2016, the \$1.018m Schools Security Programme Funding Agreement between Moriah College

and the Commonwealth Government was approved. In 2016, Moriah College received \$0.692m. A further \$50k was received by Moriah College in 2017. The remainder of the grant funding will be claimable by the College and Mt Zion ELC in 2018; however it is expected that only \$41k will be claimed in 2018.

LOOKING FORWARD

In 2017, the College began work to realise a dream of having students on the Queens Park campus from the time they enter our care at 2 years old until they graduate the HSC. Early Learning is a vital stage in the development of our children. An on campus centre will provide a seamless transition from early learning to year K. With a huge amount of effort, we are proud to announce that works have almost concluded and a new Queens Park Early Learning Centre will be operational on the campus within a few months.

Technology is playing a larger role in all our lives, the influence of which is likely to increase. The College is focussed on providing a true personalised engage learning experience, investing in the educational tools and platforms that will assist students at every level in achieving their potential. As part of the 2018 Budget process, the Board approved a \$2.2m investment in ICT.

The needs of ensuring safety and security that are inherent in a Jewish day school is a responsibility shared by all. There are significant resources invested in running the PSG program, as such a new PSG levy was introduced for 2018 and parents participating in at least 2 PSG shifts will have the full cost of this levy refunded to them.

Government Funding has been a particular area of focus for the Board, ensuring that the College is able to access the maximum levels of support. Changes in resource allocation has allowed the College to secure significantly higher funding which will be realised over a step up 10 year period.

Moriah College is an amazing school, which we should all be very proud of. Community advocacy and productive participation are essential in driving the Moriah College of the future. You cannot create change by wishing it or through casual conversation. There is much work to be done, and I encourage each and every one to seek ways in which you can make a positive contribution and give back to the institution that gives your family so much.

ACKNOWLEDGMENTS AND THANKS

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.

2017 has continued to be a busy and challenging year for the College's Finance Department. I would like to thank the College's finance and administration team, led by the College's Chief Operating Officer, Mr

Trevor Johnson, for their commitment and tireless efforts throughout the year.

I thank Mrs Daisy Sultana for her outstanding support as Executive Officer to the Board. Her proactivity, diligence and attention to detail are second to none.

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 2017

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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 2017 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	Dr S Morris
Mr M Weininger	Ms M Sonnabend	Mr S Wilkenfeld
Mr R Blau	Mr O Freedman	Mr J Fridman (Resigned 23 May 2017)
Mr G Sher	Mrs J Lowy	Mr E Borecki (Appointed 23 May 2017)

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 S Jankelowitz	Ms M Sonnabend
Dr S Morris	Mr R Blau	Mr G Sher
Mr M Weininger		

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
Mr S Jankelowitz (Treasurer)	Mr J Dunkel	Mr B Fink
Mrs J Lowy (President)	Mr R Gavshon	Mrs L Placks (Appointed December 2017)
Mrs C Bart AO	Mrs A Fuchs	

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: Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited	Corporations Act 2001 (Cth) ACN: 162 505 722 ABN: 53 670 925 736	\$50 (2016: \$50)
Moriah War Memorial College Association (MWMCA)	1,129 Members (2016: 1,129)	Corporations Act 2001 (Cth) ACN: 000 049 383 ABN: 98 077 604 961	\$11,290 (2016 \$11,290)
The Moriah War Memorial Jewish College Association (MWMJCA)	1,129 Members (2016: 1,129)	Corporations Act 2001 (Cth) ACN: 003 214 560 ABN: 87 003 214 560	\$11,290 (2016 \$11,290)

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

Operating results

The Group made a net loss for the year of \$486,223 (2016 profit: \$788,878). The net loss included non-operating revenue of \$497,425 (2016: \$2,280), net unrealised gain on revaluation \$83,599 (2016: Nil) and a net loss from operating activities was \$983,648 (2016 profit: \$786,598).

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

The Moriah College Parents and Friends Association donated \$497,425 in cash and uniform assets to Moriah College.

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 MAICD
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 since May 2014)

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

Simon Wilkenfeld

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

Judy Lowy

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

Gavin Sher

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

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

Suzanne Morris

Qualifications: PhD; BSc (Psych.) Hons; 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

Joseph Fridman

Qualifications: B Com (Honours), ACA & MBA
Board member since May 2011 to May 2017
Treasurer May 2014 – May 2016
Chief Executive Officer

Eric Borecki

Qualifications: B.Com. LLB. (UNSW)
Board member since May 2017
Solicitor and Company Director

Meetings of Directors

During the financial year, seventeen (17) meetings of Directors were held. Attendances by each Director during the year were as follows:

Schedule Of Attendances at Board Meetings – During 2017		
Name	Eligible To Attend	Attended
Friede, G	17	14
Jankelowitz, S	17	14
Weininger, M	17	15
Sonnabend, M	17	17
Blau, R	17	11
Borecki, E (Appointed 23 May 2017)	11	8
Freedman, O	17	13
Fridman, J (Term expired 23 May 2017)	6	4
Lowy, J	17	15
Morris, S	17	16
Sher, G	17	12
Wilkenfeld, S	17	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
	\$	\$	\$	\$	\$
2017	1,404,746	301,334	135,031	-	1,841,111
2016	1,388,164	277,423	133,438	-	1,799,025

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

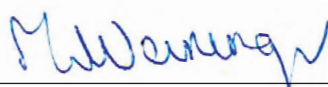
AUDITOR'S INDEPENDENCE DECLARATION

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 81 of this financial report and forms part of The Responsible Entities Report.

Signed in accordance with a resolution of the Board of Directors on 26 April 2018.



G. FRIEDE
President



M. WEININGER
Treasurer

Dated: 26/04/2018

26/04/2018

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Sydney NSW 2000

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W www.grantthornton.com.au

Auditor's Independence Declaration To the members 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 2017, 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 Spewart
Partner - Audit & Assurance

Sydney, 26 April 2018

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STATEMENT OF PROFIT AND LOSS & OTHER COMPREHENSIVE INCOME

For the year ended 31 December 2017

	Note	2017 \$	2016 \$
Revenue from operating activities	3	50,670,163	50,970,819
Revenue from non-operating activities	3	497,425	2,280
Total revenue		51,167,588	50,973,099
Employee benefit expense (teaching staff)		(23,782,610)	(22,403,274)
Employee benefit expense (non-teaching staff)		(5,926,749)	(6,589,667)
Expenses & materials		(5,959,969)	(5,770,217)
Staff expenses		(3,962,459)	(3,161,305)
Financial costs		(181,304)	(226,467)
Interest		(1,013,766)	(1,192,669)
Borrowing costs		(565,778)	(572,771)
Depreciation expense		(3,518,708)	(2,779,338)
Building & grounds expense		(3,067,785)	(3,122,221)
Preschool rent		(298,543)	(297,554)
Other expenses		(3,376,140)	(4,068,738)
Total expenses		(51,653,811)	(50,184,221)
Profit/(Loss) from operating activities		(983,648)	786,598
Profit from non-operating activities		497,425	2,280
Profit for the year		(486,223)	788,878
Other comprehensive income		83,599	-
Items that may be reclassified subsequently to profit or loss			
Net unrealised gain on revaluation of long term investments held at fair value and net of realised gain on disposal of investments			
Total comprehensive income /(Loss) for the year		(402,624)	788,878

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

STATEMENT OF FINANCIAL POSITION

As at 31 December 2017

	Note	2017 \$	2016 \$
Current assets			
Cash and cash equivalents	6	3,097,792	7,803,619
Trade and other receivables	7	1,779,939	2,005,326
Other current assets	9	149,673	247,540
Inventory	10	269,261	-
Financial assets	12	3,194,616	-
Total current assets		8,491,281	10,056,485
Non-current assets			
Property, plant and equipment	11	76,519,028	77,981,362
Total non-current assets		76,519,028	77,981,362
Total assets		85,010,309	88,037,847
Current liabilities			
Trade and other payables	13	1,721,292	1,816,148
Financial liabilities	14	453,878	2,661,943
Short-term provisions	15	3,806,755	3,427,093
Other liabilities	16	1,159,580	1,090,415
Total current liabilities		7,141,505	8,995,599
Non-current liabilities			
Financial liabilities	14	31,280,728	31,987,749
Long-term provisions	15	497,076	661,653
Other liabilities	16	520,834	420,056
Total non-current liabilities		32,298,638	33,069,458
Total liabilities		39,440,143	42,065,057
Net assets		45,570,166	45,972,790
Equity			
Bursary endowment reserve	18	1,151,000	1,151,000
Reserves		83,599	-
Retained earnings		44,335,567	44,821,790
Total equity		45,570,166	45,972,790

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

STATEMENT OF CHANGES IN EQUITY

For the year ended 31 December 2017

	Retained Earnings \$	Asset Revaluation Reserve \$	Endowment \$	Total \$
Balance at 1 January 2017	44,821,790	-	1,151,000	45,972,790
Total comprehensive (loss)	(486,223)	83,599	-	(402,626)
Balance at 31 December 2017	44,335,567	83,599	1,151,000	45,570,166
Balance at 1 January 2016	44,683,912	-	500,000	45,183,912
Total comprehensive income	788,878	-	-	788,878
Transfer (from)/to reserves	(651,000)	-	651,000	-
Balance at 31 December 2016	44,821,790	-	1,151,000	45,972,790

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

STATEMENT OF CASH FLOWS

For the year ended 31 December 2017

	Note	2017 \$	2016 \$
Cash flow from operating activities			
Receipts from parents and donations		42,892,083	41,840,107
Government grants received		6,843,919	7,429,643
Interest received		32,187	31,000
Payments to suppliers & employees		(46,778,020)	(46,110,070)
Receipts from JCA		1,436,660	1,325,526
Interest paid		(1,195,070)	(1,765,440)
Net cash provided by operating activities	26	3,231,759	2,750,766
Cash flows from investing activities			
Purchase of property, plant & equipment		(2,104,951)	(2,840,726)
Payments for investments		(3,022,209)	-
Proceeds from sale of assets		25,290	3,880
Net cash (used in) investing activities		(5,101,870)	(2,836,846)
Cash flow from financing activities			
(Repayment of)/proceeds from borrowings		(1,089,054)	673,115
Net cash (used in)/provided by financing activities		(1,089,054)	673,115
Net (decrease)/increase in cash and cash equivalents held			
		(2,959,165)	587,035
Cash and cash equivalents at beginning of financial year		6,056,957	5,469,922
Cash and cash equivalents at end of financial year	6	3,097,792	6,056,957
Cash and cash equivalents			
General cash balances		1,946,792	4,905,957
Endowment cash balances		1,151,000	1,151,000
Cash and cash equivalents, end of year	6	3,097,792	6,056,957

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

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 31 December 2017

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 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 Group's functional and presentation currency, unless otherwise stated.

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 Group 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 15. 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 2017. 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 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.

Dividend income is recognised at the time the right to receive payment is established.

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% straight line

d. Employee Benefits

Provision is made for the 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 Group to any employee Superannuation Fund and are charged as expenses when incurred. The 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.

Financial instruments are initially measured at cost on trade date including transaction costs, when the related contractual rights or obligations exist. Subsequent to initial recognition these instruments are measured as set out below.

i. Financial assets at fair value

All investments form part of the Foundation's investment portfolio and are classified as financial assets available for sale. Unrealised gains and losses arising from changes in fair value are taken directly to equity (into the asset revaluation reserve) via other comprehensive income. Realised gains or losses on the sale of investments are recognised through profit or loss.

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT)***Fair value***

Fair value is determined based on current bid prices for all quoted investments.

Impairment

At each reporting date, the Foundation assesses whether there is objective evidence that a financial instrument has been impaired. Impairment losses are recognised in the statement of income and expenditure and other comprehensive income.

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***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 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

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 2017 are amounts receivable that may not be recoverable. A provision for impairment has been made amounting to \$3,217,612 for 2017, and \$2,394,989 for 2016.

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.

Inventories

Inventories comprises goods for resale and goods for distribution at no or nominal consideration as part of the Group's charitable activities. Inventories may be purchased or received by way of a donation.

Goods for resale

Inventories of goods for resale are valued at the lower of cost and net realisable value. No value is ascribed to goods for resale that have been donated to the Group where fair value cannot be reliably determined. Net realisable value is the estimated selling price in the ordinary course of business, less any applicable selling expenses.

Goods held for distribution

Donated goods and goods purchased for nominal consideration held for distribution are initially recognised at their current replacement cost at date of acquisition. Inventories of goods purchased and held for distribution are initially recognised at cost. The cost of bringing each product to its present location and condition is determined on a first-in, first-out basis.

The financial report was authorised for issue by the Board of Directors on 26 April 2018.

NOTE 2: INCOME TAX

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

NOTE 3: REVENUE AND INCOME

	Note	2017 \$	2016 \$
Operating activities			
Tuition fees charged	5(a)	35,766,978	34,446,365
Compulsory charges		3,729,635	3,527,875
Enrolment fees		29,999	26,317
Government grants		6,843,919	7,429,643
Interest received		32,187	31,900
Sundry income		620,920	994,698
Jewish Communal Appeal		1,436,660	1,325,526
Donations	5	226,035	210,498
Capital appeal income		179,500	78,026
Building fund levy		7,128	9,384
Foundation income		1,797,202	2,890,587
Total operating income		50,670,163	50,970,819

Non-operating activities

Donations	5	497,425	2,280
Total non-operating income		497,425	2,280

(a) Reconciliation of fees charged

Tuition fees		39,891,106	37,504,705
Compulsory charges		3,729,635	3,527,875
Total gross fees		43,620,741	41,032,580
Less:			
Discounts & allowances		(2,301,123)	(1,814,813)
Subsidies		(1,823,005)	(1,243,527)
Net fees charged		39,496,613	37,974,240

NOTE 4: PROFIT FOR THE YEAR

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

	2017 \$	2016 \$
(Gain)/Loss on sale of motor vehicles	(18,817)	(755)
Depreciation of plant and equipment	3,518,708	2,779,338
Interest paid or payable	1,020,624	1,192,669

NOTE 5: DONATIONS

	2017	2016
	\$	\$
Donations		
The Trust Company – Abraham Rabinovitch Trust	136,835	96,898
H. and A. Rabinovitch - donation	64,000	64,000
Moriah Parents and Friends Association	497,425	-
Other	25,200	51,880
	723,460	212,778

NOTE 6: CASH AND CASH EQUIVALENTS

	2017	2016
	\$	\$
Cash on hand	8,230	7,230
Cash at bank	1,885,844	5,541,921
Restricted cash	-	1,151,000
Short term deposits	1,203,718	1,103,468
	3,097,792	7,803,619
Bank overdrafts; secured (See note 13)	-	(1,746,662)
	3,097,792	6,056,957

As at 31 December 2017, cash and cash equivalents included Nil (2016: \$1,151,000) of restricted cash in relation to The Romy Birnbaum Memorial Bursary Endowment Fund.

NOTE 7: TRADE AND OTHER RECEIVABLES

	2017	2016
	\$	\$
Current		
Outstanding fees	4,203,282	3,584,170
Less: Provision for doubtful debts	(3,217,612)	(2,394,989)
	985,670	1,189,181
Other debtors	569,641	491,607
GST recoverable	224,628	324,538
	1,779,939	2,005,326

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 1/1/17	Charge for the Year	Amounts Written Off	Closing Balance 31/12/17
Current trade receivables	2,394,989	822,623	-	3,217,612
Total	2,394,989	822,623	-	3,217,612

	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

The ages of financial assets not impaired are as follows:

	2017 \$	2016 \$
Trade debtors amounts within terms		
Current or not more than 1 term	828,458	357,653
Trade debtors – past due but not impaired		
More than 2 terms but not more than 3 terms	17,825	38,190
More than 3 terms but not more than 4 terms	239	12,298
More than 4 terms	139,148	781,040
	985,670	1,189,187

NOTE 8: AUDITORS' REMUNERATION

	2017 \$	2016 \$
Remuneration of the auditor of the Group for:		
- auditing the financial report	116,746	78,450
	116,746	78,450

NOTE 9: OTHER ASSETS

	2017 \$	2016 \$
Prepayments	149,673	247,540
	149,673	247,540

NOTE 10: INVENTORY

	2017 \$	2016 \$
Inventory	269,261	-
	269,261	-

NOTE 11: PROPERTY, PLANT AND EQUIPMENT

	2017	2016
	\$	\$
Land and buildings		
Land		
At cost	27,427,142	27,427,142
Buildings		
At cost	70,090,308	70,957,802
Less: accumulated depreciation	(31,549,824)	(30,352,079)
	38,540,484	40,605,723
Other building costs		
At cost	8,849,432	7,380,604
Less: accumulated depreciation	(2,341,911)	(2,312,859)
	6,507,521	5,067,745
Total land and buildings	72,475,147	73,100,610
Plant and equipment (including furniture & fittings)		
At cost	24,527,989	23,064,890
Less: accumulated depreciation	(20,811,343)	(18,582,792)
Total Plant and equipment	3,716,646	4,482,098
Motor vehicles		
At cost	1,054,585	1,062,644
Less: accumulated depreciation	(727,350)	(663,990)
Total motor vehicles	327,235	398,654
Total property, plant and equipment	76,519,028	77,981,362

	Land	Buildings & WIP	Plant and Equipment	Motor vehicles	Total
	\$	\$	\$	\$	\$
a. Movements in Carrying Amounts					
Balance at 1 January 2016	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
WIP	-	-	-	-	-
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
Additions	-	601,334	1,463,099	40,134	2,104,567
WIP	-	-	-	-	-
Disposals	-	-	-	(48,193)	(48,193)
Depreciation expense	-	(1,226,797)	(2,228,551)	(63,360)	(3,518,708)
Balance at 31 December 2017	27,427,142	45,048,005	3,716,646	327,235	76,519,028

There is a capital commitment contracted for at balance date, but not provided for, of \$1,841,000 (2016: \$216,631).

NOTE 11: PROPERTY, PLANT AND EQUIPMENT (CONT)

In April 2017, an independent valuation was finalised by AON Risk Solutions and the results are summarised below:

	Buildings	Plant, Equip & Contents (\$)	Total \$
Moriah College Campus, 3 Queens Park Road, Bondi Junction	117,960,000	13,286,000	131,246,000
Saunders Family Campus, 66-68 Dover Road, Rose Bay	6,150,000	285,300	6,435,300
Shya Redelman Campus, 113-115 Glenayr Avenue, Bondi Beach	6,200,000	272,300	6,472,300
John Einfeld Campus, 86-100 King Street, Randwick	645,000	305,800	950,800
Simons-Redelman Campus, 559 Old South Head Rd, Rose Bay	-	119,300	119,300
Total	130,955,000	14,268,700	145,223,700

NOTE 12: FINANCIAL ASSETS

	2017 \$	2016 \$
Financial assets		
<i>Available for sale (AFS) financial assets:</i>		
· Managed investment portfolio		
i. Liquid and similar investments	109,130	-
ii. Fixed income and similar investments	866,532	-
iii. Equities and similar investments	1,691,059	-
iv. Alternative investments and real estate	527,895	-
Total managed investments	3,194,616	-

As at 31 December 2017, financial assets included \$1,151,000 (2016: \$Nil) restricted cash in relation to The Romy Birnbaum Memorial Bursary Endowment Fund. Total amount of restricted funds were in cash and cash equivalents as at 31 December. Refer to Note 6.

NOTE 13: TRADE AND OTHER PAYABLES

	2017 \$	2016 \$
Trade Creditors	344,324	185,615
Sundry payables and accrued expenses	568,065	841,081
Accruals	808,903	789,452
	1,721,292	1,816,148

NOTE 14: FINANCIAL LIABILITIES

	2017	2016
	\$	\$
Current		
Bank overdraft	-	1,746,662
Hire purchase loans	453,878	915,281
	453,878	2,661,943
Non-current		
Bank loans	31,100,000	31,400,000
Hire purchase loans	180,728	587,749
	31,280,728	31,987,749

The Trustees of the Moriah College Building Fund have provided a mortgage of lease and a fixed and 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 20).

NOTE 15: PROVISIONS

	2017	2016
	\$	\$
Current		
Employee entitlements	3,806,755	3,427,093
	3,806,755	3,427,093
Non-Current		
Employee entitlements	497,076	661,653
	497,076	661,653

NOTE 16: OTHER LIABILITIES

	2017	2016
	\$	\$
Current		
Income received in advance	1,159,580	1,090,415
Non-Current		
Income received in advance	520,834	420,056

NOTE 17: MEMBERS FUNDS

The Group 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: Moriah War Memorial College Association and the The Moriah War Memorial Jewish College Association Limited	Corporations Act 2001 (Cth) ACN: 162 505 722 ABN: 53 670 925 736	\$50 (2016: \$50)
Moriah War Memorial College Association (MWMCA)	1,129 Members (2016: 1,129)	Corporations Act 2001 (Cth) ACN: 000 049 383 ABN: 98 077 604 961	\$11,290 (2016 \$11,290)
The Moriah War Memorial Jewish College Association (MWMJCA)	1,129 Members (2016: 1,129)	Corporations Act 2001 (Cth) ACN: 003 214 560 ABN: 87 003 214 560	\$11,290 (2016 \$11,290)

NOTE 18: 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 19: CAPITAL EXPENDITURE COMMITMENTS

The Group has capital commitments of \$1,841,000 as at 31 December 2017 (2016: \$216,631).

NOTE 20: FINANCIAL INSTRUMENT

a. Financial Risk Management Policies

The 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 Group's operations.

The Group does not have any derivative instruments at 31 December 2017. Refer Note 13 for a summary of 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 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 Group's risk management policies and procedures and reviews the adequacy of the risk management framework in relation to the risks faced by the Group.

ii Financial Risk Exposures and Management

The main risks the 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 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	Non-Interest Bearing	Total	Weighted Effective Interest
	2017	2017	2017	2017
	\$	\$	\$	%
Financial Assets				
Cash	3,089,562	8,230	3,097,792	0.5
Receivables	-	1,779,939	1,779,939	Nil
Other assets	-	149,673	149,673	Nil
Managed investment portfolio	3,194,616	-	3,194,616	
Total Financial Assets	6,284,178	1,937,842	8,222,020	
Financial Liabilities				
Accounts Payable	-	1,721,292	1,721,292	Nil
Borrowings	31,734,606	-	31,734,606	4.76
Total Financial Liabilities	31,734,606	1,721,292	33,455,898	

	Floating Interest Rates	Non-Interest Bearing	Total	Weighted Effective Interest
	2016	2016	2016	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	

iv Foreign currency risk

Most of the Group's transactions are carried out in Australian Dollars. Exposures to currency exchange rates arise from a small amount of the 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 2017, the amounts totalled \$470,398 (2016: \$169,312).

To mitigate the 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 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 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 2017 \$	Other 2017 \$	Total 2017 \$
Financial Assets			
Cash	3,089,562	8,230	3,097,792
Receivables	-	1,779,939	1,779,939
Other assets	-	149,673	149,673
Financial assets	3,194,616	-	3,194,616
Total Financial Assets	6,284,178	1,937,842	8,222,020

	Banks 2016 \$	Other 2016 \$	Total 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

There is no material amount of collateral held as security at 31 December 2017 or as 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 Group is exposed to a high degree of credit risk exposure from trade receivables. Trade receivables at 31 December 2017 are \$985,670 (2016: \$1,189,181).

vii Price risk

The 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.

2017					
	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	3.6	-	-	-	31,100,000
Trade payables	Nil	1,721,292	-	-	-
Hire purchase loans	5.75	48,608	101,800	303,470	180,728
Total		1,769,900	101,800	303,470	31,280,728

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

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.

	2017		2016	
	Carrying Amount	Net fair Value	Carrying Amount	Net Fair Value
	\$	\$	\$	\$
Financial assets				
Loans and receivables	1,779,939	1,779,939	2,005,326	2,005,326
Financial assets	3,194,616	3,194,616	-	-
Total	4,974,555	4,974,555	2,005,326	2,005,326
Financial liabilities				
Bank loan secured	31,100,000	31,100,000	33,146,662	33,146,662
Trade and other payables	1,721,292	1,721,292	1,816,148	1,816,148
Hire Purchase Loans	634,606	634,606	1,503,030	1,503,030
Total	33,455,898	33,455,898	36,465,840	36,465,840

NOTE 21: CONTINGENT LIABILITIES

The 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 20 December 2017, an undertaking was given to increase the Equipment Leasing from \$1.5m to \$3.0m. The actual facility amendment agreement was finalised in January 2018. 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 \$3,000,000; 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 (see Note 13).

NOTE 22: LEASE COMMITMENTS

Moriah War Memorial College Association is committed to rent and outgoings for the year 2018 in the net amount of approximately \$70,000 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 in April 2018; 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 \$105,504 in 2017.

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 one year from 31 December 2017, 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.

NOTE 23: FINANCE LEASE

The Group has finance lease commitments for equipment and vehicles as follows:

	2017	2016
a. Finance lease commitments	\$	\$
Payable – minimum lease payments:		
• not later than twelve (12) months	519,446	915,281
• between twelve (12) months and five (5) years	206,836	666,403
<i>Less future finance charges</i>	91,676	78,654
Present value of minimum lease payments	634,606	1,503,030

NOTE 24: RELATED PARTY DISCLOSURES

The Directors of Moriah War Memorial College Association during the financial year were:

Mr G Friede (President)	Mr S Jankelowitz	Dr S Morris
Mr M Weininger	Ms M Sonnabend	Mr S Wilkenfeld
Mr R Blau	Mr O Freedman	Mr J Fridman (Term expired 23 May 2017)
Mr G Sher	Mrs J Lowy	Mr E Borecki (Appointed 23 May 2017)

The following related party transactions occurred during the financial year.

Fees (and other revenue) were received by the Group from the Directors of the Group under normal terms and conditions. In 2017, no Directors (2016: No Directors) have received or become entitled to receive a benefit, by reason of a contract made by

the Group or a Related Corporation with the Directors or with a firm of which they are a member or a director, or with a Group in which they have a substantial financial interest undertaken in the normal course of business at or less than competitive rates.

There are spouses of Directors of the Group who are employed by the College in the ordinary course of its activities.

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

Key Management Personnel Remuneration (Short-Term Benefits)

	Salary	Non-cash benefit	Superannuation	Termination	Total
	\$	\$	\$	\$	\$
2017	1,404,746	301,334	135,031	-	1,841,111
2016	1,388,164	277,423	133,438	-	1,799,025

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

NOTE 25: 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	2017	2016
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 26: CASH FLOW INFORMATION

Reconciliation of Cash Flow from Operations with Profit after Income Tax	2017	2016
	\$	\$
Profit after income tax	(402,624)	788,878
Non-cash flows in profit		
Depreciation	3,518,708	2,779,338
Reinvested dividends	(79,680)	-
Reinvested interest income	(9,128)	-
(Loss) on investments	(83,599)	-
Donation of uniforms	(269,261)	-
(Loss) on disposal of assets	(18,817)	-
Leased assets	(37,266)	-
Changes in assets and liabilities		
Decrease/(increase) in receivables	225,387	(2,006,614)
(Decrease)/increase in payables	(94,856)	758,412
Increase/(decrease) in provisions	215,085	(500,160)
Decrease in other assets	97,867	256,873
Increase in other liabilities	169,943	195,629
	3,231,759	2,272,356

NOTE 27: 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 28: CAPITAL MANAGEMENT

Management controls the capital of the entity to ensure that adequate cash flows are generated to fund operations. The Finance and Audit Committee ensures that the overall risk management strategy is in line with this objective.

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.

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 29: 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**

RESPONSIBLE ENTITIES' DECLARATION

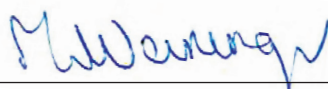
The Responsible Entities' of the consolidated group declare that:

1. The financial statements and notes, as set out on pages 82 to 103, 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 2017 and of the performance for the year ended on that date of the Group; and
2. In the Responsible Entities' opinion there are reasonable grounds to believe that the 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. WEININGER
Treasurer

Dated: 26/04/2017

26/04/2018

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Independent Auditor's Report To the Members of Moriah War Memorial College Association and its controlled entities

Report on the audit of the financial report

Opinion

We have audited the accompanying financial report of Moriah War Memorial College Association (the Association) and its controlled entities (the Group), which comprises the consolidated statement of financial position as at 31 December 2017, 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 Responsible Entities' 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 (ACNC) Act 2012*, including:

- a giving a true and fair view of the Group's financial position as at 31 December 2017 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 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 believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Other Information

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 2017, 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 Group are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the ACNC 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 Group'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 Group or to cease operations, or have no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Group'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_responsibilities/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, 26 April 2018

MORIAH WAR MEMORIAL COLLEGE ASSOCIATION

Financial report for the year ended 31 December 2017

ACN 000 049 383

ABN 98 077 604 961

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RESPONSIBLE ENTITIES' REPORT

Your Responsible Entities' present their report on the Company for the financial year ended 31 December 2017. 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	Dr S Morris
Mr M Weininger	Ms M Sonnabend	Mr S Wilkenfeld
Mr R Blau	Mr O Freedman	Mr J Fridman (Term expired 23 May 2017)
Mr G Sher	Mrs J Lowy	Mr E Borecki (Appointed 23 May 2017)

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 2017 the collective liability of members was \$11,290 (2016: \$11,290).

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 Company made a net profit for the year of \$38,615 (2016 profit: \$714,980). The net profit included non-operating revenue of \$497,425 (2016: \$2,280) and the net loss from operating activities was \$458,810 (2016 profit: \$712,700).

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

The Moriah College Parents and Friends Association donated \$497,425 in cash and uniform assets to Moriah College.

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 MAICD
 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 since May 2014)**

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

Simon Wilkenfeld

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

Judy Lowy

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

Gavin Sher

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

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

Suzanne Morris

Qualifications: PhD; BSc (Psych.) Hons; 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

Joseph Fridman

Qualifications: B Com (Honours), ACA & MBA
 Board member since May 2011 to May 2017
 Treasurer May 2014 – May 2016
 Chief Executive Officer

Eric Borecki

Qualifications: B.Com. LLB. (UNSW)
 Board member since May 2017
 Solicitor and Company Director

Meetings of Directors

During the financial year, seventeen (17) meetings of Directors were held. Attendances by each Director during the year were as follows:

Schedule Of Attendances at Board Meetings – During 2017		
Name	Eligible To Attend	Attended
Friede, G	17	14
Jankelowitz, S	17	14
Weininger, M	17	15
Sonnabend, M	17	17
Blau, R	17	11
Borecki, E (Appointed 23 May 2017)	11	8
Freedman, O	17	13
Fridman, J (Term expired 23 May 2017)	6	4
Lowy, J	17	15
Morris, S	17	16
Sher, G	17	12
Wilkenfeld, S	17	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
	\$	\$	\$	\$	\$
2017	1,091,450	41,139	105,016	-	1,237,605
2016	1,079,060	41,139	103,821	-	1,224,020

Non-cash benefit relates to motor vehicles provided to key management personnel (see Note 18).

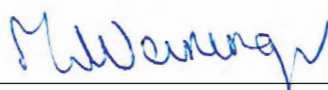
AUDITOR'S INDEPENDENCE DECLARATION

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 113 of this financial report and forms part of The Responsible Entities Report.

Signed in accordance with a resolution of the Board of Directors, on 26 April 2018.



G. FRIEDE
President



M. WEINGER
Treasurer

Dated: 26/04/2018

26/04/2018



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Auditor's Independence Declaration To the Members 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 2017, 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, 26 April 2018

Grant Thornton Audit Pty Ltd ACN 130 913 594
a subsidiary or related entity of Grant Thornton Australia Ltd ABN 41 127 556 389

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STATEMENT OF PROFIT AND LOSS & OTHER COMPREHENSIVE INCOME

For the year ended 31 December 2017

	Note	2017 \$	2016 \$
Revenue from operating activities	3	40,703,431	39,729,214
Revenue from non-operating activities	3	497,425	2,280
Total revenue		41,200,856	39,731,494
Employee benefit expense (teaching staff)		(19,401,608)	(17,926,433)
Employee benefit expense (non-teaching staff)		(4,529,438)	(4,801,747)
Expenses & materials		(4,156,446)	(4,605,320)
Staff expenses		(3,745,317)	(2,906,315)
Financial costs		(143,746)	(190,578)
Interest		(28,219)	-
Borrowing costs		(5,486)	-
Depreciation expense		(2,156,326)	(1,395,708)
Building & grounds expense		(3,994,041)	(4,149,247)
Preschool rent		(298,543)	(297,553)
Other expenses		(2,703,071)	(2,743,613)
Total expenses		(41,162,241)	(39,016,514)
Profit/(Loss) from operating activities		(458,810)	712,700
Profit from non-operating activities		497,425	2,280
Profit for the year		38,615	714,980
Other comprehensive income:		-	-
Total comprehensive income for the year		38,615	714,980

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

STATEMENT OF FINANCIAL POSITION

As at 31 December 2017

	Note	2017 \$	2016 \$
Current assets			
Cash and cash equivalents	6	2,366,805	1,289,454
Trade and other receivables	7	2,664,141	4,226,218
Other current assets	9	149,673	247,536
Inventory	10	269,261	-
Total current assets		5,449,880	5,763,208
Non-current assets			
Trade and other receivables	7	10,098,549	12,159,009
Property, plant and equipment	11	11,984,311	12,084,266
Total non-current assets		22,082,860	24,243,275
Total assets		27,532,740	30,006,483
Current liabilities			
Trade and other payables	12	3,225,767	3,309,836
Financial liabilities	13	453,878	2,661,942
Short-term provisions	14	3,046,205	2,925,966
Other liabilities	15	825,100	739,945
Total current liabilities		7,550,950	9,637,689
Non-current liabilities			
Financial liabilities	13	180,728	587,749
Long-term provisions	14	382,275	400,873
Total non-current liabilities		563,003	988,622
Total liabilities		8,113,953	10,626,311
Net assets		19,418,787	19,380,172
Equity			
Retained earnings		19,418,787	19,380,172
Total equity		19,418,787	19,380,172

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

STATEMENT OF CHANGES IN EQUITY

For the year ended 31 December 2017

	Retained Earnings \$	Total \$
Balance at 1 January 2017	19,380,172	19,380,172
Total comprehensive income	38,615	38,615
Balance at 31 December 2017	19,418,787	19,418,787
Balance at 1 January 2016	18,665,192	18,665,192
Total comprehensive income	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 2017

	Note	2017 \$	2016 \$
Cash flow from operating activities			
Receipts from parents and donations		31,665,456	28,554,771
Government grants received		6,843,919	7,495,505
Interest received	3	14,500	8,640
Payments to suppliers & employees		(36,622,942)	(35,617,215)
Receipts from Moriah Foundation		1,515,163	410,376
Finance costs		(149,232)	-
Interest paid		(28,219)	(209,395)
Net cash provided by operating activities	21	3,238,645	642,682
Cash flows from investing activities			
Purchase of property, plant & equipment		(2,104,951)	(2,840,726)
Proceeds from sale of assets		25,290	3,880
Loans from related parties		2,454,083	-
Net cash provided by/(used in) investing activities		374,422	(2,836,846)
Cash flow from financing activities			
Loans from related parties		-	475,780
Proceeds from borrowings		-	673,116
Repayment of borrowings		(789,054)	-
Net cash (used in)/provided by financing activities		(789,054)	1,148,896
Net increase /(decrease) in cash and cash equivalents held		2,824,013	(1,045,268)
Cash and cash equivalents at beginning of financial year		(457,208)	588,060
Cash and cash equivalents at end of financial year	6a	2,366,805	(457,208)

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

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 31 December 2017

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 Company is domiciled in New South Wales, Australia. It is a Company not for gain, limited by guarantee.

Basis of Preparation

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 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.

The financial statements for the year ended 31 December 2017 were approved and authorised for issue by the Board of Directors on 26 April 2018.

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 Company is yet to undertake a detailed assessment of the impact of AASB 1058.
- **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 Company is yet to undertake a detailed assessment of the impact of AASB 1058.
- **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.
- **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. 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%	straight line

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.

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT)

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***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. 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.

h. 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.

i. 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)**j. 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 Company.

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 receivables at 31 December 2017 are amounts receivable that may not be recoverable. A provision for impairment has been made amounting to \$3,217,612 for 2017 (2016: \$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 2017 were approved and authorised for issue by the Board of Directors on 27 March 2018 .

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	2017 \$	2016 \$
Operating activities			
Tuition fees charged		30,424,690	30,171,479
Enrolment fees		29,999	18,422
Government grants		6,843,919	7,495,505
Interest received		14,500	8,640
Sundry income		501,145	1,155
Donations		162,035	96,898
Contribution from Moriah College Foundation Limited		1,515,163	1,589,696
Contribution from Moriah War Memorial Jewish College Association limited		1,211,980	347,419
Total operating Income		40,703,431	39,729,214
Non-operating activities			
Donations	5	497,425	2,280
Total non-operating Income		497,425	2,280
(a) Reconciliation of fees charged			
Tuition fees		29,476,973	28,515,880
Compulsory charges		2,850,090	3,012,745
Total Gross Fees		32,327,063	31,528,625
Less:			
Discount & allowances		(1,902,373)	(1,357,146)
Net fees charged		30,424,690	30,171,479

NOTE 4: PROFIT FOR THE YEAR

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

	2017 \$	2016 \$
(Gain)/loss on sale of motor vehicles	(18,817)	755
Depreciation of plant and equipment	2,156,326	1,395,708
Interest paid or payable other than to associated entities	33,706	30,098

NOTE 5: DONATIONS

	2017 \$	2016 \$
Donations		
The Trust Company – Abraham Rabinovitch Trust	136,835	96,898
Other	522,625	2,280
	659,460	99,178

NOTE 6: CASH AND CASH EQUIVALENTS

	2017	2016
	\$	\$
Cash on hand	8,230	7,230
Cash at bank	1,369,902	298,080
Cash on deposit	988,673	984,144
	2,366,805	1,289,454

NOTE 6A: RECONCILIATION OF CASH

	Note	2017	2016
		\$	\$
Cash on hand	6	8,230	7,230
Cash equivalents		2,358,575	1,282,224
Bank overdrafts; secured	12	-	(1,746,662)
		2,366,805	(457,208)

NOTE 7: TRADE AND OTHER RECEIVABLES

	2017	2016
	\$	\$
Current		
Outstanding fees	4,203,282	3,584,170
Less: provision for doubtful debts	(3,217,612)	(2,394,989)
	985,670	1,189,181
Other debtors	505,641	427,607
GST recoverable	183,399	292,190
Receivable from related parties	989,431	2,317,240
	2,664,141	4,226,218
Non-current		
Loan to associated entities	10,098,549	12,159,009
	10,098,549	12,159,009

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 1/1/17	Charge for the Year	Amounts Written Off	Closing Balance 31/12/17
Current trade receivables	2,394,989	822,623	-	3,217,612
Total	2,394,989	822,623	-	3,217,612

	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

The ages of financial assets not impaired are as follows:

	2017 \$	2016 \$
Trade debtors amounts within terms		
Current or not more than 1 term	828,458	357,653
Trade debtors – past due but not impaired		
More than 2 terms but not more than 3 terms	17,825	38,190
More than 3 terms but not more than 4 terms	239	12,298
More than 4 terms	139,148	781,040
	985,670	1,189,181

NOTE 8: AUDITORS' REMUNERATION

	2017 \$	2016 \$
Remuneration of the auditor of the consolidated group for:		
- auditing the financial report	96,746	75,950
	96,746	75,950

NOTE 9: OTHER ASSETS

	2017 \$	2016 \$
Prepayments	149,673	247,539
Total	149,673	247,539

NOTE 10: INVENTORY

	2017 \$	2016 \$
Inventory	269,261	-
Total	269,261	-

NOTE 11: PROPERTY, PLANT AND EQUIPMENT

	2017 \$	2016 \$
Land and buildings		
Land		
At cost	427,142	427,142
Buildings – Shya Redelman Campus, 113-115 Glenayr Avenue, Bondi Beach		
At cost	1,604,147	1,604,147
Less: accumulated depreciation	(598,380)	(586,648)
	1,005,767	1,017,499
Other building costs including WIP		
At cost	8,849,433	8,248,648
Less: accumulated depreciation	(2,341,912)	(2,010,746)
	6,507,521	6,237,903
Total land and buildings	7,940,430	7,682,543
Plant and equipment (including furniture & fittings)		
At cost	24,290,541	22,826,508
Less: accumulated depreciation	(20,573,894)	(18,823,439)
Total Plant and equipment	3,716,646	4,003,069
Motor vehicles		
At cost	1,039,171	1,062,644
Less: accumulated depreciation	(711,936)	(663,990)
Total motor vehicles	327,235	398,654
Total property, plant and equipment	11,984,311	12,084,266

Movements in Carrying Amounts	Land \$	Buildings & WIP \$	Plant and Equipment \$	Motor vehicles \$	Total \$
Balance at 1 January 2016	427,142	7,241,120	2,554,309	419,302	10,641,873
Additions	-	347,807	2,432,810	60,110	2,840,727
WIP	-	-	-	-	-
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
Additions	-	600,785	1,464,033	40,133	2,104,951
WIP	-	-	-	-	-
Disposals	-	-	-	(48,579)	(48,579)
Depreciation expense	-	(342,898)	(1,750,455)	(62,973)	(2,156,326)
Balance at 31 December 2017	427,142	7,513,288	3,716,646	327,235	11,984,311

There is a capital commitment contracted for at balance date, but not provided for, of \$1,841,000 (2016: \$216,631).

In April 2017, an independent valuation was finalised by AON Risk Solutions and the results are summarised below:

	Buildings	Plant, Equip & Contents (\$)	Total \$
Moriah College Campus, 3 Queens Park Road, Bondi Junction		13,286,000	13,286,000
Saunders Family Campus, 66-68 Dover Road, Rose Bay		285,300	285,300
Shya Redelman Campus, 113-115 Glenayr Avenue, Bondi Beach	6,200,000	272,300	6,472,300
John Einfeld Campus, 86-100 King Street, Randwick		305,800	305,800
Simons-Redelman Campus, 559 Old South Head Rd, Rose Bay		119,300	119,300
Total	6,200,000	14,268,700	20,468,700

NOTE 12: TRADE AND OTHER PAYABLES

	2017	2016
	\$	\$
Current		
Trade creditors	344,324	185,615
Sundry payables and accrued expenses	1,160,778	1,327,890
Loans from associated entities	1,720,665	1,796,331
Total	3,225,767	3,309,836

NOTE 13: FINANCIAL LIABILITIES

	2017	2016
	\$	\$
Current		
Bank overdraft	-	1,746,662
Hire purchase loans	453,878	915,281
Total	453,878	2,661,942
Non-current		
Hire purchase loans	180,728	587,749
Total	180,728	587,749

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 and 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 18).

NOTE 14: PROVISIONS

	2017	2016
	\$	\$
Current		
Employee entitlements	3,046,205	2,925,966
Total	3,046,205	2,925,966
Non-Current		
Employee entitlements	382,275	400,873
Total	382,275	400,873

NOTE 15: OTHER LIABILITIES

	2017	2016
	\$	\$
Current		
Income received in advance	825,100	739,945
Total - Current Other Liabilities	825,100	739,945

NOTE 16: 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 2017, the number of members was 1,129 (2016: 1,129).

NOTE 17: 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 2017. See Note 13 for a summary of Company's financial liabilities by category.

i Treasury Risk Management

A Finance and Audit Committee consisting of members of the Board of Directors and management 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.

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 2017 \$	Non-Interest Bearing 2017 \$	Total 2017 \$	Weighted Effective Interest 2017 %
Financial Assets				
Cash	2,358,575	8,230	2,366,805	0.05
Receivables	-	12,762,690	12,762,690	Nil
Total Financial Assets	2,358,575	12,770,920	15,129,495	
Financial Liabilities				
Accounts Payable	-	1,505,102	1,505,102	Nil
Borrowings	634,606	1,720,665	2,355,271	5.75
Total Financial Liabilities	634,606	3,225,767	3,860,373	

	Floating Interest Rates	Non-Interest Bearing	Total	Weighted Effective Interest
	2016	2016	2016	2016
	\$	\$	\$	%
Financial Assets				
Cash	1,282,224	7,230	1,289,454	2.46
Receivables	-	16,385,227	16,385,227	Nil
Other assets	-	-	-	Nil
Total Financial Assets	1,282,224	16,392,457	17,674,681	
Financial Liabilities				
Accounts Payable	-	1,513,505	1,513,505	Nil
Borrowings	3,249,691	1,796,331	5,046,022	5.75
Total Financial Liabilities	3,249,691	3,309,836	6,559,527	

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 2017, the amounts in aggregate were \$470,398 (2016: \$169,312)

To mitigate the Company's exposure to foreign currency risk, the Company 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 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	
	2017	2016	2017	2016	2017	2016
	\$	\$	\$	\$	\$	\$
Financial Assets						
Cash	2,358,575	1,282,224	8,230	7,230	2,366,805	1,289,454
Receivables	-	-	12,762,690	16,385,227	12,762,690	16,385,227
Total Financial Assets	2,358,575	1,282,224	12,770,920	16,392,457	15,129,495	17,674,681

There is no material amount of collateral held as security at 31 December 2017 or as 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 2017 are \$985,670 (2016: \$1,189,181).

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.

2017	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	-	3,225,767	-	-	-
Hire purchase loans	5.75	48,608	101,202	303,469	180,728
Total		3,274,375	101,202	303,469	180,728

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	-	-	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	1,973,800	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.

	2017		2016	
	Carrying Amount \$	Net fair Value \$	Carrying Amount \$	Net Fair Value \$
Financial assets				
Loans and receivables	12,762,690	12,762,690	16,392,457	16,392,457
Total	12,762,690	12,762,690	16,392,457	16,392,457
Financial liabilities				
Bank loan secured	-	-	1,746,662	1,746,662
Trade and other payables	3,225,767	3,225,767	3,309,837	3,309,837
Hire Purchase Loans	634,606	634,606	1,503,030	1,503,030
Total	3,860,373	3,860,373	6,559,529	6,559,529

NOTE 18: 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 20 December 2017, an undertaking was given to increase the Equipment Leasing from \$1.5m to \$3.0m. The actual facility amendment agreement was finalised in January 2018. The amount of the debts covered by these cross guarantees are:

- Market Rate Loan Facility of \$31,100,000 (\$21.974m fixed & \$9.426m variable);
- Overdraft facility of up to \$2,500,000 (\$1,000,000 from March to November) ;
- Equipment Financing Facility of up to \$3,000,000; 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 the Commonwealth Bank of Australia on 17 February 2014 (see Note 13).

NOTE 19: LEASE COMMITMENTS

Moriah War Memorial College Association is committed to rent and outgoings for the year 2018 in the net amount of approximately \$70,000 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 in April 2018; 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 \$105,504 in 2017.

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 one year from 31 December 2017, 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 19A: FINANCE LEASE

The Company has finance lease commitments for equipment and vehicles as follows:

	2017	2016
	\$	\$
a Finance lease commitments		
Payable – minimum lease payments:		
• not later than twelve (12) months	453,878	915,281
• between twelve (12) months and five (5) years	180,728	666,403
Less future finance charges	91,676	78,654
Present value of minimum lease payments	542,930	1,503,030

NOTE 20: RELATED PARTY DISCLOSURES

The Directors of The Moriah War Memorial College Association during the financial year were:

Mr G Friede (President)	Mr S Jankelowitz	Dr S Morris
Mr M Weininger	Ms M Sonnabend	Mr S Wilkenfeld
Mr R Blau	Mr O Freedman	Mr J Fridman (Term expired 23 May 2017)
Mr G Sher	Mrs J Lowy	Mr E Borecki (Appointed 23 May 2017)

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. In 2017, no Directors (2016: 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.

There are spouses of Directors of the Company who are employed by the College in the ordinary course of its activities.

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 2017, the amount payable on this loan was \$1,720,665 (2016: \$1,796,331). As at 31 December 2017, there was a loan receivable from Kehillat Moriah Incorporated in the amount of \$989,431 (2016: \$1,137,920) together with a loan receivable from Moriah Foundation 2017 \$0 (2016: \$1,179,320).

An interest free loan of \$10,098,549 (2016: \$12,159,009) 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 2017, a management fee of \$1,211,980 (2016 received: \$347,419) 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.

A total of \$1,515,163 of grants were received from the Foundation during the year (2016: \$1,589,696).

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
	\$	\$	\$	\$	\$
2017	1,091,450	41,139	105,016	-	1,237,605
2016	1,079,060	41,139	103,821	-	1,224,020

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

NOTE 21: CASH FLOW INFORMATION

Reconciliation of Cash Flow from Operations with Profit/(Loss) after Income Tax	2017	2016
	\$	\$
Profit after income tax	38,615	714,980
Non-cash flows in profit		
Depreciation	2,156,326	1,395,708
Building Fund rent	2,070,500	2,075,156
Gain/(loss) on sale of motor vehicles	(18,817)	2,372
Contribution from Moriah College Foundation Limited	-	(1,179,320)
Income received from Moriah War Memorial Jewish College Association Limited	(1,211,980)	(347,419)
Leased assets	(37,261)	-
Donation of uniforms	(269,261)	-
Changes in assets and liabilities		
(Increase) /Decrease in trade and other debtors	234,268	(2,152,235)
Increase/(Decrease) in creditors and accruals	(8,404)	(209,263)
(Decrease) / Increase in provisions	101,641	(330,941)
Decrease/(Increase) in other current assets	97,863	256,873
Increase in other liabilities	-	416,771
Increase/(Decrease) in deferred revenues	85,155	-
	3,238,645	642,682

NOTE 22: 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.

NOTE 23: CAPITAL MANAGEMENT

Management controls the capital of the entity to ensure that adequate cash flows are generated to fund operations. The Finance and Audit Committee ensures that the overall risk management strategy is in line with this objective.

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.

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 24: 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

DIRECTORS' DECLARATION

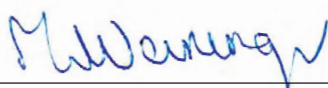
The Responsible Entities' of the Company declare that:

1. The financial statements and notes, as set out on pages 114 to 132 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 2017 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 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: 26/04/2018

26/04/2018

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Independent Auditor's Report To the Members of Moriah War Memorial College Association

Report on the audit of the financial report

Opinion

We have audited the accompanying financial report of Moriah War Memorial College Association (the Association), which comprises the statement of financial position as at 31 December 2017, 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 Responsible Entities' 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 (ACNC) Act 2012*, including:

- a giving a true and fair view of the Association's financial position as at 31 December 2017 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 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 believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Responsibilities of the Responsible Entities for the Financial Report

The Responsible Entities of the Association are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the ACNC Act, and for such internal control as the Responsible Entities 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 Responsible Entities are responsible for assessing the Association'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 Responsible Entities either intend to liquidate the Association or to cease operations, or have no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Association'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_responsibilities/ar4.pdf. This description forms part of our auditor's report.



Grant Thornton Audit Pty Ltd
Chartered Accountants



A L Spowart
Partner - Audit & Assurance

Sydney, 26 April 2018

THE MORIAH WAR MEMORIAL JEWISH COLLEGE ASSOCIATION LIMITED

Financial report for the year ended 31 December 2017

ACN 003 214 560

ABN 87 003 214 560

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RESPONSIBLE ENTITIES' REPORT

Your Responsible Entities' present their report on the Company for the financial year ended 31 December 2017. 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	Dr S Morris
Mr M Weininger	Ms M Sonnabend	Mr S Wilkenfeld
Mr R Blau	Mr O Freedman	Mr J Fridman (Term expired 23 May 2017)
Mr G Sher	Mrs J Lowy	Mr E Borecki (Appointed 23 May 2017)

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 2017 the collective liability of members was \$11,290 (2016: \$11,290).

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

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.

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 \$Nil (2016 profit: \$Nil).

Review of operations

A detailed review of the operations of the Jewish College is contained in the President's Report, the College Principal's Report and the Dean of Jewish Life & Learning'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 MAICD

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 since May 2014)**

Qualifications: BA (Hons), LLB

Board member since May 2012

Assistant Secretary May 2013 – May 2014

Company Secretary

Simon Wilkenfeld

Qualifications: BCom (UNSW)

Major: Accounting, Finance and Systems

Board member since May 2011

Managing Director

Judy Lowy

Qualifications: BA (UNSW)

Board Member since May 2008

Foundation President since its inception (2011)

Company Director

Gavin Sher

Qualifications: B.Com, H Dip Acc, CA(SA)

Board member since May 2012

Chief Financial & Operating Officer

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

Suzanne Morris

Qualifications: PhD; BSc (Psych.) Hons; 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

Joseph Fridman

Qualifications: B Com (Honours), ACA & MBA

Board member since May 2011 to May 2017

Treasurer May 2014 – May 2016

Chief Executive Officer

Eric Borecki

Qualifications: B.Com. LLB. (UNSW)

Board member since May 2017

Solicitor and Company Director

Meetings of Directors

During the financial year, seventeen (17) meetings of Directors were held. Attendances by each Director during the year were as follows:

Schedule Of Attendances at Board Meetings – During 2017		
Name	Eligible To Attend	Attended
Friede, G	17	14
Jankelowitz, S	17	14
Weininger, M	17	15
Sonnabend, M	17	17
Blau, R	17	11
Borecki, E (Appointed 23 May 2017)	11	8
Freedman, O	17	13
Fridman, J (Term expired 23 May 2017)	6	4
Lowy, J	17	15
Morris, S	17	16
Sher, G	17	12
Wilkenfeld, S	17	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.

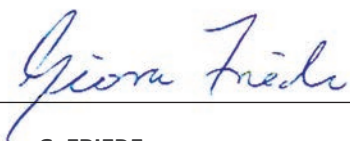
	Salary	Non-cash benefit	Superannuation	Termination	Total
	\$	\$	\$	\$	\$
2017	248,070	4,774	23,819	-	276,663
2016	243,878	4,774	23,420	-	272,072

Non-cash benefit relates to motor vehicles provided to key management personnel (see Note 15).

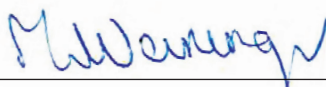
AUDITOR'S INDEPENDENCE DECLARATION

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 143 of this financial report and forms part of The Responsible Entities Report.

Signed in accordance with a resolution of the Board of Directors, on 26 April 2018.



G. FRIEDE
President



M. WEININGER
Treasurer

Dated: 26/04/2018

26/04/2018

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Sydney NSW 2000

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QVB Post Office
Sydney NSW 1230

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W www.grantthornton.com.au

Auditor's Independence Declaration To the Members of The Moriah 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 Jewish College Association Limited for the year ended 31 December 2017, 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, 26 April 2018

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STATEMENT OF PROFIT AND LOSS & OTHER COMPREHENSIVE INCOME

For the year ended 31 December 2017

	Note	2017 \$	2016 \$
Fees Charged (net of discounts and subsidies)	3	9,071,922	8,554,505
Sundry Income	3	86,813	138,093
JCA Contribution	3	1,436,660	1,325,526
Donations	3	-	49,600
Total Revenue		10,595,395	10,067,724
Employee benefit expense (teaching staff)		(4,445,708)	(4,591,302)
Employee benefit expense (non-teaching staff)		(1,397,311)	(1,787,919)
Expenses & materials		(1,759,189)	(1,534,311)
Staff expenses		(206,733)	(344,430)
Financial costs		(35,937)	(52,349)
Contribution to Moriah War Memorial College Association		(1,211,980)	(347,419)
Building & grounds expense		(1,137,429)	(842,233)
Other expenses		(401,108)	(567,761)
Total expenses		(10,595,395)	(10,067,724)
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 2017

	Note	2017 \$	2016 \$
Current assets			
Cash and cash equivalents	6	119,167	206,538
Trade and other receivables	7	1,759,608	1,810,989
Total current assets		1,878,775	2,017,527
Total assets		1,878,775	2,017,527
Current liabilities			
Trade and other payables	8	95,497	161,103
Loans from associated entities	8	950,551	1,152,329
Employee entitlements	9	740,787	467,173
Total current liabilities		1,786,835	1,780,605
Non-current liabilities			
Employee entitlements	9	91,940	236,922
Total non-current liabilities		91,940	236,922
Total liabilities		1,878,775	2,017,527
Net assets		-	-
Equity			
Retained earnings		-	-
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 2017

	Retained Earnings
	\$
Balance at 1 January 2017	-
Total comprehensive income for the year	-
Balance at 31 December 2017	-
<hr/>	
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 2017

	Note	2017 \$	2016 \$
Cash flow from operating activities			
Receipts from parents and donations		9,047,637	8,700,430
Receipts from JCA	3	1,436,660	1,325,526
Interest received	3	6,214	3,700
Interest paid		(35,937)	(52,349)
Other income		80,599	183,993
Payments to suppliers and employees		(9,205,047)	(10,063,744)
Net cash provided by operating activities	16	1,330,126	97,556
Cash flows from investing activities			
Purchase of property, plant & equipment		-	-
Proceeds from sale of assets		-	-
Net cash (used in) investing activities		-	-
Cash flow from financing activities			
Loans to related parties		(1,417,497)	-
Net cash provided by financing activities		(1,417,497)	-
Net increase/(decrease) in cash and cash equivalents held		(87,371)	97,556
Cash and cash equivalents at beginning of financial year		206,538	108,982
Cash and cash equivalents at end of financial year	6	119,167	206,538

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

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 31 December 2017

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 Company is domiciled in New South Wales, Australia. It is a Company not for gain, limited by guarantee.

Basis of Preparation

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 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.

The financial statements for the year ended 31 December 2017 were approved and authorised for issue by the Board of Directors on 26 April 2018.

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 Company is yet to undertake a detailed assessment of the impact of AASB 1058.8.
- **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 Company is yet to undertake a detailed assessment of the impact of AASB 1058.
- **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.
- **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 & contributions

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 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. 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.

c. 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.

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***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

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.

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 short-term support from Moriah War Memorial College Association to cover any shortfall in operating expenditure over revenue received.

j. 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.

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 2017 are amounts that may not be recoverable. A provision for impairment has been made amounting to \$Nil for 2017 (2016: \$Nil).

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 2017 were approved and authorised for issue by the Board of Directors on 27 March 2018.

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

	2017	2016
	\$	\$
Tuition fees	10,414,133	9,306,240
Compulsory charges	879,545	949,459
Total gross fees	11,293,678	10,255,699
Less:		
Discount & allowances	(398,751)	(457,667)
Subsidies	(1,823,005)	(1,243,527)
Net fees charged	9,071,922	8,554,505
Contribution from JCA	1,436,660	1,325,526
Donations	-	49,600
Other income	80,599	134,393
Interest income	6,214	3,700
Total non-operating income	1,523,473	1,513,219

NOTE 4: REMUNERATION OF DIRECTORS

No remuneration was paid to any of the Directors.

NOTE 5: AUDITOR'S REMUNERATION

	2017	2016
	\$	\$
Remuneration of the auditor of the Company for:		
- auditing the financial report	10,000	16,800
	10,000	16,800

NOTE 6: CASH AND CASH EQUIVALENTS

	2017	2016
	\$	\$
Cash at bank	119,167	206,538
	119,167	206,538

NOTE 7: TRADE AND OTHER RECEIVABLES

	2017	2016
	\$	\$
GST recoverable	38,943	14,658
Receivable from related parties	1,720,665	1,796,331
	1,759,608	1,810,989

No tuition fees are receivable as at 31 December 2017.

NOTE 8: TRADE AND OTHER PAYABLES

	2017	2016
	\$	\$
Current		
Sundry payables and accrued expenses	95,497	161,103
Loans from associated entities	950,551	1,152,329
	1,046,048	1,313,432

NOTE 9: PROVISIONS

	2017	2016
	\$	\$
Current		
Employee entitlements	740,787	467,173
	740,787	467,173
Non-Current		
Employee entitlements	91,940	236,922
	91,940	236,922
Total Provisions	832,727	704,095

a. Movement in provisions

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

	2017	2016
	\$	\$
Carrying amount 1 January	704,095	871,564
Additional provisions	(399,228)	-
Amount utilised	-	(26,281)
Reversals	-	(141,188)
Intercompany adjustments	527,860	-
Carrying amount 31 December	832,727	704,095

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 towards meeting any outstanding obligations of the Company. As at 31 December 2017, the number of members was 1,129 (2016: 1,129).

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 20 December 2017, an undertaking was given to increase the Equipment Leasing from \$1.5m to \$3.0m. The actual facility amendment agreement will be finalised in January 2018. 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 (\$1,000,000 from March to November);

- Equipment Financing Facility of up to \$3,000,000; 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: CAPITAL MANAGEMENT

Management controls the capital of the entity to ensure that adequate cash flows are generated to fund operations. The Finance and Audit Committee ensures that the overall risk management strategy is in line with this objective.

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.

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: RELATED PARTY DISCLOSURES

The Directors of The Moriah War Memorial Jewish College Association Limited during the financial year were:

Mr G Friede (President)	Mr S Jankelowitz	Dr S Morris
Mr M Weininger	Ms M Sonnabend	Mr S Wilkenfeld
Mr R Blau	Mr O Freedman	Mr J Fridman (Term expired 23 May 2017)
Mr G Sher	Mrs J Lowy	Mr E Borecki (Appointed 23 May 2017)

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 2017, no Directors (2016: 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.

As at 31 December 2017, there was a loan receivable from Moriah War Memorial College Association amounting to \$1,720,665 (2016: \$1,796,331). There is also a payable balance to Kehillat Moriah Incorporated for \$950,551 (2016: \$1,152,329).

This year we have paid an amount to the Moriah War Memorial College Association of \$1,211,980 (2016 paid: \$347,419). This fee has been calculated on the basis of an agreed upon formula between the entities.

During 2017, a management fee of \$1,047,684 (2016 received: \$1,150,867) 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
	\$	\$	\$	\$	\$
2017	248,070	4,774	23,819	-	276,663
2016	243,878	4,774	23,420	-	272,072

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

NOTE 16: CASH FLOW INFORMATION

Reconciliation of Cash Flow from Operations with Profit/(Loss) after Income Tax	2017	2016
	\$	\$
Profit after income tax	-	-
Non-cash flows in operating profit		
Receipts from Associated Entities	1,291,385	46,863
Changes in assets and liabilities		
Decrease/(Increase) in trade and other debtors	(24,285)	145,926
Increase/(Decrease) in creditors and accruals	(65,606)	72,237
Increase/(Decrease) in provisions	128,632	(167,469)
	1,330,126	97,557

NOTE 17: 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 2017.

i Treasury Risk Management

A Finance and Audit Committee consisting of members of the Board of Directors and management 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.

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 2017 \$	Non-Interest Bearing 2017 \$	Total 2017 \$	Weighted Effective Interest 2017 %
Financial Assets				
Cash	119,167	-	119,167	0.05
Receivables	-	1,759,608	1,759,608	Nil
Total Financial Assets	119,167	1,759,608	1,878,775	
Financial Liabilities				
Accounts Payable	-	1,046,048	1,046,048	Nil
Total Financial Liabilities	-	1,046,048	1,046,048	

	Floating Interest Rates 2016 \$	Non-Interest Bearing 2016 \$	Total 2016 \$	Weighted Effective Interest 2016 %
Financial Assets				
Cash	206,538	-	206,538	0.05
Receivables	-	1,810,989	1,810,989	Nil
Total Financial Assets	206,538	1,810,989	2,017,527	
Financial Liabilities				
Accounts Payable	-	1,313,432	1,313,432	Nil
Total Financial Liabilities	-	1,313,432	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	
	2017 \$	2016 \$	2017 \$	2016 \$	2017 \$	2016 \$
Financial Assets						
Cash	119,167	206,538	-	-	119,167	206,538
Receivables	-	-	1,759,608	1,810,989	1,759,608	1,810,989
Total Financial Assets	119,167	206,538	1,759,608	1,810,989	1,878,775	2,017,527

There is no material amount of collateral held as security at 31 December 2017 or as 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.

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.

2017	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	Nil	95,497	-	-	-
Sundry payables	-	950,551	-	-	-
Total	-	1,046,048	-	-	-

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
Trade payables	Nil	161,103	-	-	-
Sundry payables	-	1,152,329	-	-	-
Total	-	1,313,432	-	-	-

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.

	2017		2016	
	Carrying Amount	Net fair Value	Carrying Amount	Net Fair Value
	\$	\$	\$	\$
Financial assets				
Loans and receivables	1,759,608	1,759,608	1,810,989	1,810,989
Total	1,759,608	1,759,608	1,810,989	1,810,989
Financial liabilities				
Trade and other payables	95,497	95,497	161,103	161,103
Sundry payables	950,551	950,551	1,313,432	1,313,432
Total	1,046,048	1,046,048	1,474,535	1,474,535

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

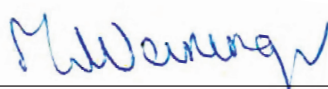
The Responsible Entities' of the Company declare that:

1. The financial statements and notes, as set out on pages 144 to 156, 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 2017 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: 26/04/2018

26/04/2018

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Independent Auditor's Report To the Members of The Moriah War Memorial Jewish College Association Limited

Report on the audit of the financial report

Opinion

We have audited the accompanying financial report of The Moriah War Memorial Jewish College Association Limited (the Association), which comprises the statement of financial position as at 31 December 2017, 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 Responsible Entities' 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 (ACNC) Act 2012*, including:

- a giving a true and fair view of the Association's financial position as at 31 December 2017 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 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 believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Liability limited by a scheme approved under Professional Standards Legislation.

Responsibilities of the Directors for the Financial Report

The Directors of the Association are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the ACNC Act, and for such internal control as the Directors determines is necessary to enable the preparation of the financial report that is from material misstatement, whether due to fraud or error.

In preparing the financial report, the Directors are responsible for assessing the Association'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 intends to liquidate the Association or to cease operations, or have no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Association'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_responsibilities/ar4.pdf. This description forms part of our auditor's report.



Grant Thornton Audit Pty Ltd
Chartered Accountants



A L Spowart
Partner - Audit & Assurance
Sydney, 26 April 2018

MORIAH COLLEGE BUILDING FUND & MORIAH WAR MEMORIAL FUND TRUSTEE

Financial report for the year ended 31 December 2017

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STATEMENT OF PROFIT AND LOSS & OTHER COMPREHENSIVE INCOME

For the year ended 31 December 2017

	2017	2016
	\$	\$
Revenue from operating activities	-	-
Total revenue	-	-
Operating expenses	-	-
Total expenses	-	-
Profit for the year	-	-
Other comprehensive income	-	-
Total comprehensive income for the year	-	-

STATEMENT OF FINANCIAL POSITION

As at 31 December 2017

	2017	2016
	\$	\$
Current assets		
Cash and cash equivalents	-	-
Trade and other receivables	-	-
Total current assets	-	-
Total non-current assets	-	-
Total assets	-	-
Total current liabilities	-	-
Total non-current liabilities	-	-
Total liabilities	-	-
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 2017

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:

	Note	2017 \$	2016 \$
Current liabilities			
Other liabilities	5	108,186	120,159
Total current liabilities		108,186	120,159
Non-current liabilities			
Financial liabilities	4	31,100,000	31,400,000
Payables	5	10,098,549	12,159,009
Total non-current liabilities		41,198,549	43,559,009
Total liabilities		41,306,735	43,679,168
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:		41,306,735	43,679,168

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 2017 and 31 December 2016.

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 (Moriah War Memorial College Association).

NOTE 4: FINANCIAL LIABILITIES

	2017	2016
	\$	\$
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	9,126,000	9,426,000
Loan 15323386	5,000,000	5,000,000
Total	31,100,000	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

	2017	2016
	\$	\$
Current		
Accruals and other	108,186	120,159
Total	108,186	120,159
Non-current		
Loan from associated entity	10,098,549	12,159,009
Total	10,098,549	12,159,009

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, OAM
- Mr G Einfeld, OAM

The following related party transactions occurred during the financial year:

An interest free loan of \$10,098,549 (2016: \$12,159,009) has been provided by the Moriah War Memorial College Association. These funds have been provided to the Building Fund to meet its financial obligations from prior years' construction of the Primary School on the Queens Park Campus. These funds also allow the Trust Funds to continue to meet their continuing financial obligations.

During 2017, \$2,060,460 of the interest free loan was repaid to the Moriah War Memorial College Association.

NOTE 8: AUDITOR'S REMUNERATION

	2017	2016
	\$	\$
Remuneration of the auditor of the Trust for:		
- auditing the financial report	10,000	10,055
Total	10,000	10,055

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 31 December 2017, 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 (*\$1,000,000 from March to November*);
- Equipment Financing Facility of up to \$3,000,000; 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

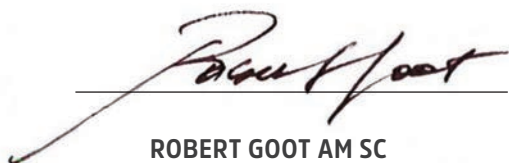
TRUSTEES' DECLARATION

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 161 to 165 present fairly the trust's financial position as at 31 December 2017 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 23 April 2018.



ROBERT GOOT AM SC

Trustee

Dated 23/04/2018

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Independent Auditor's Report To the Trustees of Moriah College Building Fund and Moriah War Memorial Fund

Report on the audit of the financial report

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 2017 and the statement of profit or loss and other comprehensive income 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 has been prepared in accordance with Division 60 of the *Australian Charities and Not-for-profits Commission (ACNC) Act 2012*, including:

- a giving a true and fair view of the Funds financial position as at 31 December 2017 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 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 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 Funds 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.

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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 ACNC 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 Funds 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 Funds or to cease operations, or have no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Funds 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_responsibilities/ar4.pdf. This description forms part of our auditor's report.



Grant Thornton Audit Pty Ltd
Chartered Accountants



A L Spowart
Partner - Audit & Assurance

Sydney, 23 April 2018

MORIAH COLLEGE BUILDING FUND & MORIAH WAR MEMORIAL FUND

Financial report for the year ended 31 December 2017

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STATEMENT OF PROFIT AND LOSS & OTHER COMPREHENSIVE INCOME

For the year ended 31 December 2017

	Note	2017 \$	2016 \$
Revenue from operating activities	3	2,232,600	2,076,470
Total revenue		2,232,600	2,076,470
Audit fees		(10,000)	(10,055)
Bank fees		(433)	(179)
Merchant fees		(1,621)	(1,570)
Borrowing expenses		(558,920)	(560,691)
Depreciation expense		(1,362,382)	(1,383,631)
Interest		(979,374)	(1,179,103)
Total expenses		(2,912,730)	(3,135,229)
(Loss) for the year		(680,130)	(1,058,759)
Other comprehensive income		-	-
Total comprehensive (loss) for the year		(680,130)	(1,058,759)

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

STATEMENT OF FINANCIAL POSITION

As at 31 December 2017

	Notes	2017 \$	2016 \$
Current assets			
Cash and cash equivalents	4	204,327	1,894,569
Trade and other receivables	5	64,075	64,014
Total current assets		268,402	1,958,583
Non-current assets			
Property, plant and equipment	6	64,534,717	65,897,099
Total non-current assets		64,534,717	65,897,099
Total assets		64,803,119	67,855,682
Current liabilities			
Other liabilities	8	108,186	120,159
Total current liabilities		108,186	120,159
Non-current liabilities			
Financial liabilities	7	31,100,000	31,400,000
Payables	8	10,098,549	12,159,009
Total non-current liabilities		41,306,735	43,559,009
Total liabilities		41,306,735	43,679,168
Net assets		23,496,384	24,176,514
Equity			
Retained earnings		23,496,384	24,176,514
Total equity		23,496,384	24,176,514

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

STATEMENT OF CHANGES IN EQUITY

For year ended 31 December 2017

	Retained Earnings \$	Total \$
Balance at 1 January 2017	24,176,514	24,176,514
Total comprehensive loss for the year	(680,130)	(680,130)
Balance at 31 December 2017	23,496,384	23,496,384
Balance at 1 January 2016	25,235,273	25,235,273
Total comprehensive loss for the year	(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 2017

	Notes	2017 \$	2016 \$
Cash flows from operating activities			
Receipts from donations and bequests		150,567	151,396
Occupation fee		2,070,500	1,905,550
Payments in the course of operations		(582,947)	(575,280)
Interest received		11,472	19,560
Interest paid		(979,374)	(1,179,103)
Net cash provided by operating activities	13	322,123	322,123
Cash flows from financing activities			
Loans from associated entities		(2,060,460)	(475,780)
Repayment of borrowings		(300,000)	-
Net cash used in financing activities		(2,360,460)	(475,780)
Net (decrease) in cash and cash equivalents held		(1,690,242)	(153,657)
Cash and cash equivalents at beginning of financial year		1,894,569	2,048,226
Cash and cash equivalents at end of financial year	4	204,327	1,894,569

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

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 31 December 2017

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 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 less depreciation and 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% Straight Line
Plant and Equipment	20.0% Straight Line

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 Instruments***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.

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***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 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

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 Judgements

The Trustees 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 23 April 2018 by the Trustees.

NOTE 2: 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 3: REVENUE AND INCOME

	2017	2016
	\$	\$
Operating activities		
Occupation fee (from associated entity)	2,070,500	1,905,500
Building fund levy	7,128	9,384
H. and A. Rabinovitch - donation	64,000	64,000
Capital appeal income	79,500	78,026
Interest received	11,472	19,560
Total operating income	2,232,600	2,076,470

NOTE 4: CASH AND CASH EQUIVALENTS

	2017	2016
	\$	\$
Cash at bank	204,327	1,894,569
	204,327	1,894,569

NOTE 5: TRADE AND OTHER RECEIVABLES

	2017 \$	2016 \$
Current		
Other Debtors	64,075	64,014
	64,075	64,014

NOTE 6: PROPERTY, PLANT AND EQUIPMENT

	2017 \$	2016 \$
Land at cost	27,000,000	27,000,000
Lot 1, DP 701512, (DOCS) at cost	8,503,829	8,503,829
Less provision for depreciation	(637,239)	(637,239)
	7,866,590	7,866,590
Lot 22, DP 879582 (TAFE) at cost including improvements	3,040,370	3,040,370
Less provision for depreciation	(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	(5,307,498)	(4,916,761)
	11,079,389	11,470,126
Rose Bay Campus* (Saunders Family Campus - Dover Rd) at cost	189,839	189,839
Rose Bay, Building Costs and Renovations (Dover Rd)	294,577	294,577
Less Provision for Depreciation	(294,577)	(294,577)
	-	-
Queens Park Campus Improvements High & Middle School at cost	39,254,709	39,254,158
Less Provision for Depreciation	(23,444,638)	(22,472,442)
	15,810,071	16,781,716
Randwick Campus - John I. Einfeld AM Preschool Improvements at cost	815,950	815,950
Less provision for depreciation	(815,950)	(815,950)
	-	-
Total Property	64,534,717	65,897,099
Plant & Equipment (including furniture and fittings) at cost	237,449	237,449
Less: Accumulated Depreciation	(237,449)	(237,449)
Total Plant & Equipment	-	-
Total Property, Plant & Equipment	64,534,717	65,897,099

* The remaining lots at 66-68 Dover Road, Rose Bay have been retained and are being used as the site for Moriah College's preschool - Saunders Family Campus.

In April 2017, an independent valuation was finalised by AON Risk Solutions and the results are summarised below:

	Buildings	Plant, Equip & Contents (\$)	Total \$
Moriah College Campus, 3 Queens Park Road, Bondi Junction	117,960,000	-	117,960,000
Saunders Family Campus, 66-68 Dover Road, Rose Bay	6,150,000	-	6,150,000
John Einfeld Campus, 86-100 King Street, Randwick	645,000	-	645,000
Total	124,755,000	-	124,755,000

NOTE 7: FINANCIAL LIABILITIES

	2017	2016
	\$	\$
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	9,126,000	9,426,000
Loan 15323386	5,000,000	5,000,000
	31,100,000	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

	2017	2016
	\$	\$
Current		
Accruals and other	108,186	120,159
	108,186	120,159
Non-current		
Loan from an associated entity	10,098,549	12,159,009
	10,098,549	12,159,009

NOTE 9: AUDITOR'S REMUNERATION

	2017	2016
	\$	\$
Remuneration of the auditor of the Trust for: auditing the financial report	10,000	10,055
	10,000	10,055

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 Rd, 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 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, OAM
 Mr G Einfeld, OAM

The following related party transactions occurred during the financial year:

An interest free loan of \$10,098,549 (2016: \$12,159,009) 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. These funds also allow the Trust Funds to continue to meet their continuing financial obligations.

During 2017, \$2,060,460 of the interest free loan was repaid to the Moriah War Memorial College Association.

NOTE 13: CASH FLOW INFORMATION

	2017 \$	2016 \$
Reconciliation of cash flow from operations		
Net (loss)	(680,130)	(1,058,759)
Non-cash flows in profit		
Depreciation	1,362,382	1,383,631
Changes in assets and liabilities		
(Increase) in receivables	(61)	(14)
(Increase) in payables	(11,973)	(2,735)
	670,218	322,123

NOTE 14: CAPITAL MANAGEMENT

Management controls the capital of the entity to ensure that adequate cash flows are generated to fund operations. The Trustees ensure 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 31 December 2017, 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 (\$1,000,000 from March to November);
- Equipment Financing Facility of up to \$3,000,000; 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: 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

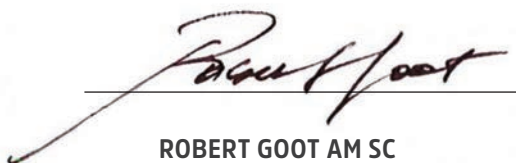
TRUSTEE'S DECLARATION

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 170 to 179, present fairly the trust's financial position as at 31 December 2017 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 23 April 2018.



ROBERT GOOT AM SC

Trustee

Dated: 23/04/2018