



Moriah College

בית ספר הר המוריה



2020

68th Annual Report and Financial Statements





Moriah College

בית ספר הר המוריה

68TH 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**

QUEENS PARK ROAD, BONDI JUNCTION NSW 2022

ANNUAL GENERAL MEETING
MONDAY, 31 MAY 2021

TRUSTEES

Mr R Goot AO, SC (Chairman)
Mr R N Simons OAM
Mr R Gavshon AM
Mr D Goulburn OAM
Mr G Einfeld OAM

LIFE PATRONS

Mr R N Simons OAM
Mr R Goot AO, SC,
Mr R Gavshon AM
Mr R Kaye
The Hon. Justice S Rothman SC
Mr M Schneider

PRESIDENT

Mr S Jankelowitz

DEPUTY PRESIDENT

Mr R Blau

TREASURER

Mr M Weininger

HONORARY SECRETARY

Mrs R Michael

BOARD OF DIRECTORS

Mr E Borecki
Mr O Freedman
Mr W Jacobson
(Appointed 15 October 2020)
Mr D Kramer
Mrs J Lowy
Mr D Sher
Ms M Sonnabend
(Resigned 15 October 2020)
Mr S Wilkenfeld

COLLEGE PRINCIPAL

Rabbi Yehoshua Smukler
Rabbinical ordination | Tech cert (Bar
Ilan) GradDipEd MEd

COLLEGE VICE PRINCIPAL and DIRECTOR OF MUSIC & CO-CURRICULAR K-12

Mrs R Goot OAM - ATCL; AmusTCL

CHIEF FINANCIAL OFFICER

Mr G Sher
BCom, HDip Acc, CA(SA)

DEAN OF JEWISH LIFE AND LEARNING (ACTING)

Mr R Grauman
BA GradDipEd MEdlead

HEAD OF HIGH SCHOOL

Rabbi Yehoshua Smukler

HEAD OF PRIMARY SCHOOL

Mrs L Fisher
B Prim Ed Wits University

DIRECTOR OF EARLY LEARNING

Mrs C Milwidsky – AMI Dip Montessori
Preschool
BA Ed & Clinical Psych Post Grad Dip
Counselling

PRESIDENTS PARENTS' & FRIENDS' ASSOCIATION

Mrs L Kalish

AUDITOR

Deloitte Touche Tohmatsu

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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 enrollment 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, Vice Principal, Dean of Jewish Life and Learning and the Chief Financial 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 Principal's Report



The 2020 school year tested and proved the resilience, agility, care, capacity and collaboration of our school staff and community. We seamlessly moved online and offered a world class educational experience inclusive of all general studies, Jewish studies and experiential programs, co-curricular, music, sport, fitness, wellbeing supports etc. Our educators exponentially accelerated their pace of professional learning and development and our children benefitted. The generosity of our donors through the 'No Family Left Behind' campaign, combined with austerity measures, enabled us to support an additional 200+ children whose families were adversely implicated by Covid. Jobkeeper support enabled us to keep all of our staff employed. We are a stronger and enriched school community from the experience.

SCHOOL PROGRESS & STRATEGY

Inspirational Staff @ Moriah

The key to our children's success is ensuring our school is filled with inspirational staff, from leadership to administration, teachers to operational staff.

Influencer, Researcher and Educational Thinker, Professor John Hattie, in his famed Meta-Study, measures over 250 items that impact on Student Achievement. The single greatest impact on learning, in fact it is an impact of colossal proportion, is: Collective Teacher Efficacy. Having highly effective and inspirational teachers in every classroom across our school. That is our core goal. Nurturing the best of our staff and appointing inspirational ones.

I have visited and observed approximately 90 high performing schools in Australia and around the world. I also regularly walk through all Moriah learning spaces. In my observation, I have never seen such dedicated staff. Staff who care about the children and go way beyond the call of duty for them. I am humbled to work with such a talented and high calibre group of people.

I would like to acknowledge and appreciate our staff member for their hard work and devotion, and for bringing out the best in our children, despite any challenges, every day.

Leadership Renewal @ Moriah

The key to long term sustainable success of a school is our Executive and Leadership teams.

College Executive

In addition to the existing executive leadership team, we appointed Mark Hemphill, commencing 2021. He replaces Jan Hart as Head of High School. Jan left in Term 1 2020. Commencing late 2020 we appointed Lauren Koseff who replaced Vicki Farkas as the Director of Engagement and Enrolments. Lauren fulfills on the expanded community engagement function in the College.

- Mark Hemphill is an influential relationship-based leader.
- Lauren Koseff, is an expert at engagement and creating a culture of care. Her impact in the expanded role of Director of Engagement and Enrolments is already being felt.
- We will commence 2021 with a revised Primary School Leadership Team and a revised High School Wellbeing Team.

We are fortunate that our school has a Leadership team of such high calibre and talent.

Early Learning Centres @ Moriah

Our Early Learning Centres (ELCs) are at capacity for 2021, with good reason. Several age groups have wait lists.

We are expanding our 2-year-old Early Child Care (ECC) offering, and we are experiencing beyond capacity demand.

We will be commencing a significant operational and educational review of our ELCs. Some

of the educational outcomes, as we move the ELCs into the next phase of educational development will be:

- To revisit our matrix of school-ready-skills and competencies that we expect our ELC graduates to display and backwards-map our program so the children better meet those milestones.
- To enhance alignment between our ELCs and Primary School. Our Primary School Director of Education Support and Differentiation, and our ELC-Year 2 Psychologist will commence in 2021, and our Primary School Wellbeing and Leadership Staff will work closely with our ELC staff, children and families in readiness for the transition into school.



Together - Moriah

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Moriah College

בית ספר דר' מוריה

- To embark on a significant revised staffing project in which we aim to synthesise key Jewish Life and Hebrew language staffing talent into every classroom, thus enhancing the everyday experience of our children, over the coming three years.

Primary School @ Moriah

A special thank you to Rod Krigstein, Deputy Head of Primary School, Administration, and Felicity Segel, Deputy Head of Primary School, Student Life for their dedicated service. They both concluded their roles at the end of 2020.

Our renewed Primary School Leadership Team members, under Lynda Fisher, will commence their roles in 2021. In addition to Jewish Life, Hebrew and Education Support leadership, we have a carefully constructed team with two Deputy Heads:

- Alison Cramp driving best practice in teaching and learning; and
- Nicole Grauman creating a comprehensive wellbeing culture across the Primary School.

We will also introduce a new visionary role onto the Leadership Team, our Head of Digital Learning and Innovation.

We aim to see an improvement in data-informed instruction, and a greater quality of positive behaviour and engagement in all classrooms across the Primary School.

In 2021 we will embed academic STRETCH opportunities for all students across the curriculum with a full-time designated Stretch Educator to work with our staff to achieve this objective.

Digital Technologies in our Primary School

Historically, our Primary School students have used digital technologies to a limited extent to complement their learning. With the advent of Covid, the potential for blended Digital and Face-to-Face learning accelerated, and increased opportunities for differentiated and personalised practice has arisen.

The ICT and Digital Technologies Curriculum will be redesigned in conjunction with key technology champions, class teachers and specialists. Design thinking, coding and computational thinking will be embedded across all Year levels. We will position our students as tech creators and thinkers, rather than passive tech consumers.

We aim to have established a premiere coding, digital and design technologies culture with a staged roll out of skills and understandings over the coming three-four year period.

Innovation Hub

The conventional Primary School library space is being transformed and redesigned, commencing 2021, educationally, philosophically, and physically into an **Innovation Hub**, with a series of flexible learning areas.

Student Performance Data

Historically the Primary School gathered student data in a decentralised manner. In 2021 we will commence centralising student learning, socio-emotional and behavioural data. We will use that data to personalise learning and inform instruction.

We are piloting a process to track student progress and target instruction in a more effective manner than we have undertaken before.

The stage is set to improve student performance from Year K to 6 and to elevate achievement as each cohort progresses through the College.

Early Intervention

Research has shown that early intervention yields significant gains for children. We will utilise a comprehensive screening, assessment, and referral program.

We will introduce the Minilit program in 2021 to progress early reading skills. We anticipate that 35% of the students in Year 1 and 2 who partake in the program will progress beyond the need for intervention within one semester.

Our reading and comprehension data indicates a need to provide intervention for students in Years 3 to 6. Guided reading will be introduced into the upper Primary School years in 2021, using differentiated texts and activities to progress the children's comprehension skills.

Oral Language Progressions

Oral language, public speaking and communicating ideas are the backbone for much of learning and success in life. In 2020 we have introduced explicit Oral Language Progressions aimed at empowering children to communicate their ideas more fluently and effectively.

PRIME Maths

PRIME Maths is being trialled in upper Primary School. We aim to challenge our students and improve computational thinking and their problem-solving skills.

High School @ Moriah

Further raising our academic standards is a critical objective for our school and community. We are taking a multipronged approach to achieve this goal.

We are taking a deep dive into our HSC results.

- We are using a **NESA Results Analysis Package** (RAP data).
- In 2021 we will also be a pilot school for Robert Allwell from Academic Assessment Services for an **achievement predictor** and performance analysis tool.
- Combining all the data with our team and a specialised data scientist, we are plotting areas of under and over performance. We have also set Band 6 achievement benchmarks for each subject.
- Each Head of Department will be using the data and will work with their team to create a **faculty improvement plan**.

We have bolstered our already talented and dedicated teacher team with additional talent and expertise. We

have commenced work on expanding our capacity for data-informed instruction across the High School.

To do so, we are introducing an advanced data tool that will create a data dashboard on every child. The dashboard will enable us to track individual student gains and ensure all students are performing at or Exceeding expectations. We will commence training our staff in 2021 to use the tool to inform instruction and drive student progress.

We want all students to graduate from Moriah feeling that they performed to their very best, and they were nurtured, empowered, and supported to do so.

Here are some of the elements that we are implementing to raise academic rigour and results:

- Increasing Academic scholarships and recognition, attraction, and retention of highly able students.
- Establishing a culture of rigour and learning in the junior years.
- Introducing STRETCH opportunities beyond our OC classes.
- Implementing greater collective teacher efficacy in extensive mentoring, PD & training.
- Creating more alignment with the College at enrolment and entry stage through our revised and empowered enrolment portfolio.

Expanding our support for HSC students

In addition to the one-to-one meetings that HSC teachers offer their students in 2021, all Faculties will provide further HSC support via:

- Lectures & tutorials;
- Expert Seminars;
- Additional Exam preparation;
- Provision of past practice papers, and
- Practical workshops.

These will be held before school, after school, in the holidays and online. Many of these will be regular sessions and will be in addition to the online tutorial subscriptions the College provides for all our HSC students.

Reporting and Assessment upgrade

As part of our commitment to enhancing our culture of rigour in the Junior High School years, we are taking a series of actions.

After assessing best practice and school culture, in late 2021 students in Years 7 to 10 will receive a report at the end of each term, which includes Approaches to Learning, the student's mark, a median mark and the range of marks.

We will re-introduce examinations in Terms 2 and Term 4 for Years 7-10. We will view their exam results as critical feedback for reflection and growth. It will also be an exam technique prep for HSC. Years 11 and 12 have outcome-based reports at the end of each term, which will display the student's mark, a median mark and range of marks.

Over the coming reporting cycles during 2021 and into 2022, we are reintroducing quartile student rankings and subject or task-based rankings in the HSC years.

Discipline

As part of our School Improvement Plan, we will be reviewing and revising our Wellbeing & Discipline, Merit and Demerit System in our High School for 2020 and beyond. We will be raising the behavioural bar. We aim to enhance the culture of learning and respect, and eradicate poor behaviours. Some may not like it, but the school as a whole will benefit greatly. The system will focus on empowering our students to take greater responsibility for, and ownership of, their behaviours.

Study Skills

We are focussing on improving students' organisational and study skills. With explicit study-skills sessions, and a new student diary commencing 2021. We are encouraging our children to own their study and learning, and feel more confident and prepared for their assessments.

We aim to continue to produce graduates who go out into the world and succeed and thrive, with a deep sense of Jewish pride and identity.

Co-curricular @ Moriah

We believe success is much more than academics. Nurturing students' interests and passions via a vibrant co-curricular offering, is a critical part of their development.

Creativity, teamwork & collaboration, communication skills, commitment, problem solving and so much more are fostered by our co-curricular opportunities.

In addition to Music and Sport, we now offer more than 30 co-curricular and extra-curricular opportunities across Primary and High School including:

- daVinci Decathlon
- Mock Trials
- Bet Midrash
- Art Club
- Chess Club
- Student Voice newspaper – The Shpiel

and many more. The majority of our children partake in our co-curricular offerings.

Music

More than 600 children participate in our flagship Music program, from our ELC Suzuki program to Year 12. This is the largest cohort of participants we have ever had in our Music program. They form part of 28 bands, orchestras, choirs, and ensembles, with tuition across the full range of instruments.

Due to Covid travel restrictions, in 2021, our Tour Band and Orchestra will partake in a National Tour, focussing on reciprocal showcasing of musical talent across the Australian educational landscape.

Sport

Several years ago, our community, expressed the need and desire for a vastly increased sporting program at Moriah. We listened, and our sports opportunities continue to blossom. We now have more than 860 High School players or participants across more than 10 different sports each week. We have more than 40 regular

sports coaches and approximately 100 students at training every morning and afternoon.

Besides the mind and body health benefits, we have achieved a number of outstanding sporting accomplishments.

Jewish Life @ Moriah

Experiential

We have revitalised the Jewish Life and Learning (JL&L) experiential education with new EDJE Co-ordinators who commenced in Term 4 in the High School and will commence in Term 1 2021 in Primary School. Despite the challenges Covid presents of not being able to bring Israeli shlichim to Sydney, we have recruited a dedicated EDJE team of talented local madrichim, many of whom are Moriah alumni. The EDJE teams enhances the ruach and vibrant Jewish Life experience for our children. The madrichim imbue our children with pride and knowledge as they make Jewish learning and practice relevant and meaningful.

Hebrew

Hebrew competence and confidence for the majority of our children is a critical element, and core to our purpose and mission. We are not satisfied with our current outcomes. Together with experts across Australia and key providers in Israel, we have commenced a critical review of our product, our curriculum, our culture, and our Hebrew staffing. We will continue to focus on our Hebrew program until we achieve our goal of the majority of our students attaining basic Hebrew language literacy and fluency.

Positive Culture @ Moriah

Creating a positive culture is paramount to the success of Moriah. This culture commences as children and families enter our school, and continues throughout their schooling experience and beyond.

With Lauren Koseff at the helm of Engagement and Enrolments, as children and families enter our school, we ensure they are aligned with our school values, and have a positive engagement and experience as they transition into our school.

With our emphasis on ensuring every student thrives, we have and will continue to make considerable investment into student wellbeing.

We are expanding our psychological services and counselling team. For the first time we will dedicate the resources to support all our students and their families ELC – Year 12. This is part of a Wellbeing masterplan and the Positive Psychology – Positive Education journey we are embarking on over the coming three years.

Our goal is that all children who come to Moriah feel cared for, feel a deep sense of **belonging**, and feel part of a powerful and positive culture that values them as individuals and enables them to thrive, learn, and grow.

Enrolments @ Moriah

Our projected 2021 enrolments are strong and are actually even stronger than anticipated. We are anticipating a year on year growth of nearly 2.5% in our High School and over 4% in our ELCs.

PARENT, STUDENT, TEACHER SATISFACTION

Satisfaction Survey

In 2020 the following satisfaction surveys were conducted.

- Year 12 Parent / Student exit survey
- Mission Australia Survey
- Conducted off-boarding exit interest and collation of data for all staff and students who left the College.

COUNTERPOINT CAMPS

Due to Covid restrictions, we were not permitted to sleep over at our residential campsite at Stanwell Tops. Instead, we planned to travel to the campsite during the day and return at night. We reduced the length of each of the camps, none of which included a weekend. Unfortunately, we were only able to enjoy one day of Counterpoint, the first day of the Year 11 camp, at Stanwell Tops, due to more stringent restrictions being implemented. The remainder of the Counterpoint camps were all held on campus. We held a three-day Year 11 Counterpoint, a two-day Year 10 Counterpoint, a one-day Year 9

Counterpoint and a one-period Year 8 Counterpoint. Each Year group was also invited to a Friday night Shabbat dinner at Winkler Roth Hamakom, as part of the Counterpoint experience. Despite relocating the camps on site, we did our best to ensure that the students experienced the Counterpoint 'vibe'. In order to achieve this, approximately 50 local madrichim facilitated the same programs (albeit only a select few programs), we still ate the same meals we would have eaten at Counterpoint, and we tried to distance ourselves from the rest of the school by meeting and eating on the tennis courts and grass area both of which are located away from the center of the school. We also had a Counterpoint band play music to create our traditional Counterpoint ruach (although we were not permitted to dance). The theme of Counterpoint was appropriately titled 'Count the Day' suggesting that while we may not have experienced an authentic Counterpoint, we were still fortunate to make the most of our situation and celebrate a version of it.

ISRAEL STUDY TOUR (IST)

IST was cancelled due to Covid-19 restrictions.

WELLBEING AND BEHAVIOUR MANAGEMENT PSYCHOLOGY PROGRAMS DELIVERED

Dee Fittinghoff, Clinical psychologist High School (Years 10-12)

The High School Psychology department underwent major restructuring in 2020. By the end of 2020, the High School had two full-time psychologists, one psychologist for Years 10-12, and one for Years 7-9. The psychologists form a core part of the Wellbeing Team and work closely with the Heads of Wellbeing and Heads of Year (7-12) to monitor the pastoral care of students, provide feedback and advice on student wellbeing, provide developmentally appropriate counselling, evidence-based interventions, and wellbeing programs for students.

Through the huge challenges presented by Covid-19, the High School psychologists focused on positive

psychology strategies to empower and enable our students and school community to flourish. Despite the challenges, we watched as the Moriah community rose to the challenge, were incredibly resilient, and engaged in support. Many students experienced increased mental health symptoms during the difficult time of lockdown and online learning and the psychologists provided online counselling and regular check-ins with students and staff (See Covid outreach below).

Mindfulness and Positive Education for Year 11 Students (11MINO1)

11MINO1 is a Mindfulness and Positive Psychology 1-unit elective course for Year 11 students. The curriculum explores the science of Mindfulness and Mindful Meditation, and has lessons on core Positive Psychology concepts that help students to flourish, such as Gratitude and Character strengths. The course draws from the dot B Mindfulness in Schools Project (UK), and the Geelong Grammar PEEC, in which the psychologists have special training.

Covid Outreach

2020 was a challenging year with many unknowns. The psychologists had to address the huge mental health, social, and familial implications, lockdown, online learning, and social isolation created. The initiatives that were implemented by the High School psychologists included:

1. Compilation of a system for the monitoring and tracking of vulnerable students during the lockdown for documentation by the Wellbeing team (Years 7-12).
2. Increased monitoring of students and their families during B'yachad online learning via check-ins with students, parents, mentors, and teachers.
3. Transition to telehealth (online counselling via TEAMS) from traditional face-to-face counselling.
4. Regular one-on-one mental health check-ins with students.
5. Staff outreach programs, for example with Heads of Department.

6. Increased visibility and accessibility through consistent psychology communications and encouraging help-seeking behaviour.
7. Regular newsletter infograms with helpful information about managing the Covid period.
8. Publishing of wellbeing advice from Dr Michael Carr-Gregg and other experts via School TV and newsletter.
9. Weekly lunchtime Mindfulness Meditation for staff.

Novopsych Assessment Tool

Implementation of clinical assessment tools (NOVOPSYCH) by High School psychologists to generate student mental health screening assessments and reports.

The Black Dog Institute 'Future Proofing Study'

The College facilitated the participation of 42, Year 8, and 34, Year 9 students in the Black Dog Institute's longitudinal 'Future Proofing Study'. This study is aimed at the prevention of mental illness in adolescents. It also assisted the psychologists and Wellbeing team in the monitoring of at-risk students and will continue next year to record mental health and progress of these students over the next few years of their High School education.

Mission Australia Youth Survey 2020

A total of 237 Senior High School students submitted responses to the *Mission Australia Youth Survey 2020*. This was a very useful tool for monitoring at-risk students and identifying students' mental health concerns. The top five concerns reported by Moriah students in this 2020 survey were:

1. *Equity and discrimination*
2. *Covid*
3. *Mental health*
4. *Environment*
5. *Economy and financial matters*

OPPORTUNITIES FOR PARENTS

SchoolTV

In 2020 we continued providing access to SchoolTV via eLY and the College Newsletter. This resource was designed

to empower parents with credible information and realistic, practical support strategies, featuring Dr Michael Carr-Gregg.

Parent Alliance

The PA represents a snapshot voice of parents in the High School. The goal of the PA is to represent each Year level. In 2020 we started to work with Year 8 parents with the goal of setting out guidelines for moving forward so that parent voice is strong, and in 2021 we aim to work with parents at all other Year levels 7-12.

COMMUNITY ENGAGEMENT

Jewish Care

- Partnership with Jewish Care in providing Mental Health First Aid training for High School Wellbeing teams.
- Jewish Suicide Prevention Training with Jewish Care.

Jewish House

- Collaboration with Jewish House, psychologists made a presentation on Covid-related anxiety to community rabbis.

Wolper Hospital Wellbeing Program

Psychologist presentation on Moriah's Wellbeing programs and Positive Psychology focus at a webinar for the community, entitled, "Managing the mental health of your child/adolescent in the age of Covid-19".

AISNSW

Participation in the following seminars:

- Obligation in identifying and responding to children and young people at risk.
- Child-Safe Standards workshop.
- Child Protection Workshop.

LawSense

Participation in the following seminars:

- The LawSense School Counsellors Conference, addressing online addiction, difficult student behaviours, image-based abuse, and problematic sexualised behaviour.

PROFESSIONAL DEVELOPMENT

The High School psychologists attended the following professional learning in 2020:

- Clinical Applications of Positive Psychology seminar
- Wellbeing and Education Positive Psychology Conference
- Supporting Student Wellbeing Online' seminar
- Mindfulness and Resilience in COVID' seminar
- Youth Mental health First Aid
- Suicide Prevention training
- Updated Child Protection Training
- Obligations in identifying Young People at Risk seminar

VOTE OF THANKS

Leading a school is complex, and is a team effort. We are blessed to have a talented and dedicated team.

We are blessed with a tireless Board of Directors, who volunteer hundreds of hours of their time for our school and community, setting strategic direction and providing critical oversight. Thank you specifically to Stephen Jankelowitz our College President for his unwavering support, his wisdom, time and energy, through what has been a historic year of challenges and unknowns. We have well over a dozen active Board subcommittees, including Jewish Life & Learning, Survey Data, Financial Assistance, Building and Infrastructure, Traffic & Security, and many more. Thank you to all Chairs and members of the subcommittees. Thank you to Judy Lowy and the Foundation Board and team, as well as to all our Donors. Your generosity, especially this year, has been a life saver, and enabled us to keep

100% of students in our school whose families have been financially impacted by Covid.

We have a hard-working, often overworked Executive and Leadership Team, we cherish you and appreciate your leadership and teamwork through this time, you are worth your weight in gold. We have an unparalleled team of approximately 270 dedicated educators, and another 70 + operational staff members. Every day I am in awe of the calibre of humans we are blessed with, you all ensure our school continues to thrive. Your love and dedication to our children knows no bounds.

Thank you to Jane Quinn my EA, your never ending patience, trust, efficiency and attention to detail, keep our school running smoothly and enables me to execute my duties as College principal effectively. I would also like to mention Daisy Sultana, Executive Officer to the Board, you navigate so many competing demands, with a calm, cool, and collected demeanour, and you ensure the myriad of Board functions, responsibilities, subcommittee tasks, and governance functions of the College function without a hitch. Thank you both for being such a formidable team.

Our classrooms and corridors are filled with happy and engaged children. The future of Moriah, and of our community is strong and bright, and I look forward to the coming years together.

I conclude with blessings that we as a Moriah family will continue to go from strength to strength.

I commend to you the remainder of the report, which provides a rich overview of life at the College during 2020.

RABBI YEHOSHUA SMUKLER
College Principal

OUR SCHOOL

Head of Jewish Life & Learning (Acting)



There is a famous story told about King Solomon who charged his servant with a mission to locate a magical ring that would make a person who was happy, sad, and a sad person, happy. Of course, no such ring existed, but a wise man was able to engrave the following three words onto a ring which when read, would do exactly as the King requested. These three Hebrew words were *Gam Zeh Ya'avov* meaning this too shall pass.

In many ways, that is how we, the Jewish Life team, approached 2020. We lived with hope and faith that things would get better, and indeed they did and continue to do so. We applied all those life-skills we aim to teach our students. Skills like being flexible, thinking creatively, not giving up, adopting a solutions-focused approach and above all, always being positive, were and remain, so important in allowing us to succeed in so many areas. We are proud to be able to have delivered so much within the broad spectrum of Jewish Life to the Moriah community and indeed, to the wider community, and honoured to share some of these highlights below.

In February, we hosted Naftali Aklum. Ethiopian born, Naftali's determination to reach Jerusalem became the inspiration behind Netflix's movie 'The

Red Sea Diving Resort'. Israeli Chief Sephardi Rabbi, Yosef Yitzchak also addressed senior students and visited Primary School classes.

Tu Bishvat and Purim were celebrated with great fanfare throughout the College. The theme for Purim was 'Around the World' with the school transformed into various countries. All departments dressed up according to their countries and contributed towards the overall spirit of the day. Purim throughout the College comprised a combination of educational, entertaining and engaging activities.

A give back scheme was introduced to our post school, Brownstone alumni program. While students were not able to travel to New York in 2020, they were offered an opportunity to participate in an on-line, month long internship. Eleven students benefitted from expertise offered by a wide range of business and Jewish thought professionals.

Sadly, it was in March when we farewelled our Israeli Shlichim. Our Hesder and Sherut teams were forced to return to Israel due to Covid. This had a profound impact on our EDJE (Experiential Department of Jewish Education) team. However, we were

quick to create a new and talented team of local madrichim who began to work cohesively and were able to ensure that all our students and families were still engaged in the variety of Jewish Life programs on offer. This also provided us with an opportunity, for the first time, to introduce an EDJE team into the Primary School that continues to focus on bringing Jewish programs to life for all our Primary School students.

As we celebrated Pesach under lock down, with synagogues closed and no guests allowed, we were still able to zoom demonstration seders from the classroom directly into the homes of our families. From Year K through to Year 11, students and families participated in zoom seders in an attempt to provide some Pesach inspiration. In addition, we also distributed Pesach packs to those members of our community who were living in isolation, many of them elderly. Kehillat Moriah also distributed special packs of *shmurah* matzah to hundreds of Moriah families and organised Pesach needs for many vulnerable members of our community.

Probably the highlight for the Jewish Life team, during lock down, was our Yom Ha'atzmaut communal drive-



through. Twenty-two staff members and madrichim in 12 cars, drove through the Eastern suburbs greeted by hundreds of families wearing blue and white smiling and waving as special treats were distributed to all those waiting in driveways and on street corners. The Jewish Life team felt a tremendous sense of pride after having generated so much communal *ruach*. To see grandparents dancing to Israeli music alongside parents and their children including High School, Primary School, and even little toddlers, was indeed very gratifying.

Throughout 2020, our ELC's were able to join our Year K students in learning about and celebrating some of our festivals. This initiative provided an opportunity for our ELC students to feel part of the Moriah family by coming onto the Primary School campus and spending some time engaging in a variety of activities while in the classroom.

In partnership with the UIA (United Israel Appeal), we launched the 'MyIsrael' video competition to educate the community about Israel. Teams of students were asked to produce a short Israel-related video clip, which was then uploaded and compared with clips from students from other Jewish day schools.

Online challah bakes proved very successful with many mother/daughter teams zooming in to learn and enjoy the secrets of a perfectly baked, sweet smelling challah. Ingredients were delivered to each house in order for all families to gain the most from this opportunity.

Prior to Shavuot, our ELC's were privileged to enjoy a visit from a silver Sephardi Torah, courtesy of Nefesh Shule. Students also enjoyed a live bikkurim parade and to complete the Shavuot celebrations, students throughout the College enjoyed delicious ice-cream.

As we approached the festival of Shavuot, our EDJE teams produced a Shavuot booklet with inspirational thoughts, activities and recipes, which was distributed to the community.

In July, Year 6 students participated in the annual Project Heritage program. The theme was 'through the eyes of a child'. The exhibit incorporated accounts from child survivors and included a display based on Yad Vashem's collection of dolls that survived with their owners.

In August, as we commemorated the saddest day of the Jewish calendar, Tisha B'Av (the fast of the 9th of Av),

our Primary School EDJE team worked collaboratively with the wellbeing team to create a wellbeing program based on the slogan 'rebuilding our world one friendship at a time'. This encouraged the students to focus on unity rather than those forces which serve to divide and confuse.

Adopting a solutions-focused mindset meant we could still provide a Counterpoint experience for our students. The theme 'Count-the-day' was appropriate as our team of local madrichim invested time and energy in providing our students with an experience as close to the real thing as possible. We were privileged to spend one day at Stanwell Tops, our Counterpoint camp site, and hope to return in 2021 for our entire Counterpoint program.

Another highlight would have to be our local IST program during which we hosted world famous Holocaust survivor, author and Psychologist, Dr Edith Eger who addressed our Year 10 students exclusively. Equally as inspirational was survivor and 'happiest man on earth', Eddie Jaku, who addressed our students in person. Our Year 10 students also participated in a Holocaust program, discovered some of the well-known sites in Israel,



on campus and were addressed by Aboriginal elders about the close connection they have to the land.

Approaching the *Yamim Nora'im* (Rosh Hashanah and Yom Kippur), the Primary School integrated lessons around the themes of apology and Teshuvah. A number of initiatives encouraging students to give and grow were also introduced. Synagogue numbers were restricted, which meant many students were not able to attend to hear the shofar. About 150 students together with their families attended a special blowing of the shofar at the park. Madrichim were on hand to entertain and teach students about various aspects of the festival.

Two standout new initiatives included our partnership with Myzuzah, an organisation that aims to ensure that all Jewish houses have a Kosher mezuzah on all doors. At least 50 of our ELC families took the opportunity to purchase mezuzahs for a heavily subsidised price. The second initiative involved bringing Chanukah to our ELC students and their families. Families were asked to host Chanukah lightings and staff members visited families to light candles and deliver some Chanukah treats.

Along with Siddur presentations, Mitzvah presentations, Yom Keshet, and a host of local and online international guest speakers, we certainly made sure that 2020 was a year that delivered an inspirational, educational, and engaging Jewish Life program to all students.

My sincere appreciation to the entire Jewish Life and Learning team throughout the College for their tireless efforts and unwavering support.

Despite the challenges that lie ahead, we firmly believe that these too will pass and 2021 will prove to be a year filled with positive *ruach*, endless opportunity and widespread engagement in all our programs for all our students and families.

RONNEN GRAUMAN
Head of Jewish Life and Learning
(Acting)

OUR SCHOOL

Director of Early Learning's Report



INTRODUCTION

"Be safe, be smart, be kind", said Dr. Tedros Adhanom Ghebreyesus, WHO Director General, in the first months of the Coronavirus pandemic in early 2020.

Whilst the Early Learning Centres were predominantly open and operational throughout 2020, despite the global pandemic and the national lockdown of schools in Australia, we will always associate 2020 with the important reminders and life-lessons offered up to us by the impact of the spread and threat of the Coronavirus .

In ten short months our world was propelled forward into a way of being that might have otherwise taken a decade to progress towards. Remote learning, working from home, keeping in our family bubbles, social-distancing, regular washing hands and wearing masks were our 'new normal' existence. The importance of an optimistic perspective, of seeing the good in the otherwise fearful times, rallied in the Early Learning Centres – educators arrived at work every day, the safe receivers of often bewildered little children, providing reassurance through routines and thoughtful experiences. The children demonstrated a resilience we never anticipated – they were

independent and determined to live a slightly different life to what they were used to– with very little complaint or trepidation. Parents gathered in support of each other, and in appreciation for what we were able to provide. The common cold was kept out, and our government kept us informed, safe, and in the workplace. We stayed at home in Australia, and Zoom, Facetime and TikTok kept us connected with family and friends wherever they were.

2020 was the year synonymous with our capacity to demonstrate flexibility and our ingenuity. Attention to detail and small acts of kindness promoted our overall health and wellbeing, physically, emotionally and spiritually. In short, 2020 was a year we will never forget!

FOUNDATION PILLAR: TRUE TO OUR JEWISH ETHOS

Central to our way of coping, was our commitment to our Jewish Ethos – forming a strong web of connection and practice that upheld our Jewish identity, strengthened our community and affirmed our capacity to pivot and do what was in the best interests of our little children, their families and educators.

We reinforced our values and Jewish life and learning all through the year, reliant on past ways, and reinventing new ones. Here are some of the initiatives that were experienced and enjoyed by our Early Learning community:

Weekly Parsha delivered by Ronnen Grauman

Throughout the year Ronnen Grauman, Head of Jewish Life and Learning (Acting), delivered a lively video broadcast of the *parsha* of the week, that was sent home to the children

and their families. The important messages and reminders of Jewish ethics and lessons provided inspiration and comfort to children and their extended families. This new way of sharing important messages has been identified as a positive and rewarding outcome of the restrictions placed on our families throughout the year, and is hoped to continue into the future.

Kabbalat Shabbat during Covid-19

As part of our commitment to ensure that we keep our children, educators and families safe during Covid-19, a decision was made to not invite parents to our usual Kabbalat Shabbat ceremonies that we usually host over eight consecutive Friday mornings across our Prachim and Nitzanim rooms. The children prepared for these special morning ceremonies, and in order to maintain our close connection to the families, we committed to sending home a video of the Kabbalat Shabbat. These memory-making videos were received with much joy by parents, and extended family members, and will become a precious keepsake for the children and their parents.

The launch of the new Rose Fekete memorial Kabbalat Shabbat at the Montefiore Home

In early February, we launched the Rose Fekete Memorial Kabbalat Shabbat ceremonies at the Montefiore Home. Some of Rose's family and friends were present as children and residents enjoyed the weekly welcoming of Shabbat through song and brachot. These regular visits to the Monte will continue to honor Rose and pay tribute to her dream of bringing together the youngest and the oldest members of our community, knowing the benefits and value in such experiences. It is with much gratitude and appreciation that we acknowledge Velvel Lederman, who initiated this tribute to Rose

and has ensured a kiddush cup has been purchased and engraved commemorating Rose's contribution to our community. Throughout the year, these special Kabbalat Shabbat ceremonies continued via a Zoom link, making sure the special opportunity for the residents and the children was maintained.

Later on in the year, a special Kabbalat Shabbat service in Rose's memory, marked her first *yahrzeit*, and was held at Kehillat Moriah on Friday night, September 25 attended by her family, dear friends and colleagues. Due to Covid-19 protocols the service was restricted to only a few members of the broader community in lieu of not being able to attend the consecration held on the Sunday.

Pesach story and preparing a family Seder

Children and their families enjoyed a daily chapter of the Pesach story in the weeks leading up to Pesach. Uncle Velvel delivered a carefully developed program that would help children understand the important Pesach teachings and how best to prepare for their family Seder. Through song, *brachot*, props and stories children were able to understand and prepare for the traditions and rituals that are embedded in the Pesach story. Families were provided with a child-friendly and thoughtfully crafted *haggadah* as well as a selection of craft activities to do at home in preparation for their family Seder.

Yom Ha'atzmaut and Lag Ba'Omer celebrations

Yom Ha'atzmaut was celebrated across the Early Learning Centres and homes of the children who had not returned to school. The day was made special by joining the rest of the College in the drive-by celebration initiated by the EDJE (Experiential Department of



Jewish Education). At home and at school children enjoyed wearing blue and white, making their own Israeli flags, and eating Israeli-style lunch. At school, the children participated in a wide range of activities that took them on an imaginary plane-ride to Israel where they enjoyed visiting a Shuk, Eilat, the Kotel and a Kibbutz.

The counting of the Omer was a daily experience for each child, both at home and at school. The children celebrated the festival at home and at school making this a Lag Ba'Omer to remember as we recounted the story of Rabbi Akivah and his students and the lessons we learnt in the importance of treating one another with kindness and respect.

Personalised Siddur for each child

In our continued efforts to remain connected to and in close relationship with the children and their families during our Covid-19 operations, each child received a personalised Siddur as a Rosh Hashanah gift from the ELCs. The siddur was a photographic representation of all the *brachot* the children have learnt, part of their daily *tefillah* and *brachot* as well as their Kabbalat Shabbat *brachot* and kiddush. A special message from both Rabbi Smukler, College Principal and Rabbi Solomon, College Rabbi, was included in the siddur, hoping to provide a long and

meaningful connection to a place and time where our children's Jewish identity is nurtured and grown.

ELC students to visit Kehillat Moriah, The Hugo Lowy Synagogue

As is tradition, each year our ELC students visit one of our Sydney synagogues the week before Yom Kippur – this is often the first time children enter a synagogue, and through an interactive tour come to better understand the traditions and practices they can expect being part of a congregation. ELC children visited Kehillat Moriah, the Hugo Lowy Synagogue and were welcomed by Rabbi Solomon together with Vevel Lederman.

Yom Keshet at Moriah Primary School

The future 2021 school-going children from The Saunders Family Campus and from The Queens Park Campus enjoyed a morning in the Moriah Primary School Year K and Year 1 classes as a lead-up to Rosh Hashanah. This initiative was developed to further enhance the transition to Primary School for our ELC graduates and enrich their Jewish identity and sense of belonging. It was a very successful morning due to the preparedness of the Primary School educators and their willingness to make the encounter with the ELC children so special and memorable.

PERSONALISED, ENGAGED LEARNING

As was usual practice in the period of closure at the end of the year and start of the new school year, maintenance works were undertaken across the Moriah and Mount Zion Early Learning Centres. This is done to ensure that the best possible learning environments are set up to welcome the children at the start of the new school year:

Closure of the Early Childhood Centre, Rose Bay

- Pack-up and removal of Centre contents
- Internal painting of Centre, including office and welcome area
- Remove and replace all entry locks
- Remove all ITC hardware, including server

Maintenance works at the Saunders Family Campus

- Painting of one wall in each of three classrooms
- Sandpit refresh
- Garden re-planting

Maintenance works at the Shya Redelman Campus

- Undercover portico repaired
- Children's bathroom floor replaced
- Painting of ceilings and walls in one classroom
- Garden bed upgrade and new planting

Maintenance works at the Queens Park Campus

- New shade sail installation commenced
- Garden irrigation system installed

School Improvement Plan

Cathy Milwidsky worked in collaboration with College Principal, Rabbi Smukler to develop a comprehensive School Improvement Plan. The plan addressed different aspects of the Early Learning operation including:

- Employment principles and practices reflective of the legislation and National Regulations as well as the Moriah College mission statement

- Enrolment opportunities – maximising our offer and understanding our community, opportunities and challenges
- Operational expenditure – where savings might be made and expenses reduced
- Capital expenditure – where improvements and compliance were considered urgent and necessary
- The development of a Memorandum of Understanding with the Mount Zion Kindergarten Trust*

Teacher Accreditation

Throughout the year Dalia Ottensooser and Cathy Milwidsky worked closely with Matt Massey to ensure that qualified Early Childhood teachers were provided with the same guidelines and opportunities that all qualified teachers working at Moriah College enjoy. Included in this was their NESA accreditation.

ELC online learning during the weeks of Covid closures:

In an effort to maintain the safety and wellbeing of the educators and children at the Centres a very detailed and intensive online program was developed and delivered across the Centres. The online learning was provided using two platforms:

- **Zoom Meetings** – whilst this got off to a shaky start, once the educators were confident, the zoom meetings provided a very supportive and interactive forum for all children and their educators to meet online every morning. The usual daily morning meeting routine was enjoyed by all the children and their educators, together with some novel ways of encouraging interaction and participation.
- **Educa Education Program** – every day the educators from the across the Centres were rostered on to produce recorded lessons that were collated and shared through the Educa platform each day. The daily program included a wide variety of age-appropriate and tailor-made learning experiences for the children. Each day the program delivered a

message from the Director of Early Learning, a Jewish Studies lesson from Velvel Lederman, a Hebrew intentional teaching session from Anat Lavi. A wide range of physical exercises and challenges, story time, music and song, science experiments, activities involving nature and sustainability of our planet, general knowledge, sharing of links to parent resources and child-friendly websites, with recommendations, and reminders were shared. The thoughtful program offered families the flexibility of accessing the learning in their own time, and by making choices as to what they thought their child would enjoy. In addition to this, the lesson plans remained available on Educa so children could return to any session they had enjoyed or missed out on previously.

Throughout the online learning experience, families were encouraged to provide regular feedback which proved to be very useful for the planning of future sessions. The overall response from the families was overwhelmingly positive.

ELC educators remained in close contact with each and every family through daily emails, regular phone calls, some Facetime calls for children, and Zoom family meetings.

The online platforms provided a way for the educators to remain in touch with one another, and regular team meetings and mentoring groups were continued across the Centres over the weeks. This provided a new way of the ELCs becoming more easily able to join together – something that we will continue into our future operations.

STUDENT WELLBEING

Application for Early Childhood Education and Care Relief Package – Exceptional Circumstances Supplementary Relief Payment

In early April the Federal Government announced no out-of-pocket fees for Early Childhood Education for all families up until at least the Financial Year End (for any child enrolled in Long Day Care) and committed to providing 50% of the capped hourly subsidy rate per child.

An additional relief package was then offered to provide any Centre that could demonstrate additional enrollments through the Exceptional Circumstances Supplementary Relief Payment – allowing a further opportunity for our Early Learning Centres to apply to have this same hourly rate provided to the College for all the children enrolled in the current Preschool program, as we provided evidence of their enrolment. This afforded the College the chance to claim the subsidy on an **additional 63 children** across the Centres.

Covid-19 Protocols introduced to keep children and educators safe:

A weekly survey was sent out to families to help determine the number of children returning to school each week. Families were given the chance to change their enrolment pattern – either reducing or increasing their child's days of attendance depending on the individual family's needs.

Families were most cooperative in following through with the new protocols for the morning drop-off and afternoon pick-up routines. These included:

- to **maintain social distancing practices**, using the demarcations that were installed outside the school gates.
- Parents were **not permitted beyond the school gates** both in the morning and the afternoon. Educators were rostered on duty to welcome every family and to assist with their child's departure at the end of the school day.
- On arrival, **every child's temperature was taken** by one of our educators and the children were guided to **wash their hands** at regular intervals all through the day.
- ELC educators maintained strict **social distancing practices** amongst each other – this is more difficult, and less necessary for children to do.
- Any child who presented with **symptoms of being unwell**, was isolated, and parents called to immediately collect them from school. Any educator who was unwell was not permitted to work.

- If any family had a member who had been in **recent contact** with anyone diagnosed with Covid-19, they were required to report this to us immediately.

The Centres were regularly contacted by the **New South Wales Regulatory Authority** to determine:

1. How the educators were feeling and faring (their wellbeing in particular) – and requested details around the safety measures put in place to lower their exposure and risk of contracting Covid--19;
2. What measures and protocols we have implemented to keep the Centres safe, and hygiene practices above the usual standards for all children attending;
3. To ensure we were aware of government funding opportunities;
4. Provide follow-up communication with the details of various websites, agencies and resources available to the Early Childhood sector

Efforts to reduce costs at the ELCs during Covid-19 operations

At the start of April, a decision was made to reduce the overall operational costs at the ELCs as the College worked to align with the new government directives that no family will be expected to pay school fees for the period at least up until the Financial Year End (being 30 June). The following adjustments were made:

1. **Reduction of operational hours** from 7.45am – 5.30pm Monday to Thursday to 8.00am – 4.00pm Monday to Thursday. (Fridays remained 7.15am - 3.15pm) – allowing for a tight staffing roster across the week, with no additional or casual staff employed.
2. **Creating one composite Centre** – the weeks prior to and after the close of Pesach the Moriah Early Learning Centres moved to Queens Park Campus, where a composite arrangement was planned for any child attending to do so in one Centre. This reduced the number of educators required, the cost of

cleaners, gardeners, and security guards over a 10-day period. When the number of children increased at the start of Term 2, the children returned to their usual Centres and classes.

3. **No provision of afternoon tea** – whilst this is not a huge expense, the cost of the staff member employed to prepare the afternoon tea, and costs of the groceries allowed for a considerable saving;
4. **No provision of afternoon care** – the afternoon roster which on some days included between two-four staff members to care for the children who remained on after 4.00pm, was no longer required, providing the opportunity for further reductions in staffing;
5. **Terminating Permanent Casual contracts** – as the numbers of children decreased, the funding made available to provide additional classroom support was withdrawn, making those educators employed to provide the additional support redundant. This funding was reinstated when the number of children increased over the weeks, and when the children with additional needs returned to school.

Deborah Blackman from EduCare visits to each Centre

As is usual practice, Deborah Blackman visited the Centres in August to educate children around keeping their bodies safe from harm. This annual visit has proved to be highly effective and offers children appropriate ways of knowing how to keep themselves safe, what to do when they do not feel safe and who to report to. This is considered to be important preventative work in the early years.

A follow up Zoom session with parents was organised so that they too would be able to better understand the important information, appropriate responses and available resources to best attend to any concerns around keeping children safe.

PASSIONATE, QUALIFIED, CARING, HIGH CALIBRE STAFF

At the commencement of 2020, the Early Learning Educators were invited to participate in a number of professional development experiences these included:

An all-day workshop on 9 February, about **Deconstructing the Planning Cycle**, facilitated by **Kirsty Liljergen**, an Early Childhood Consultant, Director and Teacher with over 30 years professional experience, based in Melbourne, Victoria. Ms Liljergen has presented pedagogical guidance to a number of different audiences around the world, inspiring others to reflect on their teaching practices and deepen their quest to be better educators. Her collaborative, consultative style was most enjoyed as she spent time sharing her extensive knowledge and experience of the Reggio Emilia and nature-based early learning philosophies to her clients.

ELC educators were invited to enjoy



an afternoon presentation by **Dr Lea Waters on Strength Based Approaches in School** with the Primary School teaching team. Dr Waters shared current research, details around the Australian school context, and strategies to implement a strength-based approach to teaching and learning in the early years.

In early March, 12 of the ELC educators enjoyed a full day's workshop on developing ways to grow in **Critical Thinking and Reflective Practice presented by CELA** (Community Early Learning Australia). This was an interactive workshop that required educators to participate in an engaging approach, using their own experience and practice to better understand the importance of this required expectation, working towards the Early Years National Standards and outcomes.

ELC Employment Plan during the period of containing the spread of Covid-19

The ELCs followed the directives of the College Principal and Vice Principal around safety and wellbeing of educators throughout the months of Covid-19 operational protocols:

- Any staff member over the age of 70 could choose to remain at home, and dip into their Long Service and Annual Leave entitlements, or to take Leave Without Pay, or choose to return to work, with a written request that this was their preference and choice;
- Any staff member who has their own or close family living with them with compromised health and/or vulnerable immunity could choose to remain working from home, as long as they provided evidence of their hours of work or, could choose to remain at home and apply for Long Service or Annual Leave, or Leave Without Pay until they felt safe enough to return to work.

An employment plan around redundancies, terminations, step-downs and reduction of loads was developed.

Improving and consolidating ELC budgeting and financial protocols and practices

In consultation with Richard Levine, new protocols and practices were introduced to better manage the ELC budgets and expenditure. Some of these included decisions that impacted ELC staff:

- Monthly operational budget reporting including general expenses and casual staffing
- Reduce paper-trail procedures through new electronic systems of capturing, tracking and payment of expenses to enhance reporting and storage of all financial transactions
- The role of Personal Assistant to the Director of Early Learning and Development was made redundant at the end of July, and that the roles and responsibilities of this position would be distributed to other administrative centres across the College.
- **No additional programs offered across the week** - Playball and Music, regular weekly additional educational programs were put on pause for all of Term 2, and speech and language therapists, occupational therapists and play-therapists who delivered additional programs and supports to small groups of children were all put on hold for the duration of the Covid-19 lockdown.
- **Professional development** commitments were cancelled or postponed, with most organisations returning the full registration and travel costs involved. Educators were encouraged to attend online webinars and other professional development sessions that were offered free of charge or at highly reduced rates so as to maximise learning opportunities, allowing further cost-cutting measures (reduced cost of courses and no relief staff required) whilst meeting teacher accreditation requirements, at the times when the number of children were very low across the Centres.

Updating and revising all ELC Policies to reflect Covid-19 Practice and Protocols

A careful and deliberate updating and revising of all ELC policies was undertaken to ensure that new Covid-19 Protocols and Practices were included. More than 100 policies were revised over the course of the year.

RELATIONSHIPS WITH FAMILIES

Circle of Security for ELC parents

After exploring the options and possibilities of ELC families having access to, and being beneficiaries of the psychological services available to the rest of the College, an initial parent support group was launched on Friday, 7 February – Circle of Security – hosted by school psychologist Yuli Daar, inviting around 12 parents to join the five-week course. This opportunity to provide insights and strategies to the parents of the youngest children in the College affirmed the importance of getting things right in the early years, offering parents a reliable support group, and ensuring that the youngest children in our College are recipients of thoughtful and meaningful interactions with their primary care-givers, known to be one of the most important influencers on later development, interactions with others, and engagement in society.

Staying connected to families

The ELCs continued to work on ways to keep families connected and engaged. Educators had to find ways to stay in touch with parents in a meaningful and relevant way. Some of these included:

- **Craft packs** sent home to children – craft materials with ideas on what activities might be enjoyed at home were sent home to each child in March
- **Mother's Day Celebration** Packs were created for each mother, including special messages of love and gratitude. Take-home packs with cards, cupcakes and crafts were created for each child and their mother.

- **Book Week** – Parents were invited to Zoom in or video-record the reading of a favourite book to all the children in their child's class. This ensured any parent who wanted to volunteer and be involved could present as a Mystery Reader.

The ELCs worked with the Communications Team to develop a more comprehensive social media profile to showcase the learning and promote the rich and detailed experiences that happens across the Centres.

COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Closure of the Moriah College Early Childhood Centre, Rose Bay

The successful transition of the Moriah College Early Childhood Centre, Rose Bay to the new operators of the Centre, The Nurture Nest, was completed on Wednesday, 2 December 2019. It was anticipated that many of the future children who attend the Nurture Nest (aged between 3-months and 3-years) will be future Moriah ELC children. This positive working relationship is valued by both the Nurture Nest owners and Moriah College, encouraging future enrolments into both the Moriah College ELCs and Mount Zion Kindergarten.

Overview of the 2020 enrolments across the Moriah and Mount Zion Early Learning Centres:

- An overall increase of 10 children enrolled across the Moriah and Mount Zion ELCs
- In 2020, there would be a total of four ELCs, not five as in previous years
- Mount Zion Kindergarten lowered the entry age to 2-years old
- Marginal increase to annual fees were introduced, making enrolment more affordable for new and continuing families
- Families increased their part-time enrolments throughout the year, boosting the full-time equivalent numbers across the year, across the Early Learning Centres.

Memorandum of Understanding with Mount Zion Kindergarten

Moriah College and The Mount Zion Trustees entered into a new Memorandum of Understanding which outlined the formal separation of the two organisations to take place at the start of 2021. This included the employment of a new Director of Early Learning at the Mount Zion Kindergarten. The Mount Zion Trustees appointed Ashne Grill as their new Director of Early Learning. The Mount Zion Trustees shared their hopes that the children who graduate from Mount Zion Kindergarten will be encouraged to transition to Year K at Moriah Primary School.

Spot Checks and Assessment and Rating of the Early Learning Centres

In the fortnight leading up to the Assessment and Rating visit at the Queens Park Campus both the Saunders Family Campus, Dover Road, and the Shya Redelman Campus, Glenayr Ave, received spot checks from the Regulatory Authority. During these spot-check visits the officer:

- requested to view our Educator records (around qualifications, current child protection training and first aid training, working with children checks, visa status and evidence of regular Professional Development),
- as well as documents to provide indication of our compliance in the seven Quality Areas of the National Quality Framework, and
- engaged briefly with educators around their understanding of what it means to be a mandatory reporter in child protection matters.

Both visits affirmed for us that we operate well within the regulations, that we are compliant with all the required standard processes ensuring that our Centres offer high quality education and care for the children enrolled.

The two-day Assessment and Rating at Queens Park Campus was a far more detailed and demanding visit, that included:

- the submission of a Self-Assessment Tool showcasing our practice and providing evidence of our compliance before the officer visited the Centre.
- The Assessment Officer's visit included a combination of:
 - observing the educators in their day-to-day practice,
 - sighting documents that support our efforts to meet or exceed the national standards, and
 - an intensive discussion with the Nominated Supervisor, the Educational Leader and the Director of Early Learning to gain more insights and understanding around practice, policies and protocols.

The final results of the Assessment and Rating of the Moriah College Early Learning Centre at Queens Park Campus was rated **Exceeding** the National Quality Standards overall.

Security efforts across the Early Learning Centres

Throughout the year every effort to uphold and maintain security and emergency procedures was practiced and carried out across the Early Learning Centres:

- **Security and emergency Drills** - The College Security Manager and his team has worked very closely with the ELCs to coordinate, review and further enhance security measures across the ELCs. The collaboration with and inclusion of ELC teams informed some of the security protocols to ensure the educators, children and families continued to feel safe (physically and emotionally) as the security team received feedback and requests. New security drills were developed that are reflective of authentic and real-life situations, which further upskilled and informed the educators and security guards on duty throughout the ELCs.
- **Telstra Tower in Dover Road** - The College received communication advising the upgrade of the Telstra

Mobile Tower on Dover Road to provide a G5 network. Further information provided indicated a decrease of expected risk and exposure to the children and educators at the Centre.

Early Learning Efficiency Review

A review of the ELCs commenced late in 2020 that focused on developing effective and efficient practices across the Moriah ELCs. Three areas of focus were:

1. **Financial processes** and protocols in place to demonstrate accountability and efficiencies:
 - Revenue
 - Wages
 - Rent/Security
 - Operational expenditure
 - Capital expenditure – Centre maintenance and updates
 - College Services allocated to ELC cost centres
2. **Defining priorities** – reflective of College ethos and purpose
 - ELCs have a long-vision view of our graduates – post HSC not just post ELC
 - Review of how ELCs operate in comparison to competitors in the market
 - Review of employment – terms and conditions of ELC educators as compared to rest of College
 - Long Day Care vs Preschool models – funding, sustainability, meeting parent/communal needs
 - Maintaining and recruiting exceptional educators in a declining and depressed landscape
 - Understanding advantages - no Financial Assistance provided by the College including bursaries
 - Understanding of annual funding received across ELCs, to improve environments, to provide additional support for inclusion, and to increase school readiness resources

3. Consider how operations can be improved:

- Employment Terms and Conditions - one offer to all ELC educators, where possible in alignment to the rest of College
- Use of casual staff – no agency used, need to cover school holidays during the year (April, July and September)
- Three active platforms and student management systems – Educa, Qikkids, Synergetic – cumbersome and heavy demands on human resource to manage

CONCLUSION

2020 has presented the Early Learning Centres with new opportunities for deep self-reflection, enhanced re-alignment to the broader College, and ongoing review of our protocols and practices in an ever-changing world, ensuring that we keep our focus on the youngest members of our school community, their families and educators. Whilst 2020 was a year of great change and challenge it is also the springboard for great reward and review.

“Reflection, reframing, resilience- Throughout history, crises of different forms have challenged humanity. Some are political or economic crises; others are natural disasters or social crises. How we interpret, react and bounce back from the crises of today are what will define how we survive the crises of tomorrow”.

Madanmohan Rao, research director at YourStory

CATHY MILWIDSKY
Head of Early Learning and Development

OUR ACHIEVEMENTS & GOALS

PILLAR 1 – PERSONALISED, ENGAGED LEARNING																			
2020 Goals and Priorities																			
Priorities	Achievements																		
HIGH SCHOOL																			
Implementation of the New HSC & new Assessment requirements	<p>In 2020, an analysis of the last five years of HSC results was shared with the Heads of Department as a way of looking at both trend data as well as identifying a 'results-based' approach to goal setting and stretch targets for each course. In theory, this data can be used to set Faculty goals, monitor progress and evaluate performance year on year.</p>																		
Personalised Learning within the context of the Nationally Consistent Collection of Data (NCCD)	<p>Moriah's NCCD Register</p> <p>2020 was the first year that the responsibility for the maintenance of the NCCD register fell under the auspices of the newly appointed Director of Education Support and Inclusion, K-12 (DESI). NCCD is the largest source of government funding other than state and federal per capita funding.</p> <p>Close collaboration with key stakeholders, including members of Wellbeing teams, psychologists and the school nurse, ensured that every child at Moriah receiving an adjustment was captured on our NCCD register. As a result, in 2020, our NCCD register increased from 389 to 579 students. (Please see the table below).</p> <p>The College developed and implemented an expanded and more comprehensive Psychological Services Policy to govern the provision of psychological services and the recording and sharing of relevant information based on the APA (Australian Psychological Association) guidelines for schools. In line with our new policy and operating guidelines, the DESI worked closely with the team of school psychologists to identify students in the social emotional category in a confidential manner that respected the privacy of these students and their parents. In these cases, confidential capturing of evidence of need, adjustment, consultation, and follow-up was securely locked down on the school platform, protecting the confidentiality of these students and families. This resulted in a significant increase in the number of students on the lower end of the NCCD register. It is important to note the 'triangular' formation of our data which is indicated below and responds directly to government expectations of data for students with disabilities.</p> <table border="1"> <thead> <tr> <th></th> <th>QDTP</th> <th>Supplementary</th> <th>Substantial</th> <th>Extensive</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>198</td> <td>99</td> <td>78</td> <td>14</td> <td>389</td> </tr> <tr> <td>2020</td> <td>317</td> <td>183</td> <td>53</td> <td>26</td> <td>579</td> </tr> </tbody> </table> <p>Personalised Learning Plans (PLPs)</p> <p>In 2020, Personalised Learning Plans (PLPs) became the norm and standard practice across Years K-12 for all students with diagnosed or imputed disability. The PLP process commences with the identification of a need that requires adjustments and continues through to each subsequent year. This has ensured ongoing, informed support for all students of various abilities. The Personalised Learning Plan is co-constructed by the case manager, specialists, support educators (where appropriate) and classroom/subject educators to document the pathway of adjustment and intervention for each student. The PLPs are live documents which are populated and stored on a Shared Drive platform. This system has ensured that all information is visible to the key stakeholders at each phase of learning as the student progresses through the College. The transition between Year levels has become effective and seamless due to this comprehensive sharing of case-specific information. Parents have been impressed with the process of the Collaborative Planning Meetings to shape the PLPs and have felt that their voices have been heard. There has also been greater consistency between teachers who are familiar with their students' individual learning and wellbeing needs. This PLP process promotes our philosophy of Inclusion and psychological safety as these students journey through Moriah.</p> <p>Moderation Meetings</p> <p>Moderation meetings with key stakeholders for each cohort have ensured that every student with individual needs receives an appropriate adjustment to their program and it is captured at the correct level based on the frequency, intensity, and range of adjustment provided. Evidence to support the data collection is stored on a shared platform, thus all information is visible to the key stakeholders at each phase of learning as the child progresses through the College. Therefore, data has become visible and accessible to all at any point in time.</p>		QDTP	Supplementary	Substantial	Extensive	Grand Total	2019	198	99	78	14	389	2020	317	183	53	26	579
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<p>Personalised Learning within the context of the Nationally Consistent Collection of Data (NCCD)</p>	<p>The Enrolment Phase</p> <p>Our inherent philosophy is to create a welcoming and inclusive environment and a positive, caring partnership with students and parents of students with identified needs from Years K-12. To this end, the DESI has collaborated extensively with the Director of Enrolments and Engagement Officer, to ensure that parents of vulnerable students are well cared for from the pre-enrolment phase throughout their journey at Moriah. This process has ensured that Moriah educators work in partnership with parents in order to promote a genuine sense of wellbeing and belonging within our school community.</p> <p>Students from the ELCs</p> <p>The DESI and other key stakeholders have worked closely with the ELCs to familiarise ourselves with the idiosyncratic needs of target students through consultation and observation sessions. This has ensured a smooth transition to the Primary School. The ELC data and external data from specialists have been scrutinised to shape and inform the PLPs.</p> <p>Supporting Students and Families at Risk during Covid</p> <p>During the Covid online learning phase, the DESI initiated a check-in process for students and families at risk. The DESI worked with the Head of Psychological Services to identify the students most at risk and, together, they created a system for regular check-ins by key Wellbeing staff members throughout the K-12 cohort. The parents reported feeling well supported and appreciated the personal attention.</p> <p>Supporting Students through Covid</p> <p>The Education Support teachers and aides actively supported students in small groups or individual sessions during online learning, ensuring that we fulfilled our obligations under the Disability Discrimination Act and the Disability Standards for Education, and provided adjustments for students with disabilities within the context of online learning. The one-to-one learning check-ins ensured that our more vulnerable students remained engaged and on task, having had tasks explained to them with concise and explicit instructions.</p> <p>Collaboration with parents of NCCD students during Covid</p> <p>A significant number of Collaborative Planning and Review Meetings occurred via Microsoft Teams/ teleconference during the Covid phase of learning. Case managers rose to the occasion and worked hard to ensure continuity of learning for our most vulnerable students within the framework of agreed upon adjustments to support student learning.</p> <p>Literacy Connect</p> <p>During the Covid online learning phase, the executive staff recognised an area of need in the early years, particularly in literacy learning. Literacy Connect provided additional opportunities for students to learn in small groups with additional adult supervision. The DESI was directly involved in the design, staffing and implementation of our Literacy Connect Program, which provided targeted literacy learning and support for all students in Year K, followed by Year 1 and Year 2.</p> <p>Census Submission</p> <p>The IT department worked tirelessly to support the DESI in the submission of the data for the Census Data. In previous years, the NCCD submission has merely been a collation and reporting of the number of students in each Year group in the four categories and levels of adjustment. However, in 2020 a significant amount of additional information was required. Together, the DESI and the IT department ensured that each component of the submission was accurate and fulfilled all the necessary requirements.</p> <p>Review of and Refinement of Processes</p> <p>In Term 4, Moriah entered the Reflection Phase of the NCCD model. We have considered how our school practices and processes should be improved to facilitate the next cycle of funding. We have utilised feedback from all stakeholders and provided opportunities for collaborative discussions about progress and future planning. Our priorities for 2021 are to ensure that all data and consultation with key stakeholders is captured on Synergetic in a consistent manner, and to streamline the case management roles within the High School context.</p>
<p>Signature Programs</p>	<p>The College's involvement in signature programs was interrupted due to Covid-19 restrictions, which affected the Technion program, the Tikvah Institute program, and the Scholars in Entrepreneurship program.</p> <p>Moriah<i>Preneur</i> for Year 10 Commerce students and the Year 9 STEAM program were later in the year and were able to go ahead, and did so successfully.</p>
<p>Literacy and Numeracy Benchmark assessments</p>	<p>Students who had not achieved the minimum standard required to prequalify for the literacy and numeracy standards required to qualify for the Higher School Certificate, received targeted support to prepare them for the 2020 online assessments.</p>

PRIMARY SCHOOL	
<p>Hone the Culture of Thinking across K-6 by defining all practices across the Primary School in support of student agency and inquiry learning with attention to explicit teaching.</p> <p>In support of this: All staff attend PD to progress practice and pedagogy associated with Visible Thinking and other aspects of the Culture of Thinking. All staff educated in purposeful use of flexible learning spaces. Key focus areas from PD are applied in professional learning team meetings and documented in programs. PD associated with the Inquiry Learning Process</p>	<p>Effective in-house PD completed to educate staff on visible thinking routines. A scope and sequence of routines was developed from Years K – 6. Reflection on practice occurred through Learning Walks to highlight success and areas of need. Students and educators shifted their language to make student thinking visible and facilitate deep learning.</p> <p>Team Leaders reconfigured aspects of individual classrooms for purposeful learning. The library space was identified as a model for establishing flexible learning spaces. Different areas have been transformed into learning spaces for particular purposes. This is evident in the makerspace, the technology hub, the reconfigured provocation spaces, and a reallocation of literature resources.</p> <p>Team Leaders have been trained to complete professional learning team meetings strategically and purposefully using data, correlation to teaching practice, adjustment of programs and differentiation via pedagogy and learning experience to meet student needs.</p> <p>PD completed across the school to increase competence in the Inquiry Learning Process.</p>
<p>Establishing an effective professional growth cycle process to enable timely teacher feedback and augment a positive student learning experience.</p>	<p>Team Leaders coached to interact with team members by establishing priorities for individual performance and support pathways to achieve smart goals. Head of Primary School collaborates with Acting Head of People and Culture to complete individual staff performance management sessions which resulted in improved performance or termination of contracts.</p>
<p>Progress growth of best practice in effective educators who are self-aware.</p> <p>Regular feedback sessions are completed between the Head of Primary and individual staff members to normalise the feedback experience and promote a culture of sharing and promote psychological safety. Complete a review of all staff across the Primary School to identify a future focused productive environment capable of meeting contemporary educational and wellbeing requirements. Develop core programs for the teaching of literacy, numeracy and inquiry across the year levels to ensure sustained developmentally appropriate progression of learning occurs from one year to the next.</p>	<p>Completed a review of all staff and designed an ideal 2021 vision staffed by clearly defined team members. Role descriptions were refined and recalibrated.</p> <p>Completed restructure interviews with members of each team. Staff members were supported, managed, and counselled through their responses to the 2021 vision.</p> <p>Interview processes were completed to fill new roles. Some staff were assigned to reimagined roles. Whole-staff education sessions ensured an understanding of each step of the vision.</p> <p>Completed a review of the professional growth cycle and established the 2021 framework. 2021 vision took the form of staff notebooks with the AITSL standards for each staff member to grow their professional portfolio and map their individual progress.</p> <p>Smart Achievers, Brightpath, Guided Reading, inquiry learning strategies and process have been consolidated to ensure a high level of baseline skill is developed in each student. Intervention via Education Support teachers and teacher assistants has been tailored within this perspective to remediate deficits in literacy and numeracy and support students within their mainstream classroom.</p>
<p>To increase purposeful use of data to inform teaching and learning by:</p> <p>Establish digital marks book from Years K - 6 using Schoolbox. Monitor maintenance of marks book and established data records. Complete staff PD to explain how to translate data into teaching strategies for improved learning.</p>	<p>Marks book is well established and standardised across the Primary School.</p> <p>Data capture has been reviewed and staff have been educated to locate and talk to key capture points such as AAS, NAPLAN, PM Benchmark, Brightpath, ACER and Smart Achievers.</p> <p>Essential Assessments has been utilised over the year to inform maths teaching and learning but was found to prioritise testing at the expense of learning. To this end, the Prime Maths program has been investigated.</p> <p>Data has been used most successfully and purposefully in professional learning team meetings and is now well documented in each KLA program and in PLP adjustments.</p> <p>Educators are more skilled in their ability to articulate how data matches their professional practice tailored to meet the needs of students. Differentiation is evident in classrooms.</p>
<p>Monitor resources from Years K - 6 to reduce costs but maintain the delivery of high quality educational product.</p>	<p>Reviewed learning spaces and associated resources. Developed a future focused digital learning package integrated with flexible learning spaces as a blueprint for development and the rationalisation of resources into 2021.</p> <p>Guided reading was resourced and a differentiated more targeted reading program for Years K - 6 was refined to support decodable, immersive texts, and the progression of reading from one level to another.</p>

<p>Review of the teaching and learning process with a consideration for digital learning and innovation and future focused education.</p>	<p>Generated a digital learning and innovation product across the Primary School which considered:</p> <ul style="list-style-type: none"> the development of flexible learning spaces to suit learning needs; the development of partnerships with educators, external providers and specialists in the area; the adjustment of practice to integrate technology and design thinking to augment learning without compromising core literacy, numeracy and social interaction skills; and the development of global competencies.
PILLAR 2 – STUDENT WELLBEING	
2020 Goals and Priorities	
Priorities	Achievements
HIGH SCHOOL	
<p>Revised Behaviour Management Policy and Procedures</p>	<p>Significant changes were introduced to the consequences for poor behaviour across the High School. Persistent misbehaviour led to an escalation pathway through a Demerit System. This system resets at the beginning of each academic year.</p> <p>A Merit system based on recognition of students demonstrating exemplary behaviour that is consistent with the College's values was revised to be cumulative from Years 7 – 19 and 10 – 12.</p> <p>Students who receive a significant number of Merits are recognised at Assembly or if a Merit Pin is awarded, it is presented at the relevant Prize Day.</p>
<p>Revised Model for Student Leadership</p>	<p>The new Student Leadership Council structure was refined for 2019-2020 to 17 representatives (an extra Sports leader with the growth of Sport) coming together for combined meetings.</p> <p>Formal project-based roles were again created and expanded for any students who chose to volunteer their time and expertise, concentrating on a range of short-term opportunities to give back/develop new skills or pursue areas that they are passionate about.</p> <p>Covid-19 interrupted our TEDx-Youth event at the College in 2020.</p>
PRIMARY SCHOOL	
<p>Establish Visible Wellbeing Program from Years K - 6 and clarify the behaviour management system.</p> <p>Provide PD on Visible Wellbeing and the Behaviour Management System.</p> <p>Identify applications across the Primary School.</p> <p>Teach practices and encourage application in targeted and incidental sessions.</p>	<p>Created the Moriah Branded Character Strengths package based on Angela Duckworth's Character Lab.</p> <p>Whole-staff PD with Dr Lea Waters on Visible Wellbeing followed by parent education.</p> <p>Student leadership sessions held in Year 6 associated with Visible Wellbeing and making use of the Angela Duckworth Character Lab pulse checks and extended to early years using Superflex thinking.</p> <p>All students educated on strength based student education and personal growth.</p> <p>Merit Awards integrate character strength acknowledgment linked to specific learning and socio-emotional behaviours.</p> <p>Staff educated and took increased control of the behaviour management system.</p>
<p>Student voice and student need is progressed.</p> <p>Students educated on self-reflection and self-regulation strategies associated with Covid-19 lockdown.</p>	<p>Student leadership for students' program has been established and students are coached through a scripted narrative.</p> <p>Students have been coached and run events and produce multimodal presentations to impact others.</p>
<p>Student wellbeing in a Covid-19 Safe environment</p> <p>With the advent of Covid-19, students spent increased time online and require guidance and support with online interaction and the maintenance of personal wellbeing.</p>	<p>Completed the rainbow project to ensure students understood that they were connected and cared for as members of the Moriah College community during lockdown.</p> <p>Provided online barometers for students to assess personal wellbeing.</p> <p>Completed whole class intervention forums related to different challenges that presented with online learning and interaction. This included coaching parents and students as well as teachers.</p>

PILLAR 3 – PASSIONATE, QUALIFIED, CARING, HIGH CALIBRE STAFF	
2020 Goals and Priorities	
Priorities	Achievements
HIGH SCHOOL	
Professional Growth	<p>Professional Learning was redesigned to be more clearly aligned to the teaching and learning needs of the High School. Staff members have once again attended a variety of curriculum based PD; much of this was online, and directed to remote learning pedagogies. However, we have prioritised creating internal professional learning opportunities such as Moriah staff-led workshops that colleagues opted to attend, as well as inviting external agencies to come to Moriah and deliver PD to a larger group of teachers, such as Heads of Departments. This method is more cost-effective and allowed the PD to be tailored to the context of Moriah College.</p> <p>Examples of this include the AIS attending Moriah to work with our High School Heads of Department on how to conduct lesson observations, as well as Aspect Outreach, a division of Autism Spectrum Australia, delivering a workshop to numerous staff members about how to support students with Autism.</p> <p>In the latter part of 2020, HODs and staff were introduced to our in house online <i>Professional Growth Portfolio</i>. This is essentially a digital space where staff can store evidence of their practice, according to the Teaching Standards.</p>
Lesson Observations	<p>The Educator Impact 360° tool was again used across the College to provide feedback to our teaching staff. This approach to professional learning has been reviewed and a new in-house model will be introduced for 2020.</p>
Teacher Mentors	<p>Our teacher mentors again provided support to teachers who were new to the College and also to those applying for accreditation.</p> <p>Two Instructional Coaches were appointed for 2020 to assist with furthering the implementation of particular pedagogical strategies. In principle, the idea was well received; however, staffing requirements meant both roles were not in place for the whole year.</p>
PRIMARY SCHOOL	
<p>Team Leaders grow teacher performance in conjunction with Primary Executive in terms of the requirements of the Primary School Vision.</p> <p>Staff participate once a week in Professional Learning Team (PLT) meetings which are constantly refined and interact more purposefully with data to inform teaching and learning.</p> <p>Additionally, the associated pedagogy and practice reflects visible thinking practices, the prescribed culture of the thinking of the Primary School and strength based education practices associated with visible wellbeing.</p>	<p>Data is recorded in a standardised manner and central location in the digital marks book. Accountability occurs effectively using the PLT minutes formatting framework. Visible thinking routines are well documented in a scope and sequence proforma as well as in applications across each year level's programming record.</p> <p>The staff learning walks have been reimplemented as a professional development and visual correlation of program with practice.</p>
<p>Low Level Growth Coaching Sessions meet with Team Leaders and where appropriate the Head of Primary School.</p>	<p>Growth coaching sessions took place between Team Leaders and members of their team. These were sometimes incidental and as part of the PLT. Where appropriate, they were purposeful and targeted with follow up. In particular these meetings occurred with educators moving towards proficiency. In specific instances, staff moved into growth coaching and targeted performance management in association with HR.</p>

PILLAR 4 – COMMUNITY ENGAGEMENTS & PARTNERSHIPS	
2020 Goals and Priorities	
Priorities	Achievements
Yom Ha'Meyasdim Assembly	<p>2020: The focus was on the heritage of our Moriah community. Together with Margaret Miller from the archives we mounted an exhibition displaying artefacts from members of our Moriah community with a biography of the donor and a history of the provenance of each item. However, due to Covid this exhibition was not widely viewed or utilised in the school curricula as planned.</p> <p>For the assembly we invited staff members, students, and community members to share details about their artefacts and their cultural heritage: Stephanie Schwarz OAM, Evie Apfelbaum, Tali Zeevi, Jacob Whitmont, Isaac Mordecai, Jared Cadry, Velvel Lederman.</p> <p>Eli Shifroni and Moshe Kadouri sang 'V'zakeni' and 'Uncle Velvel' was accompanied by Moriah music students to welcome Shabbat to conclude the assembly.</p> <p>2021: The focus was on the heritage of staff members of the College.</p> <p>2022 planning is underway: tentative theme: The Houses of the College.</p>
Parent Alliance	<p>In 2019, significant numbers of parents volunteered to join an alliance of parents who are determined to work collaboratively to help support each other in keeping our children safe at parties and out of school hours events. At the first meeting, the key issues for each year group were identified. Roberta Goot and Dee Fittinghoff have continued to work with this group though Covid-19 has precluded regular meetings. The Behaviour Management Summary, signed by all parents was a result of the work done with this group.</p>
Fundraising	<p>High School students raised unprecedented levels of funding for a number of different charities – both local and international.</p> <p>In 2020, Moriah continued to fundraise despite the Covid-19 restrictions. Money was raised for Movember, Pink Breakfast, Friendship Circle, Save a Child's Heart, WIZO and Polished Man.</p>
PILLAR 5 – SUSTAINABILITY	
2020 Goals and Priorities	
Priorities	Achievements
Eastern Suburbs Banksia Scrub (ESBS) – remnant vegetation of great environmental significance.	<p>The Eastern Suburbs Banksia Scrub (ESBS) is listed as critically endangered under the Commonwealth Environment Protection and Biodiversity Act. Historically, this specific community of plants (organisms) once occupied approximately 5,300 hectares of land. Today, less than 3% of this community remains. A small remnant of the ESBS is part of the Moriah College Campus and it is critical that action is taken to ensure the long-term viability of the ESBS.</p> <p>2020 marked the sixth year since Moriah College obtained a Scientific License to work in and utilise the ESBS for educational purposes. As in previous years a variety of year grades had the opportunity to experience the site in order to support Art, Science, Geography, Inquiry Learning and Aboriginal Perspectives curriculum.</p> <p>The resources created to study and monitor the ESBS as a unique local ecosystem continued to be used in both Junior and Senior Science Syllabi. In 2021, a summative resource of the ESBS work undertaken will be created to encourage cross-curricular opportunities.</p> <p>A number of Moriah students engage in regular bush regeneration works for their Community Service Hours. In 2020, a number of passionate students undertook an ecological assessment of the site to quantitate the improvement, if any, of the site due to the cumulative regeneration works undertaken since 2015. Noteworthy is the increase in the number of native shrubs and ground cover. Also, the sighting of two previously absent ESBS species. This can reasonably be attributed to the regeneration works of Dr Teresa Rede, Mrs Nicole Lewis, and students.</p> <p>2020 also saw the opportunity for student involvement in Citizen Science with their application to participate in the Seeds in Space Program (CSIRO One Giant Leap Golden Wattle) accepted. This project will take place over a 12-month period with the seeds returning to the school site to be planted.</p> <p>A native beehive (<i>Tetragonula Carbonaria</i>-stingless native bee) was installed in 2019 and is thriving in the habitat the ESBS provides. Importantly, being responsible for the wellbeing of the bees encouraged thinking about the connectivity of habitats (providing wildlife corridors), fortunately the bees can access the Centennial Parklands site and some areas of the school grounds, although there is vast opportunity for improvement.</p> <p>Since 2015 Nicole Lewis and Teresa Rede have maintained a close working relationship with Centennial Parklands and Waverley Council approaching the ongoing management and maintenance of the ESBS as a collaborative project. Stakeholder meetings take place once per term or as needed with each party benefiting from the communication and support.</p> <p>Moriah College is very proud of its ongoing support and involvement in Waverley Council's objective to protect and promote the recovery of endangered ecological communities and supporting the ESBS wildlife corridor that our patch lies within.</p>

MAJOR INITIATIVES IN LEARNING & INNOVATION IN 2020

HIGH SCHOOL

Teaching and learning framework

The Moriah College Teaching and Learning Framework emerged from numerous discussions with staff on how to improve best practice and implement key strategies that aim to improve differentiation in the classroom. The framework acts as a fully interactive document that is connected to eLY with support documents, presentation downloads, videos, scaffolds, and strategies that support teaching and learning in the College and contributes to a culture of learning that encourages higher order thinking. The purpose of this interactive framework is to build consistency in our classrooms and promote more effective, evidence-based teacher practice.

Wellbeing

The Australian Student Wellbeing Framework underpins the wellbeing programs that are offered to the students. The Framework emphasises that the wellbeing of young people is enhanced and learning outcomes are optimised, when students feel connected to others and experience safe and trusting relationships. The wellbeing of the students at the College is predicated on the need for all teachers to pursue positive relationships with the students.

In 2020 the structures around student wellbeing were changed from a vertically - integrated House-based structure to a horizontal year-based structure.

The Heads of Year oversee a specific year group. They work to ensure the holistic development of each child, tracking their academic progress, promoting their engagement in a range of leadership and co-curricular activities, following up on their

absences, general wellbeing and their behaviour. The six Heads of Year work together in two teams (Junior, Years 7-9 and Senior, Years 10-12) supported by a Junior and Senior Head of Wellbeing, who work closely with the school psychologists.

The Heads of Year oversee a team of six mentors who are responsible for the day-to-day care of the students in their group (students are grouped by house). Mentor sessions take place every morning so the mentor can connect and fulfil administrative duties with the students in their group.

Year meetings are held once a week for the year to meet with the Year Coordinator. The students have six wellbeing assemblies per semester (three a term) at which they hear from speakers around topics of interest/ concern.

Wellbeing programs are delivered through this system.

Due to the changes in structure and Covid, both the delivery and the content of wellbeing programs needed to be adjusted.

The following wellbeing programs were unfortunately cancelled and unable to be delivered

- Year 9 Heroes Day
- Years 8 and 9 parents Drug Education information evening
- Year 10 Parent and Student Evening – Trent Southworth and Matt Caruana
- Year 10 Boys Conviction Seminar
- Year 10 P.A.R.T.Y.
- Love Bites
- ESSLY Mental Health Parent Evening
- Batyr
- Genevieve Clay-Smith

PRIMARY SCHOOL

Visible Wellbeing

Strength based student growth and leadership was introduced using the Angela Duckworth framework and Lea Waters PD. Superflex thinking was utilised to assist students in the earlier years to access this concept.

This program combined with Friendology to enable students to analyse themselves and their own wellbeing and interaction. They were coached towards the best version of themselves and celebrated the successes in assemblies.

Digital Learning and Innovation

Covid-19 was a wonderful opportunity to progress the digital experience and learning from Years K - 6. Microsoft Teams, Seesaw and Google classroom and associated suite were embraced as the ideal combination of platforms for the delivery of and interaction with learning during distance education. This was highly effective and most successful. All the positive aspects from distance education were carried over into a hybrid model of teaching and learning as educators used the above platforms to augment student experience, deepen learning and personalise programs. The student Open Day, assemblies and parent teacher events made excellent use of livestreaming and connectivity was heightened across the Moriah community as a result of these facilities.

The need for a Digital Integrator and Head of Digital Learning became highly evident during the latter part of the year.

Nature Play

The first nature playground has been installed into Moriah Primary School with its initial Signature Treehouse

entitled Look Out. This facility reveals Moriah Primary School's commitment to referencing research based into neuroscience and the benefit of play in nature impacting brain development, to using natural learning dispositions to grow our social beings and their minds and souls and the importance of creative play and movement for self-regulation.

Augmenting the Arts

Nathan Short is a dance educator who delivered a dance and human movement program to all students from Years K - 6. This was evident in all major performances during the year and empowered students to respond to music with their bodies by different choreographed and improvised movement sequences. The integration of dance and the music program was highly effective.

ICT 2020/2021

The IT Department continued to support the College in order to improve teaching and learning outcomes and create school wide operational efficiencies. We made further improvements in capture and report on student related data using Power Bi dashboard in order to help teaching staff to make informed decisions, as well as analytics related to AAS, NAPLAN and ALLWELL testing. We also completed an in-house data centre upgrade program, replaced physical servers with NetApp virtualize solution, this has reduced school carbon footprint dramatically and provided

better network connectivity and software/web application performance.

We migrated our in-house email service to Office365 and implemented high security using cloud-based spam filtering, geo fencing and artificial intelligence. We also migrated our student email from G-suite to Office365. Microsoft Team has been deployed for better remote communication among teaching staff, student and parent. During Covid, we used Microsoft Teams to deliver classes remotely.

We have deployed one-to-one iPads for Years K-4 students, so they are benefited from the inclusion of technology, making it easier for students to keep up with emerging technology and introduce STEM, also helping teachers by improving the way lessons can be planned and taught.

As part of our High School student laptop program 'Keep Your Own Device', we deployed MacBook Air for Year 7 and MacBook Pro for Year 9. We upgraded our High School music labs for better performance and recording.

We have introduced new web filtering technology to improve the internet performance for students and teachers. It also monitors student behaviour online and provides an 'at a glance' overview for teachers and mentors. This allows our teaching body to have a positive discussion about the internet and how to be safe online. We also provide a SchoolTV subscription for students and parents as part of this process.

OUR PERFORMANCE



Our continued 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. During an HSC year of Covid-19, our staff modelled great resilience and showed tremendous care.

HIGHER SCHOOL CERTIFICATE RESULTS 2020

A total of 143 students completed HSC examinations in 2020.

- One student elected to undertake a Pathways program of study.

A further:

- Eight students were in Year 11 students and undertook the following accelerated patterns of study in these subjects:
 - Five in Modern Hebrew Continuers
 - One in Classical Hebrew Continuers
 - Two studied the TVET Retail Services course via TAFE

- Four students completed Life Skills courses

- One student was fully in the mainstream
- Three students were in our Learning Support Centre

Seven students were listed on the Top All-Rounders List for students who had achieved Band 6 or E4 results in at least 10 Units. This represents 3% of the candidature, as compared with 1% of the State; with a further 3 students achieving top band performances in their 9 best units and another 7 students achieving top band performances in their best 8 units.

HSC 2020 Major Achievements – State Rankings

Many students were listed as Top Achievers, gaining State Rankings in their courses. Overall, the Standard English Course placed 2nd in the State.

Nominations for Major Works

Our students enjoyed success and were recognised for their excellence across a number of courses:

Three students were nominated for NESA showcase for exemplary Major Works in Music **ENCORE**, one for Performance and Composition and two for Composition.

Three students were nominated: for NESA showcase for exemplary Major Works in Drama **ONSTAGE**

Two students were nominated for NESA showcase for exemplary Major Works in Visual Art **ARTEXPRESS**

Four students were nominated for NESA showcase for exemplary Major Works in Design & Technology **SHAPE**

The Society and Culture Association recognised the outstanding work of students in the Personal Interest Projects - two students were awarded Distinctions and two more were awarded High Distinctions for their work.

COMPARATIVE DATA 2016-2020

Subject	Moriah % Bands 5 & 6 / Bands E3 and E4	NSW % Bands 5 & 6 / Bands E3 and E4
Ancient History 2020	70	33
Ancient History 2019	67	35
Ancient History 2018	100	36
Ancient History 2017	75	36
Ancient History 2016	69	31
Biology 2020	67	31
Biology 2019	74	31
Biology 2018	78	37
Biology 2017	69	39
Biology 2016	64	35
Business Studies 2020	79	35
Business Studies 2019	82	33
Business Studies 2018	86	37
Business Studies 2017	81	36
Business Studies 2016	74	34
Chemistry 2020	75	43
Chemistry 2019	88	46
Chemistry 2018	65	42
Chemistry 2017	69	43
Chemistry 2016	67	41
Classical Hebrew Continuers 2020	88	84
Classical Hebrew Continuers 2019	91	87
Classical Hebrew Continuers 2018	92	82
Classical Hebrew Continuers 2017	62	74
Classical Hebrew Continuers 2016	57	82
Classical Hebrew Extension 2020	100	100
Classical Hebrew Extension 2019	100	100
Classical Hebrew Extension 2018	100	100
Classical Hebrew Extension 2017	100	92
Classical Hebrew Extension 2016	100	100
Design and Technology 2020	93	47
Design and Technology 2019	85	47
Design and Technology 2018	75	47
Design and Technology 2017	87	43
Design and Technology 2016	38	41
Drama 2020	75	47
Drama 2019	75	44
Drama 2018	67	42
Drama 2017	85	42
Drama 2016	93	43
Economics 2020	86	51
Economics 2019	100	52
Economics 2018	93	46
Economics 2017	89	49
Economics 2016	89	45

English (Advanced) 2020	95	63
English (Advanced) 2019	97	62
English (Advanced) 2018	96	63
English (Advanced) 2017	98	64
English (Advanced) 2016	93	62
English (Standard) 2020	73	12
English (Standard) 2019	53	12
English (Standard) 2018	69	15
English (Standard) 2017	70	16
English (Standard) 2016	35	13
English Extension 1 2020	100	93
English Extension 1 2019	100	94
English Extension 1 2018	100	95
English Extension 1 2017	100	93
English Extension 1 2016	100	95
English Extension 2 2020	100	82
English Extension 2 2019	80	80
English Extension 2 2018	89	71
English Extension 2 2017	100	77
English Extension 2 2016	100	79
Food Technology 2020	50	30
Food Technology 2019	n/a	n/a
Food Technology 2018	78	32
Food Technology 2017	50	30
Food Technology 2016	60	29
Geography 2020	50	42
Geography 2019	81	43
Geography 2018	62	43
History Extension 2020	100	76
History Extension 2019	100	
History Extension 2018	100	79
History Extension 2017	100	79
History Extension 2016	100	81
Information Processes & Technology 2020	82	32
Information Processes & Technology 2019	80	35
Information Processes & Technology 2018	70	37
Information Processes & Technology 2017	100	30
Information Processes & Technology 2016	No Moriah candidates completed this course.	
Legal Studies 2020	69	40
Legal Studies 2019	78	41
Legal Studies 2018	81	44
Legal Studies 2017	89	44
Legal Studies 2016	89	42
Mathematics 2020	68	21
Mathematics 2019	65	23
Mathematics 2018	58	23
Mathematics 2017	75	20
Mathematics 2016	84	39

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Mathematics Extension 1 2020	88	75
Mathematics Extension 1 2019	92	80
Mathematics Extension 1 2018	95	80
Mathematics Extension 1 2017	94	82
Mathematics Extension 1 2016	100	79
Mathematics Extension 2 2020	94	84
Mathematics Extension 2 2019	89	86
Mathematics Extension 2 2018	94	85
Mathematics Extension 2 2017	95	84
Mathematics Extension 2 2016	84	85
Mathematics Standard 2020	35	24
Mathematics Standard 2019	53	24
Mathematics General 2018	73	27
Mathematics General 2017	75	25
Mathematics General 2016	58	26
Modern Hebrew Continuers 2020	100	94
Modern Hebrew Continuers 2019	90	92
Modern Hebrew Continuers 2018	100	95
Modern Hebrew Continuers 2017	100	100
Modern Hebrew Continuers 2016	95	98
Modern History 2020	86	37
Modern History 2019	72	39
Modern History 2018	87	42
Modern History 2017	47	39
Modern History 2016	90	41
Music 1 2020	100	64
Music 1 2019	100	66
Music 1 2018	100	65
Music 1 2017	100	65
Music 1 2016	100	63
Music 2 2020	100	87
Music 2 2019	100	91
Music 2 2018	100	91
Music 2 2017	100	89
Music 2 2016	100	90
Music Extension 2020	100	97
Music Extension 2019	100	98
Music Extension 2018	100	96
Music Extension 2017	100	95
Music Extension 2016	No Moriah candidates completed this course.	
Personal Development, Health and Physical Education 2020	78	34
Personal Development, Health and Physical Education 2019	69	31
Personal Development, Health and Physical Education 2018	77	33
Personal Development, Health and Physical Education 2017	76	31
Personal Development, Health and Physical Education 2016	84	34
Physics 2020	71	41
Physics 2019	67	37
Physics 2018	35	34

Physics 2017	71	34
Physics 2016	41	30
Retail Services Examination	50	8
Science Extension 2020	100	74
Science Extension 2019	100	68
Society and Culture 2020	79	44
Society and Culture 2019	80	44
Society and Culture 2018	90	47
Society and Culture 2017	No Moriah candidates completed this course.	
Society and Culture 2016	100	12
Software Design and Development 2020	100	38
Software Design and Development 2019	86	44
Software Design and Development 2018	100	37
Software Design and Development 2017	100	35
Software Design and Development 2016	100	33
Spanish Beginners 2019	100	36
Spanish Beginners 2018 (Open High School)	No Moriah candidates completed this course.	
Spanish Beginners 2017 (Open High School)	100	48
Studies of Religion I 2020	69	44
Studies of Religion I 2019	93	46
Studies of Religion I 2018	72	37
Studies of Religion I 2017	93	50
Studies of Religion I 2016	86	50
Studies of Religion II 2020	69	44
Studies of Religion II 2019	74	37
Studies of Religion II 2018	88	41
Studies of Religion II 2017	80	46
Studies of Religion II 2016	78	48
Visual Arts 2020	100	65
Visual Arts 2019	94	47
Visual Arts 2018	100	53
Visual Arts 2017	86	55
Visual Arts 2016	95	54
Dance 2019	100	54
Dance 2018	100	55
French Continuers 2020 (Open High School)	100	64
French Continuers 2018 (Open High School)	100	64
French Beginners 2017 (Open High School)	100	44
Russian Continuers 2018 (Open High School)	No Moriah candidates completed this course.	
Russian Continuers 2017 (Open High School)	100	95

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.

2020 HSC POST SCHOOL DESTINATIONS

Of the 134 students who received an ATAR at the completion of Year 12 in 2020, 125 (or 93%) received a Main Round offer to Tertiary education providers offering Bachelor courses. By the third round, 209 offers were made overall to students. Moriah College also had outstanding 34 early entry first round offers before Trial Examinations.

See the two pie charts below for more details about the destination of students.

PRIMARY SCHOOL

We are progressing through a process with each staff member to conduct a review of academic performance with implications for teaching pedagogy and practice. The educators are guided to respond to data using different approaches because of the information they gained using specific assessment rulers. The following frameworks provided for differentiation and best practice.

• Brightpath

Writing rulers guide educators to map student performance and identify teaching points which have served to progress the standard of writing during the course of the year. This is evident when comparing cold tasks (without teaching) completed in Semester 1 to cold tasks completed in Semester 2.

• Guided Reading

Information gathered through PM Benchmarking, ACER PAT Testing, Accelerated Reader and the Guided Reading program inform educators on how to support students to acquire decoding skills as well as various levels of comprehension competence.

• Smart Achievers

Students are all coached using a synthetic phonics developmentally mapped spelling program. It is intended that students will be assessed in 2021 for skill transference in their writing samples by nominating target phonic patterns matched to past teaching.

• 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. Information in these assessments is cross referenced with information in other domains to create a comprehensive picture of innate ability and student performance.

A review of all core literacy skills being delivered from Years K-2 has been conducted in order to raise the initial benchmark of performance in the early years. Educators in Year K have been retrained in the 'get reading right' phonics program, the Education Support teachers have been trained in the MiniLit screening and delivery program and educators from Years 1-6 have been retrained in the delivery of Smart Achievers. A program named literacy connect was introduced across Years K and 1 to cross check student skill acquisition in literacy and remediate difficulties and delayed progression due to the interruptions of Covid-19. Literacy and Numeracy progressions guided this intervention.

An audit of digital platforms and programs has been completed in response to the demand for distance online education due to Covid-19. Teams, Google Classroom and Seesaw have been refined in their applications across the Primary School and ongoing PD and professional collaboration has positioned Moriah College as a frontrunner in this domain. Student agency and self-reflection using various online tools has been a standout aspect of this application.

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

Due to Covid-19, the Primary School did not enter into any external competitions.

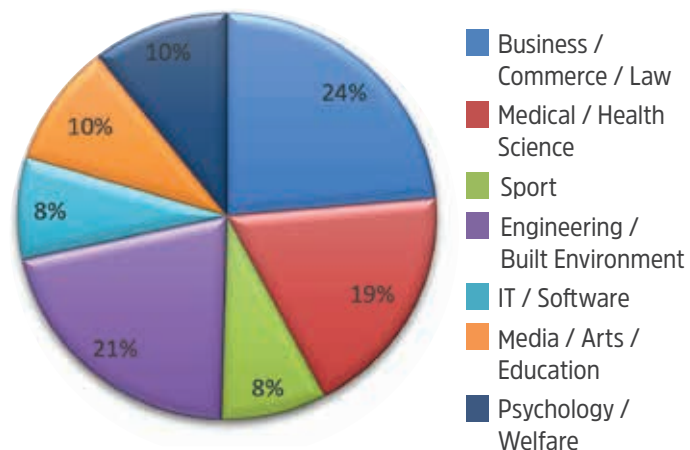
ICAS COMPETITION RESULTS

Due to Covid-19, the Primary School did not enter into any external competitions.

Summary by Course:

Business/Commerce/Law – 24%, Medical/Health/Science – 19%, Sport – 8% Engineering/Built Environment – 21%, IT/Software – 8%, Media/Arts/Education – 10%, Psychology/Social Work – 10%

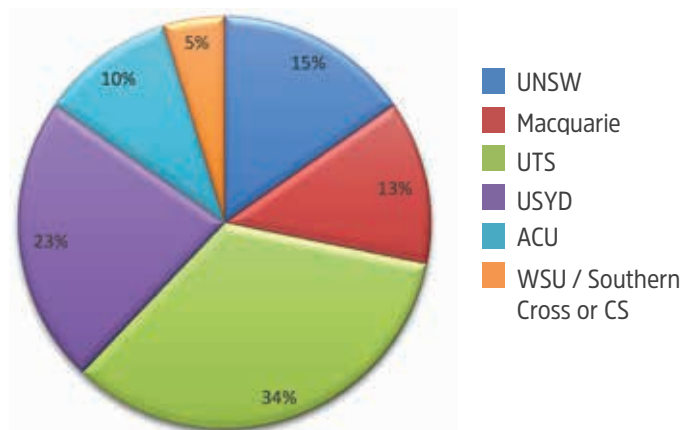
COURSES



Summary by University:

UTS – 34%, UNSW – 15%, USYD – 23%, Macquarie – 13%, ACU – 10%, ACNU/WSU/Other – 5%

UNIVERSITY



RECORD OF SCHOOL ACHIEVEMENT (ROSA)

No student was issued with a Record of School Achievement.

NAPLAN: YEARS 7 & 9, 2020

In 2021, NAPLAN was cancelled by the government due to Covid-19 restrictions.

NAPLAN: YEARS 3 & 5, 2020

Due to Covid-19, NAPLAN testing did not take place.

ACADEMIC REPORTING

PRIMARY SCHOOL

In spite of Covid-19 interruptions, the Primary School parents received two formal written reports, one at the end of Semester 1 and one at the end of Semester 2. The reports in 2020 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 with consideration given to the impact of online learning.

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 2020, 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 their child's results in formal assessment tasks completed in 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. This way, parents can readily identify areas of concern and celebrate specific areas of achievement. This is designed to assist parents with any conversations they may have with their child. An appraisal of each student's approaches to learning was provided each term, as well as semesterised subject teacher comments in Term 2, and all teacher comments in Term 4. A Student Life report was also included in Terms 1 and 3, commenting on a student's co-curricular involvement, and performance in wellbeing programs.

Years 11 and 12 Reporting

Years 11 and 12 students also received formal feedback at the end of each term. The results are presented as a Result Notification, including outcomes for that task, a mark, median and range of marks divided into quartiles to represent relative position. At the end of each course in Term 3, a holistic comment is also provided for parents about their child's overall academic performance in each subject.

All Years 11 and 12 students receive a full report at the end of Term 3.

FORMAL PARENT-TEACHER INTERVIEWS

Due to Covid-19 restrictions, formal Parent/Teacher interviews were conducted online across Years 7-12 in Semester 1. The new format was overwhelmingly successful and at the request of parents and staff, will continue next year.

In Semesters 1 and 2, the parents of the Primary School students were invited to attend online interviews with their child's teachers. Criteria for these interviews included providing parents with a narrative detailing the global profile of their child, strengths, challenges, and personalised learning plans. This was in addition to online check-ins frequently run via Microsoft Teams, in the best interest of ensuring two-way communication between the school, students, and parents at all times.

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

A team of experienced teachers from the High School and Primary School has provided instructional support to teachers who are working towards NESA Proficient Teacher accreditation. The team also mentored teachers who were new to the College.

From 1 January 2018, all teachers in NSW schools were accredited at the level of Proficient Teacher. All teachers were provided with professional learning in the area of NESA requirements, which now apply to all teachers in NSW, including mandatory professional learning requirements. In addition to staff providing PD a representative from the AIS visited the school to provide PD and updated information for those teachers working towards both Proficient and Experienced Teacher accreditation.

All of Moriah's teacher accreditation policies have been revised in light of significant changes to both the attainment and maintenance of NESA teacher accreditation.

The College has provided relevant and cutting edge presenters to ensure that the process for teachers to maintain their accreditation in NSW is simplified. The maintenance of accreditation changes was rolled out on 1 January 2018 at the same time as all eligible pre-2004 teachers started their accreditation journey.

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

SENIOR FIRST AID/CPR

The College provided mandatory first aid training to all staff members so that they have the ability to perform cardiopulmonary resuscitation. In addition, PE staff and others who attend camps or overseas excursions were required to complete senior first aid training.

ANAPHYLAXIS TRAINING

High School

All High School staff members received training as part of our annual updates for staff on Anaphylaxis (in both February and August). All High School staff members also completed a CPR course in July and a number of staff members completed a formal First Aid qualification in June.

Primary School

All Primary School staff members received training as part of our annual updates for staff on Anaphylaxis. All Primary School staff members also completed an online CPR course in December and will complete the Practice module in January 2021.

LEADERSHIP DEVELOPMENT

High School

In 2019-2020, the High School Leadership Team further refined the structure of the formal student leadership program in the High School. The Student Leadership Council, consisting of College Captains and Vice Captains, as well as Captains for House, Sport, Communications, Student Representative Council, Performing Arts and Jewish Life did a wonderful job leading the school and making their presence known. They were a great support to each other and the wider student body.

Students who were not in the formal SLC continued to enjoy opportunities to contribute and develop their own

leadership skills. Formal roles were created for any students who were prepared to step up and volunteer their time and/or expertise in a range of different project-based roles. For example, the highly successful role of Pink Breakfast Convenor.

Captains of individual sports again stepped into much more high-profile roles, with these senior students giving of their time to support junior students and the growth of their sport within the College.

Student-led achievements throughout the year were numerous, with this Year group continuing to raise money for a range of different charities despite the challenges of COVID restrictions.

Primary School

Staff members have been coached in their individual performance enhancement sessions which occur during the PLT meetings or reviews with the Head of Primary School to grow aspects of their practice, which are strength based or identified as an area of need.

The Primary School Leadership structure and organisation moved through a review process. Each role was analysed, audited, and reconfigured to ensure that each portfolio is streamlined and purposeful in its delivery of the School Vision. An open dialogue was established across the whole staff during this restructure to ensure that all team members were informed, supported, and empowered during this process.

Professional development is carefully linked to the Primary School 2020 vision to ensure that educators are skilled and empowered to deliver on all aspects of the required practice.

PROFESSIONAL LEARNING 2020 (K-12)
TEACHING & LEARNING

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Amplify the Impact: Striking the Right Note in Music Education	Selected Music Staff
Applications of the Maths Scope and Sequence Review into Practice	All Primary School General Studies Staff
Approaching Maths for consistent effective practice	All Primary School General Studies Staff, Ed Support and Teachers' Aides
Best Start Training Kindergarten	Selected Primary School Staff
Blended Learning	All Primary School Staff
Brightpath	Selected Primary School Staff
Digital Technologies Curriculum with the BBC micro:bit	Selected D & T Staff
Distance Education Platforms, Programs and Delivery	All Primary School Staff
Effective Feedback in the Evolving World of Education	All High School Staff
Emotional Regulation in Students with ASD	Selected EST staff
Evidence of Learning and Feedback with Flipgrid	High School Staff – Sign Up
General Capabilities Workshop	Head of High School & Differentiated Learning
Getting Started with Creative Writing	Selected English Staff
Guided Reading	All K-2 General Studies Teachers
How do I use my NESA eTAMS account	High School Staff – Sign Up
How to Effectively teach superb Essay Writing in English	Selected English Staff
How to use Data: 'Know Thy Student' & Introduction to new NCCD profile tool	All High School Staff
How to use the LMS (iTalam)	Primary School Hebrew staff
Immersive Reader Demonstration	All High School Staff
Introduction to Microsoft Teams	All Primary School Staff
Introduction to OneNote	Primary School Staff (sign up)
Literacy Across the Curriculum	High School Staff – Sign Up
Maths Essential Assessments and links to Scope and Sequence	All Primary School General Studies Staff, Ed Support and Teachers' Aides
Meet the Markers	Selected Science Staff
Meeting NESA Requirements: Curriculum Documentation	All Primary School Staff
Metacognition	All High School Staff
Microsoft School Transforming Program	Selected High School Staff
MiniLit	Selected Primary School staff
NAPLAN online training	Head of Differentiation, Innovation & Professional Practice (Teacher Accreditation) K-6
New features of Microsoft Word and other new stuff	High School Staff – Sign Up
New Syllabus Maths Learning Stream	Selected Maths Staff
Pedagogy for Stage 6 Physics	Selected Science Staff
Philosophical Inquiry in the Secondary Classroom	Selected High School Staff
Preparing to Teach Year 12 Extension Mathematics	Selected Maths Staff
Primary curriculum requirements for registration	All Primary School Staff
Prime Mathematics	All Primary School General Studies Staff
Report Writing Moderation	All Primary School Staff
Science Extension	Selected Science Staff
Simon Brooks: Making Thinking Visible	All Primary School Staff

SOR Conference	Selected Jewish Studies Teaching Staff
Students with Diverse Learning Needs	All High School Staff
Teacher's Assistants Course – Sue Larkey	All High School Learning Supports Aides
Teaching outside the Box: Brining your Society and Culture Classroom to Life	Selected History Staff
Teaching Strategies and Behaviour Support	Selected EST staff
Teams for a Reason	High School Staff – Sign Up
Visible Learning for Mathematics	Selected Maths Staff
Visible Thinking	All Primary School Staff
Visible Thinking Review of Practice	All Primary School Staff
What we now know about the new Maths Advance course	Selected Maths Staff

STUDENT WELLBEING

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Alcohol and Other Drugs	Selected Head of Year's
Child Safeguarding/Sport	Selected PDHPE/Sport Staff
Friendology	All Primary School Staff
Lea Waters: Visible Wellbeing	All Primary School Staff
Meaningful Mentoring	All High School Staff
NSW Child Protection Legislation	Selected High School Staff
Suicide Prevention Program	All High School Head of Year's and Psychologists
Understanding NSW Child Safe Standards	High School Head of House
Youth Mental Health and Wellbeing	All High School Head of Year's and Psychologists

COMPLIANCE & ACCREDITATION

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Anaphylaxis Training	All Primary School Staff
Child Safe Standards	All College Staff
CPR Training	All Primary School Staff
Crossing Professional Boundaries	Head of Primary School
Emergency Procedures	All College Staff
Epilepsy & Anaphylaxis Training	All High School Staff
Experienced Teacher PD	Selected Primary School & High School Staff
NCCD Workshops	All Primary School Staff
Obligations in Identifying and Responding to Children and Young People at Risk	All College Staff
Orientation to Maintenance of Accreditation	All High School & Primary School Staff
Primary curriculum requirements for registration	Head of Primary School & Head of Differentiation, Innovation & Professional Practice (Teacher Accreditation) K-6
Registration requirements for schools renewing registration in 2021	Head of Primary School
School-based Teacher Accreditation Authority (TAA) approval	Head of Primary School
Security Briefing: CSG Representative	All College Staff
Senior First Aid Training	Selected High School Staff
Understanding the NSW Child Safe Standards	Head of Primary School
Updates to the NSW Child Protection Legislation	Head of Primary School
Working Towards Proficient Teacher	Selected Primary School & High School Staff

OTHER

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Careers Information Days (several)	High School Careers Adviser
EDVAL Training	Selected Primary School Staff
NESA Briefing: Renewal of Registration	Director of Professional Practice
School Based Teacher Accreditation Authority	Director of Professional Practice



OUR STAFF

Human Resources



YEAR IN REVIEW

With a renewed focus on nurturing, developing and empowering our staff, the Human Resources team continues to prioritise a people-centric approach for all staff members, further aligning individual strengths, passion areas and inspirations to College needs to ultimately create a more engaged workforce. This targeted approach has enabled the Human Resources team to partner with relevant Heads of School and executive leaders to provide continued support, guidance, nurture, and care to all who access our services.

Throughout the year, the Human Resources team has remained committed to its core mission - that is, to continue to build transparent, high-trust relationships with leaders and staff alike. To this end, the Human Resources team prioritised several key strategic initiatives to further enhance and develop dedicated and committed staff members who are purpose-driven, resourceful and committed to positively impacting on students in their care.

OUR STAFF

Moriah College employs a staff compliment of **356** (Early Learning-Year 12). This increased from 349 staff members in December 2019. Breakdown of staff is as follows:

Workforce Composition as at December 2020	
Support & Operational Staff (ELC-12)*	152
Teachers High School	103
Teachers Primary School	66
Teachers ELC's	13
Teachers College**	8
Total Teaching Staff	190
Kehillah Staff	7
Executive Staff	7
Total Staff for 2020	356

* Incl. IT, Enrolments/Engagement, Marcomms, Finance, HR, Foundation, Maintenance/Operations, and Admin teams

** Teachers that support across the entire College (ie, Music teachers)

I would like to thank Cassandra McLean, HR Manager, Fiona Martinez, HR Officer, and Marlene Hinson, Payroll Officer for their continued support, dedication, and commitment to our team in 2020.

NICOLE QUINCE
Head of People & Culture (Acting)



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	96.92%
Year 1	96.65%
Year 2	96.97%
Year 3	96.61%
Year 4	96.88%
Year 5	95.89%
Year 6	95.60%
Year 7	95.90%
Year 8	95.50%
Year 9	95.01%
Year 10	95.44%
Year 11	96.61%
Year 12	97.54%
Overall	96.16%

MANAGEMENT OF NON-ATTENDANCE HIGH SCHOOL

Student attendance is recorded on synergetic in every lesson by the teachers. It is correlated by the Student Services Officer who then alerts the Head of House who checks for anomalies. If absence is deemed a problem, the parents and students concerned are called for a meeting with the HOH – often this is referred to the School Psychologist and Wellbeing team. If and when students' absences approach 30 days in the last 100 days, the Heads of House alert the parents, a FACS report is generated.

PRIMARY SCHOOL

morning. The receptionist will email parents/guardians who have not contacted the school to confirm the child is away. The parent or guardian is asked to either call or email explaining their child's absence, and the school follows up where 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 2020 cohort was 99.9% with one student leaving to go to another school, one left to study at TAFE and a third student moved on to post-compulsory schooling employment. One student has remained at Moriah post Year 12 to complete a 'Year 13' in our Learning Support Centre in 2021.

ENROLMENT POLICY

A copy of the College's Enrolment Policy is available on the College website <https://www.moriah.nsw.edu.au/enrolments/enrolment-moriah>

CHARACTERISTICS OF THE STUDENT BODY

(As at Census date in 2020)

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 Years K-12 of approximately 1463 students with a close ratio of boys to girls; 742 boys and 721 girls.

Including the Moriah College Early Learning Centres, the College's total enrolment for 2020 was 1657.

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

DIFFERENTIATED LEARNING AND ENRICHMENT OPPORTUNITIES FOR HIGH POTENTIAL LEARNERS

HIGH SCHOOL

Enrichment opportunities – new online eLY enrichment platform for students

All students in the High School were invited to apply for an opportunity to take part in enrichment opportunities in 2020, using the eLY enrichment platform. This opt-in environment ensures that all opportunities are provided to all high achieving students. Thriving in the online environment, students had several different challenges, short courses and competitions to choose from.

- The International Mathematics Modelling Competition – the determination and commitment of six teams led them to successful participation in a competition that promotes mathematical modelling to solve problems of real-world importance.
- The National History Challenge – provided two teams with the collaboration and research skills to become historians, by emphasising and rewarding quality research, the use of community resources and effective presentation.

- STANSW Young Scientist competition – in partnership with the Science, Technology and Mathematics departments. Students had the opportunity to enter reports on a topic of their choice. A number of students took part, which led to a 2nd place prize for a creative and original working mathematical award in the Years 9-10 category.
- Many students took the opportunity of online learning to discover short courses with the Weizmann Institute of Science.
- Eleven teams took part in a one-day innovation home hack hosted by Microsoft AI for Good, with most students submitting a final entry for competition entry.
- With further integration of enrichment opportunities into curriculum, the STEM program students took the opportunity to compete in the Future Problem Solving competition, with two teams making the National Finals and one team making it through to the Presentation of Action Plan Finals.
- Students were also given the opportunity to compete in the 'What Matters?' writing competition, a catalyst for young thinkers and young writers to develop a perspective, on where we're heading as a society.

- After a year of virtual interaction and online collaboration, it was decided that a 'Moriah Style daVinci Decathlon' was hosted with students from Years 7-10. Eight teams elected to take place in a day of academic challenge. Using a collaborative approach from students who wrote thought provoking, creative, and innovative papers to challenge their peers.

Introduction to remote learning – adjusting to an online environment by supporting teacher and student engagement.

Due to the change in teaching delivery, a new eLY platform was created early into the lockdown with training videos and teaching strategies to help teachers engage students in this new online environment, including ways of measuring engagement from the students (ways to create different starter and plenary activities). These all linked with the new Teaching and Learning Framework.

Infographics and videos were created for the students to understand what is expected of them in their new virtual classrooms, to help them engage in their learning and keep in touch with their teachers. Most of these strategies for the students and teachers were decided after collating valuable survey data, ensuring that both parties had a voice during what was very different circumstances.

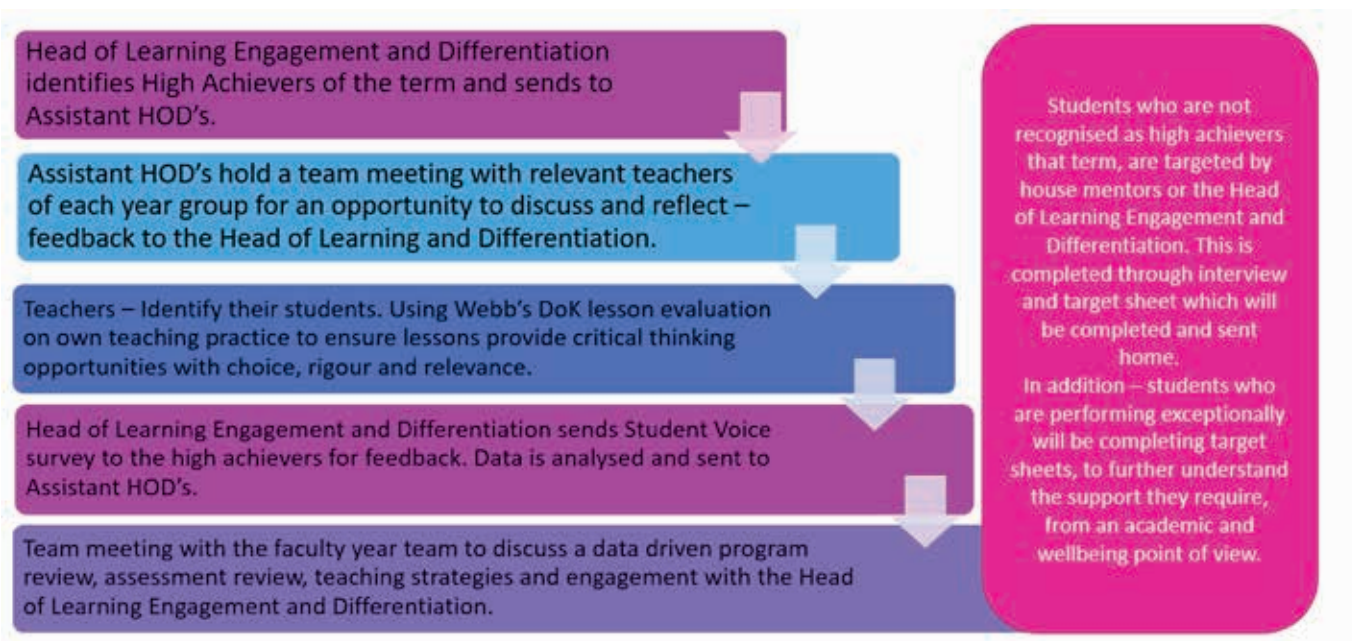
Under and High achiever reports – introduction to identifying and further challenging high achievers

The successful process of identifying underachieving students continued in 2020, and mentoring conversations based on this data are undertaken by many different faculties. Selected students were again closely mentored by the Head of Learning Engagement and Differentiation, closing the loop with the Heads of Year, Parents, and Heads of Departments where necessary.

Reports that highlight students that are achieving highly in multiple subjects were identified and asked to reflect on their learning. They were also asked for lesson feedback where the data is analysed and communicated with departments across the High School. This targets program adjustments, ensuring higher order thinking is built into learning content to further encourage and challenge all students, but especially the clusters of high potential students that may not be in the O1 classes.

The process of identifying the high achievers is outlined below, and it has promoted essential professional conversations within faculties, which is facilitated by the Head of Learning Engagement and Differentiation and the Assistant Heads of Department / Heads of Department.

IDENTIFYING ACADEMIC HIGH ACHIEVERS AND REFLECTING ON PRACTICE



Effective use of data in the High School

To further support our teachers to understand their learners, plan effective programs, improve learning progress, identifying areas for growth and improvement, innovative data informed practice is a powerful tool.

The importance of visualising student assessment achievements and coaching teachers to understand and analyse the information that comes from cohort and individual learners is future focused.

To support the use of data to inform teaching and learning, a data dashboard has been prototyped and is ready to visualise individualised assessment data from our learners, it has been designed to capture progression in the common capability skills. Personalised assessment information on our students that is accessible and ready to analyse is the aim of the data platform, informing evidence-based assessment with effective personalised learning plans.

PRIMARY SCHOOL

Throughout the Primary School, we cater for our high potential learners in a variety of ways. The following is an outline of these processes:

- Year K: 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 works with Year K, working closely with the teachers when developing activities, taking into consideration pace, depth and complexity while developing the foundation skills. She also runs a STRETCH group for Literacy for one hour a week and a STRETCH group for Numeracy also for one hour a week.
- Years 1 and 2: For one hour 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 pre-test of the topic. For English, students are grouped based on their ability and challenged appropriately. Tessa Taylor is allocated to each class for one hour a week to support and challenge highly able students.



- Years 3 and 4: In Year 3, students are grouped based on their ability within the class and in 2020 a Mathematics STRETCH group works together for one hour a week on higher order activities and working mathematically. Mathematics streaming begins in Year 4 and students are placed into a class with like-minded learners who are being challenged every day. Tessa Taylor works across the grade for two hours a week running a Literacy STRETCH group.
- Years 5 and 6: In Year 5 and Year 6 there is an academically selected class, based on the students' performances 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. For two hours a week, Alison Cramp caters for literacy STRETCH, this group is also fluid based on the skill level of the students.

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.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The College promotes each student's involvement in a variety of initiatives that promote respect and responsibility. These two core School values sit at the core of the behaviour we aim to illicit from the students.

The College's Behaviour Management Policy and Community Code of Conduct focuses on these two core values coupled with the values of commitment, integrity and kindness. These School values underpin the Wellbeing programs, the Leadership programs, and the Chesed Project. They are explicitly taught and discussed with the students.

Anti-Bullying

Participation in National Action against Bullying Day. Constant discussion on inclusion – and College values. Mentors went through the policy with Junior students.

Chesed Project

The **Chesed Project** is an opportunity for the students to volunteer and give back. There are four branches – Tikkun Olam, Tzedakah, Chesed and Manhigut – to guide the students and to connect their volunteering with a Jewish value reminding the students that the world is built on kindness – students are to complete 40 hours a year

Student discipline

The school's behaviour policies and procedures are essential to establish universal expectations of student behaviour. The students' discipline is maintained through a **Merit** and **Demerit** system.

In general, the practices are sufficient to promote and maintain high quality social interactions across the school. However, for a small number of students, additional, individualised function-based assessment and targeted intervention is offered if the student exhibits serious and or sustained behavioural issues.

For these students, a Behaviour Support Plan is developed. A Behaviour Support Plan is necessary when problematic and challenging behaviours are persistent and occur in a range of contexts across the school day or when a student's behaviour impedes their learning or that of others – these are developed with support staff.

The core values of the school are linked to the students' discipline policy – aiming to establish respect and responsibility in students' interactions. Students receive a merit if they demonstrate the qualities of respect, responsibility, integrity, commitment and/or kindness.

Demerits are issued if students demonstrate disrespect to staff, are disruptive, are unprepared for class, arrive late, do not complete homework, are in the incorrect uniform, or use technology inappropriately.

Parents are alerted at the end of the day, by email if their students have received a merit or a demerit.

Accumulation of merits is rewarded and when students receive demerits, they are held accountable and receive consequences - escalation of demerits and accumulation of merits and the consequences and rewards are on eLY and are explained to the students in mentor.

WELLBEING PROGRAMS

With the new restructuring, the psychologists worked very closely with the heads of Junior and Senior Wellbeing to plan, discuss and implement programs during the year.

Most of the programs had to be cancelled due to Covid, however the following programs took place:

- Cyber-safety, Rock and Water, Project Rocket (Years 7-9).
- Sexualisation and Porn, UTS Kidman Centre for the provision of 'Managing HSC Stress', Year 10 Wellbeing Day, Alcohol and Drug Prevention (Years 10-12).

Junior Wellbeing Programs

Year 7 and 8

- Cybersafety; Ysafe Webinar (Coping responsibly and staying safe online)
- Dealing with Social Media: Project Rokit (Webinar Looking Out for Each Other). Elephant ED (Webinar Porn vs Reality)
- Resilience program: Black Dog- Future Proofing

Year 9

- Rite Journey

Senior Wellbeing Programs

Years 10 – 12

- Focus was on mental health, dealing with anxiety and stress and preparation for assessments and examinations
- Students were encouraged to work on goals and organisation

Year 10 – Wellbeing Days in Place of IST – “Who am I and how do I repair the world?” Students had a program run over three days: They examined themselves as a Jew and had a Poland and Israel Experience. They looked at themselves as Australians, went on a

Kadoo Tour, and heard from Alumni who are involved in Tikkun Olam.

External Speakers/Remote Learning

- Melinda Tankard Reist
- Prue Salter Study Skills (Year 7)
- Trent Southworth
- Dee Fittinghoff
- Dr Zac Seidler
- Kidman Centre – Managing Stress and Anxiety

During the lockdown, the Wellbeing teams met daily, and mentors were in touch with students via teams – concerns were then dealt with by the team. Lists of students of concern were drawn up – with mentors, Heads of Year, and Heads of Wellbeing connecting with these students.

Students who experienced challenges to their learning (social/emotional/cognitive) were supported by their Heads of Year who drew up their Personal Learning Plans and met with them, their parents and their teachers to support them.

Students in Years 11 and 12 participated in the Mission Australia Youth Survey – results of which direct future programs. With the goal of upskilling the mentors Mandy Meltz and Lindy Kawalsky enrolled in the BEAM study through the Black Dog institute.

All Heads of year were trained in Youth Mental Health First Aid and Suicide Prevention.

Primary School

Annual Talent Quest

The annual Talent Quest was changed due to Covid-19 with auditions being held online. Approximately 50 students submitted their auditions, and eight finalists were selected. The Digital Technology Educator filmed the finalists, and the videos were shared with all Years K-6 students at lunchtime via Microsoft Teams.

Charity

The Primary School students continued to perform the mitzvah of tzedakah. They gave generously to the various charities we supported. Students came to school in pyjamas and gave a gold coin towards the Foundation for Foster Care. During Science Week, money was raised for Wild Sea Rescue and a mufti day raised money for 'No Family Left Behind' campaign.



Students were not always asked to contribute financially and were also encouraged to give time, donate goods that would benefit others, gifts that were unopened and would bring joy to a child in hospital and generally show kindness towards others less fortunate than themselves. Students initiated a Rosh Hashanah Food Drive. They rose awareness for the Starlight Foundation by encouraging students to write messages in star cards which were then sent to children that were sick. Unopened toys and presents were generously donated to our Sydney Children's Hospital Toy Drive. A mufti day was held to raise awareness for the Friendship Circle Walk. Students also collected books that were in good condition to donate to the Books in Homes organisation.

WIZO and Moriah joined together for the Rose Project (in memory of Rose Fekete). Students from Year 5 ran engaging activities at lunchtime. These activities included the younger years colouring in Israel-related pictures, and older students making friendship bracelets in WIZO colours of blue and white. This was sent to the Israeli children that attend WIZO education centres.

STUDENT LEADERSHIP REPORT HIGH SCHOOL

The aim of student leadership 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.

There are numerous opportunities for the students to demonstrate leadership – in Year 9 SRC, in Year 10 Hadracha, through Project Based Leadership and through the SLC.

In Year 9 students were encouraged to become members of the SRC which is managed by the Year 12 SRC Captain. Each semester, eight students (two from each House) were elected to give student voice to the students of the Junior High School.

Due to Covid – Year 10 Hadracha training could not take place and the lead-up to SLC elections had to be completed in a much shorter time frame.

The school also provided numerous



project-based leadership opportunities for the students such as; The Pink Breakfast, Purim, Year 7 Orientation Camp, Wellbeing Committee, White Ribbon Committee, Year 12 Jumper Committee and National Reconciliation Week Committee. To be on these committees a student does not need to stand in elections, they can rather nominate themselves to work with the team of their choice.

To be on the SLC, students could choose to attend a Leadership Training day. Students then nominated themselves for a Leadership position. Students then applied and students and staff voting took place.

SLC leadership positions changed – from four School Captains, four House Captains, two Performing Arts Captains, two Sports Captains, two Communications and PR Captains, one SRC Captain, one Debating Captain and one Public Speaking Captain to four School Captains, four House Captains, two Performing Arts Captains, two Sports Captains, two Communications and PR Captains, one SRC Captain, and one Performing Arts and Social Action captain.

SLC leaders organised: Year 7 orientation camp, numerous charity initiatives, appreciation to the staff, TEDx, Sport activities, online challenges and students check-ins.

PRIMARY SCHOOL

• Student Voice

2020 an interesting year for the Student Voice Representatives of the Primary School. Covid-19 meant many of the events had to be reimaged.

Clean up Australia involved our Student Voice Representatives leading a clean-up activity throughout the Primary School and

students were provided with gloves and bags and enjoyed helping to clean up our school.

The students continued the initiative of recycling and collected bread clips for recycling and went to each of the classes to explain how to use their new bins. The bins were provided by the JNF and have helped manage garbage into general landfill, mixed recycling and paper recycling.

Their final job was to ensure that each of the classes tried not to waste electricity. This was done by ensuring that lights, air conditioners and Prowise boards were turned off when rooms were not in use and at the end of each day.

It was great to see student involvement in Student Voice was still high and the enthusiasm was appreciated.

• Year 5 Buddy Program

In Term 4 2019, every Year 4 student was buddied with a Year K student for 2020 in preparation for the 2020 year when the students entered into Year K. The purpose is to help settle the Year K students as they transition into the Primary School. The Year 5 students met with their buddies for lunch when possible in order to strengthen friendships. In Term 4, 2020 the Year 5 students created an anthology of poems designed around their buddy. They then presented these individualised anthologies to their buddies to take home and share with their families.

• Lego Club

The Lego Club is an initiative of Ability Links (an organisation for including children with disabilities in

the community) and was run by the Family Liaison Officer. In the second trimester of 2020 the Family Liaison Officer handed over Lego Club in the Primary School to Teacher's Assistant Rachel Rowan under the direction of the Primary School psychologists. This club continued at lunch times once a week for some of our students that are socially vulnerable. Lego Club is a structured, collaborative play therapy in which children are supported to work together to build Lego models. Each child is given a specific role in the process (builder, architect, supplier, and director) This helps to foster key social experiences such as collaboration, joint attention, joint accomplishment, sharing, turn taking and communication. In 2021 Lego Club will run twice a week.

- **Year 6 Leadership**

Visible Wellbeing™ (VWB) was the focus of the Year 6 leadership program for 2020. Designed by Dr Lea Waters (PhD), research professor and world expert in positive psychology, VWB combined the science of wellbeing with the science of learning and teaching to make wellbeing visible in all classes and across co-curricular. VWB was a flexible approach which was applied across all subject matter, and in all contexts.

VWB helped students thrive both at school and online during Covid-19. The training and techniques were equally relevant to staff, teaching and non-teaching, as they were to students as a way to build a culture of wellbeing across the entire school. The Dr Lea Waters parent evening was well supported, sharing the VWB techniques to have a positive impact at home as well as school.

Year 6 students focused learning around key character strengths. Year 6 students had the opportunity to be ambassadors and develop their leadership. They lead special assemblies and prize giving presentations, took on leadership roles around the College, promoted school initiatives to a range of student groups and acted as ushers when parent tours and orientations were held at the College. Every student in Year 6 was buddied with a student in another grade and took

responsibility to assist with their wellbeing to assist with the personal growth of another and to promote a sense of belonging, happiness, and wellbeing across the campus. Unfortunately, many of the planned interactions between the Year 6 buddy classes weren't able to go ahead due to Covid-19.

- **Mi Ani Program**

In 2020 a new program was implemented to replace the existing Bat Mitzvah program. The girls had been immersed in a three-day program in 2019 covering traditional Bat Mitzvah topics while the boys enjoyed a more physically interactive program.

Based on the saying of the sage Hillel, "If I am not for myself, who will be for me? And being only for myself, what am 'I'? And if not now, when?"

The new program 'Mi Ani' was part of a larger vision to immerse our students in age appropriate and experiential Jewish experiences to deepen their appreciation of their Jewish identity and understand their responsibility for their community. This understanding becomes the springboard for social action. Staying true to our Modern Orthodox Zionist ethos, our students were, at times separated into gender separate groups, and at other times worked collaboratively in gender mixed groups.

This program covered three key areas: Who am I? What is my relationship to my family and friends? What is my responsibility to my community and the Jewish People? Mi Ani ran over four days and was led by local, dynamic, and passionate madrichim. The students were challenged to define their beliefs and values, they were exposed to different forms of discrimination ranging from disability to gender to ageism. Finally, they were asked to propose models to alleviate some of these forms of discrimination in our community drawing on their own skill set.

- **Project Heritage**

A highlight of the Year 6 curriculum at Moriah College is Project Heritage. In Term 3, the students explored their personal stories and the stories of others by progressing

their understanding around the call of people to migrate to other places around the world. They also researched the contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society. They learned how to curate their personal history that shaped who they are, their community and their identity. The students had a virtual online experience of the Sydney Jewish Museum to gain insight into their cultural history from a range of perspectives. Fourteen Living Historians were invited online to share their personal story with the students. From the interviews, students 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 an intensive product week. Students shared their Project Heritage presentations online to family and community members.

HOUSE REPORT

HIGH SCHOOL

House Activities in 2020 continued to foster a sense of team spirit and House identity in the High School.

House spirit has declined due to the changes in structure and the fact that Covid changed the way House activities were conducted – there was no Music Festival and the Athletics Carnival was held at school in a new structure. This is an area that will need to be developed in 2021.

The **House Swimming Carnival** and House sports events such as the Biathlon did engender participation and house spirit – but due to restrictions this was not seen in the other events.

Year 12 Graduation saw the students presented in House by their mentor – students are still grouped by House, and this did allow for House connection.

PRIMARY SCHOOL

In 2020, three events were held, during which, House points were calculated. Due to Covid lockdowns, the Cross Country Carnival was unable to be held.



- The **Swimming Carnival** was held on Wednesday, 26 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, relays, and competition events, Herzl was declared the winning House.
- The **Athletics Carnival** was the next House competition on the calendar. It was held on Tuesday, 11 August at School and Queens Park. The event was a closed event due to Covid restrictions. The winning House at this Carnival was Hillel.
- The **Moriah Gymnastics Competition** was held on Tuesday, 27 October at the Railea Moss Hall. Students learned their routines and performed them in front of judges. After all Moriah student points were calculated, the winning House was Herzl.

House points are awarded to students who strive to incorporate the ethos and values of the College into their everyday behaviour and interactions with others. House points from Years K-6 are combined, and a trophy is awarded to the House that best exemplifies the motto of the school – To Learn, To Heed, To Act. In 2020, the winning House was Herzl.

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, public speaking and Mock Trial are providing students with a range of new skills.

MOCK TRIAL HIGH SCHOOL

Since 2018, Years 10 and 11 students have competed in the Mock Trial competition. The team is organised by Mrs Iliya Hammerschlag and is coached by Mr Robert Goot AO SC.

Mock Trial is an inter-school courtroom competition that is conducted by the NSW Law Society and sponsored by the University of Sydney Law School. The competition is a practical means of introducing students to the law in which school teams compete against each other either as prosecution/plaintiff or as defence. A team consists of six students that role play as barristers, solicitors, witnesses, and court officers and/or magistrate clerk. The competition hones a range of knowledge and skills, including the ability to think on your feet, court etiquette, legal operations, legal interpretations, and communication skills. Each trial is presided over by a Magistrate (a solicitor or barrister that is allocated by the Law Society). This magistrate awards marks to each team based on a range of criteria, such as opening addresses, closing submissions and cross examinations. The team with the highest mark wins the trial. Mock court cases are set independently by the Law Society and are confined to criminal and civil matters heard in the Local or District Court. Students are also supplied with relevant legal notes, cases, and legislation.

In 2020, additional Year 10 members of the Mock Trial Team were recruited and trained for the Competition. The team won the practice round against

Sydney Girls High School in March 2020. However, due to Covid-19, the competition was disbanded later in the month. Whilst the Competition was disbanded, the team participated in an online course run by the NSW Law Society called the 'Future Young Lawyers' Program'.

By June, the competition resumed with a reduced number of schools conducting Mock Trials online and within a shorter timetable due to the time that elapsed. Moriah virtually competed against Sydney Girls High School and were the successful team. Moriah narrowly lost against Fort Street High in the second round of the competition and then won the third round when competing with Meriden School. However, due to the compressed schedule, Moriah did not progress to the Final Rounds, as only the eight highest scoring teams moved into the final rounds.

Moriah is looking forward to competing again in 2021.

CHESS

HIGH SCHOOL CHESS

2020 brought challenges for our Tuesday lunchtime Chess Club which included a number of Years 7-9 students. Lessons commenced in February with a professional Chess coach but were suspended from the beginning of March due to Covid-19. In Term 2 classes were again held from 9 June to the end of term. In Term 3 our students met together on campus, but the classes were held via Zoom with the coach being off-site. This proved somewhat challenging. However, the students rose to the occasion, and it appears that in general the sessions were successful. Term 4 once again brought face-to-face sessions, which were more enjoyable for all! The students did not attend any external competitions in 2020 but we are looking forward to once again competing with other schools in 2021, Covid-19 situation permitting.

PRIMARY CHESS

On 9 March 2020, Moriah College Primary School held a one-day Chess Fun Day event where 28 students competed against each other. The day was organised by Marcus Lu and co-hosted by the chess coach Vladimir Feldman.

Nine students were selected to form the Moriah Chess Teams to compete in

the NSW Junior Chess League Primary School Competition.

See the members of each team and results below:

The Moriah A team:

Ethan Levine, Toby Joshua, Tal Rubenstein, Aaron Kitay

Played one game (0-1) against Double Bay Public School A

The Moriah B team:

Noah Levi, Shaun Lieb, Gabriel Reicher, Jacob Turtledove and Sophia Bolot.

Played two games: (1-0) against Double Bay Public School B and (0-1) against The Scots College Preparatory School E

Due to Covid restrictions, the competition did not finish and there was no final result.

DEBATING

HIGH SCHOOL

In 2020, we continued with coaches from Master's Academy. Coaching was made available to students Monday, Tuesday and Thursday after school at the beginning of the year. Formal coaching was suspended due to Covid-19. A number of friendly online debates against some local schools (Reddam, Rose Bay Secondary College, Masada and Emanuel School) were held for our Middle and Senior division teams. Unfortunately, not all went ahead due to timing issues.

HICES DEBATING

Moriah entered five teams in this competition, one in the Middle Division Years 7-8, two in the Senior Division Years 9-10 and two in the Open Division Years 11 and 12. The reduction in the number of teams was due to HICES limits. Covid-19 affected the running of this competition and it was abandoned mid Term 2.

JEWISH INTER-SCHOOL DEBATING GALA DAY

The competition did not go ahead due to Covid-19 restrictions on external visitors to schools.

INTER-HOUSE DEBATING

Interhouse debating lost momentum due to Covid-19 with only a handful of interhouse debates going ahead. It is

an ongoing problem that students in Years 10 - 12 are busy with other school related subjects and are reluctant to commit to the lunchtime debates.

PRIMARY SCHOOL

2020 was a turbulent year for Primary School Debating. The College continued its relationship with Master's Academy and started the year well, with a good uptake in the classes from Year 4 students in our Tuesday and Thursday morning classes. We were signed up again with IPSHA for the Friday afternoon Interschool debating competition, and students were enjoying developing their debating skills in preparation for this. Unfortunately, with the outbreak of Covid, debating was put on hold - lessons were cancelled and unfortunately the IPSHA competitions were called off. When debating coaches were allowed back on campus in Term 3, numbers of students attending sessions dropped dramatically to a total 12 students over the two lessons per week.

YOUNG COMMUNICATORS YEARS K-10

Moriah further extended its compulsory public speaking program for all students in Years K-10 in 2020. 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.

Adjudicators for 2021 were Lynda Fisher, Assunta DiGregorio and Alex Ryvchin.

The program is aimed to give every child the opportunity to successfully develop public speaking skills.

How the program works:

- 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, 8 and 9 spoke on topics relating to what they were learning in English, History, Social Science and Jewish Studies respectively
- Years K - 2 speeches were no longer than one-two minutes' duration
- Years 3 - 4 speeches were no longer than two-three minutes' duration

- Years 5 - 6 speeches were no longer than two-three minutes' duration
- Years 7 - 10 speeches were no longer than three-four 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
- Finalists in Years 5 and 6 presented their prepared speech and in addition were expected to prepare an impromptu speech. They received the topic at the same time, prepared for 20 minutes then all speeches were collected and drawn at random for the students to then present.
- All finalists were judged by the same panel of judges.
- Four winners from this section proceeded to the Grand Final

Grand Finals:

- Grand Finals were held in Week 2 of Term 3 in The Moshe Triguboff Auditorium. The event was able to go ahead with a limited audience (two family members per grand finalist) to satisfy social distancing requirements within the venue.
- Adjudicators were invited to judge the most successful Young Communicator in six sections: Early Stage 1 (Year K), Stage 1 (Years 1 and 2), Stage 2 (Years 3 and 4), Stage 3 (Years 5 and 6), Stage 4 (Years 7 and 8), Stage 5 (Year 9 and 10).
Winners of each stage in 2020 were:
Early Stage 1: Jessica Sanders Year K
Stage 1: Zac Jacobson Year. 2
Stage 2: Shayna Kavonic Year 4
Stage 3: Tashi Dunkel Year 6
Stage 4: Sarah Uria Year 8
Stage 5: Zane Simmons Year 10

SPORT

HIGH SCHOOL

With touring on the agenda in 2020, it was to be the year where Moriah entered the next chapter in its sporting direction. With student participation at an all-time high, with Moriah providing one of the largest non-compulsory co-curricular sporting programs in NSW, catering for all levels from the elite to the first timer, the time was right for the next frontier.

Covid-19 had the potential to completely halt sport in 2020. However, this would not be the case, with the Sports Department providing incredible diversity to ensure that our students would not go without in 2020. **Diversity, flexibility and adaptability** was to become the mantra for 2021.

Sporting snapshot

Despite the year being cut short in relation to competition, Moriah still got off to a very strong start in term 1:

Basketball

- Junior Boys CDSSA Champions
- 1st Grade Girls CDSSA Champions
- Junior Girls JDS Champions

Swimming

- CDSSA Intermediate Champions
- CDSSA Senior Champions
- CDSSA Overall Champions

Touch football

- Junior Boys Division 1

A normal snapshot of what 2020 sports would have looked like is listed below:

- Athletics
- Beach Touch Football
- Basketball
- Cricket
- Cross Country
- Football
- Futsal
- Netball



- Oz Tag
- Rugby
- Snow Sports
- Swimming
- Tennis
- Table Tennis
- Touch Football
- Triathlon

The adapted sporting program for 2021 was as follows:

- Basketball
- Cricket
- Football
- Futsal
- Netball
- Oz Tag
- Rugby
- Swimming
- Tennis
- Touch Football

In conjunction with this, **the Moriah online Sports program** was developed as one of the premier programs nationwide, with many schools mirroring the programs of Moriah. Due to the success of the program, Moriah was invited to be part of a National online sharing portal with some of the top schools in Australia which provided a platform for schools to podcast their programs with other schools and

sporting organisations. An overview of the online programs included the following:

- **Moriah representative rep sport online**
 - Weekly training programs requiring online submission of training diary and reflection
 - Weekly team meeting administered by sporting staff and coaches, creating an online forum for students to interact with their teams and keep connection with teammates
 - Captains of Sport Training sessions – conducted by program and student team captains
 - Weekly sporting challenges cutting across all sporting programs (e.g., beep test across all major sports – Basketball, Football, Netball, Rugby, with winners announced each week)

Despite the reduced volume of sporting competition in 2020, Moriah managed to keep all teams engaged, and were still able to return to some levels of localised competition towards the back end of the year.

The table below provides an overview of the sports and number of students in each program. Whilst the majority of schools did not run any sport in 2020, Moriah was still able to offer high levels of engagement, even though the majority of programs were offered in an online format:

SPORT	TEAMS and STUDENT NUMBERS
Basketball (140 students)	Girls - 50
	Boys - 90
Cricket (32 students, 2 teams)	Junior Boys - 16
	Opens Boys - 16
Football (107 students, 6 teams *)	Girls - 22
	Boys - 85
Futsal (69 students, 8 squads)	Girls - 15
	Boys - 57
Netball (76 students, 5 squads*)	Junior Girls - 41
	Intermediate Girls - 25
	Senior Girls - 10
Oz Tag/Touch Football (134 students, 12 squads)	Junior Girls - 39
	Junior Boys - 95
Rugby (66 students, 4 squads*)	Junior Boys - 16
	Intermediate Boys - 21
	Senior Boys - 29
Swimming (46 students)	Moriah squad - 46
Tennis (60 students)	Moriah squad - 16
	Intraschool participants Girls - 11
	Intraschool participants Boys - 33
Triathlon (3 students, 1 team & 1 Individual teams' competitor)	

In summary (*squads and number of students are not reflective of a normal sporting year, due to Covid-19):

Representative pathways

Due to Covid-19, all representative pathways were cancelled in 2019. The only sports which gave students the opportunity was Basketball, as this occurred at the beginning of Term 1.

2020 additions

• Moriah Sports Tours (postponed due to Covid)

The inaugural Moriah Sports Tour was set for April with a domestic tour to South Australia. The tour was to involve our first-grade teams across Basketball, Football and Netball across one week against some of the top schools in South Australia. Looking forward to the tour going ahead once restrictions have settled.

• JDS Week of Sport

A phenomenal week of sport capturing our premier teams in Basketball, Football, Netball and Rugby competing against our neighbouring Jewish School Emanuel. This year Moriah was able to secure the title by winning the Basketball,

Girls' Football and Netball, and drawing the Boys' Football. Looking forward to the growth of this annual event.

In conclusion

Moriah continues to head into its next phase of sport. With the overall philosophy of 'Sport for all', the College continues to provide opportunity for all levels to be involved and represent the College with pride, commitment, and passion. 2021 has already kick-started in the right direction, with record levels of participation in our premier Basketball program (200 students in Term 1 alone), as well as significant growth across all other programs. The sky continues to be the limit!

Duke of Edinburgh Award Program

The Duke of Edinburgh's International Award is offered to students in Years 9-12 at Moriah College. The Award is made up of three levels: Bronze, Silver and Gold. Each level of the Award requires a larger time commitment than the last.

To complete a level of the Award, participants are required to complete

four sections: Physical Recreation, Community Service, Skill, and Adventurous Journey. At the Gold level only, participants must also complete a Gold Residential Project.

In 2020 Moriah College had the following number of students actively participating at each level of the Award:

Year	Gold	Silver	Bronze
12	-	-	92 students
11	-	-	61 students
10	-	109 students	-
9	127 students	-	-

- Bronze: 127
- Silver: 109
- Gold: 153

The Year 9 Bronze Cohort of 127 is our largest ever single cohort and largest cohort starting the Bronze Award.

Completing the Award at any level requires commitment, perseverance, and resilience and 2020 was a particularly challenging year. Bushfires and then Covid-19 forced the cancellation of our Year 12 Gold cohort's Qualifying Adventurous Journey twice. This meant that most of the cohort was unable to complete the Gold Award before leaving Moriah.

Covid-19 restrictions had a considerable impact on the activities that our students were able to participate in. Face-to-face Community Service activities became difficult to find but our students persevered and found worthwhile commitments to complete online or at home. Some students transcribed archival documents for museums, others watched fixed camera trap footage to identify wildlife, many caught up with their Friendship Circle buddies via Zoom and a few even crafted pouches for joeys affected by the 2019 wildfires. Despite the disruptions to their normal lives, our students remained engaged with the Award.

Towards the end of Term 3 a relaxing of restrictions in NSW allowed us to put together a modified Adventurous Journey program. In Term 4, students were able to take part in a series of day hikes instead of hiking or canoeing and camping overnight.

SPORT PRIMARY SCHOOL

In 2020, Moriah Primary School offered an extensive range of sporting and co-curricular opportunities for students of all sporting abilities in Years K-6. The program was slightly modified to allow for restrictions due to Covid-19.

Co-Curricular Sport

The Co-curricular Sport program continued to thrive in 2020. Sessions are used as an opportunity to conduct trials, offer specialised assistance, and give all students a greater opportunity to partake in a variety of sports. In what was a challenging year, modifications were made such as adjustments to hygiene protocol and sign-up forms to restrict numbers so that the program could continue to run.

Through the Co-curricular Sport program in 2020, students were able to participate in a wide variety of sports, including gymnastics, AFL, swimming, rugby/oztag, 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) and the Independent Primary School Heads of Australia (IPSHA). These three associations administer interschool competitions for members. As of March 2020, all competitions were cancelled.

Moriah managed to hold the Swimming Carnival in February, then had a modified Athletics Carnival in August, allowing students a chance to compete. A virtual Cross Country event was held during school lockdown where students had to measure the amount of steps they did in a certain time period.

In lieu of ASISSA Interschool being cancelled, Moriah Primary School ran its own Internal Netball and Touch Football Competitions. ASISSA also ran Interschool Sport in Term 4, with children having the opportunity to partake in Teeball and Cricket to finish the year.

Other Sporting Competitions

In 2020, Moriah Primary School entered teams and individuals into numerous sporting competitions that were organised for Primary School students. To the disappointment of staff and students, all competitions were cancelled due to Covid-19. Moriah Primary Sport ran an inter-House Soccer Gala Day and a Moriah Gymnastics Competition in lieu of some of these cancelled competitions, which were both an overwhelming success.

Sporting Challenges & Lunchtime Sport

There were several sporting challenges offered to Moriah Primary School students in 2020. These were:

- Moriah to Manly Swim Challenge: during co-curricular Sport, students had to show commitment to swim the same distance as Moriah to Manly.
- 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.

K-2 Sport Carnival, ELC Mini Olympics

Specifically, for ELC to Year 2 students and their families, these events offer the younger students sporting opportunities throughout the year. In 2020, the ELC games were cancelled, however a successful modified K-2 Sport Carnival was held.

Years 3 and 4 Tuesday Afternoon Sport

Years 3 and 4 students participate in weekly Tuesday afternoon Sport. Throughout the year, students participate in a number of different sports and are coached by specialist coaches who are experts in their field. Students participated in a four-week cricket program run by Cricket NSW,



a four-week soccer program run by Sydney FC, a four-week AFL program run by AFLNSW and a weekly tennis program run by Maccabi. On top of this, other sports studied were volleyball, modified games and Tee-ball.

Moving Forward

Moving forward, the Moriah Primary School Sport team is looking to continue to adapt and improve the sporting program. Identified areas for strengthening are the Years K-2 program. In 2020, a Years K-2 Tennis program was introduced and was cancelled due to Covid-19. There is a view to reintroduce this program in 2021 with the help of Maccabi Tennis. Skipping is also a sport that is being looked at to compliment the Years K-2 program. A students' gym program is also being considered for upper Primary School students.

SPORTING OVERVIEW PRIMARY SCHOOL

SPORT	NUMBER OF CHILDREN	COMPETITION(S)
AFL	All Years 5 & 6 Boys	ASISSA Interschool
Athletics	200	Moriah
Badminton/Table tennis	25	Morning Sport group
Basketball	4	ASISSA Basketball Trials
	2	CIS Basketball trials
Cricket	30	ASISSA Interschool
Cross Country/running	80	Virtual Cross Country
	20	Runners Club
Dance	15	Performance Dance Crew
	15	Intermediate Dance Crew
	15	K-1 Dance Crew
Futsal/Soccer	75	Interhouse Soccer Competition
	200	Stage 2 Soccer Gala Day
	8	All Stars Game
Gymnastics	35	Moriah Gymnastics Competition
High Jump	80	Moriah High Jump Finals
Netball	All Years 5 & 6 Girls	Internal Netball weekly competition
	5	ASISSA Netball Trials
Touch Football	All Years 5 & 6 Boys	Internal Touch Football weekly competition
Sport Carnival	All Infants	Years K-2 Sport Carnival
Sport Photo	75	Moriah Sports photos
Swimming	All Years 3-6 Students and Selected Year 2 Students	Moriah
	32	Red Leaf - Year 4 Survival
	38	Red Leaf Years 5 & 6 Survival
	10	Moriah to Manly Swimming Challenge
Tee-ball	Years 5 & 6 Students	ASISSA Interschool
Tennis	8	ASISSA Trials
	2	CIS Trials
	30	Morning sport tennis group

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 the students' talents, which continue to improve.

CO-CURRICULAR MUSIC

HIGH SCHOOL

• Encouraging Musical Excellence in Composition

Despite the restrictions in place due to Covid-19 this year the Classroom Music program continued as in 2019, for its 11th successful year with Dr Peter Marshall working with our students from Years 10-12 to facilitate the development of outstanding High School 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. Three students' work were nominated for ENCORE – Aiden Blecher, Liat Grossman and Jasper Gabay.

• HSC ENCORE Performance 2020

Aiden Blecher received a nomination for his performance. Only 24 students from across the state are selected across three courses in the areas of Performance and Composition. Aiden studied Clarinet with our Head of Instrumental Studies, Chris Wallace

• Music Enrichment Classes in Years 7 and 8

This initiative continues to be successful. The College benefiting from grouping students with advanced skills in this subject as early as Year 7 assists at HSC level where advanced skills are required at the Music 2 level. Students are able to work collaboratively with those of similar musical experience.

• 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. Although the workshop was in doubt for a period of time, we were able to comply with all relevant Covid-19 restrictions and hold the Jazz workshop in mid- November.

• High School On Show

The College was able to comply with Covid-19 restrictions and showcase our HSC Music students in a live concert with an audience. This provided students with the

opportunity to perform in the same conditions and with the same musical accompaniment as for their actual HSC performance exam. The evening was well attended and appreciated by parents, families, and friends. All audience members wore masks, and had their temperatures taken on arrival. A record of attendees with contact details was also collected. The standard of the performances, covering voice and a full range of orchestral instruments was impressive.

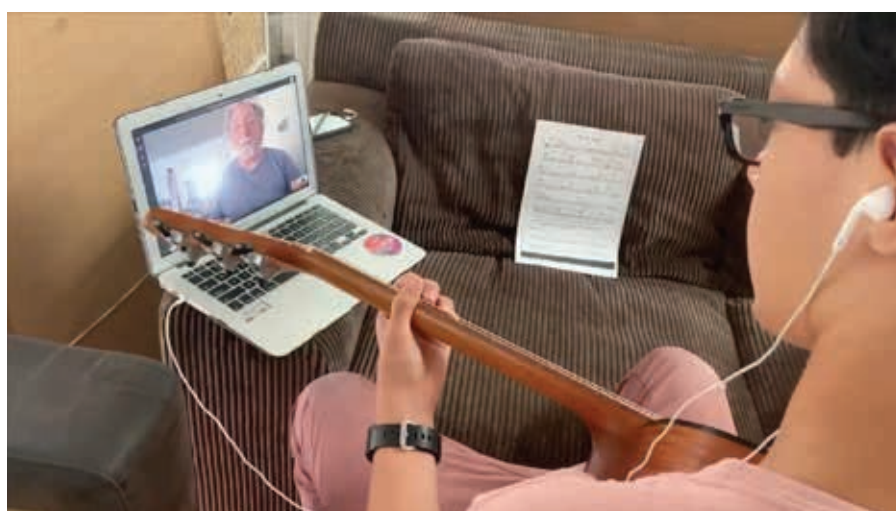
• Year 12 Graduation

Aiden Blecher pre-recorded a video performance of one of his HSC pieces to be used as the musical entertainment during the Graduation ceremony.

• Year 11 Prize Afternoon

Year 9 Music Scholar Adam Gottlieb pre-recorded a performance to be featured in the online Prize Day Assembly.





• Year 6 Graduation

Our Junior Jazz Band provided entertainment at the dinner function prior to the Year 6 Graduation event.

• Talent Quest

A combination of dancers and a variety of talented instrumentalists participated in the Annual Talent Quest in The Moshe Triguboff Auditorium. This year it was an online competition videoed by staff and screened to the students' classrooms.

INSTRUMENTAL PROGRAM YEARS 1-12

Moriah musicians/vocalists continued to make important contributions both inside and outside the College. In 2020 there were more than 600 participants in the Instrumental Music Program, with six Concert Bands, a Symphony Orchestra, four String Orchestras, Senior and Junior Jazz Bands and several small ensembles. The vocal program was unable to rehearse / perform together due to Covid-19 restrictions, however our Senior Mixed Vocal ensemble recorded our National Anthem individually during the April lockdown. This performance was compiled for the Anzac Day online assembly. Despite restrictions, most of our students participated in recording sessions that were posted on Moriah's social media for the school and wider Jewish community to view and / or live end of year performances. A comprehensive program of opportunities was provided for Primary School and High School musicians by our team of permanent and peripatetic staff. With the assistance of Moriah's IT and HR Departments, instrumental lessons were able to continue uninterrupted through video lessons during the lockdown period.

• Year 1 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 in online Year K-2 Assemblies to an appreciative audience of parents and families.

• Year 7- 9 Prize Afternoon

Year 8 student Shaina Irusalimsky pre-recorded a performance to be featured in the Year 7-9 online Prize Day Assembly.

• Founders Assembly

Year 12 student Aiden Blecher performed a Klezmer Trio by Paul Schoenfield in early March with a principal member of the Opera Australia Orchestra. This was the last live assembly performance before Covid-19 restrictions were imposed.

• Other Assembly Performances

Throughout the year students had the opportunity to record performances to be featured in online assemblies. Many of the students demonstrated significant accomplishment on their instruments.

PRIMARY SCHOOL – YEARS K-2

• String Program

Our first Early Learning Centre students who commenced Violin and Cello in 2019 as part of the Suzuki Music program have now moved into Year K. These students performed live in a Primary School Assembly in early December. The assembly was also live streamed to parents.

PRIMARY SCHOOL – YEARS 3-6

• Primary School Choir

In 2020, choir rehearsals were greatly impacted by the Covid-19 pandemic. Rehearsals took place in between restrictions but performances were prohibited.

• Primary School Choir

In 2019, 60 students rehearsed every Tuesday for the Primary School Choir. They performed at special events at school throughout the year.

- **Hans Kimmel Assembly**

Ethan Slender performed on his Harpejji with a group of vocalists singing “The Partisan Song” for the Hans Kimmel assembly.

- **Instrumental Concerts**

During Term 4, 30 instrumental concerts took place. As it wasn't possible for parents to attend (due to Covid-19 restrictions), students performed to each other. All concerts were recorded, and videos were sent to the parents of each performer. These concerts gave students the opportunity to demonstrate their individual skills. Students also learned from watching their recorded performances.

- **Mount Sinai College**

Moriah's annual visit to Mount Sinai College was not able to take place in 2020 due to Covid-19 restrictions.

- **Combined Concert with Barker College**

Moriah was due to host our annual Combined concert in 2020, but due to Covid-19 restrictions, this was postponed. We hope to have another combined concert with Barker College in 2021.

- **Recruitment Night**

Aptitude Tests were still given but students were individually assessed on different instruments to avoid any mouth/teeth issues becoming a problem later. As a parent information meeting was not possible, a 20-minute video with information

on our Music Program was prepared and sent to parents. All Year 2 students also attended an instrument demonstration and live performance in the Auditorium.

- **Remembrance Day**

Year 9 student Adam Leizer represented the College at the NAJEX Remembrance Day Ceremony. He played the Last Post and Reveille.

- **Remembrance Day Assembly**

Tori Josman Year 11 performed the Last Post and Reveille at this moving pre-recorded online Assembly created by the History Department. Adam Sher performed as part of the Primary School commemorations.

- **2020 End of Year Concert**

In order to comply with Covid-19 restrictions, we organised eight short “rolling concerts” in place of one large concert. All eight concerts were held on Sunday, 15 November. Tickets were allocated to comply with social distancing requirements and limited to three relatives per performer. Audience members were required to wear masks and all attendees (including performers) were temperature-checked on arrival. Feedback was very positive from family members, and it was nice to be able to finish such a challenging year with performances to live audiences.

- **Hamusika'im**

Our Hamusika'im program was put ‘on hold’ during 2020 due to Covid-19, to resume in 2021.

- **AMEB Exams**

Face-to-face AMEB exams at school venues were not offered during 2020 due to Covid-19. Approximately 20-30 Moriah students enrolled privately to sit for exams. Performance was only by video, and all reports / results were very positive. Face-to-face comprehensive exams were offered at the AMEB's city studios for the higher grade exams. Music Scholar Adam Gottlieb achieve a High Distinction (A+) for Eighth grade piano and Music Scholar Adam Clennar was awarded his Licentiate of Music. Adam is the first Moriah student to achieve at this level.

ELCS

- **Suzuki Violin Program**

Suzuki string lessons continued in 2020 despite the difficulties of teaching very young students remotely (during lockdown) and without parents being present (during Term 3). Interest and enrolments for Suzuki lessons in our ELC's are looking strong for 2021.

MUSIC SCHOLARSHIP 2020

The standard of Scholarship applications is improving every year. This year there were many deserving candidates and in order to capture as many as we could, scholarships were awarded at 25%. We had to limit the awards to five students – Jayden Kuris Year 9 Violin, Jacob Koseff Year 9 Cello, Orli Lechem Year 9 Clarinet, Dean Berman Year 9 Percussion and Jonah Samuels Year 8 Trumpet.

MUSIC CAMP 2020

Due to Covid-19 restrictions, it was not possible to have a residential Music Camp in 2020. This was the first time in 30 years that we have not been able to conduct our camp at the Stanwell Tops campsite. However, we were able to organise an ‘on campus day camp’ in the allocated Music Camp week. This culminated in two days of recordings and a Youtube “premiere event” screening of our Camp Concert. This online Concert has now had over 4600 views worldwide with very positive feedback from the school community. Many overseas alumni and relatives were able to watch the concert.



VIRTUAL PERFORMANCES AND ALTERNATIVE MUSICAL PROJECTS

During Covid, the Music Department displayed incredible creativity:

• Tour Band “Hatikvah” virtual performance

Three days after the move to distance learning, our Tour Band was set the challenge of learning a new arrangement of Hatikvah. They then recorded their part at their own home with no assistance. The video was then compiled at Moriah and released within days. It has now had almost 10,000 views. We believe that we were the first Australian School to release a virtual performance like this.

• Sinfonia Strings “Sunrise, Sunset” virtual performance

Very shortly after finishing the “Hatikvah” video, our senior String students had the opportunity to participate in a very similar virtual project. This was also very well received with thousands of online views.

• Senior Mixed vocal ensemble “Advance Australia Fair” virtual performance

Our vocal ensemble prepared an online virtual performance of “Advance Australia Fair” for the Moriah online Anzac Day assembly.

• Online recorded Music Scholars’ Concert

Our Music Scholars’ Concert was scheduled to be held in early May however, this was during our distance learning so a live concert

with an audience was not possible. Our Music Scholars recorded their performances and we compiled these into a virtual concert. This was launched to the Moriah community as a Facebook “Watch party” on the date and time of the original concert. This had thousands of views and overwhelmingly positive feedback.

• Lockdown Music Competitions

To keep our students inspired during the distance learning period when face to face lessons and rehearsals were not possible, we launched two music competitions.

These were available to every student involved in our Instrumental Program and were judged by independent adjudicators. We received more than 100 entries.

The first competition required students to record and submit a video of a solo or duet. This was divided into four categories:

Kindergarten to Year 2: Winner – Olivia Sekers

Year 3 to Year 6: Winner – Tashi Dunkel

Year 7 to Year 9: Winner – Orli Lechem

Year 10 to Year 12: Winner – Adam Jankelowitz

For the second competition, students were asked to make a multitrack recording, either by themselves, or with other Moriah students. The winner of this competition was Music Scholar Adam Clennar who recorded

himself playing all parts of a Clarinet Quartet arrangement of Bernstein’s Overture to Candide on three different members of the Clarinet family.

A number of highly commended were awarded:

COMPETITION 1:

• Years K – 3:

Zachary Sekers (Year K)

Tilly Naar (Year 3)

Duet: Olivia Sekers and Eden Sher (Year 3)

Tia Myer (Year 3)

Amber Lessem (Year 3)

• Years 4 – 6:

Duet: Leila Whitmont and Amber Sher (Year 5)

Max Rubenstein (Year 4)

Jacob Turtledove (Year 6)

Jasmin Ezekiel (Year 4)

Hannah Gottlieb (Year 5)

Tal Rubenstein (Year 4)

Rachel Leigh and Zoe Kalish Year 5 (Duet)

• Years 7 – 9:

Lucy Milner (Year 8)

Lior Samuel (Year 8)

Lahra Will and Tally Alia (Year 7) - Duet

Mayim Gerdis and Allie Silverton (Year 7) - Duet

Cooper Plaskow (Year 7)

Daniel Stanger (Year 7)

• Years 10 – 12:

Gemma Green (Year 11)

Daniel Silver (Year 12)

COMPETITION 2: (Multi-track)

Lucy Milner

Dean Berman, Orli Lechem and Omri Weininger

Samara Freedman, Omri Weininger, Sienna Wilkenfeld and Jacob Koseff

• Moriah College’s Birthday message and recording for Eddie Jacku’s 100th Birthday

Year 12 student Aiden Blecher and Year 11 Music Scholar Adam Clennar learned and recorded a Klezmer arrangement of Happy Birthday during the distance learning part of the year. This was sent to Mr Jaku to watch with his family on his 100th Birthday.





OUR COMMUNITY

School policies, including Anti-Bullying

OTHER COLLEGE POLICIES

During the course of 2020, College policies were reviewed, and changes were made where required, to ensure compliance and alignment with current procedures.

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 through 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 better foster social cohesion within the High School, students were placed in Mentor year groups. Heads of Year were responsible for the holistic development of all of the students in their Year. Each Head of Year worked with eight Mentor teachers. The Heads of Year worked collaboratively in planning activities, 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 Heads of Year or

Primary School class teachers worked 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 'teshuva' literally means 'return' and is used to describe the concept of 'repentance'.

ANTI-BULLYING

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

Conflict or fights between equals, or single incidents, whilst not defined as bullying, 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 Wellbeing 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 continue to be 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.

Clear 'plain English' statements were released for students in Years K-12, along with statements to assist parents in supporting their children should they have any concerns



regarding unkind behaviours or potential bullying behaviours, either as a victim or as a bully.

Staff members have been encouraged to log all 'negative interactions' on the pastoral profile of students on our school management system. This will allow any patterns to be more readily identified.

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.

The Anti-Bullying policy and procedures and 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 2020 Information Book.

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

Parents and guardians have a responsibility to support the College in matters of discipline. In the High



class teacher, and parents are asked to contact the class teacher, Head of Department or Head of Year 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 a grievance report. Similarly, procedural fairness will be applied if parents contact the administration office re non-student related grievances.

During 2020, College policies were reviewed, and changes were made to those listed below to ensure compliance and alignment with current procedures, legislative requirements and best practice.

School, demerit reports are sent home as part of a daily digest so that parents are informed of any behavioural matters in a timely manner. Clear 'escalation' pathways were published for students and their parents. The Demerit 'Counts' were reset each term, allowing students the opportunity for a fresh start each term. Complementary Merit reports are also sent home to reinforce positive contribution by students. These are cumulative from Years 7 - 9 and 10 -12.

Heads of Year and/or the Heads of Junior/Senior Wellbeing 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 Heads of School/Vice Principal 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 Vice Principal/Principal. Parents will be asked to come into the College to meet with the Head of School and/or the College Vice Principal/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 Year or Primary School

Policies Reviewed in 2020:

Policy	Comments	Access to full text
Anti-Bullying Policy & Procedures for Years K-2 Students	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Anti-Bullying Policy & Procedures for Years 3-6 Students	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Anti-Bullying Policy & Procedures for Years 7-12 Students	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Anti-Bullying Policy – Additional Information for Parents	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Anti-Bullying Policy – Additional Information for Staff	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Attendance Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Behaviour Management Policy & Procedures	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Behaviour Management Policy & Procedures	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Child Safety & Wellbeing Policy (NEW)	<i>NEW</i> to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Code of Conduct – Parents and Students	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Code of Conduct – Staff	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Conflict of Interest and Disclosure Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Disability Provisions Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Emergency Procedure Manual	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Employment Policy	Significant review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)

Enrolment Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Website College Intranet (eLY)
Inclusion Policy	<i>NEW</i> to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Premises & Buildings Policy	Full review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet (eLY)
Privacy Statement	Full review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Website College Intranet (eLY)
Psychological Services Policy	Significant review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Risk Management Policy	Full review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Staff (ICT) Policy and Agreement for The Acceptable Use of Information and Communication Technology Resources	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Whistleblowers Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Website College Intranet (eLY)
Whistleblower – Advice to Staff	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Website College Intranet (eLY)
Work, Health & Safety Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet (eLY)



OUR FUTURE

The Moriah Foundation Report



With the outbreak of Covid-19, The Moriah Foundation launched the **No family left behind campaign** to focus on two pressing priorities, ensuring that no child would have to leave Moriah due to the financial impact of the pandemic, and assisting the College with its obligation to make the next tranche of debt repayment to the bank for the purchase of the Queens Park land. At the time of going to print, more than \$7.75M was raised in support of this important campaign.

In addition to supporting families impacted by the pandemic, The Foundation continued to fund our existing **Moriah College Bursary Program**, providing nearly \$1m in funding to support 52 children with bursaries, providing them with the opportunity to receive a Moriah education.

With the support of Stephen and Sharon Green, The Moriah Foundation also introduced the **Lionel Green Moriah Year K Support Package** to provide parents in financial need with fee assistance for Year K and Year 1.

In 2020, our global signature programs including the Israel Study Tour, Scholars in Entrepreneurship, and the Moriah Brownstone Jewish Leadership Program, continued in a revised format, without the usual overseas experiences.

While we were unable to come together face-to-face for events this year, The Foundation continued to engage with our valued stakeholders throughout the year.

Thanks to the support of our donors, The Foundation's portfolio assets at 31 December 2020 totaled \$4,234,262 excluding a specific endowment for Tuition Fees of \$737,012 that the Foundation is managing on behalf of Moriah College.

We are very grateful for the community's continued support and investment in Moriah students and are delighted that a number of new families have joined The Moriah Foundation and Foundation Circle out of a desire to help the College to help our families in their time of need.

NO FAMILY LEFT BEHIND CAMPAIGN

As Covid-19 started to unfold, many Moriah families who had lost their jobs or income as a result of the pandemic turned to the College for assistance with fee payments.



The College modelled various scenarios and estimated it would require \$5-7.5M to support 200-300 children whose families had been impacted by Covid-19, on top of the fee support provided to existing financial assistance and bursary families. As everyone would no doubt appreciate, the

situation and therefore the needs and demands on us were fluid and difficult to predict throughout 2020. In addition, \$5M was required for the scheduled debt repayment from the purchase of the Queens Park land.

We launched our **Moriah 2020 Response - No family left behind campaign** to raise the required funds. More than 250 donors supported the campaign and with the generous support of the JCA, at the time of going to print, the Foundation had raised just over \$7.75M of the \$10-12.5M target.

MORIAH COLLEGE BURSARIES

The Moriah Foundation Bursary Program allocates bursaries to children from less privileged backgrounds to enable them to receive a wonderful Moriah education, covering between 50 and 100 percent of the school fees.

In 2020 The Moriah Foundation allocated \$976,835* in bursary grants, supporting **52 Jewish children to receive a Moriah College education**, and all its offerings. This includes eight new children who were awarded a bursary for the first time in 2020 enabling them to join our Moriah family.

The Moriah Foundation Bursary Program has a transformative impact on the lives of so many children, offering them the gift of an outstanding Jewish and general education, and providing them with a world of opportunities.

*Not audited and subject to change

THE LIONEL GREEN MORIAH YEAR K SUPPORT PACKAGE

With a generous gift from the Estate of the late Lionel Green Z"L, kindly enabled by **Stephen and Sharon Green**, The Moriah Foundation

introduced the **Lionel Green Moriah Year K Support Package**.

The package provided eligible families attending Moriah and Mount Zion Early Learning Centre with a much-needed bridge for a two-year period, to continue their education at Moriah.



Thirty-five families were approved for the package. The positive impact of enabling tens of children to enrol at Moriah during their crucial and formative Primary School years is immeasurable and The Moriah Foundation extends our gratitude and appreciation to Stephen and Sharon Green for this important gift.

THE CARLI FREIBERG FUND

The **Carli Freiberg Fund** was established in loving memory of Carli Freiberg Z"l, a beautiful, kindhearted and caring alum and a much-loved English teacher at Moriah who is so deeply missed amongst the Moriah family. As an educator, Carli understood the importance of not only imparting the curriculum to her students but caring for their emotional wellbeing as well, spending time mentoring and supporting every child in her care, showing them empathy, understanding and kindness.



The **Carli Freiberg Fund** is a fitting legacy to a person who understood how important it is to help others. The Fund will help create a comprehensive 'Culture of Care' through positive education, to ensure that every member of the Moriah family will feel a deep sense of **'belonging'** and know that they are cared for and socially connected. The positive education programs will provide both acute care as well as proactive, preventative interventions to build resilience among our students and staff.

The **Carli Freiberg Fund** is a meaningful tribute that will honour Carli's memory in perpetuity, and, in line with Carli's passion to helping others, will support the mental health and wellbeing of the Moriah family.

THE MORIAH FOUNDATION CIRCLE



The **Moriah Foundation Circle** was first launched in September 2019, to provide Moriah parents with the opportunity to support the important work of The Moriah Foundation.

The Circle also provides a platform for members to come together and participate in meaningful and interesting events throughout the year.

In 2020, all funds raised by The Foundation Circle were allocated to our **No family left behind campaign**, supporting families who were impacted by Covid-19 with school fees.

To support our families, 32 of our inaugural Foundation Circle members renewed their membership for the 2020-2021 year and, as at 31

December 2020, an additional 34 new families joined The Moriah Foundation Circle.

THE PRINCIPAL'S TZEDDAKAH FUND



The Principal's Tzedakah Fund, established in 2014 by **Peter and Jenny Wohl**, helps families who are experiencing difficulties in paying for non-school fee related educational expenses for their children, such as school uniforms, excursions and camps, musical instruments, after school care, vouchers for the canteen and therapists.

As at 2020, the Fund has granted over \$150,000 of assistance to families since it was established, assisting tens of children each year to participate in all aspects of Moriah life. Referrals come from a variety of sources within the College, and the support is provided to families in a dignified manner.

The Moriah Foundation extends our warm appreciation to Peter and Jenny Wohl and family for their ongoing generosity and support.



The **Israel Study Tour** is a highlight of Moriah life. Year 10 students usually travel to Poland to learn about the vibrant Jewish life in pre-war Europe, contrasted by the atrocities of the Holocaust, followed by a five-week visit to Israel.

Every year, The Moriah Foundation, together with our partners Y2i, provides vouchers and subsidies to ensure that no child misses out on this immersive and transformative experience due to financial hardship.

Unfortunately, in 2020, due to Covid restrictions, the usual IST program was unable to proceed. Instead, Moriah College organised an immersive three-day IST and wellbeing program during which Year 10 students explored the important question of *“Who am I and how can I help repair the world?”*



Students considered “Me as a Jew” and “Me as an Australian” and explored how they can make a difference in the world. They engaged in conversations with Holocaust survivors, participated in a range of activities designed to bring a taste of Israel to Moriah, joined in team building events, and learned about the Aboriginal culture. This program did not require funding from the Foundation..

SCHOLARS IN ENTREPRENEURSHIP



Since 2017, and through the generous philanthropic support of Kelly+Partners, The Moriah Foundation has brought the Scholars in Entrepreneurship program to our students, encouraging them to find solutions for world problems, to innovate and be entrepreneurial.

This 10-year initiative provides scholarships for a select number of Year 11 students with outstanding entrepreneurial ideas to experience the ingenuity of the ‘Start-up Nation’ firsthand, providing a gateway into the commercial and start-up sector.

In 2020, five Moriah Scholars were selected to participate in the program. The program usually culminates in a one-week trip to Israel for our successful scholars; however, this was not possible in 2020 due to international travel restrictions. It is our intention that these students will go to Israel for this opportunity as soon as is possible.

The Moriah Foundation gratefully acknowledges the support of Kelly+Partners, together with our other donors and corporate partners, who are supporting innovative projects to ensure that our graduates are best prepared to achieve personal excellence in the fast-changing world, and to contribute positively to society and to the Jewish community.

THE MORIAH BROWNSTONE JEWISH LEADERSHIP PROGRAM

The Moriah Foundation, in partnership with the Brownstone Experience Foundation, provides alumni studying at university with unique opportunities to intern in New York. The immersive three-week program incorporates an internship placement in a leading US industry, with a Jewish leadership and mentorship program.

With the outbreak of the pandemic, a new eight-week online program was developed to accommodate Covid restrictions. Moriah alumni were matched with an online internship in leading industries and corporations. The program also included online access to a range of keynote speakers, presentations, panels and discussion groups with influencers and industry leaders, providing our alumni with insights into incorporating Jewish values into their leadership roles.

SHARING YOUR SIMCHA WITH THE FOUNDATION



Shimon and Veronica Farkas celebrated their 50th wedding anniversary, and in lieu of gifts kindly invited their guests to donate to the Moriah Response 2020 - No family left behind campaign, to support families who were struggling with fee payments.

The Moriah Foundation wishes Shimon and Veronica a hearty mazal tov on the occasion of their 50th wedding anniversary and thanks them for their generosity and kindness.

EVENTS

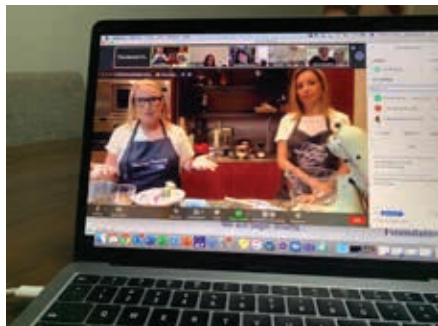
RAISING RESILIENT CHILDREN IN THE AFTERMATH OF THE CORONAVIRUS LOCKDOWN



In May 2020, following a period of lockdown during which the College had moved to online learning, The Foundation Circle hosted a webinar with **Dr Michael Carr-Gregg** for more than 300 parents.

Michael provided advice on how to cope with the stresses of the pandemic and assist our children as they transition back to school, by building resilience, adopting healthy thinking and focusing on general wellbeing.

GRANDPARENTS CLUB ONLINE CHEESECAKE BAKE



In May 2020, more than 150 grandparents and special friends joined together with their grandchildren for our fun-filled **Moriah Foundation ONLINE Shavuot Cheesecake Bake** with Lisa Goldberg from The Monday Morning Cooking Club and special guest, Lauren Fink.

Participants received a beautifully packed cheesecake baking kit filled with all the necessary ingredients, delivered directly to their door and it was so special to see generations baking and cooking together.

Our grandparents understand the important role Moriah plays in the lives of our children, our families, and our community, and as a Foundation, we understand the incredibly important role that grandparents have in their own family and in the broader Moriah family.

AN EXCLUSIVE CONVERSATION WITH THE HON. JOSH FRYDENBERG MP

The Moriah Foundation was privileged to hear from the **Treasurer of Australia, the Hon. Josh Frydenberg MP**, who delivered his Pathway to Economic Recovery address to over 150 of our Moriah Foundation and Foundation Circle members in October 2020 via livestream.



The Treasurer commended Moriah for providing a Jewish education to our leaders of today and tomorrow and spoke positively about the life-long benefits of his Jewish education and the important role it played in his own development and his commitment to the State of Israel.

Josh shared his vision to bring Australia out of one of the most severe economic crises that we have faced as a nation since The Great Depression. He noted that while Government is the catalyst to economic recovery, it is the private sector that will help drive the economic recovery.

ACKNOWLEDGEMENTS

I would like to take this opportunity to express my appreciation to my colleagues on the Foundation Board, Mrs Cheryl Bart AO (Honorary Secretary), Mr Jeremy Dunkel (Honorary Treasurer), Mr Bruce Fink OAM, Mr Giora Friede, Mr Robert Gavshon AM, Mr Stephen Jankelowitz (College President), Mrs Lauren Placks and Mr Daniel Sekers.

I would also like to acknowledge the ongoing support and counsel provided by Arnold Bloch Leibler and the Commonwealth Bank of Australia.

The purpose of The Moriah Foundation is to ensure the long-term financial sustainability of Moriah College, to assist as many children as possible to access a Moriah education and all its offerings, and to ensure that Moriah College remains a leading school of choice, delivering exceptional education and opportunities to all our students.

Our children are our future, and we are focused on providing them with every opportunity to shine and thrive, to be successful, happy, well-rounded proud Australian Jews grounded in their Jewish values. With your assistance, we look towards the future with hope and optimism.

FOR MORE INFORMATION

If you would like more information about The Moriah Foundation, or to find out the many ways you can become involved, please contact Andy Berelowitz, our Foundation Manager on 9375 1712 or foundation@moriah.nsw.edu.au. We would love to hear from you.

With my warmest wishes

JUDY LOWY
Foundation President

ADMISSIONS OFFICE REPORT



ENROLMENTS & ENGAGEMENT REPORT

Throughout 2020, the Admissions Team continued to work hand-in-hand with families, offering an inclusive approach, underpinned by the College's essence – to create a sense of *belonging* for one and all. The College welcomed many new students and families, including many overseas-based families, with the Admissions Team playing a key role in the transition and onboarding process of each student into their respective year level cohorts.

Despite the impact of the Covid-19 pandemic on the College and the world at large, the Admissions Team focused our efforts on working with all families near and far, ensuring that children could be accommodated at various ages and stages throughout the school year. Significant work was also undertaken to create hybrid versions of Orientation Days for key entry Year groups (ELC, Year K and Year 7 for 2021). Campus Tours, Open Days and Orientation days were also offered in person as well as via live stream, to ensure that all events remained accessible to families.

The Moriah Foundation's *'No Family Left Behind Campaign'* greatly assisted the College in providing support to families financially impacted by the pandemic by way of either fee reductions or fee deferrals, while continuing to support the children who receive financial assistance every year due to financial hardship unrelated to Covid. This ensured much needed stability and continuity for many Moriah families who were suddenly faced

with the significant challenge of keeping their children enrolled at the College.

The 2020 Moriah Foundation Bursary Program, supported by the College Fee Support Analyst and Admissions Team, resulted in a total of eight new bursaries being awarded for students from financially disadvantaged backgrounds with the opportunity to receive a Moriah education. This is in addition to the 44 children who are already receiving bursaries at Moriah.

Through the generous bequest by the late Lionel Green Z"L, the College was able to offer financial assistance to 35 of our Early Learning Centre families, making it possible for these children to continue their educational journey at Moriah in Year K and beyond. This was made possible through The Lionel Green Moriah Year K Support Package and the Admissions Team worked hand-in-hand with all of these families, ensuring that they were supported and embraced by our wonderful Year K team of educators and support staff.

In 2020, The Moriah Academic and Music Scholarship campaigns continued to attract a similar number of recipients in previous years, both within and external to the College.

Towards the latter part of 2020, I assumed the role as Director of Admissions and Engagement, while continuing to work with Vicki Farkas, outgoing Director of Admissions through transition and handover.

By the end of 2020, the Admissions Team was rebranded as the Enrolments and Engagement Team.

Our core purpose would be reflected through the acronym ENROL, thus enhancing alignment and building meaningful partnerships with our key stakeholders:

Engaging meaningfully with families
Nurturing strong relationships
Recognising inclusivity and a sense of belonging
Offering a personalised enrolment journey
Loving what we do!

During 2020, enrolments across our Early Learning Centres remained close to capacity and our Primary School and High School enrolments were strong, with many Year levels full. In addition, many overseas families were welcomed to the College, further strengthening enrolments throughout the year.

The vision of the emerging Enrolments and Engagement team is embedded within the College's mission - to be recognised as the pre-eminent Jewish Day School in Australia and regarded as the preferred 'School of Choice' for Jewish & Secular Educational Excellence, attracting students aligned with our core values and ethos.

This will be achieved by fostering a warm, welcoming, and inclusive approach to all current, prospective & future families, enabling strong relationships to be built and nurtured. The College's strategic framework of 'Belonging' is being harnessed at every opportunity, through inclusion, identity, community, and connectedness.

Key strategic priorities for 2021 and beyond include:

- Creating a personalised enrolment journey for every family that impacts positively on their 'end user' experience.
- Building an aligned, agile, proactive & service-oriented team, driven by a core purpose and operating philosophy.
- Developing a "Culture of Care" for all families by cultivating strong stakeholder partnerships based on trust, openness, and respect.
- Delivering accurate data analysis, tracking & reporting with projected enrolment numbers over a three-five-year period.
- Seeking outreach and community engagement opportunities to connect, inspire, and positively promote Moriah College.

I look forward to providing further feedback and insights on the Enrolments and Engagement Team's progress over the next 12 months.

LAUREN KOSEFF
Director of Enrolments & Engagement



ARCHIVES AND RECORDS

The purpose of the Archives and Records Office is to maintain and preserve collections of historical records that 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

Many boxes of semi-active records were moved to off-site storage this year making room in the Archives storeroom for more recent files.

The review of the record keeping processes was completed. A number of recommendations were included in the report and measures have been put in place to address these.

The College's Recordkeeping Policy was completed.

Archival projects

Cataloguing the archival collection has continued throughout the year and there are now some 85 series listed in our collection. The collections of private papers and those of past Principals have now been fully listed.

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.

During 2020 several new items were donated to the Museum from past students. These items have been added to the Museum data base eHive.

With the assistance of a volunteer, work started on transferring the data from manual index cards listing the museum collection to the e-Hive data base. Eventually it is hoped that the entire museum collection will be catalogued online.

Many research questions have been answered throughout the year from both internal and external inquirers.

Moriah Heritage Focus Group

The major display of treasured cultural artefacts kindly loaned by members of the Moriah community was launched in February 2020 in the Auditorium foyer. The many unique artefacts garnered interest from staff and students alike. Unfortunately, planned tours to see the display and some of the educational programs planned for it were not realised due to Covid-19 restrictions.

A project to collect all the Hans Kimmel essays, past and present was launched. Current holdings of paper copy essays have been digitised and methods put in place to collect new essays electronically for deposit in the archive have been adopted.

MARGARET MILLER College Archivist

COMMUNICATIONS REPORT



The Communications Team supports the entire 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 student image use permissions, the management of digital communications including the College website, EDM and social media, and a range of general communications requirements.

While Covid-19 brought with it a variety of challenges, it also brought a wealth of opportunities, and it was exciting to explore the digital communications space and how best to engage with families and the wider community.

COVID COMMUNICATIONS

Together with the College Executive, we made it a priority to keep families regularly informed and updated about

the College's Covid protocols, decisions about moving to online-learning and a variety of other Covid-related information. Communication was accurate, comprehensive, clear, and easy to understand, and timely. We received a lot of feedback from families who appreciated the consistency and clarity of information.

On returning to face-to-face teaching, we worked with our designer and the College Executive to create a comprehensive flip-book guide, explaining to families how the return to school would work. This was innovative and engaging. Several other schools approached us for copies so that they could use our work as a template for their own communications. We have since utilised the flip-book software to present other publications to the Moriah community and beyond.

SOCIAL MEDIA

Our already well-established social media channels became an even more important vehicle by which to engage with families and showcase Moriah's initiatives. Our Instagram, Facebook and LinkedIn following grew significantly and we posted exciting videos and images regularly, showcasing Moriah's incredible response to the challenge of teaching and learning during Covid.

VIDEOS

Our production of videos increased enormously, this being the key medium by which to engage families and the wider community with our initiatives, events, and activities. The feedback was overwhelmingly positive. We will further increase our production of videos in 2021.

MARKETING AND PUBLICATIONS

The Communications Team worked closely with the Enrolments Team to create marketing campaigns that aligned strategically with enrolment campaigns in the usual intake years, and encouraging families to take advantage of financial assistance packages (eg Lionel Green Support Package). The comprehensive marketing campaigns incorporated both digital and print advertising.

Two Contact magazines were published in 2020, Summer edition distributed in February, and Spring, distributed in September.

The printing of the 2019 Yearbook, which should have been facilitated in Term 1, 2020, was put on hold due to the cost. The 2020 Yearbook was not completed during 2020, predominantly due to human resource issues. The plan is to distribute both issues digitally, in 2021 offering to print copies for those families who would like one. Budget and human resources permitting, we should be back on track with the Yearbook in 2021, however we are also re-assessing the format going forward.

We are looking forward to an exciting 2021, expanding on our digital audience and finding new ways to further engage our stakeholders, our community and the wider community with the many initiatives, successes, and achievements of our wonderful school.

YVETTE SHER

Media & Communications Manager

OUR FINANCES

Treasurer's Report



2020 was a successful year for Moriah College. The College welcomed many new families and students into the Moriah family, lifting enrolments at the College to record levels, with over half the year groups completely full. Looking forward, in 2021 the College welcomed the largest Year 7 intake in its history at 167 students. The increased enrolments are a testament to the quality offering at Moriah College, and provide confidence in the longer term financial sustainability, affording the College the opportunity to invest in key strategic areas and prudently manage debt commitments.

REBUILDING

2020 will also undoubtedly be remembered as one of the most challenging years in the history of Moriah College. During 2020 the College continued the process of rebuilding the finance function from the ground up, after a significant restructure as a result of the fraud uncovered in 2019. A lengthy

search to find the best candidate to bring rigor and confidence to the finance function concluded with the appointment of Gavin Sher to the role of CFO of the College.

Under Gavin's leadership the College formed a new finance team, with the resources and skills to deliver a highly competent and professional finance function in order to ensure integrity and restore confidence. Under the guidance of the newly appointed College auditors, Deloitte's, and with an incredible amount of work and dedication, the finance team delivered a clean and on time 2020 audit.

In 2020, in consultation with Deloitte's, the Finance Committee undertook a thorough review of all policies, procedures and delegations as they relate to the finance function, to ensure appropriate checks and balances are in place moving forward. It is a testament to Gavin and his team, that the number of new audit recommendations reduced from 29 in 2019 to just 1 in the 2020 audit. The Board and the Deloitte team gratefully acknowledges the tremendous effort of Gavin and the finance team and the professional and diligent manner in which they have restored confidence in the finance function.

COVID

What made restoring the finance function even more challenging in 2020, was COVID. When COVID hit in mid March, the College swiftly moved to an online learning platform. The ability to move the entire College to a virtual world was possible as a result of the significant investment the College has made in ICT, part of a broader 5 year \$10 million IT strategy which began 2 years ago. The College views investment in ICT as a

priority, and is committed to providing students with all the necessary tools to drive their educational development.

By the end of March 2020, when the lockdown was in force, the College received calls for assistance from almost 200 concerned families, many of whom had already stopped making fee payments. At this time there was no understanding of the longer term implications and without enough time to accurately assess family circumstances, the College worked with all families providing flexibility to families to defer payments. The deferral supported many families, giving confidence around student enrolments and allowed the College time to develop an appropriate process to allocate fee support. By the end of May the College was experiencing a shortfall in fee collections of approx. \$500k/month, and in June the Government announced changes to Early Learning which would result in a further \$800k loss, the College being the largest provider of Early Learning in the community. At this time, whilst the College had qualified for JobKeeper, there was no knowledge of any JobKeeper extensions.

Throughout the first months of the crisis the College provided regular updates to the JCA, the Foundation and our lenders, CBA. Whilst the College had reasonable liquidity in the earlier months of the crisis due to upfront fee collections, a continued deterioration in fee collections would have put the College at great risk. The College took immediate action developing a multi pronged strategy including a 4 stage cost reduction program, the first stage of which was implemented immediately and had a significant impact on the 2020

results. The College reached out to the Foundation asserting the potential need for a campaign to raise capital not only for 2020 but also for 2021 in anticipation of the crisis impacting families in the longer term. At the same time a submission was made to the JCA for emergency funding. The College gratefully acknowledges the ongoing and extraordinary support of the JCA and the Moriah Foundation and all those who generously contributed and supported the College in its time of need. As a result of that support over 200 students were able to remain at Moriah College. Fortunately, as the recovery took hold in late 2020 so did the circumstances of many of the families being supported, allowing for greater fee collections.

The College gratefully acknowledges the estate of the late Lionel Green, whose support provided surety for many families entering year K in 2021. The College also provided support to many families through an opt in 3% upfront discount on 2021 fees, reducing the 2021 fee increase to those families to under 1%.

COVID has highlighted the need for the College to ensure its sustainability by having greater capital reserves, a need that must be balanced with debt commitments.

DEBT

A further significant challenge in 2020 was the requirement under the College's current loan agreement with CBA, to repay \$4.88 mil due in December 2020. The agreement requires a \$6mil repayment every 5 years. The College had already repaid \$1.12 mil as part of the College's broader Strategic Financial Management Plan. The College successfully negotiated a partial deferral of our debt repayment to

June 2021, however due to a strong cash position and the subsistence of the crisis the College has now made the full repayment.

It is important to view the College's debt in context. In 2011, when the College purchased the land on which it is situated, the College was paying the NSW Gov rent of approx \$1.8 mil annually. This rent was based on a land valuation factor which was reassessed regularly. Upon purchasing the land the College borrowed a further \$21 mil. At this time, the College already had approx. \$12.4 mil in debt associated with the building of the Primary School campus.

If the College had continued to pay rent on the land, using a land value factor, today this rental payment would exceed \$3mil. Instead, the annual funding cost to the College of its current debt is approx \$900k, providing more funds to reinvest in educational programs and ensuring the long term future of Moriah.

The College has also taken the prudent approach of fixing in the interest rate on \$18 mil of our debt maturing in 5 years time, giving the College further security and clarity, and allowing for better future planning.

In 2021 the College intends to repay a further \$1mil from operations.

For the year ended 31 December 2020, at both the half-year and the full-year, the College was in compliance with all our banking covenants.

31 DECEMBER 2020 RESULTS

This Annual Report incorporates the audited consolidated financial results for the year ended 31 December 2020 for Moriah War Memorial College Association and its Controlled Entities.

For the financial year ended 31

December 2020, the College and its Controlled Entities reported a consolidated surplus of \$9.409m (2019:\$1.327m deficit). This result is achieved on a consolidated total revenue base of \$58.22m (excluding JobKeeper) (2019: \$56.02m).

The College's results were materially impacted by the receipts of JobKeeper and additional donations as well as the benefits of the cost reduction program, and negatively by the additional assistance and support provided to families.

LOOKING FORWARD

Moriah College has a number of challenges in its future.

Demographics in the Jewish community are changing, and the future sustainability of the College requires continued enrolments as the major source of revenue. Strategies to engage with the community and drive advocacy are key.

The capital requirements for investment in ICT has grown to \$2mil annually, four times higher than only a few years ago. Security costs at the College now exceed \$1.6mil annually.

As a community school the College provides significant fee support in excess of \$4mil annually with the Foundation funding a further \$1.3mil in bursaries. The College also caters for students with a variety of additional needs, with an additional \$3mil annually spent net of Government funding.

The College has to deliver on student outcomes, whilst remaining true to our ethos and keeping fees as affordable as possible.

Moriah College is an amazing school, which we should all be very proud of. Community advocacy and productive

participation are essential to drive the Moriah College of the future. 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 and our community 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 of delivering on the diverse outcomes that our stakeholders expect is a challenge that is met through dedication and commitment that goes above and beyond.

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 Deloitte the College's new audit firm. The level of professionalism and vigilance in carrying out this responsibility is greatly appreciated.

Finally, I wish to thank all the students, parents, staff and many others for the part they play in the continuation of the Moriah story.

MARC WEININGER
Treasurer