



# Moriah College

בית ספר הר המוריה



# 2021

## 69th Annual Report and Financial Statements





**Moriah College**

בית ספר הר המוריה

## 69TH 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**

THURSDAY, 16 JUNE 2022

### **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 D Sher

### **HONORARY SECRETARY**

Mrs R Michael

### **BOARD OF DIRECTORS**

Mr E Borecki (*Resigned 31 May 2021*)

Ms T Esra (*Appointed 31 May 2021*)

Mr O Freedman

Mr W Jacobson

Mr D Kramer

Mr M Leigh (*Appointed 31 May 2021*)

Mrs J Lowy

Mrs J Scheinberg (*Appointed 31 May 2021*)

Mr M Weininger (*Resigned 31 May 2021*)

Mr S Wilkenfeld (*Resigned 31 May 2021*)

### **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 Roberta Goot OAM - ATCL; AmusTCL

### **CHIEF FINANCIAL OFFICER**

Mr Gavin Sher - Bcom, HDip Acc, CA(SA)

### **DEAN OF JEWISH LIFE AND LEARNING (ACTING)**

Mr Ronnen Grauman - BA GradDipEd  
MEdlead

### **HEAD OF HIGH SCHOOL**

Rabbi Yehoshua Smukler

### **HEAD OF PRIMARY SCHOOL**

Mrs Lynda Fisher - B Prim Ed Wits  
University

### **DIRECTOR OF EARLY LEARNING**

Mrs Cathy Milwidsky - AMI Dip  
Montessori Preschool

BA Ed & Clinical Psych Post Grad Dip  
Counselling

### **PRESIDENTS PARENTS' & FRIENDS' ASSOCIATION**

Mrs Loren Kalish

### **AUDITOR**

Deloitte Touche Tohmatsu

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# OUR HISTORY / WELCOME

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## 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](http://www.myschool.edu.au) or the College website [www.moriah.nsw.edu.au](http://www.moriah.nsw.edu.au)

# OUR SCHOOL

## College President's Report



While the 2021 school year began with a semblance of normality, albeit in a Covid world, the unpredictability of the virus, together with the emergence of new strains and rising case numbers in New South Wales, had us all in lockdown and returning to remote learning for the whole of Term 3.

I would like to acknowledge and thank Rabbi Yehoshua Smukler, his College Executive, Heads of Schools, and their teams for having the vision to work tirelessly to prepare for this eventuality, ensuring that the B'Yachad Online Learning Platforms were ready to be enabled at any time.

I would also like to acknowledge our extraordinary IT department and teaching staff members for their incredible dedication and efforts during this difficult time. They were all able to pivot quickly, embracing the new and innovative learning opportunities that were developed during lockdown in 2020, and discovering even more new and exciting ways to engage our children remotely, with their teaching and learning. A special thank you to all our staff members involved in supporting our Year 12 students, who were compelled to display enormous resilience because of the uncertainty around both their Trial and HSC

Examinations. As outlined below and in the following pages, the Class of 2021 and their teachers rose above these challenges in every regard.

A special mention to our Experiential Jewish Life teams in the Primary and High Schools. Recognising the vital role that experiential Jewish life plays in our children's Moriah journey, our EDJE teams were determined not to let online learning stop them from bringing life and energy into the College. To make their virtual connection with our children as meaningful as possible, our EDJE teams created innovative opportunities for our students to connect with each other and participate in Jewish life events online. This included morning Tefillah, online parties, challah bakes (where ingredients were delivered to families' doorsteps), fun challenges, and Kabbalat Shabbat services for the whole community.

Additionally, it's important to highlight the role of our College Wellbeing teams, and all staff members who have supported the wellbeing programs that have helped to build capacity and resilience in our young people so that they were able to cope and deal with the many challenges and stresses that emerged during Covid and lockdown.

### 2021 IN REVIEW

As a board, we understand the important responsibility we have to invest in our children, and provide them with an outstanding Jewish and general education. We are preparing our children to take their place in the world as confident, capable and knowledgeable young people, proud of their Jewish identity and determined to make the world a better place.

As I reflect on the 2021 school year, I want to take a moment to celebrate our many achievements:

- A key ingredient to achieving excellence in education is through talented staff and that is why Rabbi Smukler continues to invest in our people, building their capacity and professional practice.
- In 2021, we welcomed home Mark Hemphill, an internationally experienced educator, as our Head of High School. We announced that Rabbi Gad Krebs would join our leadership team as our new College Rabbi, while Rabbi Solomon transitions to part-time and then Rabbi Emeritus at the end of 2022.
- With the ever-increasing reliance on technology, we are investing in a more powerful and sustainable infrastructure, and employing IT processes to extract better student data to inform instruction and practice.
- Our educators and wellbeing staff members are focused on generating student engagement, achievement and growth, and empowering every child to achieve personal excellence.
- Enrolments at Moriah remain steady and strong. In 2022, for the third year in a row, the College will be welcoming four Year K streams into the Primary School, and opening a new stream in Year 5.
- The Moriah Foundation 'No family left behind' campaign ensured that no family had to face the heartache of having to take their children out of a school that they love.
- We were able to meet our scheduled debt repayment to the bank, owing as a result of the 2011 acquisition of the land on which Moriah sits. If we had not purchased the land, this rental payment would today exceed \$3 million per annum. Instead, the funding cost to the College of its current debt is \$900k p.a. The

College had a robust, yet achievable, debt and capital management plan built into our budget to continue to pay down this debt.

- We all hope that, with the new year, we will see a resumption of our pre-Covid normal lives. But whatever lies ahead, I know that with the support of everyone, our children will continue to thrive. While Covid has taught us that life can be uncertain, it has also taught us that when we are faced with challenges, our Moriah Family comes together, as we did over the last two years, and in doing so, we are stronger and better.
- With 68% of our **2021 HSC** cohort achieving a place on the 2021 honour roll, 17 students on the All-Rounders List, three state rankings, and more than 56% of the group receiving an ATAR over 90 (top 10% of the state), Moriah has ranked 18th in the State, and was one of only two non-selective co-educational schools listed in the top 20. This is truly outstanding, and an affirmation of the dedication of our teachers, the care and hard work with which they have inspired our children to do their best, and the commitment, resilience, and tenacity of our students. (Please see page 43 of College Principal's report for more detail).
- **Co-Curricular activities** continued in 2021 though most competitions were affected by Covid. (Please see page 49 of the College Principal's report for more detail).

Our **Debating Teams** were heavily impacted with many schools cancelling debates. Moriah still managed to achieve a winning team in the competition under the guidance and direction of our professional Debating coaches.

**Our Mock Trial Team** has continued its successes despite Covid and online trials.

**Chess** continued online for most of 2021.

Whilst the Co-Curricular Program was impacted by Covid, many new initiatives evolved in preparation for a "normal" 2022. We are excited to experience their growth over the next few years.

- In **Sport**, despite Covid-19, Moriah still managed to achieve 19 championship victories across a diverse range of sports. Inclusivity in sport is giving Moriah students opportunities to succeed beyond the classroom, which is helping to build the Moriah 'all-rounder'. (Please see page 56 of the College Principal's report for more detail).

As a College, we are always striving to do better and deliver more to our students across ELC, Primary and High School, and we are looking forward to an exciting year ahead.

Thank you again for entrusting us with the privilege of educating your children.

### GOVERNANCE

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

### BUILDING & INFRASTRUCTURE / SECURITY

During 2021, the Facilities & Maintenance team has continued to provide exceptional service to the College, both in terms of ongoing maintenance and operational campus support services. The facilities team provides many hours of campus support services, which includes setting up for exams, camps and events, and tending to Go With The Flow, amongst its general building, infrastructure and repairs, and maintenance services.

With the ongoing support of the Federal Government's Safer Communities Grant, the College has been able to further enhance the physical security measures at the Queens Park campus. New vehicle barriers have been installed at all entries to the campus, ensuring any hostile vehicle mitigation is managed successfully. The College has also been successful in upgrading CCTV software, with real-time monitoring, which has enhanced surveillance at the campuses.

The College is continuing to ensure any urgent upgrades required are taking place. This year, the gymnasium bathroom facilities have been refurbished, and we have received

fantastic feedback. The College now has an upgrade plan in place for the next two years, which will continue to see bathroom facilities in the Primary and High Schools being upgraded.

**The Covid-19** global pandemic has continued to affect normal operations at the College, and we thank the Facilities & Maintenance team for continuing to ensure that the College has the appropriate hygiene and cleaning protocols in place to manage the safety and wellbeing of our staff and students.

The Facilities & Maintenance team is led by John Kertesz, and we thank him and his team for their efforts during these unprecedented times.

### ENROLMENTS

Moriah College enrolls over 1,650 students from Early Learning to Year 12, and is one of the largest Jewish schools, and the largest custodian of Jewish youth, in the Southern Hemisphere.

The College continues to experience very strong enrolment demand:

- Our Early Learning Centre at the Queens Park campus continues to be at full capacity.
- Our Year K intake remained high, with strong conversions from our Early Learning Centres.
- Most year levels in the Primary School continue to maintain strong enrolments, with close to 45 new enrolments expected in 2022 in the Primary School (Years 1-6).
- High School enrolments continue to remain strong with a full Year 7 cohort projected for 2023 and 2024.

The growth in enrolments is a testament to our talented educators, our commitment to 21st-century teaching and learning, the tireless work of our Enrolments and Engagement team and, of course, our parents who remain committed to providing their children with an outstanding Jewish and secular education.

### MORIAH EARLY LEARNING CENTRES

Our Centres continue to provide different enrolment options for families of children enrolled in the three-five-year-old Early Learning program:

- Families may choose part-time or full-time enrolment in the Long Day Care program, which operates 48 weeks of the year, 7:45am–5:30pm Monday to Thursday, and 7:15am–3:15pm on Fridays. Eligible families may claim Child Care Subsidy for these options. Families who are not eligible for the Child Care Subsidy may choose to enrol their child in our Preschool program, full-time, over four school terms.
- Parents who enrol their child in the Preschool program may also elect to enrol their child in the Preschool Extended Hours, which allows the child to stay for the additional hour and a half at the end of each day.
- A Preschool holiday program is now offered to all Preschool families wishing to enrol their children during the April, July, and September school holidays.

Moriah is proud of the exceptional early learning offerings that we provide to every child, and our Australian Children's Education & Care Quality Authority overall rating of 'exceeding' national quality standards. All three of the Moriah College Early Learning Centres continue to be rated and assessed as 'exceeding' the national quality standards.

### THE MORIAH FOUNDATION

The Moriah Foundation continues to make a significant contribution to the economics of the school by providing bursaries and fee assistance for those families that could otherwise not afford a Jewish education. Foundation subsidies, together with funding from the Youth to Israel (Y2i) program have, once again, enabled Moriah to have the largest number of students ever to attend the Israel Study Tour (IST). The impact of the Foundation is significant in the lives of the many families who otherwise could not afford a Moriah education, as well as the entire Moriah Family, which is benefiting from a more sustainable and affordable school.

I would like to express my sincere thanks to The Moriah Foundation, its board of directors, and, in particular, to the Foundation President Judy Lowy for her continued commitment to building Moriah's Foundation, which has, in the

10 years since its establishment, raised approximately \$25m for the College. As College President, I am acutely aware of the important contribution of donors to The Moriah Foundation. It is our solemn collective responsibility to ensure that, as a community, we nurture Moriah and pass it on securely to future generations.

I commend to you the report of The Moriah Foundation.

### ISRAEL STUDY TOUR

Due to Covid, IST did not proceed in 2021.

I commend to you the Report of the Head of Jewish Life & Learning (Acting), included in the College Principal's Report.

### BOARD COMMITTEES

I am pleased to once again report that our board members continued to play an integral role in the success of Moriah College. Many of our board committees have co-opted additional members to enhance their relevant expertise. Co-optees can also provide a path for potential board members to engage in a specific area in which they are interested, and thereby gain experience in Moriah College matters.

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

Please see below the list of committees and their members.

### KEHILLAT MORIAH

During 2021, Kehillat Moriah provided Shabbat and festival services and programs for the College and community. Rabbi Dr Aryeh Solomon advised the College on all Halachic matters, published guides to the chagim, and provided pastoral care to staff, students, and families. Throughout the year, The Hugo Lowy Synagogue was the venue for

numerous Bar Mitzvah and Bat Mitzvah celebrations, ufrufs and shabbatonim, as well as other College religious events and ceremonies. We acknowledge Rabbi Solomon's contribution to the Jewish ethos of the College and its alumni over the past 37 years.

### SECURITY

Safety and security at all campuses remained a high priority throughout the year.

### PARENTS' & FRIENDS'

The Parents' & Friends' (P&F) is a vital part of the Moriah Family. The P&F does wonderful work in maintaining grass-roots relationships with our parents. We are grateful to President Loren Kalish for her leadership in 2021.

The P&F held the following events in 2021 (many events were cancelled due to extended Covid lockdown):

- Year K 2021 first day welcome coffee morning
- Hamentaschen for all students
- Passover Sedarim
- ELC Staff Appreciation Lunch
- Mother's Day breakfast and activities, in the Primary School
- ELC Mini Olympic Games
- A night of delicious ideas cooking demonstration with Saranne Chait
- Youth & Families Covid Vaccination Webinar
- Online Trivia night
- Father's Day (cancelled)
- Primary School Open Morning (cancelled)
- Community Closet second-hand clothing sales in school holidays
- Enormous chesed drive for Covid families, including delivering meals and care packs
- Assisted parents with the setup of the Year 6 Graduation cocktails prior to the graduation ceremony
- Developed a P&F committee
- Staff thank you lunches
- Resignation of Laurie Abeshouse and began recruitment process for role



In addition to these events, the P&F helped at any school events that required assistance. They also organised the volunteer roster for the Primary School canteen throughout the year, organised class parents in the Primary School, a fruit stand, and helped raise House spirit at the Primary School Swimming Carnival. They provided the tallitot and candlesticks for the Year K mitzvah celebration, and organised Siddurim for all new students, as well as students in Years 1, 7, 9 and 12. The P&F was also responsible for the Year 6 hoodie and end of year gifts for Primary School staff from Primary School families.

I thank the P&F for their remarkable commitment and ongoing support of the College.

### MORIAH TRUSTEES & LIFE PATRONS

I would like to pay tribute to the Moriah Trustees and Life Patrons of the College who have worked with me to further the interests of the College. Thank you to the Chairman of Trustees Robert Goot AO SC and his colleagues for their work, their support, and their undoubted love for Moriah.

#### Tribute to Mr Philip Simons z'l

Sadly, in September 2021, a former Trustee, Mr Philip Simons z'l, passed away suddenly in North Carolina. Philip is very fondly remembered for his commitment and unswerving dedication to Moriah College over many decades. His late father Percy famously said that you cannot demand respect – you command it by your actions. That is what Philip did, and he was held in very high respect through his significant service and contribution to the College as a board member (1974-1989), Vice President (1984-1989), Trustee (1987-2012), Chairman of Trustees (2004-2012), and a Life Governor.

At the time of his resignation as a Trustee of the College in 2012, Philip reminded us that his association with the College went back to 1953 when he was a pupil in the Primary School; and that what made the school great, besides the intellectual stimulation and the Jewish education, was the enormous friendships which are formed. He also

reminded us that one of the influences for his starting to work in the communal world was his father, and the early memories he had of Mr Rabinovitch, who was the Founder of the school, sitting in the dining room at home talking to his father about Moriah.

Philip is survived by his daughters Rachel and Talia. Philip is the brother of Professor Leon Simons AM (Mount Zion Trustee) sister of Anne Reid OAM (former P&F Treasurer) and cousin of Robert Simons AM (Life Patron and Trustee and former President).

Philip will be very dearly missed and his legacy will remain with the College forever.

### JEWISH COMMUNAL APPEAL (JCA)

I extend our thanks to the JCA and its President Stephen Chipkin for his continual support of the College. This year, the College received an allocation of \$1.288m from the JCA. The College expresses its gratitude to the JCA and the community at large for this funding, which is allocated to students requiring learning support and to the provision of financial assistance. I urge all parents of the College not just to donate to the JCA, but also to become involved with the JCA in some capacity. The work of the JCA is vital to many organisations in our community, Moriah included.

### MOUNT ZION

Mount Zion Trust and Moriah College continue as partners in running The Mount Zion Rabinovitch Kindergarten and The Moriah College Early Childhood Centre Simons-Redelman Campus, Rose Bay. I would like to thank Professor Leon Simons and his fellow Trustees Michael Greenfield, Dr Lilliane Goodman, Dr Suzanne Morris, and Shoshana Eisner for their cooperation.

I would also like to thank the Mount Zion Trustees for their generous assistance to the Moriah Foundation in launching the Bursary Program with a significant annual contribution of \$65,000 towards 2021 for partial 2021 bursaries. The College is grateful for the support and the spirit in which it works with Mount Zion Trustees.

I would like to extend a vote of thanks to the newly appointed Director of Mount Zion Kindergarten, Ms Ashne Grill for her continued cooperation in ensuring that Mount Zion students are provided with a successful transition into our Primary School.

### MOUNT SINAI COLLEGE

Moriah continues to enjoy a warm and constructive relationship with our feeder school, Mount Sinai College, where we welcome a large amount of Mount Sinai students into our Year 7 cohort. We look forward to building and enhancing this relationship in 2022 and beyond. I would like to pay tribute to the President of Mount Sinai, Anthony Berman, and to Principal Phil Roberts for working so cooperatively with our College.

### STAFF RECOGNITION

This year, we had a number of staff members who were acknowledged for their 20, 25, 30 and over 35 years of service; Andrea Godin, David Montefiore, Yvette Sher, Michelle Fishbine, Hilary Kahn, Dale Kessler, Stephen Smout, Debbie Conn, and Alan Williams.

Two long-standing staff members retired after serving more than 28 and 38 years of service respectively, Sally Weiser and Annette Ferrer.

The College also recognised Jeannette Segal for her 50 years of teaching in Jewish Education.

We extend our deep appreciation to you for your longstanding loyalty and commitment to Moriah College.

### ANNUAL GENERAL MEETINGS

At our Annual General Meetings of Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited, held in May 2021, the following board of directors of the College were elected, unopposed, for a two-year term: Teri Esra, Oliver Freedman, Mark Leigh, Rina Michael, and Jacqueline Scheinberg.

In addition to the above directors, the following directors continued their term until the next Annual General Meetings of the Associations, in accordance with

our Constitutions: President Stephen Jankelowitz, Robbie Blau, Warren Jacobson, Dan Kramer, Judy Lowy, and Dani Sher.

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

- Robbie Blau – Deputy President
- Dani Sher – Treasurer
- Rina Michael – Honorary Secretary

### CONCLUSION

I want to thank Rabbi Smukler, our College Executive, and our dedicated staff for providing best practice distance education to our children during extended lockdowns, ensuring that our children continued to learn, while feeling cared for, nurtured, and supported. I am so proud and grateful that, throughout lockdown, our children had access to a wide range of co-curricular activities, including music and sport, experiential Jewish Life initiatives and the opportunity to give back and support community members who were feeling lonely and isolated.

I thank them for their leadership, passion, courage and transparency, and their focus on delivering the best possible outcomes for our students.

Shua's aspirations for excellence and rigour, combined with his strategic vision, are impacting the entire College, and his relentless pursuit of improvement is admirable.

I wish to thank our dedicated and hardworking board members for their support and enormous effort during the past year. Carrying the responsibility of delivering on the diverse outcomes that our stakeholders expect is a challenge that is met through dedication and commitment and my fellow board members give up a significant amount of time and make a valuable contribution to the sustainability and success of our College and community. I truly appreciate and thank all of them.

I extend a special thanks to Robbie Blau, Deputy President, for his unwavering support, his commitment and friendship, and I thank him for his total dedication and passion during another extraordinarily challenging year.

I would now like to pay tribute and say thank you to three board members who retired at this year's AGM.

**Eric Borecki**, who is stepping down after four years on the board.

Eric is deeply committed to Moriah College as an alumnus, parent of four past students, and the proud parent of one of our wonderful teachers. In 2017, Eric chose to extend this commitment by nominating for a board position, and since then, he has been a member of six sub-committees and a board liaison representative.

**Simon Wilkenfeld's** decade of service on the Moriah board has demonstrated his incredible passion and commitment to the College. A College alumnus and Moriah parent, Simon has truly made a significant contribution through his role on the board.

Over the past 10 years, Simon has been a member of 11 sub-committees and chaired five, including the Building and Infrastructure Committee for eight years. He has held four board liaison representative roles and stepped up to be the President of the Yedid Alumni Association between 2013 and 2017.

Simon's most significant building project was overseeing the design, construction, and completion of the Queens Park Early Learning Centre, achieving our dream of having students from age two to Year 12 together on the one campus. The Queens Park Early Learning Centre is now one of our most sought-after campuses, with an extensive waiting list for enrolments.

And finally, we thank **Marc Weininger**, who steps down after eight years on the College board, showing the utmost commitment and passion for the College. Marc is also a College alumnus and current parent of three children at Moriah.

During his tenure on the board, Marc has been a member of 13 sub-committees and has chaired five. He has held the

role of Treasurer since 2016, which I don't think many appreciate how onerous a responsibility that is.

Marc has made a significant time commitment and contribution towards the review, assessment, and ongoing enhancement of the processes around financial assistance, debtors, and other inter-related subsidies, including bursaries, and was instrumental in the introduction of the online fee payment portal a few years ago.

As Chair of the Financial Assistance Committee for seven years, Marc has helped countless families who have required assistance with the payment of school fees, which has been more challenging recently in the Covid environment. This is a tough role, and Marc has managed this with rigour and due process, but always with fairness and the utmost empathy and respect for each individual family.

Through his tireless work on the board, and his enthusiastic contribution to meetings and discussions, Marc has demonstrated his incredible passion and total commitment to Moriah and the community.

I want to thank Eric, Simon, and Marc for the time that they have given to the board as directors, and I look forward to their continued involvement with the College in other capacities.

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

I am very grateful for the unconditional support of my children Adam and Daniel. They are always understanding, knowing the importance of Jewish Education and the critical role that Moriah plays in my life, and in theirs.

Thank you!

**STEPHEN JANKELOWITZ**  
**President**

## BOARD COMMITTEES

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

### Building & Infrastructure

T. Esra\*, D. Kramer, D. Sher, College Vice Principal/Director of Music & Co-Curricular K-12, Chief Financial Officer, Facilities & Operations Manager and Security Manager

### Capital Management Advisory

S. Jankelowitz\*, R. Blau, D. Sher, (Co-opted Jeremy Dunkel (Foundation board member), Robert Gavshon AM (Trustee), Phil Green, Steven Lowy AM, Martin Moshal, Marc Weininger) and Chief Financial Officer

### Communication

S. Jankelowitz\*, O. Freedman, W. Jacobson, J. Lowy and (Co-opted Paul Ichilcik, Danny Sekers).

*By invitation: Director of Enrolments & Engagement and Marketing and Communications Manager*

### Corporate Governance

D. Kramer\*, R. Blau, R. Michael, (Co-opted Miri Sonnabend), College Vice Principal/Director of Music & Co-Curricular K-12 and Chief Financial Officer

### Debtors & Fee Support

D. Sher\*, R. Blau, J. Lowy, (Co-opted Marc Weininger), Chief Financial Officer, Fee Support and Operations Manager

### Digital

R. Blau\*\*, M. Leigh\*\*, R. Michael, (Co-opted Jason Serda, Amir Antonir), College Vice Principal/Director of Music & Co-Curricular K-12, Chief Financial Officer, and Head of IT

### Early Learning

M. Weininger\*, J. Scheinberg, (Co-opted Nicholas Weininger) and Chief Financial Officer

*By invitation: Director of Enrolments & Engagement, Head of Early Learning & Development, Education Leaders & Director of Compliance, Marketing and Communications Manager and Marketing Manager*



### Education

S. Jankelowitz\*, W. Jacobson, (Co-opted Genia Janover, Nicholas Sampson, Elizabeth Stone, John Weeks). *By invitation: Head of High School, Head of Primary School, Head of Early Learning & Development*

### Enrolment Consultative

O. Freedman\*, J. Lowy and J. Scheinberg. *By invitation: Head of High School, Head of Primary School, Director of Early Learning and (Co-opted Terri Solsky)*

### Finance & Audit

D. Sher\*, R. Blau, (Co-opted Marc Weininger), Chief Financial Officer

### Jewish Life & Learning

O. Freedman\*, R. Blau, D. Kramer, J. Lowy and (Co-opted Robert Gavshon AM (Life Patron and Trustee). *By invitation: Acting Head of Jewish Life & Learning*

### Nominations

S. Jankelowitz\*, R. Blau, R. Michael, (Co-opted Brian Schwartz AM)

### Remuneration

S. Jankelowitz \*, R. Blau, D. Sher, College Principal and Chief Financial Officer

### Security & Traffic Consultative

S. Jankelowitz\*\*, T. Esra\*\*, D. Sher, (Co-opted Shane Weinberg (Communal Security Group Representative), Linda Tate (Head of Parent Safety Group), College Vice Principal/Director of Music & Co-Curricular K-12, Head of Security and Security Manager

### Survey

O. Freedman\*, W. Jacobson, M. Leigh and College Vice Principal/Director of Music & Co-Curricular K-12

### 2020 Planning & Presentation

S. Jankelowitz\*\*, M. Gutman OBE\*\*, T. Esra, (Co-opted Giora Friede (Foundation Board Member), Allen Linz (Foundation Board Member) and Trustee Representative Robert Goot AM SC

\* **Chair**

\*\* **Co Chair**

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

### Association of Independent Schools

R. Michael

### Australian Council of Jewish Schools (ACJS)

R. Blau and D. Sher

### Early Learning Liaison Group

J. Scheinberg

### Jewish Communal Appeal ('JCA') (Fundraising)

D. Sher and M. Leigh

### NSW Jewish Board of Deputies

D. Kramer and J. Scheinberg

### Queens Park Precinct and Community Reference Group and Bushland Management Group

R. Michael and T. Esra

### Yedid-Moriah Alumni Association (Old Collegians)

R. Michael

# OUR SCHOOL

## College Principal's Report



### SCHOOL PROGRESS, IMPROVEMENT & STRATEGY

Upon reflection, the past year, despite significant challenges, was objectively a tremendous success for the College. We collectively identified the single most influential positive factor that contributed to our success - staff and student morale. Unquestionably, the quality of relationships across the College amongst both students and staff; a sense of belonging and community that permeated all aspects and areas of the College before, during, and post-Covid lockdowns, was pervasive. Despite experiencing the most extensive lockdown, of unknown duration, during one of the most critical time periods of the year, the level of staff ingenuity, creativity, and persistence in nurturing and looking after each and every child and family at Moriah was extraordinary. Our P&F and families went into overdrive just to look after everyone. Our children and their respective families responded with higher levels of engagement, participation in online co-curricular and extra-curricular opportunities, and a deep engagement with our Moriah B'Yachad online learning platforms, whilst we were able to maintain face-to-face care and provision for our youngest ELC students, enabling them and their

families to thrive despite the restrictions on life.

In addition to our highly acclaimed and impactful **Moriah B'Yachad** online learning platform, we developed **Briyut BaBayit @ Moriah - Moriah Healthy @ Home** and focused on nourishing the mind (moach), body (guf), and soul (neshamah).

Our staff members approached online learning with an academic lens, aiming to continue to progress the learning and curricular outcomes of their students, whilst also looking after the whole child, their being, with co-curricular, sporting and physical opportunities, and Jewish experiences to enhance the neshamah, coupled with chesed and communal opportunities. Mental health and social and emotional wellbeing were at the forefront of our program. Briyut BaBayit @ Moriah was updated and implemented on a weekly basis.

The result was a cohesive, engaged, and motivated Moriah College family. That cohesion, goodwill and positive sentiment led to a pervasive high morale resulting in high performance and impressive outcomes.

One of the objective measures of our success was our outstanding **HSC results** across all subject areas. I would like to commend all of our educators, from ELC through to Year 12, as well as all of our students - especially the Class of 2021 - for their sheer determination and hard work. I would like to highlight a few HSC 2021 statistics:

1. The English department ranked 10th in the state
2. The Mathematics department ranked 12th in the state
3. One hundred percent of students across 15 courses achieved a band 5/6, 85% of results were achieved within the top two bands, 99.5% of results were in the top three bands
4. Sixty-eight percent of students were

named on the Distinguished Achievers List for scoring a Band 6 result in at least one subject, and most importantly, upon predicting the individual student's academic gain trajectory, the vast majority of our students far outperformed their predictive results. This is a credit to their hard work, the support from their families, and, integrally, the deep learning relationship with their teachers.

We are delivering on our stated objective of providing inspirational staff for all our students and for providing them with an environment in which they can thrive and belong.

#### In 2021, we:

- were joined by our new Head of High School Mark Hemphill, who has already established a culture of leading from the heart, developing a deep rapport and close relationship with all our students and engaging with so many families across the High School.
- appointed and redeveloped our Primary School Leadership team, consolidated under the leadership of our vigorous and visionary Head of Primary School Lynda Fisher.
- consolidated our preschool classes by age and stage, and provided an improved school readiness and preparatory program, as can be measured by the astounding improvement in this triennium's results in our Australian Early Development Census (AEDC) School Profile 2021 in the areas of:
  1. social competence;
  2. emotional maturity; and
  3. communication skills and general knowledge.

#### Jewish Life @ Moriah

Delivering on our mission of providing a vibrant Jewish Life experience, both in and out of the classroom, for all children



across the College has yet again been highly successful throughout 2021.

- Uncle Velvel continues to inspire and enthral our two to five-year-olds across all our ELCs, and our feeder ELC, Mt Zion, as he approaches his 45th year at the College.
- Tali Diamond (Coordinator of Experiential Department of Jewish Education (EDJE) Primary School) together with Carolyn Steinman (Head of Jewish Life/Formal Jewish Studies Primary School) and their team of local Madrichim and youth leaders (despite not being able to import shlichim/ hesder boys/ sheirut girls from Israel due to Covid-19), together with the classroom Jewish Life educators, intentionally blurred the boundaries of formal and experiential learning into a holistic JL experience that permeated the curriculum, the co and extra-curricular, chaggim celebrations, and filled our Primary School students' experience with vibrant Jewish values. They have yet again proven that creating a dedicated Primary School Experiential (EDJE) team, for the first time in the College's history, was an extremely successful addition to the Primary School program.
- Talya Wiseman, newly returned to the College for 2021, assumed the leadership of EDJE and the Jewish Life experiences across the High School. Despite having some of her plans and efforts thwarted by Covid, she managed to curate an inspiring team of local madrichim (despite not being able to import shlichim/ hesder boys/

sheirut girls from Israel due to Covid), and created impactful programs and experiences for all children across our High School.

- We eagerly anticipate Rabbi Gad Krebs joining our team full-time next year as College Rabbi. We take a moment to acknowledge Rabbi Solomon who will continue part-time during his final year at the College in 2022. The community will have an opportunity to pay tribute and acknowledge Rabbi Solomon's four decades of service to the College.
- It is particularly noteworthy that we now have a number of strong, proud, learned, and talented female role models in the EDJE and Jewish Life leadership who inspire both our younger educators and madrichim and provide an example for our students. We feel their leadership reflects an integral aspect of our Modern Orthodox values.

### Positive Culture @ Moriah

Creating a positive culture and touch point experience for every student - from even prior to their very first engagement with the College, through to enrolment and onboarding, acclimatisation to the College life and culture, and throughout the 15 years of their schooling at Moriah - and providing opportunities for them to remain connected to the College community as an alumnus, is the prime focus for the College.

Under the capable direction and leadership of Lauren Koseff, the newly appointed Director of Engagement and Enrolment (ELC-12), we are creating

a true child-centric, family/customer-focused, positive engagement culture throughout the College.

We are revising and implementing our new wellbeing, family support, student management/discipline systems with a view of creating high expectations, coupled with a healthy balance of respect, order, care and empathy.

Some believe that positive organisational culture, especially in schools, is slightly evasive and difficult to pinpoint and even more challenging to improve. However, culture is a powerful and vital element of focus at Moriah. We believe that culture is created by people, their mindset, their attitude, their beliefs and their behaviours. This informs the tone, climate, culture and calibre of relationships within the organisation. With that in mind, we have coached and mentored all of our educators and support staff, and emphasised mindset, empathy, and attitude as they contribute to the culture and overall experience at the College. In fact, cultural compatibility and contribution is now front and centre of all of our recruitment efforts, as we progress through the natural ebb and flow of staff changes and renewal.

### Co-curricular @ Moriah

As a fundamental part of our commitment of '*Chanoch L'na'ar Al pi darko*; educating each child in the individual manner in which they can and will thrive', we have undertaken a total evaluation and review of all of our co-curricular offerings.

We have once again expanded the range and variety of our co-curricular offerings,

ensuring we provide children with a vast range of interest areas and opportunities to cultivate their passions and their talents as they build their self-esteem and confidence, establish friendships, and develop collaboration skills.

As well as having 600 Music students involved in 28 ensembles, bands and orchestras, and more than 135 sporting opportunities across the College, we now offer a vast range of community, volunteering and chesed opportunities, visual arts clubs, public speaking and presentation opportunities, competitive academic contests, group mindfulness training programs aimed at nourishing the spiritual, and innovative technological experiences for our children.

Below is a partial list of some of these experiences.

### Chesed

- Pink Breakfast - committee and planning
- White Ribbon Day and awareness campaigns against domestic violence
- Movember and awareness campaign about men's mental health
- MATES (Years 8-9) – Integrating and supporting students on the spectrum into the social fabric of Moriah
- Legacy
- Ongoing Peer Support between older and younger students
- Northern Territory Chesed Program



- Gardening Club (Years K-6)
- Experiential Jewish Life and Learning – co and extra-curricular opportunities
- Friendship Hub (Years K-4) – Playtime support and intervention program

### Arts

- Senior Mixed Vocals
- Art Club
- HSC Club
- Writers Club (Year 7)
- Sydney Writers Festival Program
- Mock Trial – competition and training
- Inter-House Drama Festival – Biennial
- Inter-House Music Festival - Biennial
- Public Speaking Workshops
- Mikolot Public Speaking Competition
- Young Communicators Public Speaking Competition
- Junior Choir (K-6)

### Mind/Spiritual

- TEDx
- Hadracha training and deployment
- Chess
- da Vinci Decathlon
- Junior Imagine Cup
- Debating
- Philosophy Club
- Peer Maths Tutoring
- Philosophers Thinking Circle
- Homework Club
- Board Games Club
- Shabbat Dinners and Shabbatonim and Youth Minyanim
- Year 7 Orientation Camp
- Duke of Edinburgh
- Year 12 Formal Committee
- Graduation Dinner Committee (Year 11)
- Maths Club (Years 1-6)
- Book Club K-2

### Technology/Innovation

- Young Scientist STEM
- Tech Girls
- Tech Crew – training and ongoing involvement across College events
- Scholars in Entrepreneurship and trip to Israel

### Music

More than 600 children participate in our flagship Music program, from our ELC students (in the Suzuki Violin program) to our Year 12s. 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.

We are now looking forward to Moriah's 80th Birthday and our next International Band Tour, possibly at the end of 2024.

### Sport

#### Primary School

In the Primary School, sporting engagement continues to flourish. With Covid restrictions easing, Moriah Primary School has reintroduced the morning sport timetable where, with the help of 10 regular specialist sporting coaches, there is an extensive program of activities available for Moriah students of all levels to participate in each day. On any given day, there can be up to 150 children involved in morning sport. This is on top of weekly interschool sport, lunchtime sport, and carnivals. As restrictions continue to ease, we look forward to entering representative Gala Days again in 2022, where Primary School children love being given the opportunity to represent their school.

#### High School

Our Sport opportunities continue to blossom. High School students participate in more than 10 different sporting programs each week, with each program offering several opportunities. Our Basketball program currently has almost 300 students participating in around 30 teams. We have more than 30 regular sports coaches and approximately 100 students at training every morning and afternoon across a regular week at Moriah College. Sometimes, students are involved in more than one sport.

Besides the mind and body health benefits, we have achieved a number of outstanding sporting accomplishments, which continue to establish the College's outstanding sporting culture within the broader community.

### PARENT, STUDENT, TEACHER SATISFACTION

#### Satisfaction Survey

In 2021 the following satisfaction surveys were conducted.

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

We also spent a few months working with MMG Education school data and survey specialists designing a 'whole of school' staff, student, family stakeholder survey to collect and collate qualitative, as well as quantitative, data in an unprecedented comprehensive manner across the College. However, due to the Covid-19 lockdown commencing as we were about to launch the surveys at the commencement of Term 2, we deferred this survey to 2022. We look forward to sharing these survey results next year and to using them to reflect upon and to improve the College.

### COUNTERPOINT CAMPS

Unfortunately, due to Covid, none of the normal Counterpoint Camps could be offered during Term 3, 2021.

In Term 4, when students were permitted to return to campus, the EDJE team provided Year 9 with a one-day program, Year 10 with a three-day program, and Year 11 students with a two-day Jewish Life program.

### ISRAEL STUDY TOUR (IST)

As our current Year 11 students were unable to attend IST in 2020 due to Covid, we optimistically planned an ambitious four-week IST trip from early November to early January. Unfortunately, due to international travel restrictions, we had to cancel this IST trip in early November.

We have started planning a four-week IST trip for the 2021 Year 10 students for April/May 2022, over Pesach, Yom Ha'Shoah, Ha'zikaron and Ha'atzmaut.

### WELLBEING AND BEHAVIOUR MANAGEMENT PSYCHOLOGY PROGRAMS DELIVERED

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

The High School Psychology department underwent major restructuring and,

at the end of 2021, the High School has three full-time psychologists; two psychologists for Years 10-12, and one in the junior space 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.

### CLINICAL OVERVIEW 2021/2022

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 difficulties faced, we watched as the Moriah community rose to the challenge, demonstrating incredible resilience and engaging in support. Some students experienced increased mental health issues during the difficult length of time of lockdown and online learning, and the psychologists provided online counselling and regular check-ins with students and staff (See Covid Outreach, below).

Service delivery has adapted to the new and current clinical needs. Simultaneously with the mental health impact of Covid, the psychologists observed an increase in generalised emotional issues that can be categorised as 'intra' (internal issues like self-esteem and negative self-dialogue) and 'inter', which includes higher rates of generalised and social anxiety, emotional dysregulation connected to a fragmented sense of self, significant issues at home, trauma, and mental health diagnoses.

The psychologists noted an increase in pathologising of normal adolescent behaviours, experiences and emotions by both external professionals and parents that often created a culture of non-coping and avoidance in dealing with emotional and behavioural issues. The psychologists also noted that Covid presented a difficulty for our students experiencing adolescent developmental phases in a healthy and regulated manner, as this was often compromised by societal pressures and exposure to issues and

situations that facilitated a sense of unpredictability about their world.

The psychology team has found that, this year especially, students and their parents have had higher emotional needs, and have been wanting more access to our service provision as well as the Wellbeing team. At times, this need has been insatiable, even with the assistance of external professionals. This has resulted in the continual modification of support. This modification has taken the form of:

- Initiating engagement and coordination with Primary School and ELC Psychology to further service quality, efficiency, and consistency of our approach.
- Higher volume of referrals to external professionals. This has been difficult as more and more service providers have longer waitlists, and cases are therefore reverted back to the College psychologists, who are required to provide a service in the interim.
- Triage system of assessing the need and individual requirements of each student and his/her family.
- The need to access mental health services has increased significantly.
- Forging partnerships and a network with external professionals.
- Identification and development of preventative programs for 2021/2022 that will have a more profound impact on students and parents.
- Continual daily communication and collaboration with the Wellbeing team.
- Supporting staff members as they deal with increasing behavioural and emotional needs in the classroom that impact learning.
- The psychologists worked very closely with the heads of Junior and Senior Wellbeing to plan, discuss and implement preventative wellbeing programs during the year.

### PSYCHOLOGY PROGRAMS

#### Mindfulness and Positive Education for Year 11 students (11MIN01)

11MIN01 is a Mindfulness and Positive Psychology one-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 such

as gratitude, happiness, and character strengths that help students to flourish and engage. The course draws from the dot B Mindfulness in Schools Project (UK), and the Geelong Grammar Positive Education Enhanced Curriculum (PEEC), in which the psychologists have special training.

### Covid Outreach

2021 was a challenging year with an adaptation to the ebb and flow of face-to-face and online learning. The psychologists had to address the huge mental health, social and familial implications that 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 Microsoft Teams) from traditional face-to-face counselling.
4. Regular one-on-one mental health check-ins with students. This included sometimes having to check in several times a week.
5. Continual liaising with the Wellbeing team and Head of High School.
6. Staff outreach programs, for example, with Heads of Department.
7. Increased visibility and accessibility through consistent psychology communications and encouraging help-seeking behaviour.
8. Publishing of wellbeing advice from Dr Michael Carr-Gregg and other experts via School TV and the College newsletter.
9. A tri-weekly student wellbeing program that focused on their physical health, their minds, and their souls (Moach, Guf, Neshama program).

### NovoPsych Assessment Tool

Implementation of clinical assessment tools via NovoPsych software was used by the High School psychologists to generate student mental health screening assessments and reports. The

psychologists mainly used the DASS-21 as a screening and referral tool.

### The Black Dog Institute 'Future Proofing Study'

Participation of 42 Year 9 and 34 Year 10 students in the Black Dog Institute's longitudinal 'Future Proofing Study'. This study aims to prevent 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 secondary education.

### Mission Australia Youth Survey 2021

Senior High School participation in Mission Australia Youth Survey 2022, with 114 of our senior students' responses submitted in 2021. This is a useful tool for monitoring at-risk students and identifying students' mental health and other concerns. The top three concerns reported by Moriah students in this 2020 survey were:

1. *Coping with Stress*
2. *Mental Health*
3. *School or study problems*

It is interesting to note that concerns around Covid-19 were seventh on our students' list as issues of personal concern. It was also reported that family relationships and peer relationships were listed as the top two values of importance in our students' lives.

### CONSENT PROGRAM 2021/2022

In 2021, Chanel Contos, a former student of Kambala School in Sydney, began a global movement called **Teach Us Consent**.

Chanel Contos courageously facilitated and inspired a national dialogue about the lack of education on the topic of Consent in schools. Moriah College was at the forefront of taking on this challenge and began a rollout of a Consent program within the High School. The High School psychologists created and devised a Consent program unique and specific to the Moriah student body, that incorporated the latest best practices on how we teach consent to young people and the topics that would significantly inform their maturing decision-making processes. This

program was also presented to all the Heads of Year and Heads of Wellbeing for input and discussion. This program also integrated current legal and legislature laws that relate to minors and persons over 16 years of age.

Unfortunately, Covid disrupted the rollout and the topics have been pushed back for a start in Term 1, 2022.

The structure and topics of the program were embraced and supported by Teach Us Consent and various education and health government agencies across Australia.

The topics are:

1. **Consent**
2. **Defining healthy relationships**
3. **Victim-blaming and slut-shaming**
4. **Masculinity misunderstood**
5. **Sexual coercion vs enthusiastic consent**
6. **Rape culture and Porn**
7. **Inclusive sex education**
8. **Changing a culture**

The structure of the program is that the psychologists introduce each of the topics to each year group. These psychoeducational sessions enable a baseline and foundation set by and for students so that all are hearing and witnessing the same topics, definitions and moral/values embedded within each topic.

They then further explore how they connect and make sense of the topic, both individually and as a collective in mentor groups. This is done via a Google website that has each topic and activity specified with learning intentions, underpinning values, and an experiential activity to imprint the value and thoughts. Parents will also receive communication on each topic to nurture and facilitate discussions at home around difficult and complex topics.

### OPPORTUNITIES FOR STAFF

In December 2021, 110 of our High School staff members engaged in an intensive two-day Youth Mental Health training program. This vital training was sponsored by Jewish Care as part of their Suicide Prevention Strategy. The training enabled our staff members to gain an understanding of the presentation of mental health symptoms



and disorders in young people. The training also provided our staff with appropriate tools and strategies to assist students experiencing mental health challenges. The mental health first aid strategies are taught in evidence-based training programs authored by Mental Health First Aid (MHFA) Australia and conducted by accredited MHFA instructors across Australia.

### COMMUNITY ENGAGEMENT

#### Jewish Care

- Partnership with Jewish Care in providing Mental Health First Aid training for all High School staff (110 staff members) to complete the two-day Youth Mental Health First Aid Training.
- Jewish Suicide Prevention Training with Jewish Care.
- Representation of Moriah on Jewish Suicide Prevention Strategy Committee.
- Planning for a Year 9/10 Love Bites program, which will not be rolled out until 2022 due to Covid restrictions.

#### AISNSW

Participation in the following seminars and meetings:

- AISNSW Wellbeing Network Group meetings
- School Counsellors Conference.
- NSW reportable conduct scheme in the school sector
- School Counsellors network webinars

#### LawSense

Participation in the following seminars:

- The LawSense School Counsellors Course, addressing sexual assault within a school context

### PROFESSIONAL DEVELOPMENT

The High School psychologists attended the following professional learning in 2021:

- Monthly clinical peer supervision with Simon Milton Clinical Psychologist
- Gender Diversity in Children with Dr Elizabeth Riley
- Client-informed Consent for treatment obligations and Risk - Australian Psychological Society
- Leading Positive Education - Institute

of Positive Education, Justin Robinson

- NovoPsych Feedback Informed treatment - Dr Ben Buchanan
- Positive Education Schools Association (PESA) Wellbeing Conference
- Berry Street Training (deferred to 2022)
- The Great Adaptation 2021 seminars - Esther Perel

### LOOKING FORWARD

Towards the end of 2021, the Psychology team investigated the merit of amalgamating the psychologists from Years K-12 and forming the Department of Psychology. After discussion with key stakeholders and the approval of the College Principal, 2022 will see the psychologists operate as a professional collective department with assigned duties of responsibilities across the College from ELC to High School that will enhance and support the flourishing of our students and community as a whole.

### POSITIVE EDUCATION

In 2022, we are looking forward to working with key stakeholders in our school from ELC to Year 12 to implement the first phase of creating a Moriah Pos Ed philosophy and strategic plan. The goal of a positive education plan is to promote positive mental health and flourishing within our school community using Martin Seligman's PERMA model to help parents, staff members and students with long-term wellbeing, engagement, meaning and purpose.

### VOTE OF THANKS

As a modern orthodox Jewish school 'hakarot ha'tov', showing appreciation and thanks is an integral value in our everyday lives. At this time, in our annual report, we reflect on all of those who have given of themselves, their time, their dedication, their care and made so many sacrifices on behalf of our children and our school and community.

I would like to commence with thanking each and every single one of our Directors for all the meetings they come to, the thinking, the governance, the responsibility they take, the sub-committees they are part of, and for the tireless work behind the scenes in bettering our school for our entire community in what is sometimes a thankless environment.

Thank you to our Trustees and Life Patrons for being the stalwarts, and for their loyalty and ongoing support of our community.

I would like to acknowledge three long-standing board members who have given exemplary service to the College.

I would first like to thank Mr Marc Weininger, who resigned from the board earlier this year at the end of May after eight years of service. Marc acted as Treasurer of the Board and Chair of the Finance & Audit and Debtors & Fee Support Committees for the majority of that time. Marc was an unusual board member, not only serving as a governing Director, but often as a volunteer employee, meeting with families and dealing with extremely difficult situations. Marc gave of his time so freely, it led one to wonder whether or not that was his full-time job. It was definitely his full-time passion.

I would also like to acknowledge and thank Mr Simon Wilkenfeld who, after 10 years of service to the board, and as Chair of the Building & Infrastructure and Security & Traffic Consultative Committees, retired from the board in May this year. Simon, a graduate of the College, and an embedded and caring community member, invested his time, his love, his work and his efforts on behalf of the community, and Moriah was the beneficiary of his expertise and his passion for the past decade.

Mr Eric Borecki stepped down in May, after four years on the board. Eric gave of his erudite, legalistic expertise as well as his passion and insight for welfare and the wellbeing of student, staff and community alike. Eric, also a graduate of the College, enriched our school community with his oversight and his robust governance and vision, and for that we thank him.

I would like to acknowledge one of the greatest institutional and cultural custodians of the College, Daisy Sultana, Executive Officer to the Board of Directors. In her 24 years of service, she has supported five principals, five presidents, and more than 50 directors, and supported board sub-committees. We thank Daisy and look forward to her continued flawless service to the College for years to come.

I would also like to acknowledge our Foundation President Judy Lowy, and our Foundation Board members who have stood by the College, and who ensure that children who are aligned and wish to come to the College have access to the extraordinary opportunities that Moriah College has to offer. The Foundation also enables a number of value-add programs and minor capital projects, improvements and works all across the College. Thank you, Judy, and to all of the Foundation Directors and the Foundation team!

I would like to call out and mention just a few people by name, mainly my College Executive and their leadership teams, in no particular order:

- Mrs Roberta Goot OAM, Vice Principal of everything from administration, risk and compliance, escalation of welfare, wellbeing and disciplinary matters, and truly my right hand in everything. Roberta enables me as Principal to lead this school. As well, Roberta is a custodian of the culture, knowledge and ethos of the College.
- I would like to acknowledge Mrs Cathy Milwidsky, the dedicated and tireless Director of our Early Learning Centres, who has an abundance of energy and positivity to share with all of the children in her care, all of their educators, and occasionally even parent the parents.
- I would like to acknowledge and thank Mrs Lynda Fisher, our dynamic, our ever-thinking, ever-creative visionary Head of Primary School. Lynda brings a spirit of innovation, a positive energy, excitement in learning, culture of growth, development and collaboration to every 'nook and cranny' of the Primary School.
- I would like to acknowledge Mr Mark Hemphill, a relationship-based leader, who even in his first year back at the College has built tremendous relationships with so many of our children and staff and their families, based on warmth, mutual trust and understanding, truly a solution-oriented leader.
- I would like to acknowledge Mrs Lauren Koseff, our newly-

appointed Director of Engagement & Enrolments, who is transforming our culture across our school to one of extreme warmth, engagement, vibrancy and love, one family at a time.

- I would like to acknowledge Mrs Karen Hirst who has recently joined the College as our Director of HR People & Growth for bringing thoroughness, professionalism and deep insight, and for helping us plan for, and manage our talent acquisition, succession planning, workforce planning, and ensuring that we have the best staff members, in every role, across the College.
- I would like to acknowledge Mr Ronnen Grauman, our Acting Head of Jewish Life & Learning who gives of his neshama to every student, family, and staff member, from ELC to Year 12.
- We were excited to welcome Rabbi Gad Krebs at the very end of 2021 and look forward to his impact as College Rabbi when he commences full-time in 2022.
- I would also like to acknowledge Mr Gavin Sher, our Chief Financial Officer, for taking on the leadership of the finance department and for being an integral business partner in the College through a difficult time and in challenging circumstances. Gavin has turned around our accounting, accountability and reporting practices and it is a credit to Gavin that we are in a much better financial position as a College as we have a firmer grasp on our financial management and stewardship, and we are investing in value-add areas all across the College.
- I would like to acknowledge the glue that holds the entire College together and ensures that we function smoothly - our Administration teams, who come with their positive energy and smiles to work every day.
- Our Admissions teams, who work tirelessly with all the families, including more than 1000 futures families on our waitlist, to ensure that our enrolment and admission process, onboarding, orientation and their entire experience of entering

and joining the Moriah Family is a smooth and enjoyable one.

- Our in-house catering and "Hub" food provision, under Saranne Chait's capable leadership, and all the staff therein, thank you for ensuring that we are well fed.
- To the entire Finance team who work very hard to keep up with their myriad of responsibilities and cost centres in what is a very complex and high-demand organisation. Thank you for bringing transparency and integrity to the entire department.
- To our Foundation team, led by our recently-appointed Foundation Director Ryan Kassel, watching you execute your plans and strategy, holding events for many different members of our community, you are the vanguard and backbone of the quality and opportunity at Moriah.
- To our Human Resources team, thank you for looking after every single one of our staff members and ensuring everyone is functioning to the best of their capabilities and that we appoint and retain outstanding talent all across our College.
- To our ICT team for leading and supporting IT in unquestionably the most demanding time in the history of technology in society and in schools. I would like to particularly mention Mr Dinangkur Kundu (DK), the Head of our ICT.
- To the Kehillah, the entire Synagogue, Rabbi Solomon and team, thank you for looking after the bar and bat mitzvahs and spiritual wellbeing of so many in our community.
- To the Maintenance team, led by Facilities & Operations Manager John Kertesz, who work tirelessly behind the scenes, often overlooked, who set up, clean up, repair, and provide proactive maintenance across the entire school.
- To our Marketing & Communications team, and especially our Head of Communications Yvette Sher, for the myriad of time-sensitive communications, and for looking after our branding and making us a positive household name.

- To our Health Centre Nurses for looking after the health and wellbeing of all of our children.
- To Loren Kalish, our dedicated P&F President, Laurie Abeshouse our P&F and Community Relations Support Officer, and their teams, thank you for acting as our parent voice and liaison and for looking after us all.

And now for the 'bread and butter' of the College, our educators.

- Across our three ELC campuses, Queens Park, Saunders Family Campus (Dover Road) and Shya Redelman Campus (Glenayr Avenue), our classroom teachers, our assistant teachers, our special education support, and all of our leadership, thank you for infusing love and fun into everyday learning for all of our children.
- In our Primary School, each and every one of our Primary School generalist classroom teachers, you have grown and carefully cultivated to deliver upon the spiralled learning vision and development of each and every single one of our students across the Primary School.
- To our Primary and High School Experiential team, the EDJE team, Jewish Life & Learning team, you are the *raison d'être*, the point that sets us apart, and that fulfills the mission of our school as a Modern Orthodox Zionist Jewish day school.
- To our Education Support/ Differentiation, Special Education, and all of our TA teaches, leaders and support staff across our ELCs, Primary and High School, led by Corrine Abrams, Director of Education Support and Inclusion K-12, thank you for looking after some of the most vulnerable children in our care and ensuring that they have a quality of life.
- To our Hebrew language teachers, you are not just teaching another subject, you are teaching the core of our identity and a key to Jewish cohesion throughout Jewish prayer, law and learning, and throughout Jewish history all over the world.
- To our Librarians, Information

Managers across the High School and Primary School, Literacy Specialists, our dynamic flagship Music department, again, led originally by Roberta Goot and now under the able and capable leadership of Chris Wallace, Head of Instrumental Studies. And to Pauline Timms, Head of Department Music & Drama, thank you for continuing to inspire excellence in so many hundreds of our children.

- To our Sport and PDHPE, led by our Director of Sport Dom Helene, and K-6 PDHPE & Sport Coordinator Neil Cohen, all of our Sport staff and coaches, thank you for providing our children with so many opportunities and such encouragement.
- To our Teacher Mentors and registration specialists, to our Wellbeing staff and leadership, our Psychology and Counselling department, thank you for your utter patience, time, effort and care in looking after every single one of our children.
- To our entire Primary School team and leadership team, thank you for creating and enacting upon such an extraordinary vision.
- To our High School Applied Science teachers for perking the children's curiosity. To our Careers and Tertiary Pathways Guidance Counsellor, thank you for helping steer our children towards their passions and potentials.
- To our Computer Studies teachers, Design & Technology teachers, Drama teacher, English teachers, History teachers, Maths teachers, PDHPE and Social Science teachers, Visual Arts teachers, Data Analyst and Leader of Student Engagement and so many more in our education office and support staff - it truly takes a village to educate a child here at Moriah.
- I know I will pay for this thank you, however, Jane Quinn so capably manages myself as Principal and Roberta Goot as Vice Principal that I do not know what the College would do without her. On behalf of the whole College community, thank you Jane.

We also have a series of staff acknowledgements:

### Service Awards:

I wish to acknowledge Andrea Godin (Primary), David Montefiore (High School), and Yvette Sher (Admin) for their 20 years of service, as well as Michelle Fishbine (ELC) for her 20+ years of service.

I wish to acknowledge Hilary Kahn (High School), Dale Kessler (Primary School), and Stephen Smout (Maintenance/Admin) for their 25 years of service.

I wish to acknowledge Debbie Conn (Primary School) for her 30 years of service and Alan Williams (Maintenance/Admin) for his 35 years of service.

I wish to acknowledge Jeannette Segal's 50 years of teaching in Jewish education.

### Staff Retirements

The following two staff members retired after 28½ and 38½ years of service respectively, Sally Weiser and Annette Ferrer. Thank you for inspiring generations of Moriah students and we wish you good health and enjoyment in your retirement.

I commend to you the remainder of the report, which provides a rich overview of life at the College during 2021.

**RABBI YEHOASHA SMUKLER**  
College Principal

# OUR SCHOOL

Head of Jewish Life & Learning (Acting)



The end of the 2021 academic year coincided with the festival of Chanukah. Chanukah offers a profound insight into the Jewish approach towards education. Chanukah comes from the term chinuch, which means renewal in the service of G-d. It also contains an allusion to the education of children and students. It is not enough simply to begin something; it must be done out of a sense of renewal. We need to use new candles each night, and we add a new candle every night. The same is true for education. We need to constantly seek new ways to engage and inspire our students and families. It is this challenge that motivates our educators not only to teach Jewish living as a subject, but to teach Jewish loving as well. Our students need to learn Jewish living, they also need to love Jewish living.

Despite the absence of Israeli Shlichim, we were able to utilise our very own local team of madrichim who were responsible for coordinating numerous successful experiential programs and events throughout the College. They have formed close relationships with the students and were responsible for creating a very vibrant, positive, and Jewish experience for all students in both the Primary and High Schools. These teams work with and support the formal teaching of Jewish Life

throughout the College. We look forward to the arrival of Shlichim and a team of young, inspiring Hesder young men and Sheirut young women from Israel in 2022.

We began the year on a positive note by celebrating a circus themed Purim. We were able to host our first women's Megillah reading for Year 11 girls which proved to be very popular. A number of women participated in this initiative, and we hope to continue this in the future. In addition, we also provided an opportunity for all students to fulfill the Purim obligations. This included a Chesed (charity) drive in which students were able to contribute towards care packages which were distributed to underprivileged members of the community as well as Jewish Care, Jewish House, and Wolper Hospital. Together with the Primary School, which was transformed into Hollywood during the Oscar awards, all students and staff members were able to engage with the educational programs and celebrate Purim as a joyous and fun-filled festival. Even our youngest students in the ELCs were able to dress up, have a megillah experience and enjoy a fun-filled Purim.

For the first time, we offered all Year 7 boys the opportunity to assemble their very own high quality, Kosher set

of Tefillin, as part of their Bar Mitzvah program. A team from Melbourne, including an expert sofer, facilitated this very meaningful and engaging program, and the boys were able to develop a sense of pride as they studied, sewed, and knotted their own Tefillin. Due to restrictions, we were forced to have separate ceremonies on completion of the program. These ceremonies, to which parents were invited, were meaningful, emotional, and instilled within our students and families a deep sense of pride in their Jewish heritage.

In March, we acknowledged our annual Yom Hameyasdim, or Founder's Day, assembly, celebrating the establishment of Moriah College. This year, the assembly focused on celebrating cultural diversity with staff members from across the College sharing their stories with the students in a very moving and meaningful assembly.

Despite the restrictions regarding interstate travel and gatherings of students, we were still able to host our annual Mikolot: Voices of the Future public speaking competition. High-profile judges included former Prime Minister Malcolm Turnbull, Cleo magazine Editor Jackie Frank, and Rabbi Rappaport from Kehillat

Kadimah. The competition included 44 competitors across seven Australian schools. We were very proud to announce that students from Moriah College were awarded first and third prizes.

A highlight of the calendar, our biannual 'Yom Keshet' event – a day of learning for both Year 12 students and staff members – proved to be very successful. Keynote speakers included Yair Miller and Jasmine Malul, who provided deep insight into the unfolding crisis in Jerusalem and the war with Gaza. Staff members appreciated the update and it allowed them to better understand that so much misinformation and bias is spread through the media. Other speakers included communal leaders and Rabbis, well-known chefs, and some of our own local Moriah talented staff. The new format, offering a hands-on active session, proved very successful and was an appropriate event ahead of the festival of Shavuot.

Unfortunately, we were not able to experience Counterpoint as we intended, but we were still fortunate to bring a group of young madrichot (youth leaders) from Israel who were able to support our Experiential Jewish department in planning and leading a series of online programs for students in Years 7-10. Attempting to engage students in Jewish Life programs is one of the most significant challenges during online learning. The team of madrichot were able to bring our students a little closer and they established connections with our students which will continue for years to come. In December, we were able to provide students in Years 8-11 with a taste of Counterpoint via our Netivot program. With the assistance of a team of external madrichim, we were able to adapt the best of our Counterpoint programs and allow the students to at least experience a very small taste of Counterpoint.

We continued to plan for our annual Year 10 Israel Study Tour, being realistic that it may not come to fruition. Unfortunately, we were not successful due to forces beyond our control. This meant that we needed to reassess our plan to engage our senior students. A series of events including Shabbat meals and Chanukah lighting ceremonies were very well received. We plan to continue such events in the future. Ambitious plans are underway for an IST program to take place in April 2022 for Year 11 students and November 2022 for Year 10 students.

Our Primary School EDJE team played a significant role in supporting the Jewish Life of the Primary School through their numerous initiatives and plans throughout the year. Their programs focused on student development, adding a more experiential element to the festive days, and making Jewish life more meaningful, engaging and relevant for all students.

In 2020, the Primary School EDJE department introduced the Mi Ani program. Year 6 is a pivotal age in student development as they begin to think about who they are and what values encompass their lives. They consider how they can become better people and reflect on the power of giving to achieve happiness and satisfaction. All of this was presented in the context of the Bat Mitzvah program for girls and as a lead up to the Bar Mitzvah program for the boys. During this four-day program, the students participated in a series of interactive fun and educational activities designed to make the students think about their role in the chain of Jewish tradition being passed down to them by their parents and grandparents.

Our Primary School students were still able to celebrate their Siddur and Mitzvah presentations. Each of these are significant events in the lives of our Primary School students and we take great pleasure in sharing these celebrations with parents and families.

Our formal Jewish Life curriculum was also tweaked and improved throughout the year in preparation for 2022. Significant formal teaching programs including the Year 6 Project Heritage and Year 10 Hans Kimmel competitions continue to develop. They impact the students who participate, the families who are involved, and the wider community who bear witness to the importance of such projects.

Our Early Learning Centres also experience their fair share of Jewish Life events. From their weekly Havdallah ceremonies to their festival and Shabbat programs, all students engage in the various learning opportunities presented to them through song, movement, formal and experiential learning. The students love their Jewish learning and embrace every Jewish experience.

The festival of Chanukah, as its name suggests, calls upon us to renew ourselves, to see things differently than the way we saw them last year. The festival of Chanukah educates and teaches us to reflect on the previous year and to look forward to a year of new beginnings. My sincere appreciation to the entire Jewish Life and Learning team throughout the College for their tireless efforts and unwavering support during 2021. We look forward to a fresh, healthier new year in 2022 with untold potential and plenty of opportunity for growth and development in Jewish loving and living.

**RONNEN GRAUMAN**  
**Head of Jewish Life and Learning**  
**(Acting)**

# OUR SCHOOL

## Head of Early Learning and Development



### INTRODUCTION

*"Times of transition are strenuous... they are an opportunity to rethink priorities and be intentional about new habits. We can make our new normal any way we want."*

- Kristin Armstrong, three-time Olympic gold medalist

Whilst the Early Learning Centres were Despite having to navigate the ongoing disruption of a global pandemic, the letting go of Mount Zion Kindergarten, the pressure of yet another round of Assessment and Rating, and trials of pilot programs to broaden our offering and service to the wider community, our Early Learning Centres remained places of safety, comfort, and connection, as well as curiosity and kindness throughout 2021. We remained dedicated to our values, which continued to inform all our responses. Our year was blessed with a truly beautiful cohort of children and thoughtful, considerate families, as well as the extraordinary and dedicated teaching and support teams who stepped up each day, making our new normal practice strong and sincere, full of integrity and joy.

### FOUNDATION PILLAR: TRUE TO OUR JEWISH ETHOS

Creative and flexible responses to challenging and trying times presented opportunities for further improvement of our Early Years program. Velvel Lederman and the classroom educators were able to deliver a comprehensive and engaging program, both face to face and online, over the course of the year, sending our teaching and learning deeper into the homes of the children and their families.

#### Havdalah with Ronnen Grauman

Throughout the year, Ronnen Grauman, Head of Jewish Life and Learning (Acting), visited all our Centres on a Monday morning to enjoy a meaningful ceremony of Havdalah, the end of Shabbat and the start of a new week. At each Centre, the children gathered together in song and gratitude, participating in the rituals and reminders of how to be as we welcome a new week.

#### Kabbalat Shabbat during Covid-19

As part of our commitment to ensure that we keep our children, educators, and families safe during Covid-19, parents were sadly not able to attend our usual Kabbalat Shabbat family experiences. The children prepared for these special mornings and we invited parents to join via ZOOM so that they could participate from the comfort of their homes and workplaces.

#### Jewish Festivals became opportunities to connect with children and families at home

As one of our Early Learning values is to support and strengthen families, we maximised the advantage of the many Jewish festivals throughout the year to connect with our families, especially during the extended months of lockdown due to Covid. Packs were prepared and delivered to children at

home, so that they could participate and enjoy the festivals and experiences. The packs were carefully prepared with a combination of educational experiences as well as traditional foods and important messages that could be shared.

### PERSONALISED, ENGAGED LEARNING

#### Ready for school, ready for life

Over the course of the year, the Early Learning Team worked collaboratively and productively with the Year K educators to prepare a guiding document that would provide guidelines and expectations for educators and parents, as children transition from an Early Years setting into Primary School.

This collaboration was partly initiated to try and address the composite four-year-old room, made up of children who would be transitioning on to school the following year, and children remaining on in the ELCs the following year.

There was an evident growing need that more information and communication around the notion of 'school readiness' and the important life event of transitioning to school was needed, so as to dispel myths, align with current research and trends, and ensure that each child who is enrolled in our Early Learning Centres is provided with a high-quality, appropriate, and meaningful program that supports each child in their overall development so that they will journey into Primary School competent and confident, ready to succeed.

Current research identifies that the important skills that children develop include:

- Emotional self-regulation
- Problem solving
- Communication – oral and expressive, as well as receptive language
- Decision-making
- Critical thinking
- Intrinsic motivation
- Collaboration and teamwork



Allocating resources and providing the appropriate supports and interventions for young learners is a critical strategic area of focus in our Early Learning Centres. We know that 90 per cent of brain development happens in the first five years of life. The skills developed and rooted in these early years are understood to be not only vital for a successful school experience, but for later, in a fulfilled and meaningful and productive adult life.

A shared document was produced that attends to each learning progression set out in the Australian Curriculum for Stage 1 of kindergarten. The different learning areas have been identified, the general capabilities linked, and the cross-curriculum potentials mapped. The document has been shared amongst ELC and Primary School educators, bridging the experiences and ensuring a continuum of learning for the children who transition from our ELCs into Moriah Primary School.

### **Incursion – the Mermaid’s Recycled tail – Abby Tucker**

All the children, across the three Early Learning Centres, were fortunate to attend an incursion presented by Abby Tucker – The Mermaid’s Recycled Tail – a delightful narrative that came to life through drama, music, and beautiful handmade props from recycled materials. The strong message of leaving a better world for our future children was shared, and ideas around how we can reduce our footprint on earth and in the oceans. The incursion was very well received by the audience,

including children and educators, who quickly commenced their efforts around sustainable practices in the daily programs across the Centres.

For many of our early learners, this was their very first experience of a tailor-made, live show, something that will certainly leave an indelible mark on their growing minds.

### **STUDENT WELLBEING**

Student wellbeing is at the forefront of our thinking, now more than ever. The dipping in and out of state-wide lockdowns and a new wave of a different Covid strain compelled us to think more deeply about how best to support our children, and their families, and how to effectively deliver a more comprehensive model of connection. The focus on the social aspects of learning and development, and the reduced opportunities and limited experiences, signalled a whole new area of focus for early childhood educators. The children enrolled in the ELCs would have had a vastly different Early Years experience from what might have been expected or experienced by children enrolled only a couple of years ago. Staying connected through online experiences, through remote shared programs, as well as the constant reminder of a very difficult set of circumstances to control, would have impacted greatly on the social and emotional wellbeing of the young children.

### **Covid-19 protocols continue to be updated and to keep children and educators safe**

A Covid-19 Risk Assessment was developed that identified at least 12 potential emergency situations that may impact one or all of the Early Learning Centres, the children, the educators and staff, and the families. The Risk Assessment provided links to control measures and strategies implemented should any of the situations become a reality.

This document outlines the key areas of responsibility and who is responsible for ensuring that the control measures are implemented should any of the 12 noted hazards and risks occur in the day-to-day operations of the Centres. It is important to remember that all through 2021, the Delta strain was the posing threat to our children, educators, and families. This was prior to the Omicron strain imported to Australia.

1. The service is directed to close by NSW Health
2. A child or staff member is diagnosed with Covid-19 (Delta Strain)
3. A visitor, staff member or child is confirmed a household contact
4. A visitor, child or staff member has a fever or other symptoms of acute respiratory infection before entering the service
5. A visitor, child or staff member has a fever or other symptoms of acute respiratory infection whilst at the service

6. A visitor, child or staff member returns from travel impacted by restrictions and conditions
7. A visitor, child or staff member is incubating Covid-19 and is not showing symptoms
8. Planned excursions expose a visitor, child, or staff member to Covid-19
9. The service cannot meet the educator-child ratios due to Covid-19-related issues
10. There are supply chain issues with food or health and safety resources
11. Staff training cannot be completed, or certificates expire due to lack of access to appropriate training
12. Essential service providers to the ELC cannot meet requirements – including health, Centre maintenance and safety, financial, or other support

### Alignment of Personal Learning Plan

To further align and streamline the transition from the ELC to Primary School, the ELC educators created a Personal Learning Plan for each child with additional needs, referencing the same guidelines and template used in the Primary School, ensuring one continuous approach from ELC into Year K and beyond.

The Personal Learning Plans are reviewed every term, in consultation with classroom educators, parents, early intervention therapists, and support educators to ensure a current, accurate, and appropriate learning plan.

### PASSIONATE, QUALIFIED, CARING, HIGH-CALIBRE STAFF

#### Teacher Accreditation

Qualified Early Childhood Teachers worked closely with Nicole McInerney, College Accreditation Coordinator, to

ensure that they were aligned and compliant with regards to their teacher accreditation. This helpful provision of support allows the ELC educators to feel a part of the College and able to enjoy the same processes and opportunities other educators from the Primary School and High School benefit from.

### Professional Development Opportunities throughout the year

Despite the restrictions that Covid-19 presented, the ELC educators were able to participate in several important and relevant learning opportunities throughout the year. Child Protection and First Aid are mandatory for all ELC educators, whilst other experiences provided choice and preference for individual educators.

These included:

- **Deborah Blackman – keeping our children safe**

In July, Deborah Blackman was invited back to share her very informative presentation on how we, as parents and educators, need to help keep children safe. Deborah's presentation revisits what she has shared with the children during her visits to the Centres and explains the different strategies and resources she offers children. When parents, educators, and children all receive the same message, it is our best chance to keep children safe.

- **Online Child Protection training with Clare Morrissey**

This important refresher presentation, held online one evening in August, highlighted the importance of creating a safe organisation by developing a culture of safety, and how developing this culture is the responsibility of everyone who is a part of the organisation. The presentation also provided important reminders around professional boundaries, reporting protocols, including what is a reportable conduct, who to report to, and when one might need to report.

- **Joining the Dots – supporting children through separation and divorce**

Michele Silver, Family Dispute Resolution Mediator, presented to





the ELC educators on their role in supporting children whose parents may be going through a separation or divorce. This important learning opportunity highlighted the role of the educators, and when we may need to step in or step back. This very informative evening made clear the need to acknowledge that the child holds the rights, and the parents the responsibilities. The evening also allowed for educators to ask questions and to better understand what it might feel like to be a young child whose family life is so impacted by such circumstances.

### RELATIONSHIPS WITH FAMILIES

#### Australia's Biggest Morning Tea

In lieu of Mother's Day celebrations that we had to cancel due to Covid, we invited all our mothers in to be part of Australia's Biggest Morning Tea. The ELCs engaged the Milk and Honey Picnics company to set up and provide a special morning tea breakfast for the children and their special visitors. This offered the long-awaited opportunity for mothers to come back into our Centres and enjoy being spoilt by their children. The outdoor picnics were a very good compromise and solution to the Covid restrictions in play at that time.

#### Watch, wait, wonder snap – flipbook

Whilst many of the families spent months at home in isolation, they had to come up with ways to engage their children in safe and memorable experiences. We asked parents to document some of these special moments and to send us a short narrative and supporting photograph that were collated into an online flipbook. Many of our ELC families contributed to this project, which will remain a memory and keepsake for families to look back on. The narratives celebrated the chance for reconnecting with nature, for being in a bubble of connection and love, of having to be creative to stay in touch with family and friends.

<https://online.fliphtml5.com/fxibv/iudw/?1633903518523>

#### Meal Pilot

As part of the ongoing review of our Early Learning offering, it was suggested that we may attract more families if we offered meals as part of our daily provision.

During the first two weeks of Term 4, whilst the Primary and High Schools remained operating via online learning, the College canteen, The Hub, rolled out a two-week pilot, providing meals to the children attending the Early Learning Centres. The two-week menu was carefully developed by Saranne Chait in consultation with other Early Learning Centres offering daily deliveries of morning tea, a cooked lunch, and afternoon tea. Throughout the two weeks, the educators closely observed the children and their enjoyment of the meals and shared their regular feedback with The Hub. At the end of the pilot, parents and educators were asked to complete a short survey to assess their individual, personal feedback.

A full review of the meal pilot was collated and submitted to Roberta Goot, including the advantages and disadvantages, outlining the compliance requirements, survey results, and possible solutions to some of the challenges that were revealed over the two weeks.

It is hoped that the review will provide enough data, material, and recommendations for the College to make an informed decision as to progressing, or not, with this additional ELC offer.

#### Expanding our offer to enrol two-year-olds at the Shya Redelman campus

Through our close working partnerships with families, the ELCs have stretched their offering to include younger children in the Centres. As more of our parents require longer hours and additional days for their young children, our Early Learning Centres have evolved to meet the growing demands of our young families.

Our Early Learning Centres now offer a more convenient and accessible enrolment for more than one child in a family, opening our Centres to welcome two-year-olds at both the Queens Park



and now Shya Redelman campuses. This further aligns our Early Years program to many of the Long Day Care settings across Australia, providing a continuous three-year placement for children in the years prior to commencing Primary School.

#### Supporting Childhood Wobbles and Facing our Fears – Parent talk

Jo Jacobson, Primary School Psychologist, welcomed parents from the ELCs through to Year 2 to a talk at Hamakom in March, to provide parents with more insights and strategies around how to support families during those moments when things feel wobbly and precarious. The morning was well attended by parents who reported that they found the talk very practical and helpful as they navigate the complexities of raising children, especially during a pandemic.

#### Re-thinking School Readiness

After months of planning and delays due to Covid-19, we were able to finally host an online event in July for parents, particularly the parents whose children were going to transition to Year K in 2022. To provide a wide range of expertise, we invited a panel of speakers to present a different area of focus on what being ready for school truly means. The speakers included:

- Belinda Blecher, Child and Adolescent psychologist, the role of the family
- Professor Linda Harrison, Early Childhood Educator, the role of the educator
- Dr Robyn Dolby, Circle of Security, the role of the child

- Lynda Fisher – Head of Moriah Primary School – the role of the Primary School
- Lisa Allen – Children's book illustrator – bringing characters and moments to life
- Bronwyn Sheehan – President of the Pyjama Foundation – the role of community

There were more than 120 registrations for the evening, and a few minutes at the end was dedicated to a question and answer session.

The premise of the evening was to provide parents with an opportunity to better understand a new approach that moves away from a prescriptive school readiness checklist and rather appreciate the social and emotional development of children is key to their successful transition to Primary School. Children benefit when parents and educators work in close partnership as they support children at home and at school.

### COMMUNITY ENGAGEMENT AND PARTNERSHIPS

#### Foundation event – Grandparents' Morning Tea

Early in March, the Moriah Foundation hosted a Grandparents' Morning Tea at Hamakom, Dover Road. It was an absolute joy and privilege for our oldest class at the Saunders Family Campus to be a part of the morning, singing a few of their favourite songs as part of the morning program. Grandparents of the children who attend the Saunders Family Campus, were invited in to see their grandchild's class and meet educators and friends at the end of the morning's proceedings. The importance of the ELCs offering the entry to Moriah College was affirmed on the day.

#### Memorandum of Understanding with Mount Zion Kindergarten

Moriah College and The Mount Zion Trustees entered 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. Part of the Memorandum of Understanding is that every effort to maintain a strong and reciprocal relationship between the two organisations will be respected and upheld, including the sharing of resources, specialist educators, including Velvel Lederman, Anat Lavi, and Julie Sekers, and that Mount Zion children will enjoy the same opportunities during the Transition to Primary School program as Moriah ELC students.

#### Assessment and Rating of the Shya Redelman Early Learning Centre

The Moriah College Early Learning Centres all continue to enjoy an overall rating of EXCEEDING the National Standards, according to the NSW Regulatory Authority. This is an enormous achievement as the expectations and benchmarks assessed against national standards of care and education for Australian children in the Early Learning phase of their growth and development have become increasingly more difficult to meet; the process demands that our Centres are able to demonstrate continuous quality improvement whilst ensuring the overall safety, wellbeing, and educational opportunities for children in these critical foundation years.

The Shya Redelman Centre underwent the two-day Assessment and Rating, which 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:
  - o Observing the educators in their day-to-day practice, citing documents that support our efforts to meet or exceed the national standards, and
  - o 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 results of the Assessment and Rating of the Moriah College Early Learning Centre at Shya Redelman Campus was rated EXCEEDING the National Quality Standards overall.

The summary comments included:

*"Your service commended on its achievements in Exceeding the National Quality Standard. In particular, educational program and practice, physical environment, staffing arrangements, and collaborative partnerships with families and communities demonstrate the commitment to quality by educators at your service. Management and educators demonstrate a willingness to consistently reflect on service processes to ensure the best possible outcomes for children and families are present. Practices within service delivery are fostered around meaningful engagement with families and the wider community."*

### CONCLUSION

The early learning landscape is complex. It involves a mix of public and private funding streams, a variety of program settings and requirements, and the ever-increasing proportion of children in families with both parents working. Finding the right balance to provide a safe and loving environment whilst also ensuring we demonstrate a commitment to the quality of our Early Years learning program, continues to challenge our teams. We embrace the challenge and find inspiration and affirmation all around us.

*"A Preschool space is a learning community where mind and sensibility are shared. It is a place to learn together about the real world, and about possible worlds of the imagination. It must be a place where the young discover the uses of mind, of materials, and learn the power of doing these things together."*

- Jerome Bruner

**CATHY MILWIDSKY**  
**Head of Early Learning and Development**

# OUR ACHIEVEMENTS & GOALS

PILLAR 1 – PERSONALISED, ENGAGED LEARNING	
2021 Goals and Priorities	
Priorities	Achievements
<b>HIGH SCHOOL</b>	
<p><b>Personalised Learning</b> within the context of the Nationally Consistent Collection of Data (NCCD)</p>	<p>Moriah College’s processes and practices around personalised learning have evolved in response to our community needs and The Nationally Consistent Collection of Data for Students with Disabilities (NCCD). We are committed to providing quality education for all students within a safe, inclusive and caring learning environment. At the core of our philosophy is the notion of students with disabilities belonging to our school community. From the point of enrolment, our students with vulnerabilities and/or disabilities are welcomed and valued as members of our community. We proudly provide an inclusive learning environment with quality education for all students, including those with vulnerabilities and/or disabilities. Education for all is the basic human right at the very core of our Moriah philosophy.</p> <p>Personalised learning is a value-based pedagogy that recognises human uniqueness and is reflected in an education system tailored to the needs, interests, and aptitudes of every student. Personalised learning ensures learning is data driven and based on formative assessment practices. Timely targeted intervention and feedback for all students reflects best practice and students access tailored support, extension or enrichment to maximise learning outcomes.</p>
	<p><b>Personalised Learning Plans</b></p> <p>Our signature Personalised Learning Plans (PLPs) have ensured ongoing informed support for all students with various abilities from Years K-12. The PLPs have been co-constructed by the Case Manager, specialists and support educators in consultation with parents to document the pathway of adjustment and intervention for the individual student. The areas of difficulty, individual learning goals and the adjustments in place to support each student have been captured in the student's Personalised Learning Plan, which is regularly annotated with reviews of student progress and refined adjustments to support the learning growth of the individual. The Director of Education Support and Inclusion (K-12) has overseen all the PLPs to ensure a standard of care and ongoing targeted support and intervention are maintained.</p> <p><b>The Nationally Consistent Collection of Data for students with Disability (NCCD)</b></p> <p>The NCCD is the annual and compulsory count of students with disability. Since 2018, the Government has utilised the NCCD to calculate the student with disability loading in recurrent funding for schools. We proudly acknowledge that in 2021, 35.3% of the Moriah College population were included on our NCCD register. The register includes all students who require an adjustment in order to access learning. An adjustment is an action or change that is implemented to ensure a student with a disability or vulnerability can access the learning and/or other school offerings. The targeted intervention and the adjustments are documented on each student’s Personalised Learning Plan.</p> <p>The level of adjustment is dependent on the frequency, intensity and range of adjustment a student requires. There are four levels of adjustments:</p> <ul style="list-style-type: none"> <li>• Quality Differentiated Teaching Practice (QDTP) adjustments are provided to support students within quality differentiated teaching practice in the mainstream classroom.</li> <li>• Supplementary adjustments are targeted supports at specific times to complement the strategies and resources already available within the classroom setting.</li> <li>• Substantial adjustments occur at most times on most days.</li> <li>• Extensive adjustments are extensive targeted measures that require sustained levels of intensive support. These adjustments are highly individualised, comprehensive and ongoing.</li> </ul> <div style="display: flex; justify-content: space-between;"> <div data-bbox="1189 1317 1474 1668"> <p><b>2021 Moriah Population and NCCD Count</b></p> </div> <div data-bbox="1189 1713 1474 2049"> <p><b>2021 NCCD Register</b></p> </div> </div>

	<p><b>Review of Processes</b> 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 the NCCD and Personalised Learning processes. We have utilised feedback from all stakeholders and provided opportunities for collaborative discussions about future planning. Our priorities for 2022 will be to streamline the PLP process and ensure that all data and consultation with key stakeholders is captured on our School Platform in a consistent manner.</p> <p><b>Early Intervention</b> Moriah College provided research-based, explicit teaching interventions for our most vulnerable students. Data was used to inform targeted intervention and identify students at risk. The Education Support Team worked in close partnership with parents, class teachers and other key stakeholders to grow each student. The team engaged in regular Collaborative Planning Meetings with parents, therapists and specialists to ensure ongoing consultation and review of the interventions.</p> <p>The Macquarie University MiniLit (for Years 1 and 2) and MacqLit (for Years 3-6) programs were implemented this year to intervene with our most at-risk readers. These programs are evidence-based, explicit and effective early literacy intervention programs for teaching reading skills to children in the bottom end of the expected range of their cohort.</p> <p>The data obtained from the Mini and MacqLit assessments identified the most vulnerable 25% of the cohorts. One hundred percent of students who were offered a placement in the early morning 8am-9am sessions accepted the offer and engaged in the sessions. Ongoing progress testing was a critical component of the two programs. The students were assessed regularly using progress monitoring tools, in order to ascertain if they had mastered the skills required prior to moving on to the next lesson. The data was used to inform practices (reflected in students' PLPs) and communicated in a transparent manner with both parents and classroom educators. Furthermore, at the end of each 10-week cycle of intervention, students were reassessed. All targeted students demonstrated significant reading progress. Parent feedback was immensely positive and they have reported noticed improvements in reading fluency as well as increased enthusiasm for reading at home. Classroom educators all observed student improvement in the classroom in all areas of literacy.</p>
<p><b>Handover documents</b></p>	<p>Updated Personalised Learning Plans (PLPs) have formed a critical element in our handover processes across Years K-12. The PLP ensures that the student's strengths and challenges are flagged to the new team of educators at the beginning of the year, ensuring that no time is lost in getting to know the student and how best to cater for his or her individual needs.</p>
<p><b>Supporting Students and Families at Risk during the extended COVID Lockdown</b></p>	<p>During the B'Yachad online learning phase, students with additional needs were supported by the Education Support Teachers and Teacher Aides in small groups and/or individual sessions. Additional 1-1 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>Identified Year K and Year 1 students with significant disabilities who were unable to access online learning were invited to join their Teacher's Aide on campus for part days to engage in face to face adjusted learning experiences. This ensured that all students with additional needs were provided with a high level of personalised learning and we fulfilled our obligations under the Disability Discrimination Act and the Disability Standards for Education, within the context of online learning. The parents reported feeling well supported and appreciated the personal attention.</p> <p>The Macquarie University explicit reading intervention programs (MiniLit and MacqLit) were sustained during the online learning phase, offering our most vulnerable students additional opportunities to engage with our Education Support teachers and continue to develop their early reading skills.</p>
<p>Using HSC Data to better inform Heads of Department so they can effectively prepare their annual faculty strategic plan</p>	<p>Each HOD prepared an HSC analysis presentation for the HS HOS and Deputy. This analysis involved preparing faculty goals and areas of focus for 2021. The Deputy Head of High School then shared the new Alwell and associate tool for analysing HSC results. High School HOS and Deputy met with each HOD twice more throughout 2021 to review the progress of the strategic plan.</p>
<p>Personalised Learning Plans</p>	<p><b>Supporting Students and Families at Risk during Covid</b> During Covid, our Education Support Team, Heads of Wellbeing, psychologists and Heads of Year identified the students most at risk and, together, they created a system for regular check-ins and support for those students and families in need.</p> <p><b>Supporting Students through Covid</b> The Education Support teachers and aides actively supported students in small groups or individually during online learning and provided adjustments. This one-to-one support ensured that our more vulnerable students remained engaged and on-task.</p> <p><b>Collaboration with parents of students with PLPs during Covid</b> Many collaborative planning and review meetings were conducted online via Teams whilst we were online. Case managers ensured that PLPs were adjusted so that continuity of learning could be achieved.</p>
<p>Signature Programs</p>	<p>Due to Covid, many of our signature programs such as the Technion program, the Tikvah Institute program, Scholars in Entrepreneurship and MoriahPreneur were unable to be conducted.</p>

<b>PRIMARY SCHOOL</b>	
<p><b>Continue to hone the Culture of Thinking across K-6 by defining all practices across the Primary School in the online and face-to-face contexts in support of student agency and inquiry learning, with increased attention to explicit teaching.</b> In support of this: All staff attend PD to consolidate practice and pedagogy associated with Visible Thinking and reflect on the eight cultural forces that inculcate a culture of thinking into the school.</p>	<p>Effective in-house revision of PD completed to track use of visible thinking routines. A scope and sequence of routines developed in 2020 was refined and adjusted through 2021.</p>
<p>All staff educated in purposeful use of flexible learning spaces.</p>	<p>The library space was repurposed and reconfigured to house the following flexible learning spaces:</p> <ul style="list-style-type: none"> <li>• Innovation Laboratory for digital technology</li> <li>• Multimodal film studio for communication through technology modes and digital literacy.</li> <li>• MakerSpace for design and technology and</li> <li>• a temporary art studio for investigation in the visual arts.</li> </ul> <p>Educators in teams progressed the reconfiguration of their classrooms for purposeful learning spaces to mirror the library space renamed as the ThinkSpace.</p>
<p>Key focus areas from PD are applied in professional learning team meetings and documented in programs.</p>	<p>Team Leaders implemented the professional learning team meeting strategy, guided by the professional learning team meeting framework document. This was evidenced in their purposeful use of data, correlation of teaching practice, and adjustment of programs and post programming annotations for differentiation via pedagogy and learning experience to meet student needs.</p>
<p>PD associated with the science of learning based in cognitive load theory and schema theory as well as the inquiry learning process.</p>	<p>All staff members were introduced to the 24/7 Learning Academy which focused on development of literacy in students and foundational knowledge of their world. Each year level team progressed through individually placed learning on this platform and acquired an understanding of how students develop long-term memory, how they integrate concepts through their working memory, and how to develop a competent skillset in phonics, reading, and writing, which integrates with their core knowledge of concepts in the world around them.</p> <p>Educators were introduced to the Morning Routine, in which, learning is comprised of the explicit teaching of academic background knowledge associated with English, Mathematics, History, Science, and Geography. This teaching and learning routine will provide the foundation for the week's learning and cumulatively builds the knowledge needed for the term's learning. It has benefits for developing long-term memory, recall, and enables the acquisition of new learning.</p> <p>Teachers were expected to program for 2022 using this as a start to the day across the school.</p>
<p><b>Establishing an effective professional growth cycle process to enable timely teacher feedback and augment a positive student learning experience.</b></p>	<p>Team Leaders were coached in the growth coaching cycle and then participated in practice sessions. This served to familiarise team members with vocabulary, build awareness and anticipation of the progress of the growth discourse and the strategy of enhancing staff performance through supportive but honest discussion. All staff members completed a leadership or professional signature which identified strengths of practice and challenges to be addressed.</p> <p>The challenge of Covid and interrupted opportunities for pair and group discussion resulted in a suspension of the process which will be continued in 2022.</p> <p>The AITSL standards individual staff member notebook was configured towards the end of 2021 as a framework to review the seven aspects of teacher professional performance according to both NESA and Moriah College requirements.</p>
<p><b>Progress growth of best practice in effective educators who are able to deliver targeted programs to meet the needs of key learning areas, as well as students.</b> The Head of Primary School to complete a leadership course and a targeted 360 review of practice.</p>	<p>The Head of Primary School identified strengths of practice and achieved an understanding of areas requiring improvement and attention. A final action statement was articulated to the Primary Executive for implementation in 2022.</p> <p>The Head of Primary School completed weekly coaching sessions with the intention to progress leadership and role execution of the newly configured executive membership.</p>
<p>Build newly configured Primary Executive team.</p>	<p>The Primary Executive progressed through a successful process to clarify roles, define their leadership style, reflect on how their personal action statements delivered the Primary School vision, and how their combined efforts supported one another and the College Vision. The outcome of this cycle of review and consolidation was a well-synchronised, higher functioning, more targeted leadership team.</p> <p>Members of the Primary Executive team completed personal growth and role execution meetings with team members to ensure all leaders were able to deliver the Primary School vision in the best possible way. Despite Covid and distance education, growth was evident across all practitioners and an effective product was delivered, both online and face to face.</p>

Enhance the practice of Leaders in each year level and specialist areas.	Team leaders used their coaching knowledge to progress the performance of each staff member to ensure they were able to develop key aspects of the Primary School vision effectively. A review-of-practice discussion was held with each staff member at the end of 2021 which informed practice into 2022.
Enhance practice of the Educators and other Team Members and open up professional growth pathways.	All staff members were invited to apply for team leader positions which resulted in some staff members progressing their professional journey and assuming leadership positions, whilst other staff members identified goals for growth and future progression.
Progress and introduce core programs for the teaching of literacy, numeracy, and inquiry across the year levels to ensure a sustained, developmentally appropriate progression of learning occurs one year to the next.	<p><b>Literacy</b> - Retained and consolidated the Smart Achievers spelling program and the Brightpath guide to writing. Introduced a guided reading program from K-6 to personalise this teaching and learning process and ensure that reading continues to be taught in a differentiated manner in the upper years. The teaching of phonological awareness, phonics and vocabulary was intensified from K-2 with specific attention to Get Reading Right. Different screening programs were introduced, and Early Years-friendly programs were implemented.</p> <p><b>Numeracy</b> - The PR1ME Maths program was trialled to heighten student performance and guide teaching and learning. A review of this program revealed that it is not ideally suited to the Australian education requirements in Mathematics. The use of Essential Assessments and Early Insights was utilised to inform maths practice teaching in the early years and all educators adhered to the practice of set phases in all Maths sessions. These included warm up and review of understanding, introduction of learning intention, explicit instruction phase, the "I do, we do, you do" process of learning, otherwise known as the Gradual Release of Responsibility, and a reflection phase to check for understanding.</p> <p><b>Special intervention programs</b> - Intervention via Education Support teachers and teacher assistants continued with dynamic adjustment to meet the needs of students, particularly in literacy and numeracy. The Education Support teachers were trained in targeted intervention programs, namely MiniLit and MultiLit, and completed intervention blocks with students to assist them to overcome challenges experienced in their acquisition of core skills and understandings. The programs proved to be successful. A dedicated Maths support educator was introduced into the early years to support students having difficulty with the acquisition of core skills and understandings in Stage 1 and Early Stage 2.</p>
<b>To refine purposeful use of data to inform teaching and learning by:</b> Streamline the process of data collation and transfer information into a centralised dashboard and reporting mechanism.	Marksbook continued to function effectively as a centralised collection of data generated by teacher-made tests. Review of link between Marksbook and semester reports proved to be unsuccessful. Schoolbox consultants were employed to locate the obstacles in the Moriah College system and enable a more efficient, streamlined process of collating marks and generating reports.
Continue staff PD to deepen understanding of how to translate data into teaching strategies for improved learning.	<p>Staff continue to locate the data in key capture points for AAS, NAPLAN, PM Benchmark, Brightpath, ACER and Smart Achievers. These remained disparate and were not streamlined to give rise to an integrated student profile. This will be addressed by Schoolbox in Term 2, 2022 in a process guided by the Deputy Head of Teaching and Learning.</p> <p>Through our Deputy Head of Teaching and Learning and Coordinator of Academic Administration, the data was matched to pedagogy, and practice and approaches to suit the needs and learning styles of students were implemented. These were annotated into programs and translated into teaching actions to a satisfactory extent.</p> <p>Data is integral in driving professional learning team meetings and is evident across KLAs and PLP adjustments.</p> <p>Observations of parent teacher meetings and notes of meetings in pastoral care indicate that educators are skilled in their ability to articulate how data informs their professional practice and why they implement actions to meet student needs.</p>
<b>Resources</b> Reconfigured the library space into the ThinkSpace at minimal cost as described above. Augmented reading resource to facilitate guided reading Supplied resource of PR1ME Maths texts to guide teaching and learning as part of the PR1ME maths trial.	
Reviewed Primary School classrooms and facilities to prioritise areas for improvement in 2022.	<p>The following areas were identified as needing attention:</p> <ul style="list-style-type: none"> <li>• Primary School toilets</li> <li>• Primary School furnishing in target areas</li> <li>• Steps throughout the building</li> <li>• Reception and meeting rooms</li> <li>• Staff workrooms</li> </ul>
Timetables were reviewed to provide sufficient time for students to acquire core literacy and numeracy skills.	The timetable review was carried out to monitor traffic in spaces and ensure that maximum flow was achieved through each space by teachers with their students, specialist educators with their classes, and therapists in their individual sessions.

<p><b>Review of the teaching and learning process with a consideration for digital learning and innovation and future-focused education.</b></p>	<p>Moriah College Specialist educators collaborated to refine the digital technologies and ICT general capabilities scope and sequence. They combined this with their future-focused, future-ready student education program and ensured that each year level progressed in their core skills and understandings, as well as their capacity to engage with technology and leverage it to deepen their experience of learning.</p> <p>This was particularly evident in the products students produced to represent their insights, understandings, and connection of ideas.</p>
<p><b>PILLAR 2 – STUDENT WELLBEING</b></p>	
<p><b>2021 Goals and Priorities</b></p>	
<p><b>Priorities</b></p>	<p><b>Achievements</b></p>
<p><b>HIGH SCHOOL</b></p>	
<p><b>Revised Behaviour Management Policy and Procedures</b></p>	<p>With the introduction of our five point demerit for disrespect and disrupting learning, many students were escalated more quickly through our demerit and discipline system. Overall this led to an improvement in student behaviour.</p>
<p><b>Revised Model for Student Leadership</b></p>	<p>Based on student feedback we reintroduced an additional JLZ Captain in 2021. Due to Covid we were unable to conduct our annual TEDx event.</p>
<p><b>Wellbeing Wednesday Timetable</b></p>	<p>Whilst online for so long, with many hours being spent in front of a screen each day, we introduced our online Wellbeing Wednesday timetable. Effectively, all lessons concluded at lunchtime each Wednesday and students were encouraged to get off-screen and be active each Wednesday afternoon. We received overwhelmingly positive student feedback for this initiative.</p>
<p><b>PRIMARY SCHOOL</b></p>	
<p><b>Positive education focus on wellbeing programs is successfully delivered throughout Primary School</b></p> <p>PD on Visible Wellbeing for educators. Support staff to embed this into practice via application in targeted and incidental sessions.</p> <p>Assessment of data around wellbeing and introduction of Merit awards and House points based on the Positive Ed reward system</p> <p>Review of Friendology - language embedded in other wellbeing programs Years K-6</p> <p>Grow Your Mind – program introduced to Primary Years 1-5</p> <p>bKinder wellbeing program Years 1, 3 &amp; 5: psychologists trained and delivered programs</p> <p>Student Voice and Leadership programs Year 6 as well as introduction to Leadership via the Buddy Program in Year 5</p>	<ul style="list-style-type: none"> <li>• Positive education and visible wellbeing embedded throughout. Assessment data collected and used to drive programs and actions.</li> <li>• Term 4 included re-entry conversations post-Covid with each year group. Sessions focused on the challenges around returning to the face-to-face school context.</li> <li>• Following wellbeing sessions, there is evidence across year levels that students are using wellbeing related messages: such as 'kind on purpose' behaviours; ways to navigate friendship fires; character strength spotting; gratitude and self-reflection narratives have been embraced by the students, and most staff.</li> <li>• 1:1 psychologist-with-student sessions, which are targeted and impactful and usually limited to 4-5 session cycles.</li> <li>• Charity days e.g. Toy Drive for children's hospital, bKinder day.</li> </ul>
<p><b>Protective and Online Behaviours</b></p> <p>Focus on proactive guidance on social media, consent, and being cyber safe, responsible digital citizens.</p> <p>Netiquette focus taught to provide vocabulary and frameworks for behaviour</p>	<ul style="list-style-type: none"> <li>• Digital Citizenship Wellbeing Lessons: online and face to face; including online behaviours, consent, cyberbullying, digital footprint, smart choices, media balance, online privacy and security settings, copyright, and netiquette.</li> <li>• Years 3-6 Digital Technology Curriculum are eSafety Commissioner and Common Sense Education webinars based on Digital Citizenship from the eSafety programs conducted this term.</li> </ul> <p>Yasmin London: YSafe student and parent education sessions: Stranger danger &amp; catfishing, protecting personal information, and cyberbullying for Years 1-6 students.</p>
<p><b>Parent Panels and Education</b></p> <p>Upskill and inform parents</p>	<ul style="list-style-type: none"> <li>• Meetings with the parents online (Years K-2, Years 3-5, and Year 6) as an executive and wellbeing team.</li> <li>• Yasmin London YSafe: Cybersafe Webinar for parents.</li> <li>• Circle of Security Course for parents.</li> <li>• Justin Coulson: 'Anxiety in your Child' Parent Webinar.</li> <li>• Parent conferences with Deputy Head of Primary School Wellbeing and Psychologists independent from CPM's or PLP – wellbeing check-ins on vulnerable families or students of concern.</li> </ul>

<p><b>Student and Staff wellbeing in a Covid-safe environment</b></p> <p>With lockdown due to Covid, students spent increased time online and required guidance and support with online interaction and the maintenance of personal wellbeing.</p>	<ul style="list-style-type: none"> <li>• B'Yachad program – Primary School focus of activities around wellbeing.</li> <li>• Introduction of increased wellbeing sessions for each class – delivered and centred around theme arising due to concerns around isolation and anxiety.</li> <li>• Homecare packages sent to staff as a thank you and recognition of their online teaching efforts. Online cards for educators from students. Buddy care system in lockdown and beyond.</li> <li>• Parent online webinar provided by Deputy Head of Primary School Wellbeing and Psychologists: Helping students transition to and then back from Online learning.</li> <li>• Staggered start for students returning to F2F learning and the introduction of Comfy Bear – building self-regulation and management of separation issues replaced by growing wellbeing initiative.</li> <li>• Online wellbeing Community Activity initiatives in lockdown:             <ul style="list-style-type: none"> <li>- Balloon art - rising above the challenge of lockdown.</li> <li>- Superhero in Me - character strength building.</li> <li>- Dancing with Memories (book week activity dealing with Dementia).</li> </ul> </li> </ul> <p>Regular communication with the parent body to ensure that their wellbeing was looked after because they had such a good understanding of school actions and forthcoming trajectories.</p>
<p><b>Behaviour Management Framework Revised</b></p> <p>PD on revised Behavioural Management pathway and tiered framework recognising and naming positive skills, traits, actions, and values. Visible wellbeing throughout the school.</p>	<ul style="list-style-type: none"> <li>• RRR system of discipline: Reflect, Refocus and Reset.</li> <li>• Tiered approach implemented and data collected.</li> <li>• Revised system to manage students who complete actions which do not meet behavioural expectations.</li> </ul> <p>Wellbeing wall of greatness and positive education displays highlighting targeted programs and content and acknowledging successful students.</p>
<p><b>Transitioning new students into year levels from 1-6 and ELC into Kindergarten for 2022, as well as existing students into their new year levels for 2022</b></p> <p>Smoother more streamlined process of transition</p>	<ul style="list-style-type: none"> <li>• <b>Transitioning:</b> New students joining the College during the year, Year K Buddies/Year 5, and new students for 2022, as well as students meeting teachers for 2022 are provided a targeted program to empower students to feel well so that they can do well.</li> <li>• Education sessions that teach students how to manage the drop-off system in a big inner-city school and manage separation from parents, support student capacity in parent-free sessions which are student-focused, and online information sessions for parents.</li> <li>• <b>Transition Days:</b> Festival of Familiarisation and Meet the Teacher.</li> </ul> <p>Intervention programs to assist students having trouble with transition for several reasons.</p>
<p><b>Vulnerable Students Tracked</b></p> <p>Targeted needs identified and addressed</p>	<ul style="list-style-type: none"> <li>• Vulnerable students tracked and monitored, and interventions provided where needed.</li> <li>• Friendship hub online and in school and Lego Club in school for vulnerable students.</li> <li>• Reset 1:1 sessions with Deputy Head of Primary School Wellbeing and school psychologists for identified students.</li> <li>• Revised online and in school IEP's for vulnerable students.</li> <li>• Butterfly Foundation session for Years 5 and 6.</li> </ul> <p>Small group and whole class sessions with Deputy Head of Primary School Wellbeing and Psychologists for identified students (Years 2, 4 and 5) around body Image and Navigating Friendships</p>

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

### 2021 Goals and Priorities

Priorities	Achievements
<b>HIGH SCHOOL</b>	
<p><b>Professional Growth for HODS</b></p>	<p>All High School HODs participated in a series of Professional Growth sessions delivered by the Deputy Head of High School, Teaching &amp; Learning. These sessions utilised the AITSL School Leaders framework and involved the HODs reflecting on the leadership of their faculty. Each HOD met with the Deputy Head of High School, Teaching &amp; Learning to develop an individual leadership growth plan which was evaluated at the end of the year.</p>
<p><b>Professional Growth for teaching staff</b></p>	<p>HODs worked with their faculty teams to develop a faculty strategic plan, which was shared with the Head of High School and Deputy Head of High School, Teaching &amp; Learning. Each HOD then worked with each member of their faculty to develop their individual personal growth plan. HODs and staff members recorded this PGP in the online Professional Growth Portfolio.</p>
<p><b>Peer Professional Learning Opportunities</b></p>	<p>Throughout 2021, we have created internal professional learning opportunities for staff members to deliver workshops to their peers in an area of expertise or interest.</p>
<p><b>Appointment of HS ICT Integrator</b></p>	<p>For the commencement of Term 3, which coincided with the return to online learning, we appointed a new ICT Integrator. This ICT Integrator was pivotal in supporting staff and developing their online skills and expertise so that our online learning program was hugely successful.</p>
<b>PRIMARY SCHOOL</b>	
<p><b>Performance enhancement - locate and retain best calibre educators</b></p>	<p>Provide professional development for educators to highlight key behaviours of best practice at Moriah College. Revisit staff culture of thinking in the Primary School and coach educators on how to deliver each aspect of performance.</p> <p>Support staff to deliver the gold standard in online and face-to-face teaching and retain high-performing educators at Moriah College. In instances where staff were unable to complete their year's contract, People and Growth collaborated with the Primary School to source high-performing, experienced educators with the right credentials and a perfectly matched teaching style to fill the position.</p> <p>Processes, screening teams and checkpoints were refined when employing staff and are becoming well established.</p>



Track development of staff notebook using AITSL standards to ensure teachers are meeting performance indicators required by NESA and Moriah College	Staff notebook format was agreed upon. Due to technical glitches and Covid, the roll out of this project was suspended until 2022.
Support the full team of educators and administrators to ensure wellbeing and a sense of appreciation	A series of staff reward moments occurred to express gratitude to the staff for their efforts. Individual staff members who went above and beyond were acknowledged through material or time rewards for their efforts. Staff PD days were reduced and the management of time during online learning was carefully monitored to ensure that provision was made for staff members to recalibrate and renew their energy. Staff members were taken through deliberate transition programs when moving between face-to-face and online teaching contexts.
Refine the teaching and learning offering at Moriah College to ensure it delivers the gold standard in education	A strategic well mapped out teaching and learning program has commenced implementation from Years K-6 with associated training. This is developing a reputation in the marketplace as generating high-performing educators who understand what they do, why they do it, and how each step of the learning process augments growth in students.
<b>PILLAR 4 – COMMUNITY ENGAGEMENTS &amp; PARTNERSHIPS</b>	
<b>2021 Goals and Priorities</b>	
<b>Priorities</b>	<b>Achievements</b>
<b>HIGH SCHOOL</b>	
Sydney University Practicum Teachers	In 2021, we partnered with Sydney University to provide fourth-year education students the opportunity to complete their final practicum in the High School. This has successfully resulted in two final practicum students being offered teaching positions at Moriah in 2022.
Jewish Care	Jewish Care very generously funded 110 HS staff members completing the two-day Youth Mental Health First Aid course.
Fundraising	Again, in 2021, our High School students raised unprecedented funds for organisations such as Movember, Pink Breakfast, and Canteen. In 2021, we were the national highest fundraising school for Movember, raising over \$40,000.
Raising Student Awareness	Our SLC members have organised outstanding informative assemblies in support of RUOK day, Movember (Men's Mental Health), and White Ribbon Day (Domestic Abuse).
<b>PRIMARY SCHOOL</b>	
The Moriah College B'yachad program ensured sustained community engagement and built a secure partnership to ensure healthy, well members of the Moriah family emerged from periods of online learning and lockdown.	A well-articulated, clearly-messaged transition into and out of online learning was implemented during key times throughout the year. Various events were extended to students in individual year levels, at whole-school level, and at a family level to link members of the community and ensure no one felt isolated.
Recognition of difficulties and challenges experienced by community members during a pandemic with appropriate intervention pathways provided.	Funding was allocated to support families and students in difficulty. Counselling was extended by psychologists and the wellbeing team, where required. Educators sustained routine, predictable, continuous education so that home schooling resembled the rhythm of face-to-face life.
Education provided to families and students to develop an understanding of the psychological impact and intrapersonal dynamic of a difficult time.	Student education sessions provided to identify stressors, negative outcomes, and challenges with a range of associated interventions for students to implement. Parent education sessions provided to identify the impact of isolation and the pandemic and ensure access to frameworks, support mechanisms and narratives to assist them to negotiate this challenging time, and increase their agility when responding to challenges.
Retain hope and opportunity	Provide for the safe connection of community members to celebrate key events whenever possible by ensuring social distancing, vaccination, and the responsible execution of school events wherever face-to-face meeting was permitted. A Primary School graduation and certain transition programs were facilitated to be held onsite.
<b>PILLAR 5 – SUSTAINABILITY</b>	
<b>2021 Goals and Priorities</b>	
Eastern Suburbs Banksia Scrub (ESBS) – remnant vegetation of great environmental significance.	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. 2021 marked the seventh year since Moriah College obtained a Scientific License to work in and utilise the ESBS for educational purposes. 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 was undertaken and will be launched in 2022 to encourage cross-curricular opportunities within the College.

# MAJOR INITIATIVES IN LEARNING & INNOVATION IN 2021

## HIGH SCHOOL

### Improving Student Behaviour and Respect

The Behaviour Management and Demerit system was refined to include a five-point demerit for disrespect to staff and for disrupting the learning of other students. We also ensured that we followed through with relevant consequences at the appropriate behavioural levels. This resulted in the managed exits of several students from all grades (Years 7-12) and definitely improved the learning experience for all students.

In Term 2, we particularly focused on the appropriate wearing of uniform. Any students who were inappropriately dressed in items which could not be removed were sent home until they could return in correct uniform. Students wearing incorrect uniform were also issued demerits. We experienced a rapid improvement in the correct wearing of school uniform by the conclusion of Term 2. Unfortunately, with the introduction of online learning due to Covid, our efforts with uniform became a secondary consideration.

### Improving Parent Behaviour

In 2021, we experienced an increase in inappropriate and unacceptable parent behaviour. Therefore, we implemented our Parental Code of Conduct and issued a number of parents a formal warning about their behaviour in an attempt to improve parental behaviour.

### Effective Online Learning

As staff members and students spent all of Term 3 and the beginning of Term 4 online, ensuring that we provided a high-quality online learning experience was our major focus in the second half of the year. Whilst online, all High School students followed their complete daily timetable with all the

normal lessons they would have been taught delivered online via Teams in real time. This system proved to be very effective and highly successful as it provided students with structure and support and normalised the online experience for students. The feedback from students was that more work was covered online than would have been if they had been at school in person.

### Communicating with Students Online

Engaging with the students whilst they were online was a key element of our online program. Mentors met with their students each day to begin the day online, Heads of Year held Year meetings online, High School Assemblies were regularly held online, and each Friday the Head of High School engaged with the students through an entertaining and innovative video format. We achieved very high levels of student engagement across all levels of the High School whilst online.

### School Diary

Knowing that being organised is a key indicator of academic success in 2021, we reintroduced a formal school diary system for all students in Years 7 to 12. There was an expectation that students carried their diary to every class and recorded their homework. Mentors were instrumental in signing diaries each week and there was an expectation that parents would also sign the diary each week. Mentors taught the students explicit lessons on diary use and management. Students were issued demerits for not taking their diary to class.

### Exam Feedback Sessions

Following all exam sessions, students participated in formal, structured exam feedback sessions. As well as providing individual feedback to each student, each cohort received information on the strengths of the cohort in

each exam and areas for general improvement. Students were also required to reflect upon and evaluate their exam performance in an attempt to identify specific areas for future focus and improvement. The exam feedback process is a vitally important element in improving academic achievement.

### Study Skills

In 2021, we purchased a subscription to the Study Samurai Library for all students, staff and parents.

We also set the expectation that in all subjects students in Years 7 to 10 would be taught at least three explicit and specific study skills lessons, which were subject specific. Mentors also utilised the Study Samurai Library to teach general organisational and study skills.

Samurai Study Skills resources were also included in many of the assessment notifications as valuable tools to assist the students to effectively prepare for their exams.

### Year 12 Support

In an incredibly disrupted year for our Year 12 students, their care and support was our major concern. We successfully supported our Year 12 students to complete their Trial examinations online from home, to participate in a series of subject-based seminars in Term 4, and to hold their Graduation online. Much work was done by our High School wellbeing and academic teams to support many individual students who were struggling whilst online. Our Head of High School, Deputy Head of High School, and Head of Senior Wellbeing met with the Year 12 students online at least twice a week to support, motivate, engage, and keep the students informed of the many changes.

### PRIMARY SCHOOL

The Leadership and People and Growth teams 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 by using different approaches depending on the information they gain when using specific assessment rulers. The following frameworks provided for differentiation and best practice

#### Digital Learning and Innovation

Covid remained as a green field opportunity to progress the digital experience and learning from Years K-6. Microsoft Teams, Seesaw, and Google Classroom and associated suite ensured that digital was leveraged to provide students with personalised learning and, in many instances, augmented learning.

All the positive aspects from distance education were continued into a hybrid model of face-to-face teaching and learning, as educators used the above platforms to augment student experience, deepen learning, and personalise programs in the return to school. The student assemblies and parent teacher events and end of year celebrations made excellent use of livestreaming. Connectivity was heightened across the Moriah community because of these facilities.

#### 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 program is in its second year and has developed an increased momentum, and improved capacity in students to respond to music with their bodies via different choreographed and improvised movement sequences. An Art specialist has been included into the suite

of offerings and guided classroom educators in the delivery of specialist techniques, skills, and understandings in visual arts. The integration of dance and the music program and visual arts has been highly effective, increased the educational offering, and translated into improved skill within the students.

#### Positive Education Psychology

In 2021 the Moriah College Positive Behaviour System (PBS) was revamped with the aim of recognising and encouraging students to strive for their personal best, and was based on positive student behaviour and learning. A common framework and language for PBS that spanned the school's entire staff was introduced to enhance the fidelity of the implementation and improve outcomes. The Positive Behaviour System created meant that there was a more consistent and fair approach to discipline throughout the school. A more simplistic, visual system for students was introduced, with the emphasis on easier operation and maintenance for the educators. The System introduced ensured genuine recognition for students who (consistently) behaved well and worked towards improving their behaviours and developing their academic and social skills. A new online system for tracking and using data to record non-compliant behaviours was implemented successfully with the aim of working with and better supporting identified students.

During the year, the wellbeing team ran targeted, data-driven programs that helped students map friendships and navigate conflict in the playground. The students were taught strategies to grow social connections, build the skills of resilience, problem solving, gratitude, empathy, and grit. The Friendology, B Kinder and Grow your Mind wellbeing programs taught students how to

connect, succeed and thrive.

Opportunities were provided for the students to develop growth mindsets and skills that helped them self-regulate, practice mindfulness and deal with mean-on-purpose behaviours. The Wellbeing Team developed practices that built a common narrative and language across the school when talking about wellbeing so that the students gained awareness of the College's expectations regarding behaviour.

A snapshot of some Wellbeing initiatives in 2021 included:

- Grade specific Wellbeing sessions (online and in person)
- Digital Citizenship Wellbeing lessons
- Years 3-6 Digital Technology Curriculum sessions
- Wellbeing Wall of Greatness related to merit certificates and House points
- 1:1 psychology sessions
- Community activities in lockdown:
  - Balloon art - rising above the challenge of lockdown.
  - Superhero in Me - character strength building.
  - Dancing with Memories (book week activity and working with the Montefiore Home)
- RUOK? Day for staff and students
- Student Voice and Leadership
- Transition days for Year K and for new students entering Years 1-6 in 2022 (Festival of Familiarisation and Meet the Teacher)
- Year K and Year 5 Buddy system
- Lunch activities for vulnerable students: Friendship hub online and in school, and Lego Club
- Butterfly Foundation Talk for Years 5 and 6
- Introduction of Comfy Bear for Years K-2 to help with anxiety and

- transitioning after lockdown
- Online care during lockdown:
  - Homecare packages delivered to staff
  - Online thank you cards for educators
  - Wellbeing check-ins from Team for staff and vulnerable students and families
  - Buddy care staff check-ins
  - Student thank you and resilience cards
- For Parents: Justin Coulson:
  - 'Anxiety in your Child' Webinar
  - Circle of Security - ELC and Year K parents
  - Wellbeing during Covid online (Zoom) check ins
- Parent online panels: Meeting with the parents online (Years K-2, Years 3-5, and Year 6) facilitated by Executive and Wellbeing teams to share expectations, tips, and guidance for managing their children's behaviour, learning, and social and emotional wellbeing whilst online.
- Yasmin London ySafe: Cybersafe Webinar

### Brightpath

Writing rulers guide educators to map student performance and identify teaching points that 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.

### Get Reading Right

Explicit and systematic phonics instruction is the focus for Kindergarten to Year 2 as they acquire the skills to crack the code of our alphabet. Educators use the Get Reading Right sequence of phonics skills, progressing from simple to complex. Students

progress through the continuum to develop a mastery of skills.

### Heggerty

Phonological Awareness is the ability to recognise/isolate the individual sounds in words by listening and to identify and manipulate those sounds orally. We identified a lack of explicit teaching within this area, so Heggerty was introduced to Kindergarten, Year 1, and Year 2 in Term 4 of 2021. Following on from the success in the program, this critical skill will now be emphasised in Kindergarten to Year 2 moving forward.

### 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.

### AAS Testing

Moriah continues to use the Academic Assessment Services (AAS) standardised assessment of student performance and ability. This includes a comprehensive breakdown of student performance and assists staff with identifying students' learning needs and their innate ability. 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.

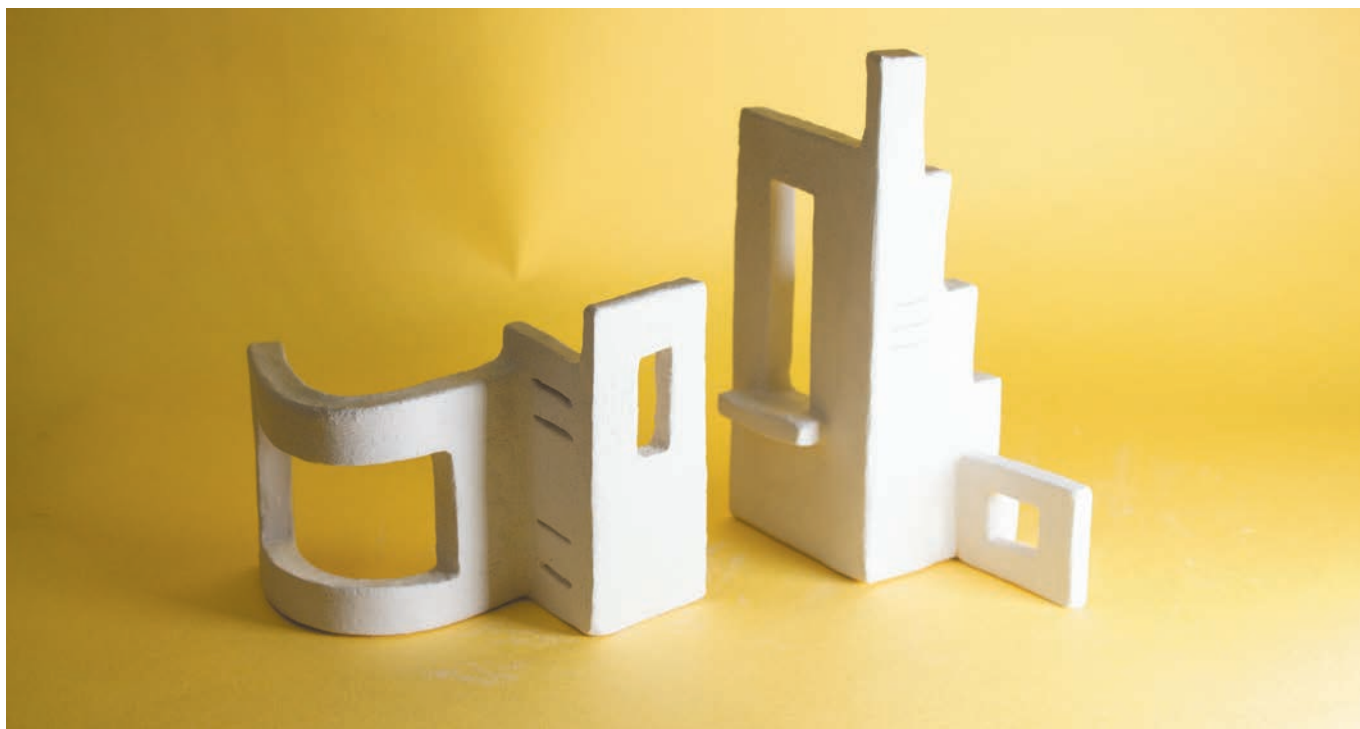
### Essential Assessment

Educators use Essential Assessment for formative and summative assessment in Mathematics aligning to the teaching and learning program. The program consists of structured diagnostic assessments and a differentiated curriculum. Essential Assessment differentiates to the needs of each student through providing ongoing personalised assessment and curriculum to grow their knowledge from current understandings.

A review of all core literacy skills being delivered from Years K-2 has been conducted 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.

An audit of digital platforms and programs has been completed in response to the demand for distance online education due to Covid. 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.

# 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 2021

A total of 117 students completed HSC examinations in 2021.

- One student was in Year 11 and undertook a compacted TAFE course

A further:

- Eight students graduated with industry ready TAFE certification (Certificate 3)

Two students completed Life Skills courses, and both were fully in the mainstream.

Seventeen 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 14.5% of the candidature, as compared with 1% of the State.

## HSC 2021 Major Achievements – State Rankings

The following subjects were listed as having Moriah students as Top Achievers, gaining State Rankings in their courses:

- 3rd in Classical Hebrew Continuers
- 10th in English Standard
- 12th in Mathematics Standard 2
- 5th Portuguese Continuers (via NSW School of Languages)

## Nominations for Major Works

In 2021, nominations for the Creative and Performing Arts were significantly reduced due to the impact of COVID-19. Where Moriah would typically have received several student nominations selected by external examiners, in 2021, schools were asked to recommend students, and only one nomination per school was allowed.

These courses were affected:

- Music **ENCORE**, for Performance and Composition and for Composition.
- Drama **ONSTAGE**
- Visual Art **ARTEXPRESS**
- Design & Technology **SHAPE**

Society and Culture and English Extension 2 were unaffected and marked as usual.

# COMPARATIVE DATA 2016-2021

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 2021	64	31
Biology 2020	67	31
Biology 2019	74	31
Biology 2018	78	37
Biology 2017	69	39
Biology 2016	64	35
Business Studies 2021	88	36
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 2021	90	40
Chemistry 2020	75	43
Chemistry 2019	88	46
Chemistry 2018	65	42
Chemistry 2017	69	43
Chemistry 2016	67	41
Classical Hebrew Continuers 2021	91	82
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 2021	100	100
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 2021	83	55
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 2021	92	46
Drama 2020	75	47
Drama 2019	75	44
Drama 2018	67	42

Drama 2017	85	42
Drama 2016	93	43
Economics 2021	100	50
Economics 2020	86	51
Economics 2019	100	52
Economics 2018	93	46
Economics 2017	89	49
Economics 2016	89	45
English (Advanced) 2021	100	69
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) 2021	77	17
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 2021	100	94
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 2021	100	84
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
Financial Services Examination 2021 (TAFE)	100	28
Food Technology 2021	71	36
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 2021	56	44
Geography 2020	50	42
Geography 2019	81	43
Geography 2018	62	43
History Extension 2021	100	77
History Extension 2020	100	76
History Extension 2019	100	77
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		
Legal Studies 2021	92	42
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 Advanced 2021	82	50
Mathematics Advanced 2020	68	52
Mathematics 2019	65	49
Mathematics 2018	58	52
Mathematics 2017	75	53
Mathematics 2016	84	53
Mathematics Extension 1 2021	98	74
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 2021	100	87
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 2 2021	58	25
Mathematics Standard 2 2020	35	24
Mathematics Standard 2 2019	53	24
Mathematics General 2018	73	27
Mathematics General 2017	75	25
Mathematics General 2016	58	26
Mechanical Technology Automotive Examination 2021 (TAFE)	0	13
Modern Hebrew Continuers 2021	88	97
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 2021	86	38
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 2021	100	64
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 2021	100	88
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 2021	100	95
Music Extension 2020	100	97
Music Extension 2019	100	98
Music Extension 2018	100	96
Music Extension 2017	100	95
Music Extension 2016		
Personal Development, Health and Physical Education 2021	67	31
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 2021	82	41
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 2021	93	45
Society and Culture 2020	79	44
Society and Culture 2019	80	44
Society and Culture 2018	90	47
Society and Culture 2016	77	48
Software Design and Development 2021	100	36
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
Studies of Religion I 2021	100	42
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 2021	93	46
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
Tourism, Travel and Event Examination (TAFE)	0	20
Visual Arts 2021	95	63
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
<i>French Continuers 2020 (Open High School)</i>	<i>100</i>	<i>64</i>
<i>French Continuers 2018 (Open High School)</i>	<i>100</i>	<i>64</i>
<i>French Beginners 2021 (NSW School of Languages)</i>	<i>100</i>	<i>51</i>
<i>French Beginners 2017 (Open High School)</i>	<i>100</i>	<i>44</i>
<i>Portuguese Continuers (NSW School of Languages) 2021</i>	<i>100</i>	<i>77</i>
<i>Russian Continuers 2018 (Open High School)</i>	<i>100</i>	<i>95</i>
<i>Russian Continuers 2017 (Open High School)</i>	<i>100</i>	<i>95</i>
<i>Spanish Beginners 2019</i>	<i>100</i>	<i>36</i>
<i>Spanish Beginners 2017 (Open High School)</i>	<i>100</i>	<i>48</i>

Congratulations are extended to the students and teachers of Economics, Music 2, Standard English and Studies of Religion 1, as the mean results in each of these subjects were very strong in relation to the mean results achieved by students across the State.

**Definitions:**

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

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

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

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

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

## 2021 HSC POST SCHOOL DESTINATIONS

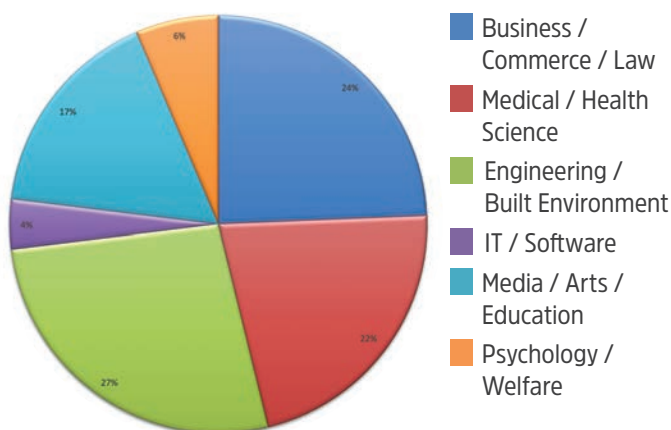
Of the 120 students who received an ATAR at the completion of Year 12 in 2021, 106 received a Main Round offer to Tertiary education providers offering Bachelor courses. By the third round, 154 offers were made overall to students. Moriah College also had an outstanding 40 per cent of students receive early entry first-round offers before Trial Examinations.

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

### Summary by Course:

Business/Commerce/Law – 19%,  
 Medical/Health/Science – 17%,  
 Engineering/Built Environment/Design – 21%,  
 IT/Software – 3%, Media/Arts/Education – 13%,  
 Psychology/Social Work – 5%

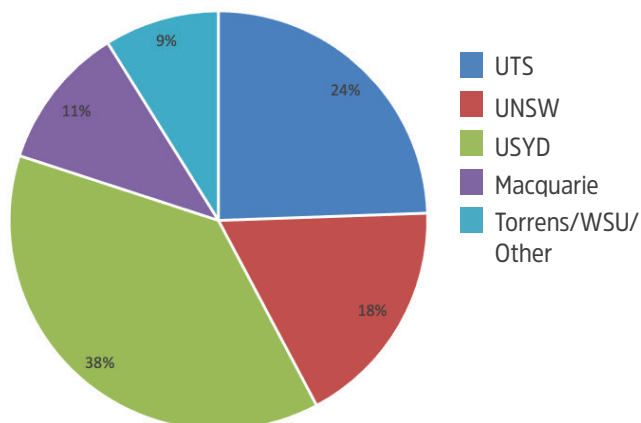
### COURSES



### Summary by University:

UTS – 22%, UNSW – 16%, USYD – 34%, Macquarie – 10%,  
 Torrens/WSU/Other – 8%

### UNIVERSITY



## RECORD OF SCHOOL ACHIEVEMENT (ROSA)

One student was issued with a Record of School Achievement.

## NAPLAN: YEARS 7 & 9, 2021

In 2021, NAPLAN was held online. Overall, Moriah was well above the state average in the top two bands in Year 7 and Year 9.

Areas where Moriah was also well above similar state school groups and should be celebrated:

- Year 7 Numeracy
- Year 9 Grammar and Punctuation

Areas where Moriah was below similar state school groups and should be addressed:

- Year 7 Spelling
- Year 9 Writing

The Head of Literacy continues to work across the curriculum, upskilling staff members at relevant points, who, in turn, embed subject-specific writing skills into the teaching programs.

## NAPLAN: YEARS 3 & 5, 2021

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

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

In Year 3, 97 per cent of students achieved above National Minimum standard in reading. Seventy-two per cent of students achieved in the top two bands in reading, a remarkable achievement. Ninety-seven per cent of students achieved above National Minimum standard in mathematics. Fifty-eight per cent of students achieved in the top two bands in mathematics. In writing, 98 per cent of students achieved above National Minimum Standard. Eighty-seven per cent of students achieved in the top two bands. Overall, these results are outstanding.

In Year 5, 100 per cent of students achieved above National Minimum standard in reading, mathematics, and writing. Seventy-three per cent of students achieved in the top two bands in reading. Fifty-seven per cent of students achieved in the top two bands in mathematics. In writing, fifty-three per cent of students achieved in the top two bands.

## 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 2021 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. Due to the challenge of assessment and online learning, the Semester 2 reports were modified and the following areas were not reported on: HSIE, Science and Creative Arts. Comments for those areas were included in the general comment. English, Mathematics

and Ivrit all received grades and comments, however, Jewish Life and Living, PDHPE and Music only included comments which indicated students' strengths, challenges and, where appropriate, strategies for improvement. Each student's co-curricular absences were also recorded.

### HIGH SCHOOL

#### Years 7 – 10 Assessment and Reporting

In 2021, Years 7-10 reports were issued at the end of every term. Each report consisted of the following per subject: an appraisal of the student's approaches to learning; a mark (in Term 1 and 3 a rubric based assessment mark, in Term 2 and 4 an Examination mark); and a box and whisker indicating the student's performance relative to the cohort in each task. Subject comments are issued at the end of Term 2 for the semesterised subjects, while all teachers provide a subject comment in Term 4. A Student Life report was also included in the report for Terms 1 and 3, commenting on the student's co-curricular involvement, and participation in wellbeing programs. Co-curricular involvements were included in the report at the end of each semester.

#### Years 11 and 12 Reporting

Year 11 and 12 students received formal feedback at the end of each term. The results are presented as a Result Notification, including outcomes for that task, and a colour graph showing the assessment mark, median score and range of marks divided into quartiles to show relative position. A full report is issued at the end of Term 3, which includes a comment from each subject teacher, providing a holistic comment about each student's overall academic performance.

#### Reporting

Throughout 2021, students in Years 7 to 11 received a report at the conclusion of each term. Each report included Approaches to Learning, the student's mark for each subject, the median mark, and the range of marks on a box and whisker graph.

#### Assessment

In Terms 1 and 3, students in Years 7 to 10 were assessed using a variety of different types of assessment tasks. Each of these tasks were assessed using a rubric from which a mark was derived for reporting purposes.

At the end of Terms 2 and 4, students in Years 7 to 10 completed exams for each subject. In Term 2, these exams were conducted in class for the length of one period. At the end of Term 4, the students completed their exams in a formal exam block under formal exam conditions.

#### Assessment Notifications

As part of our focus on better preparing students for assessments and exams during 2021, the Heads of Department ensured that the students were provided with very detailed assessment notifications which outlined the study and assessment preparation expectations for students for each week of the term.

#### FORMAL PARENT-TEACHER INTERVIEWS

Formal Parent/Teacher interviews were conducted online across Years 7-12 in Semester 1. This new format continues to be well received by parents and staff.

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

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.

For those achieving maintenance from 2021, they will be under the new reforms of teacher accreditation. They will still have the five years to maintain at Proficient Teacher level, however, their NESA Accredited PD will need to cover the four priority areas of:

- 1) Delivery and assessment of NSW curriculum / Early Years Framework
- 2) Student/child mental health
- 3) Students/children with a disability
- 4) Aboriginal Education and supporting Aboriginal students/children

NESA accredited hours still need to make up 50 per cent of the mandatory 100 hours, along with 50 hours of Elective PD.

All of Moriah's teacher accreditation policies have been revised in light of significant changes to both the attainment and maintenance of NESAs teacher accreditation and the staff have been informed on a regular basis through the news feed on the accreditation tile on eLY.



In July 2021, the College employed a specialist Accreditation Coordinator to oversee the processes across the College. During that time, there have been fundamental changes to how all teachers capture their own learning, and the learning of their students, that provide evidence of working towards and of maintenance. This is completed online through a faculty/school-based OneNote.

All Professional Learning at the College, Professional Growth Plans, and lesson observations are continually linked to teacher growth and reflection alongside the AITSL Standards. OneNote files are monitored by HOD's Leaders of Learning and the Accreditation Supervisors in each school across the College.

Moriah College has supported several teachers to gain Proficient Teacher status in 2021, with a number of teachers to complete in 2022. In 2022, the College will support nine teachers who are seeking accreditation at the level of Experienced Teacher.

### SENIOR FIRST AID/CPR

The College provided mandatory CPR training to all teaching staff as well as a number of non teaching staff. In addition, PE staff and other select teaching staff who attend camps or overseas excursions were required to complete First Aid training.

### ANAPHYLAXIS/EPI PEN TRAINING

#### High School & Primary School

All High School and Primary School staff members attended in house training on Anaphylaxis and the use of a Epi Pen as part of our annual updates.

### LEADERSHIP DEVELOPMENT

#### High School

In 2020-2021, 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 and Zionism

demonstrated great student leadership under challenging circumstances due to COVID. The SLC were great role models for the younger students and excellent ambassadors for the College. They provided visible and influential leadership for the student body and were a great support to each other and the wider student body. The Captains and Vice Captains and the wider SLC students organised and presented at High School Assemblies, presented on the topic of Consent to the whole High School, were involved in Moriah Foundation events and represented Moriah at many other external events. These leaders gave willingly of their time and were admirable ambassadors for Moriah. Mrs Meltz, Mrs Wiseman and Mr Hemphill worked very closely with the SLC to provide the students with support, advice and guidance.

Project-based leadership opportunities continued to be encouraged, developed and supported by the High School Executive throughout 202-2021. Students who were not in the formal SLC continued to enjoy opportunities to contribute and develop their own leadership skills through a wide variety of project-based leadership initiatives. Formal roles were created for any students who were prepared to advocate for a cause 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, leading the MDMA Challenge and the Formal Committee.

As participation in Sport continued to increase in 2020-2021, the Captains of individual sports again played a significant role in ably leading their particular sports, 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.

**PROFESSIONAL LEARNING 2021 (K-12)**
**TEACHING & LEARNING**

<b>PROFESSIONAL LEARNING ACTIVITY</b>	<b>Participating staff</b>
ACHPER Stage 6 PDHPE Conference	Selected PDHPE Staff
AHISA Director of Studies Conference	Deputy Head of HS Teaching and Learning
Brightpath Moderation	All PS GS Teachers
Commerce and Business Studies Conference	Selected Social Science Staff
Digital Technologies Workshop	Selected D & T Staff
Economics Conference	Selected Social Science Staff
Empowerment Through Purposeful Practice	All PS Teacher Assistants
History Conference	Selected History Staff
History Extension Symposium	Selected History Staff
History HSC – Power and Authority in the Modern World	Selected History Staff
How do we talk to parents about Data - academic and behavioural	All PS Staff
How to use Data: 'Know Thy Student' & Introduction to new NCCD profile tool	All HS Staff
Inclusive and Instructional and Assessment Practices	Deputy Head of HS and selected EST Staff
Israel Studies	All PS Jewish Life Teachers
iTalam functional Language Part 3	All PS Ivrit Staff
iTalam workshops	All PS Ivrit Staff
Leading the Way HOD Science Conference	Science HOD Presenting
Legal Studies Conference	Selected Social Science Staff
MacqLit	PS Education Support Teachers & Teacher Assistants
Maths Mathematical Discourse Home Learning	All PS GS Teachers
Maths / PR1ME	All PS GS Teachers
Meet the Markers	Selected Science Staff
Philosophical Methods of Inquiry	All HS Teaching Staff
Programming for Differentiation in Science	Selected Science Staff
Programming PASS Syllabus	Selected PDHPE Staff
Remote Teaching and Learning	All HS Teaching Staff
Report Writing	All PS Teachers
Resources and Strategies to differentiate learning in Science	Selected Science Staff
School Team – two Subject Pack	Selected Maths Staff
Schoolbox Training	All PS Staff
Stage 6 Science	Selected Science Staff
Students with Diverse Learning Needs	All HS Staff
Teaching History Extension	Selected History Staff
Tech Training – Clickview and Edrolo	All HS Teaching Staff
Training 24/7	All PS General Studies Staff
Understanding ICT vs Digital Technologies	All PS Staff
Virtual Campus	Selected Science Staff
Working Scientifically in Stage 4	Selected Science Staff
Yom Kesher various Presentations	All HS Staff

## STUDENT WELLBEING

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Board Supervisor Course – Australian Psychologists	HS Psychologist
Creating an inclusive school community and how to support transgender children and their families	All PS Staff
Suicide Prevention Program	All HS Teaching Staff
Wellbeing in Schools	Selected HS Staff
Wellbeing/ PBS Reflection	All PS Staff
Youth Mental Health and Wellbeing	All HS Teaching Staff

## COMPLIANCE & ACCREDITATION

PROFESSIONAL LEARNING ACTIVITY	Participating staff
CPR Training	All HS & PS Teaching Staff
Disability Legislation	All HS & PS Teaching Staff
Epilepsy & Anaphylaxis Training	All HS & PS Staff
Experienced Teacher PD	Selected HS Staff
Moriah Child Protection Policy	All College Staff
Obligations in Identifying and Responding to Children and Young People at Risk	All HS & PS Staff
Orientation to Maintenance of Accreditation and/or	Selected Primary School & High School Staff
Orientation to Accreditation Provisional/Proficient Teachers	All new HS & PS Teaching Staff
Security Briefing: CSG Representative	All HS Staff (including Administration staff)
Senior First Aid Training	Selected HS & PS Staff
Working Towards Proficient Teacher	Selected PS & HS Staff

## OTHER

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Amplifying Student Leadership	Selected HOY
Disability Legislation	All PS Staff
Edval Training	Selected PS staff



# OUR STAFF

## Human Resources



### YEAR IN REVIEW

As we reflect on 2021, we think about how Moriah College has had to continue to adapt in times of uncertainty, while concurrently evolving as a relatively new People & Culture team.

We have had to get back to basics and do what we do best, focusing on our people. This was especially true during the height of the pandemic wherein the “human factor” simply had to be prioritised.

On that note, we would like to sincerely thank all of our staff members for their continued commitment, resilience, and agility throughout the year. We would also like to congratulate our leaders on their ability to support their teams to flourish amidst the pandemic while also supporting staff members’ families and the broader community; all while being focused on creating important learning experiences for students to thrive; both academically and emotionally.

Our focus throughout 2021 has been on attracting, growing, and engaging staff members College-wide. There have been opportunities to bring new talent into the College, develop existing staff, review structures and opportunities to grow internal talent through cross-functional moves and/or promotions, as well as engaging staff members through creating meaningful experiences in building upon a Culture of Care and Belonging.

Throughout 2021, we also developed various strategic initiatives to be implemented over the coming years, including robust annual workforce planning at the leadership level, strategic recruitment frameworks to identify and attract talent to the College, the creation of Growth plans designed to develop staff members and provide purposeful goals for our teams, talent management and succession programs, as well as our much-awaited holistic Staff Health & Wellbeing program, set to launch in the second half of 2022.

### OUR STAFF

Moriah College employed a staff complement of 366 (Early Learning – Year 12), broken down as follows:

Workforce Composition as at December 2021	
Support & Operational Staff (ELC-12)*	165
Teachers (High School)	103
Teachers (Primary School)	62
Teachers (ELCs)	15
Teachers (College-wide) **	9
<b>Total Teaching Staff</b>	<b>189</b>
Kehillah Staff	4
Executive Staff	8
<b>Total Workforce for 2021</b>	<b>366</b>

\* Incl. Teachers Aids, Finance, Enrolments, Marketing/Comms, HR, IT, Foundation, Maintenance/Facilities, Canteen, and Admin teams

\*\* Teachers that support across the entire College (i.e. Music teachers)

I would like to sincerely thank Christine Whelan (HR Manager), Fiona Martinez (HR Officer), and Marlene Hinson (Senior Payroll Manager) for their continued dedication, commitment, and care to the overall College throughout 2021.

### KAREN HIRST Director of People & Growth





# 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](http://www.myschool.edu.au)

Year Level	Annual Attendance Rate %
Kindergarten	97.79%
Year 1	98.10%
Year 2	96.78%
Year 3	97.10%
Year 4	97.86%
Year 5	97.93%
Year 6	97.62%
Year 7	97.41%
Year 8	96.98%
Year 9	96.55%
Year 10	97.05%
Year 11	96.60%
Year 12	97.08%
<b>Overall</b>	<b>97.21%</b>

## 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 Year who checks for anomalies. If absence is deemed a problem, the parents and students concerned are called for a meeting with the HOY – 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 year alert the parents, a FACS report is generated.

## PRIMARY SCHOOL

Student attendance is recorded on Synergetic by the class teacher during roll call every morning. The receptionist emails 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 2021 cohort was 96% with one student asked to leave; one student left to go to another school; one left to study at TAFE; one student moved overseas; and one student moved on to post-compulsory schooling employment.

## 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 2021)*

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 1455 students with a close ratio of boys to girls; 756 boys and 699 girls.

Including the Moriah College Early

Learning Centres, the College's total enrolment for 2021 was 1652.

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](http://www.myschool.edu.au) or the College website [www.moriah.nsw.edu.au](http://www.moriah.nsw.edu.au)

## DIFFERENTIATED LEARNING AND ENRICHMENT OPPORTUNITIES FOR HIGH POTENTIAL LEARNERS

### OVERVIEW OF ACADEMIC COMPETITIONS

#### High School

Students participated in:

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

#### Primary School

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

- Debating and Public Speaking competitions
- The Australasian Problem Solving Mathematical Olympiad (Years 4-6 students)
- The Australian Mathematics Competition
- The Computational and Algorithmic Thinking Competition
- Writing competitions

#### The da Vinci Decathlon

The da Vinci Decathlon is an academic competition designed to challenge and stimulate the minds of school students. Students compete in

teams of eight across 10 disciplines: Engineering, Mathematics and Chess, Code breaking, Art and Poetry, Science, English, Ideation, Creative Producers, Cartography and Legacy. Over 140 schools compete on the day, however, in 2021 the competition was held online due to Covid. Moriah Primary School entered one team from Year 5 and one team from Year 6. The Year 6 team placed second overall which is an outstanding achievement.

### High School

All students in the High School were invited to apply for an opportunity to take part in enrichment opportunities in 2021. This opt-in environment, managed on eLY, 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 – Four teams were selected this year to successfully participate in a competition that promotes mathematical modelling to solve problems of real-world importance.
- 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. This was integrated into the Science curriculum to use projects from students who had spent time at home designing and collecting data. We entered over 10 submissions.
- Many students took the opportunity of online learning to discover short courses with the Weizmann Institute of Science.
- Imagine Cup Junior – was again a success this year, after integrating the program into students' science classes, a variety of high-potential students were recommended and had time to prepare entries for this competition.
- With further integration of enrichment opportunities into curriculum, the STEM program took the opportunity to compete in the Future Problem Solving.
- The da Vinci Decathlon also took place in a virtual way, hosted online by Knox College – students competed at the college in small groups and eight teams competed against other teams from NSW. Our Year 11 team placed 6th overall in NSW.
- A student from Year 10 advanced into the second and final round for the Australian Brain Bee Challenge – hosted by Education Perfect.

### 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:

- Kindergarten: Throughout the year, students are observed, tracked, and catered for based on their individual needs. In Term 2, all students complete the CogAT assessment, which highlights any high potential learners. Alison Cramp runs a STRETCH group for Mathematics for 30 minutes per class each week. Susan Duffy runs a literacy STRETCH group for one hour each week.
- Years 1 and 2: For one hour a week, a mathematics extension group is identified for a pull-out program from across the grade and the students work on higher order activities with a dedicated educator. The group is dynamic, 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. The Head of Gifted and Talented 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 2021 a mathematics STRETCH group worked together for one hour twice a week on higher order activities and working mathematically with Marcus Lu. A Mathematics STRETCH class begins in Year 4. Students are placed into a class with like-minded learners who are being challenged every day with the Maths Stretch Educator. The Head of Gifted and Talented Teaching and Learning teaches 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, Susan Duffy caters for literacy STRETCH, this group is also fluid based on the skill level of the students.

The Deputy Head of Primary Teaching and Learning, Head of Gifted and Talented and the STRETCH educators identify and track 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 again held online due to Covid restrictions. Approximately 50 students submitted their auditions online 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 goal of the charity program, headed by Jewish Life in 2021, was to highlight for the students the different ways in which tzedakah (charity) exists within our

lives. Through a mixture between whole school challenges, educational classroom workshops and lunchtime activities, the students learned how time, physical items, awareness, and money are the ways in which they can give charity. Through a strategic and educational framework, students were given the time to understand the charity, the Jewish values (middot) behind that charity, and proactive ways that they could contribute to the charities.

### 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

- **Year 5 Buddy Program**  
In Term 4, 2020, every Year 4

student (including the new students entering Year 5 in 2021) was buddied with a Year K student entering the College in 2022. The Deputy Head of Primary School Wellbeing and Behaviour Management and the Head of ELC created the buddy list in consultation with educators where needed. At the end of 2020, the Year 4 students participated in leadership lessons focusing on the expectations and roles of a Year 5 Buddy in preparation for the following year and empowering students to care for and nurture others. The Year 5 students created a poetry anthology for their Year K buddy in Term 4 of 2020 and this was presented to the Year K students as a gift for the school holidays and a means of celebrating their first year at Moriah Primary school. Due to Covid, there were fewer organised Buddy activities than in previous years.

- **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 Teacher's Assistant Rachel Rowan under the direction of the Primary School psychologists. 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. Lego Club was held at lunchtimes two to three times per week. The groups were separated by year group to focus on individual needs. The groups did not run during online learning, however, Lego Club resumed once students returned to school.

- **Year 6 Mi Ani**

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 Mi Ani program 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, challenge them to ask the question “Who Am I?”, and understand their responsibility for their community through leadership development. This understanding becomes the springboard for social action as students are immersed in consistent leadership workshops which encourage them to explore various aspects of themselves and key leadership values.

- **Mi Ani Leadership Workshops & Hubs**

Keeping to the vision of Mi Ani informing all the Year 6 Jewish Life learning and experiential programs, the Mi Ani leadership programs engaged the students in consistent leadership workshops throughout the year. The program focused on character strengths, Jewish leaders, and the way in which Jewish values underpin every aspect of leadership, thus encouraging the students to recognise how Judaism does not exist in a silo but is infused into every avenue of life. Students were allocated different leadership hubs of charity, Jewish Life, and wellbeing. These hubs partnered with the EDJE team to take ownership and involvement in driving these initiatives forward, thus enhancing their student voice, their ability to be role models for the younger years and ultimately increase the notion of giving to their community.

- **Mi Ani Batmi**

After the successful launch of the Mi Ani four-day program in 2020, the decision was taken to run a Mi Ani Batmi program for the girls throughout 2021. For the Year 6 girls, this year is a significant year in becoming Bat Mitzvah and beginning to explore their role, values, and identity. Every week, the Year 6 girls came together to learn and engage in insightful discussions about various topics. The Mi Ani Batmi program empowers the girls to understand their place in the Jewish community and wider Jewish world. As they explored topics, the girls were given different keys that metaphorically unlocked the journey to adulthood.

The programs focused on the ideas of the meaning of their Hebrew names, body image and positive self-talk. The first key is understanding the essence of who they are. Within the meaning of a Hebrew name lies the true reflection of their Jewish identity. The second key of body image highlights the importance of understanding the way in which the body has a value beyond the superficial image that society projects as an ideal. The third key of positive self-talk emphasises the power of their own voices in influencing their perceptions and feelings of themselves and those around them. We additionally held specific intimate events where the Bat Mitzvah girls of that term presented to significant figures in their lives as well as their peers.

- **Mi Ani Project Heritage**

In 2021, Project Heritage reverted to being owned by the Jewish Life department. Project Heritage is based on programs from Yad Vashem and Beit Hatfutsot (Diaspora Museum) in Israel. It provides the opportunity for students to understand the patterns of Jewish History, the centrality of Israel, and their family’s journey as well as their own Jewish Identity. Students explored the meaning of different forms of anti-Semitism and the rise of Nazism. They participated in exhibits investigating the ghettos, concentration camps and death camps. They heard survivor testimony and reflected on the

values of resilience, family, and tradition. Students then explored the importance of Israel in building modern Jewish identity. They investigated Israel as a fusion of language, cultures, and traditions. Then they zoomed in to their own family stories, participating in guided interviews of two members of two different generations in their family. Finally, they explored the meaning of their own Jewish identity through their senses and ritual items found in their own homes.

### HOUSE REPORT

#### Primary School

In 2021, two events were held, during which, House points were calculated. Due to Covid lockdowns, the Athletics Carnival was unable to be held.

- The **Swimming Carnival** was held on Wednesday, 24 February at Des Renford Aquatic Centre. Many parents and families attended. After the collation of all House points including points for novelty indoor pool races, relays, and competition events, Akiva was declared the winning House.
- The **Cross Country Carnival** was the next House competition on the calendar. It was held on Monday, 26 April at Queens Park. The winning House at this Carnival was Hillel.

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 2021, the winning House was Hillel.

### 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 and former student Gidon Goodman.

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, with school teams competing against each other as either the prosecution/plaintiff or as the defense. A team consists of six students who role play as barristers, solicitors, witnesses and court officers and/or magistrate clerks. 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 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 2021, additional Year 10 members of the Mock Trial Team were recruited and trained for the competition. In preparation for the commencement of the competition, the team competed in a friendly online round against Masada College in February. The team won this trial. The team also participated in a non-scoring round against Ascham in March.

The team then competed in three scoring rounds that were held in a round robin. The first trial took place in April against Sydney Boys High School and the team was victorious as the

prosecution. The second round was in May against Year 12 students from St Catherine's, which was the winning team in last year's competition. Whilst the team, which was comprised of Year 10 students, lost this trial by a mere six points, the magistrate commented that the team was formidable and a wonderful representation of the sportsmanship of the College.

Due to Covid-19, the third round of the competition was postponed. By September, the competition resumed with a reduced number of schools conducting Mock Trials online, and within a shorter timetable due to the time that had elapsed. Moriah's team virtually competed against Sydney Girls High School and won. However, due to the compressed schedule, Moriah did not progress to the Elimination Rounds, as only the 16 highest-scoring teams moved into the final stages of the competition, which were conducted on a knock-out basis.

Moriah is looking forward to competing again in 2022.

### CHESS HIGH SCHOOL CHESS

2021 brought challenges for our Tuesday lunchtime Chess Club. A number of Years 7-11 students participated. 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. No chess coaching went ahead in Term 3 due to lockdown. Term 4 coaching sessions have resumed online, with students separated by year group in separate venues to prevent mingling.

### PRIMARY CHESS

On 8 March 2021, Moriah College Primary School held a Chess Team Selection event, where 22 students competed against each other. The day was organised by Marcus Lu and co-hosted by the chess coach Vladimir Feldman.

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

the NSW Junior Chess League Primary School Competition.

The Moriah A team consists of Ethan Levine, Tal Rubenstein, Saul Baran, Noah Levi, Benjamin Golan and Sophia Bolot. They finished second in the Metropolitan East division's Intermediate grade.

The Moriah B team consists of Joshua Gelbart, Shayna Kavonic, Jasmine Taibel, Joel Green, Gabrielle Brown and Shaun Lieb. They finished seventh in the Metropolitan East division's Rookie grade.

### DEBATING HIGH SCHOOL

In 2021, we continued with coaches from Masters Academy. Coaching was made available to students on Mondays, Tuesdays and Thursdays after school at the beginning of the year. Formal coaching was suspended due to Covid-19 at the end of Term 2.

### HICES DEBATING

Moriah entered four teams in this competition, two in the Senior Division Years 9-10, and two in the Open Division Years 11-12. The reduction in the number of teams was due to HICES limits. Most of the debates were held online, which proved challenging. Covid affected the running of this competition and it was abandoned before the end Term 2. However, our students did well in the shortened competition and were the winners of the Open Division in the South Sydney Region.

Winners of South Sydney Open Division:

- Asher Freedman
- Zane Simmons
- Talia Whitmont
- Charlotte Naar
- Ethan Slender

Other Winners in the competition included:

- Lexi Wunsh - 3rd Place Champion Debater points South Sydney Senior Div
- Adam Gottlieb - 3rd Place Champion Debater points South Sydney Senior Div

- Ariella Cappe - 2nd Place Champion Debater points South Sydney Open Div
- Zane Simmons - 2nd Place Champion Debater points South Sydney Open Div
- Asher Freedman - 3rd Place Champion Debater points South Sydney Open Div

### JEWISH INTER-SCHOOL DEBATING GALA DAY

The competition did not go ahead due to Covid restrictions.

### INTER-HOUSE DEBATING

Interhouse debating was again impacted by Covid, 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 activities and are reluctant to commit to the lunchtime debates.

### PRIMARY SCHOOL

2021 was another turbulent year for Primary School Debating. The College continued its relationship with Masters Academy and started the year well, with a good uptake in the classes from Year 5 and Year 6 girls in our Tuesday morning classes (around 14 students). Our Thursday morning class was less successful, with a regular attendance of only two children. These were our only Year 4 students. We signed up again with IPSHA for the Friday afternoon Interschool Debating Competition and the Year 6 students were very strong in the debates they were able to attend. Out of six competition debates, the team won five. Unfortunately, with the outbreak of Covid, debating was put on hold - lessons were cancelled and unfortunately the IPSHA competitions were also cancelled. The debating coaches have not been able to return to campus and there has been no internal or external debating since the conclusion in Term 2.

### YOUNG COMMUNICATORS YEARS K-10

Moriah further extended its compulsory public speaking program for all students in Years K-10 in 2021. All

students worked both with their class teachers and independently, learning to construct a speech and practising how to present it. Parents were also encouraged to assist, and this proved very rewarding for everyone.

The program gives every child the opportunity to successfully develop public speaking skills.

#### How the program worked:

- Each child prepared a speech on a topic of his/her own choice.
- Children in Years K-6 were encouraged to pick topics that were of personal interest to them.
- 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 to two minutes in duration.
- Years 3-4 speeches were no longer than two to three minutes in duration.
- Years 5-6 speeches were no longer than two to minutes in duration.
- Years 7-10 speeches were no longer than three to four minutes in duration.
- Students were taught how to structure the speeches at school, and then completed their speeches at home. They also practised 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 speeches and, in addition, were expected to prepare impromptu speeches. They received the topic at the same time, prepared for 20 minutes, and then all speeches were collected and drawn at random for the students to present.
- All finalists were judged by the same panel of judges.
- Four winners from this section proceeded to the Grand Final.

### Grand Finals:

- We were unable to hold Grand Finals in the usual manner, due to Covid-19 restrictions. Primary School students presented in class and were adjudicated individually. Whilst High School students submitted their speeches by uploading a video of themselves.
- 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 (Years 9 and 10).

Winners of each stage in 2021 were:

**Early stage 1:** Emma Ruiz (Year K)

**Stage 1:** Bailey Krug (Year 2)

**Stage 2:** Makenzie Kaplan (Year 4)

**Stage 3:** Rachel Leigh (Year 6)

Many thanks to Mark Hemphill and Assunta di Gregorio who adjudicated the High School competition (videos submitted online).

# SPORT

## HIGH SCHOOL

**True Moriah Spirit.** The hunger for sporting opportunities did not waiver, despite the difficulties and disruptions throughout the year. With a very strong start to 2021, seeing Moriah achieve some wonderful successes (see outline below), all major competition was cut short in July due to state and nationwide lockdowns. Where many schools and associations ceased sport all together, Moriah saw the opportunity and importance in staying connected through cutting edge online sporting opportunities.

Team and individual online training sessions led by coaches and captains within programs, weekly team meetings and online themed keynote presentations around strength and conditioning, sport psychology and mental preparation, ensured that all of our sporting students stayed connected to teammates, coaches, programs, exercise and sport conditioning, showing how important Moriah Sport is to the fabric of everyday life at the College.

### Sporting snapshot

Despite half of the year of competition being cut short due to Covid-19, Moriah still managed to achieve **19 championship victories in 2021**. The table below provides an overview of how this was achieved:



Basketball	Football	Futsal	Netball	Swimming	Touch Football
AICES Schools Cup Champions (Boys)	NSWCIS Football Cup Champions	SSC Junior Girls Champions	TAFENSW Regional Champions (9/10 division)	CDSSA Overall Champions	Year 7 Boys' Division Champions
1sts Boys' Trinity Plate Champions	16s Boys' Div 1 Peninsula Cup Champions	NSW All Schools 16s Girls' Regional Champions	St Catherine's League Senior Division 1 Champions	CDSSA Senior Division Champions	Junior Girls Champions
CDSSA 1sts Boys' League Champions			St Catherine's League Year 7 Division 2 Champions		
CDSSA Opens Boys' Blitz Champions					
St Catherine's Basketball League Open Girls' Division 1 Champions					
St Catherine's Basketball League Year 9 Girls' Division 1 Champions					
St Catherine's Basketball League Year 8 Girls' Division 1 Champions					
JDS Junior Girls' Basketball Champions					



In a Covid-19 shortened year, a snapshot of sports in 2021 included:

- Athletics (school level only) • Biathlon • Basketball • Football • Futsal • Netball • Swimming • Tennis • Touch Football

SPORT	TEAMS and STUDENT NUMBERS	COMPETITION(S)
<b>Basketball</b> (213 students, 38 teams)	Junior Girls - 35	St Catherine's Cup League East's Basketball League Sydney Schools Cup League JDS Championships
	Junior Boys - 65	East's Basketball League Sydney Schools Cup League JDS Championships
	Intermediate Girls -27	CDSSA Championships East's Basketball League St Catherine's Cup League Sydney Schools Cup League
	Intermediate Boys - 46	CDSSA Championships East's Basketball League Sydney Schools Cup League
	Senior Girls - 11	AICES Schools Cup CDSSA League CDSSA Championships St Catherine's Cup League East's Basketball League
	Senior Boys - 29	Trinity Cup AICES Schools Cup CDSSA League CDSSA Championships
<b>Cross Country</b> (83 students, 6 teams)	Moriah squad - 83	CDSSA Association Championships
	Moriah students selected at association level (CDSSA team) - 10	AICES Regional Championships
	Moriah students selected at regional level (AICES team) - 2	NSWCIS Championships
<b>Football</b> (98 students, 9 teams)	Girls - 38	National Bill Turner Trophy CDSSA Championships NSWCIS Cup
	Junior Boys - 25	Peninsula Cup League
	Intermediate Boys - 19	National Bill Turner Cup CDSSA Championships
	First XI Boys - 16	NSWCIS Cup St Andrews Cup CDSSA Championships
<b>Futsal</b> (99 students, 12 squads)	Girls - 24	NSW All Schools State Championships NSW All Schools Regional Championships Sydney Schools Cup League
	Boys - 75	NSW All Schools State Championships NSW All Schools Regional Championships Sydney Schools Cup League

<b>Netball</b> (89 students, 22 squads)	Junior Girls - 54	TAFE NSW All Schools Cup St Catherine's Cup League CDSSA Championships High Performance League JDS Championships
	Intermediate Girls - 28	TAFE NSW All Schools Cup St Catherine's Cup League CDSSA Championships High Performance League JDS Championships
	Senior Girls - 7	TAFE NSW All Schools Cup St Catherine's Cup League CDSSA Championships High Performance League JDS Championships
<b>Oz Tag/Touch Football</b> (117 students, 22 squads)	Junior Girls - 11	East's Touch League CDSSA Championships
	Junior Boys - 45	East's Touch League CDSSA Championships
	Intermediate Girls - 9	East's Touch League CDSSA Championships
	Intermediate Boys - 17	East's Touch League CDSSA Championships
	Senior Girls - 12	East's Touch League CDSSA Championships
	Senior Boys - 23	East's Touch League CDSSA Championships
<b>Swimming</b> (43 students, 3 squads)	Moriah squad - 43	CDSSA Association Championships
	Moriah students selected at association level (CDSSA team) - 33	AICES Regional Championships
	Moriah students selected at regional level (AICES team) - 9	NSWCIS Championships
<b>Tennis</b> (30 students, 4 squads)	Moriah squad - 16	CDSSA Championships
	Intraschool participants Girls - 4	Moriah Intraschool Cup
	Intraschool participants Boys - 26	Moriah Intraschool Cup

In summary:

- **116 Moriah team squads** across all sports (down 13 squads from 2020)
- **905 student representations** in Moriah squads (down 77 students from 2020)
- **68 students** representing Moriah at various representative levels (more detail below in individual accolades)
  - **NB: Numbers are based on only half of 2021 involvement due to Covid-19**
  - **Sports not represented in 2021 (due to Covid-19):**
    - **Athletics \*\***
    - **Cricket**
    - **Rugby**
    - **Triathlon**

**\*\* Students were given the opportunity to represent Moriah as individual competitors in December at the NSW All Schools Athletics Championships.**

#### Individual accolades

Moriah continues to provide elite level pathways for our exceptionally talented sporting students, and 2021 was no different. Below is an overview of the student numbers across the various levels of pathways:

- **CDSSA** (Combined Districts Schools Sports Association): **68 Moriah representatives** across Basketball, Cross Country, Football, Netball, and Swimming

**(CDSSA is made up of 12 schools. CDSSA competes at AICES Regional level competition).**

- **AICES** (Association of Independent Co-Educational Schools) **23 Moriah representatives** across Athletics, Cross Country, Football, Rugby, Swimming and Tennis represent AICES)
  - (AICES is made up of eight associations, comprising of 72 schools. AICES competes at NSWICIS State level competition).**
- **NSWCIS** (NSW Combined Independent Schools) **Four Moriah representatives**
  - **FOOTBALL** – Ben Fuchs, Joshua Fuchs, Erin Gordon, Aden Green

(NSWCIS is made up of all independent schools across eight regions in NSW comprising of 267 high schools. NSW CIS competes at NSW All Schools State level competition).

- **NSW All Schools (NSWAS) Three Moriah representatives**
  - FOOTBALL – Ben Fuchs, Joshua Fuchs, Erin Gordon

(NSW All Schools is made up of all schools across three sectors in NSW, comprising of 811 high schools. NSW All Schools competes at National School Sports Australia level competition).

### 2021 additions:

With Sport now reaching the heights that it has at Moriah, *#moriahcollegesport Instagram* was launched at the back end of 2021. In 2022, we plan to use this platform to feature real-time updates, fixtures, results, and highlights in Sport, which will keep the whole community up to date as things happen!

Exciting additions to our senior programs will include an annual Moriah Sports Combined Fitness Testing program to take place in January, cutting edge video analysis to be used in training and in game analysis, as well as a strength and conditioning program embedded into the programs, with the aim of giving our sporting students the opportunity to pursue and experience high-level sporting success with and beyond Moriah!

### In conclusion

The first half of 2021 was an indication of where Moriah Sport is at - a place providing opportunity for ALL STUDENTS to represent and be proud of who we are as a school, as well as the chance to achieve success at the highest level across the broader sporting community. Looking forward to what is to come in 2022!

### The Duke of Edinburgh's International Award program report for 2021

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 2021, Moriah College had the following number of students actively participating in each level of the Award:

Year Group	Bronze	Silver	Gold
Year 12			58
Year 11			83
Year 10		110	
Year 9	120		

Completing the Award at any level requires commitment, perseverance, and resilience, and 2021 was another very challenging year due to Covid-19 restrictions. The majority of our Year 12 Gold cohort (45 out of 58 participants) were able to complete their Gold Awards this year, as we were able to run a modified Adventurous Journey program at the end of 2020. However, the rest of our Adventurous Journey program for 2021 was cancelled due to flooding and Covid-19 restrictions, which made it difficult for the rest of our Award participants to complete their Awards.

The lockdown during Terms 3 and 4 had a considerable impact on the activities that our students were able to participate in. Face-to-face activities were cancelled, however, our students persevered and found worthwhile commitments to complete online or at home. Lots of our students were able to exercise with family members at home or at local parks, and many found service opportunities such as supporting elderly people within their community who were self-isolating or connecting with buddies from Friendship Circle via Zoom. Despite the disruptions to their normal lives, our students remained engaged with the Award.

Although restrictions eased and we were able to return to face-to-face learning partway through Term 4, we were unable to run a normal Adventurous Journey program. Instead, Year 10 Silver Award and Year 9 Bronze Award students engaged with

a Virtual Exploration activity using Microsoft Teams. They worked in small groups online to develop all of the skills they would have during a normal Adventurous Journey program. To support them in this, we extended their deadline for submitting their Awards from December 2021 to January 2022. Hopefully, 2022 will see further easing of restrictions and our students will be able to go hiking and canoeing as normal.

### SPORT PRIMARY SCHOOL

In 2021, 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 impacted by restrictions due to Covid-19.

### Co-Curricular Sport

The Co-curricular Sport program continued in 2021. 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 2021, students were able to participate in a wide variety of sports, including gymnastics, AFL, swimming, rugby/Oztag, futsal, dance, netball, cross country running, table tennis, badminton, and tennis.

### Sporting Associations

Moriah Primary School is a member of All Suburbs Independent Schools Sports Association (ASISSA) and Independent Primary School Heads of Australia (IPSHA). These two associations administer interschool competitions for member schools. As of June 2021, all competitions were cancelled.

In Term 1, all Years 5 and 6 students participated in ASISSA interschool AFL (boys) and Touch Football (girls) round-robin competitions at Queens Park on Thursday afternoons. In Term 2, the interschool soccer competitions were cut short due to the lockdown.

Prior to lockdowns, several representative sporting opportunities were able to proceed. Moriah Primary School had the following numbers of children represent at various levels:

- Two students (one girl, one boy) qualified for the Combined Independent Schools (CIS) Tennis Competition
- Four students qualified for the Boys' CIS Basketball Competition
- Two students qualified for the CIS Girls' Soccer Competition
- Nine students qualified for the CIS Swimming Carnival
- Five students qualified for the CIS Boys' Soccer Gala Day, one of whom then qualified for the NSW Primary Schools Sporting Association (NSWPSSA) Tournament
- Three students qualified for the CIS Girls' Netball Competition
- Eleven students qualified for the CIS Cross Country Carnival

### Primary School Sports Carnivals

Moriah held the Primary School Swimming Carnival in February and Cross Country Carnival in May. The Cross Country Carnival was, for the first time, a joint Primary School and High School event, which made for a nice coming together of faculties and students across the College.

The Moriah Athletics Carnival was cancelled due to lockdowns in NSW.

Primarily for ELC to Year 2 students and their families, the K-2 Sport Carnival and ELC Mini Olympics are events that offer the younger students sporting opportunities throughout the year. In 2021, the K-2 Sports Carnival was cancelled, however a successful modified ELC Mini Olympics was held. Year 6 students were given the opportunity to assist on the day as part of their leadership program.

### B'Yachad Online Learning Program

Students continued to engage in their timetabled PDHPE and Sport sessions throughout the lockdown period. Whole-stage Sport sessions quickly became a fun chance for students to get together and participate in age-appropriate workouts with their Sport teachers.

In lieu of the Athletics Carnival, and with the Olympics being held while students were in lockdown, a six-week virtual

'House Olympics' was held as part of the B'Yachad Online Learning Program. This proved to be a success in engaging students in some competitive modified athletics activities while online.

Other online sporting programs to encourage movement while in lockdown included:

- The Moriah Map Art Fitness Challenge, where students had to design a creative piece of art using the map of their run/walk/bike ride/kayak.
- Keeping Up with the Cohens – a weekly video of a game or challenge where Moriah students had to match or beat Mr Cohen's children in an easy to set up, minimal equipment activity.
- McColl's Master Class – a weekly video 'master class' created by Mr McColl where children could follow along and learn skills such as throwing a frisbee, doing a handstand or learning to skip.
- Longworth's Weekly Fitness Challenge – a weekly video fitness challenge for students, set by Mrs Longworth.

### Other Sporting Competitions

In 2021, Moriah Primary School entered teams into numerous sporting competitions that were organised for Primary School students. Before the lockdowns occurred, Moriah Primary School participated in:

- The AFL NSW Paul Kelly Cup – Moriah Primary School entered two boys' teams and one girls' team into the competition. One boys' team and the girls' team qualified through to the Sydney Metro Finals competition.
- The ASSISA Netball Gala Day – Moriah Primary School entered one team into this and won the competition.
- The Football NSW Futsal Schools Championship – Moriah Primary School entered nine teams into this regional competition over four age groups. Two teams won their competition and one team from each age group qualified through to the State Championships, which were cancelled.
- The Netball NSW Mixed Netball Gala Day – Moriah Primary School entered five teams into this competition, with one team winning the competition and three teams qualifying through to the Sydney Metro Finals, which were cancelled.

- The NSW Primary Schools Table Tennis Championships – Moriah Primary School entered four teams into this competition, two of which were eliminated in the Semi-Finals.

### Sporting Challenges & Lunchtime Sport

Many of the sporting challenges were cancelled and replaced by online learning opportunities in 2021. One challenge that proceeded was the Moriah to Manly Swim Challenge where, during Co-curricular Sport, students had to show commitment to swim the same distance as Moriah to Manly. Students who completed the challenge received a badge in assembly.

In 2021, Rope Skipping was introduced as part of the K-2 Lunchtime Sport program and became a big success with many K-2 children attending every Wednesday lunchtime.

### Years 3 and 4 Tuesday Afternoon Sport

Years 3 and 4 students participate in weekly Tuesday afternoon Sport. Throughout the year, students participate in several different sports and are coached by specialist coaches who are experts in their field. In 2021, Moriah students participated in a four-week AFL program run by AFL NSW and a four-week Basketball program run by Basketball NSW. The funding for these specialist programs comes from the Australian Government Sporting Schools Program. On top of this, other sports studied were volleyball, modified games, and Tee-ball.

### Moving Forward

Moving forward, we are continually looking to adapt and improve the Moriah Primary School sporting program. Identified areas for strengthening are the K-2 program and swimming. In 2021, a K-2 Tennis program was introduced, but was cancelled due to Covid-19. There is a view to reintroduce this program in 2022 with the help of Maccabi Tennis. The prospect of bringing in specialist swim coaches to assist with the Stage 2 Sports program is also an exciting prospect, with a goal of lifting the standard of swimming across the College, both at the elite and developmental levels. A students' HIIT gym morning program is also being considered for upper Primary School students.

<b>SPORT</b>	<b>NUMBER OF CHILDREN</b>	<b>COMPETITION(S)</b>
<b>AFL</b>	All Years 5 & 6 Boys	ASISSA Interschool
	42	AFLNSW Paul Kelly Cup Regional Gala Day
	29	AFLNSW Paul Kelly Cup Sydney Metro Finals Gala Day
<b>Badminton/Table Tennis</b>	25	Morning Sport group
	8	NSW Primary School Table Tennis Championships
<b>Basketball</b>	4	ASISSA Basketball Trials
<b>Cross Country/Running</b>	4	CIS Basketball Trials
	All Years 3-6 Students and Selected Year 2 Students	Cross Country Carnival
	63	ASISSA Cross Country Carnival
	11	CIS Cross Country Carnival
	20	Runners' Club
<b>Dance</b>	15	Senior Dance Crew
	15	Intermediate Dance Crew
	15	K-1 Dance Crew
<b>Futsal/Soccer</b>	72	Futsal Regional Championships
	11	ASISSA Soccer trialists
	5	CIS Boys' Soccer Gala Day
	2	CIS Girls' Soccer Trials
	1	NSWPSSA Soccer Tournament
	All Years 5 and 6 students	ASISSA Interschool Soccer Competition
<b>Gymnastics</b>	35	Morning Sport group
<b>High Jump</b>	80	Moriah High Jump Finals
<b>Netball</b>	47	Netball NSW Mixed Netball Gala Day
	9	ASISSA Netball Gala Day/Selection Trials
	3	CIS Netball Gala Day/Selection Trials
<b>Touch Football</b>	All Years 5 and 6 Girls	ASISSA Interschool
<b>Sport Carnival Swimming</b>	All ELC Students and Year 6 Helpers	ELC Mini Olympics
	All Years 3-6 Students and Selected Year 2 Students	Moriah Swimming Carnival
	37	ASISSA Swimming Carnival
	9	CIS Swimming Carnival
	11	Moriah to Manly Swimming Challenge
<b>Tennis</b>	4	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. We are very proud of the fact that the program is free for Primary School families as part of their enrolment at Moriah Primary School.

# 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 2020, for its 12th 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.

Both HSC Composition and Performance Encore nominations/ selections will be delayed due to Covid and will not be revealed until early 2022.

### • Music Enrichment Classes in Years 7 and 8

This initiative continues to be successful. 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. Due to Covid restrictions, Enrichment class testing will be offered to new students in an online format this year.

### • Vocal and Jazz Evening

Our annual Vocal and Jazz Evening took place on 9 June. This featured some vocal soloists, our Vocal groups and our Jazz Bands.

### • Year 9 Jazz Workshop

Our annual Year 9 Jazz Workshop had to be cancelled in 2021 due to Covid restrictions.

### • High School On Show

Our 2021 HSC Music Onshow Concert could not take place due to Covid restrictions.

### • Year 12 Graduation

One of Benjamin Milner's HSC compositions was pre-recorded and presented as a video performance for

the musical entertainment during the Graduation ceremony.

### • Year 11 Prize Afternoon

Our 2021 Tour Band compiled and presented a virtual performance of "Song for Health" by Steven Verhelst and was premiered as the musical item in our Year 11 Prize afternoon. This piece was composed as a tribute to the health workers who have worked tirelessly during the Covid pandemic.

### • Hans Kimmel Assembly

Our 2021 Tour Strings group compiled and presented a virtual performance of "Ose Shalom" by John Leavitt as the musical item for the Hans Kimmel assembly. This virtual performance was dedicated to our Symphony Orchestra conductor Brian Buggy OAM who has decided to retire all of his work due to health reasons. Mr Buggy has given 10 years of loyal service to Moriah College and shared his extensive knowledge and experience with the Moriah music students.





pandemic. Rehearsals took place in Semester 1 and the Primary School Choir performed at the High School reconciliation assembly in Term 2. In Semester 2, both rehearsals and performances were prohibited by Covid restrictions.

• **Year 6 Graduation**

Year 12 Performing Arts Captain Ethan Slender 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.

• **Prospective parents information morning**

Our Camerata Strings and Intermediate Band performed for prospective parents in the Railea Moss Hall in February. Our High School Klezmer Trio also performed as part of this morning.

**INSTRUMENTAL PROGRAM YEARS 1-12**

Moriah musicians/vocalists continued to make important contributions both inside and outside the College. In 2021 there were over 600 participants in the Instrumental Music Program, with six Concert Bands, a Symphony Orchestra, four String Orchestras, Senior and Junior Jazz Bands, Vocal ensembles and several small ensembles. Despite restrictions, most of our students participated in live end-of-year performances and/or recording sessions that were posted on Moriah's social media for the School and wider Jewish community to view. 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

• **Lag B'Omer Assembly**

Our Klezmer Trio performed a piece written for Violin, Clarinet and Piano for the High School Lag B'Omer Assembly.

• **Term 1 Awards Assembly**

Our Sinfonia Strings performed the Brandenburg Concerto No. 5 in this awards assembly late in Term 1.

• **Term 2 Awards Assembly**

Our Symphony Orchestra performed "Music for the Royal Fireworks" by Handel for this awards assembly late in Term 2.

• **Years 7-9 Prize Afternoon**

Year 8 Music Scholar, Jonah Samuels, pre-recorded a Trumpet solo for the Years 7-9 Prize afternoon, with Shirley Frumar accompanying on piano.

**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 1.

**PRIMARY SCHOOL – YEARS 3-6**

• **Assembly Performances**

In Term 1, each of our Primary School assemblies included a student performance. This could not continue in Term 2 due to the Mourning Period, and performances weren't possible in Semester 2 due to Covid restrictions.

• **Primary School Choir**

In 2021, choir rehearsals were greatly impacted by the Covid

the Instrumental Program. Students performed in Years K-2 Assemblies to an appreciative audience of parents and families.

### • **Primary School String Quartet**

Our newly-formed Primary School String Quartet performed with Shirley Polizer for the Year 1 Siddur presentations in Term 2. All Year 1 children sang with the quartet. The quartet comprises three Year 6 students and one Year 4 student.

### • **Instrumental Concerts**

We were not able to hold our annual Term 4 Instrumental Concerts in 2021 due to Covid restrictions.

### • **Purim Basketball performance**

Our Junior Jazz Band provided entertainment for the Purim Basketball game in February. This was well received by the students and added to the festivities of the day.

### • **Mount Sinai College**

Moriah's annual visit to Mount Sinai College was not able to take place in 2021 due to Covid restrictions.

### • **End of Semester One Large Ensembles Concerts**

We held two short concerts on Sunday, 30 May. The first was for our String Ensembles and this was followed by a Band Concert. In total, seven large ensembles performed to family and friends.

### • **Combined Concert with Barker College**

Moriah hosted Barker College for a concert in Term 2 with a live audience. This Concert was very well attended

and very well received by students and parents.

### • **Recruitment Night**

Aptitude Tests were conducted online and 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. Music staff visited Year 2 weekly music classes in Term 4 to meet and assess students.

### • **Remembrance Day Assembly**

Adam Leizer 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.

### • **2021 End of Year Concert**

Although planned, it was not possible to hold an End of Year Ensembles concert in 2021 due to Covid restrictions.

### • **Hamusika'im**

We held two solo Hamusika'im Concerts late in Term 1, open to all who participated in the Hamusika'im program. These performances were professionally recorded and sent to the families of the performers.

### • **AMEB Exams**

One-hundred-and-twenty students enrolled to sit AMEB exams at Moriah, but these were cancelled due to

Covid restrictions. All Moriah families received a full refund. A small number of Moriah students submitted video repertoire exams. Results have not yet been advised.

## ELCS

### • **Suzuki Violin Program**

Maintaining the Suzuki program in the Early Learning Centres proved difficult with Covid restrictions, but we are ready to enrol new students in 2022.

## MUSIC SCHOLARSHIP 2021

The standard of Scholarship applications is improving every year. This year, there were many deserving candidates. External student David Kless was awarded a 50% Scholarship to commence at Moriah in Year 7 in 2022. Current Year 7 student Tamar Goodman was offered a 25% Scholarship.

## MUSIC CAMP 2021

We were very fortunate to be able to hold a residential Music Camp at Stanwell Tops in 2021. The Eastern Suburbs Covid outbreak started just days prior to our camp commencing. During the Music Camp, Covid numbers were growing quickly and a number of Moriah families were either directly or indirectly affected during the Camp. We organised for approximately 100 Moriah students to take Covid tests during the Camp as a precaution. No Covid cases were in any way linked to the Camp. Regrettably, a decision was made the day prior to the conclusion of the Camp to cancel the final Camp concert. In place of this, students performed for each other on the final morning before returning to Moriah on buses. A very basic video of these 'in-house' performances was sent to the families of the performers.

Due to Covid, the Music Department displayed incredible creativity:

### • **Tour Band "Song for Health" virtual performance**

After our regional Band/Orchestra Tour had to be cancelled, we wanted to record the Touring groups. The members of the Tour Band were sent music to learn and record in their homes without assistance. These recordings were compiled and edited





at Moriah. The virtual performance featured at the Year 11 Prize Giving Assembly and was posted on Moriah's social Media.

- **Tour Strings “Ose Shalom” virtual performance**

Our Touring String students were also set a virtual project in place of the cancelled Tour, learning and recording “Ose Shalom”. This was featured in the Mikolot Grand Final Assembly and was posted on Moriah's social media.

- **“Advance Australia Fair” virtual performance**

Talia Kaplan, Lucy Milner and Adam Leizer contributed to a JNF virtual recording of Advance Australia Fair. Moriah had the highest number of students contributing to this out of all of the Jewish schools.

- **Online recorded Music Scholars' Concert**

Our Music Scholars' Concert was scheduled for late July but had to be cancelled due to the Covid lockdown.

- **Chamber Music**

We continued to build on our Chamber Music Program, forming groups for special projects. Three Moriah Chamber Ensembles entered Musica Viva's national Chamber Music competition:

- String Quartet
- Percussion Ensemble
- Klezmer Trio

The Klezmer trio of Orli Lechem, Omri Weininger and Adam Gottlieb were awarded the Woodwind Prize. This competition attracts the very best of high school-age students in Australia and this is a significant achievement.

- **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. Competition One required students to record and submit a video performance of an unaccompanied piece. This was divided into four categories:



- Kindergarten to Year 2: Winner – Zachary Sekers
- Year 3 to Year 6: Winner – Jasmin Ezekiel
- Year 7 to Year 9: Winner – Lucy Milner
- Year 10 to Year 12: Winner – Naomi Singer

For Competition Two, students were asked to make a multi-track recording, either by themselves, or with other Moriah students. Ethan Slender, Zac Shvartz and Dean Berman recorded a Jazz Quartet and were awarded first prize.

As both competitions had many entries, a number of Highly Commended awards were also given.

Our newly-appointed Performing Arts Captains Lily Elias and Ethan Slender suggested a very creative online competition for Term 4.

- **Term 4 Competition: School Song Remix**

Students were asked to record themselves playing the Moriah School Song. Older students were encouraged to ‘make it their own’ by changing the genre, harmony, rhythm or melody. A group of Year 10 students arranged a multi-track recording of “The College

Chart” - a jazz adaption of the School Song - and were awarded first prize in the High School section of this competition. This was performed at an assembly late in Term 4.

The first prize for the Primary School section of the competition was awarded to Year 5 student Sam Levenstein, who submitted a very creative performance of both singing and playing the School Song on his Euphonium.

- **Anzac Day and Remembrance Day**

Year 11 student Tori Josman, played the trumpet for the pre-recorded Anzac Day Assembly. Year 10 student Adam Sher played the trumpet for NAJEX and two other community Anzac Day services; one for the Scouts, and the other for baseball game.

Year 10 students Adam Leizer played the trumpet for the pre-recorded Remembrance Assembly. Adam also played at a community Anzac Day service.

Year 6 student Hannah Jones played live for the Moriah Primary School Anzac Day Service.



# OUR COMMUNITY

School policies, including Anti-Bullying

## OTHER COLLEGE POLICIES

During the course of 2021, 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 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 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 2021, 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.

**Policies Reviewed in 2021:**

<b>Policy</b>	<b>Comments</b>	<b>Access to full text</b>
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	Significant review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Child Protection Policy & Procedures	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Co-curricular Provider Agreement	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet (eLY)
Communication Policy & Procedure	Minor review 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)
Complaints and Grievance Policy & Procedures	Significant review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet (eLY)
Guidelines for Resolving Complaints – Staff	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet (eLY)
Cyber Responsibility Guidelines and Agreement (Years 7-12)	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)

Delegations of Authority & Register	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Restricted
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)
Independent Contractor Agreement	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet (eLY)
Legislative Compliance	Significant review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Restricted
Record Keeping Policy	<i>NEW</i> to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet (eLY)
TAA Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet (eLY)
TAA Accreditation Procedures	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet (eLY)
Volunteering Protocols	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)



# OUR FUTURE

## The Moriah Foundation Report



2021 was a milestone year for The Moriah Foundation (The Foundation) as we celebrated our 10-year anniversary since inception. The Foundation was established in 2011 to raise funds to purchase the land for the Queens Park campus, and, importantly, to support as many children as possible to receive a Moriah education.

Since our inception, thanks to all our generous donors, we have achieved more than we had dreamt possible in such a short period of time. We've become a Foundation that creates life-changing opportunities, that inspires, that empowers, and that sets off a spark in so many.

- Judy Lowy, *The Moriah Foundation President*

With close to 200 Foundation Member families, 75 Foundation Circle Member families, hundreds of members in our Grandparents Club, numerous corporate sponsors, and with the remarkable support of our Moriah family and friends, we have achieved so much more than we ever thought possible. We are very grateful for the community's continued support and investment in Moriah students and are delighted that new families continue to join The Moriah

Foundation and Foundation Circle out of a desire to help the College to help our families in their time of need.

Over the last 10 years, together, we have raised over \$30M for our children, met our debt repayment obligations to the bank, and assisted hundreds of children to receive a Moriah life and education they would not otherwise have been able to afford. We have brought a range of innovative programs to all our children, invested in our educators, improved our children's learning environments and have begun building an endowment fund to secure the long-term sustainability of our school.

Perhaps never more so than in the last two years, since the outbreak of the pandemic, we have seen the power of unity, compassion, generosity, and responsibility, as our Moriah family has come together without hesitation to support the payment of school fees for over 200 children whose families were financially impacted by Covid.

In addition to our donors' outpouring of support for families whose livelihoods were decimated by the pandemic, we allocated an unprecedented 54 children with a Moriah Foundation Bursary, including five new bursaries for children who joined our Moriah family in 2021. The need for bursaries and financial support in our community continues to grow and we are extremely grateful to all our bursary donors.

Due to Covid-related travel restrictions, we were disappointed that our global signature programs were unable to proceed in 2021, but we are committed to assisting our students to travel for these unique opportunities as soon as travel is safe to resume.

The Foundation was proud to once again sponsor Mikolot: Voices of the Future, one of our signature local programs, bringing Australian Jewish day schools together for a national public speaking

competition.

Thanks to the support of our donors, The Foundation raised \$3,431,781\* for the calendar year of 2021, with funds allocated to a range of programs including The Bursary Program, Financial Assistance, The Moriah Endowment Fund, capital projects, signature programs, and the Principal's Tzedakah Fund, which assists families with non-school fee-related educational expenses.

\*Not audited and subject to change

### SPARKING ANOTHER DECADE OF GREATNESS TOGETHER

Whilst we have achieved more than we had dreamt possible in 10 short years, our work is nowhere near complete, and we have many ambitious dreams ahead of us; dreams that with your help are achievable.

As our Foundation enters our second decade, let's work together to fulfill our important responsibility to our children, by providing them with the best possible start in life. Our Moriah family, including our parents, grandparents, Foundation members, alumni, friends and corporate supporters are our partners, and we hope that you will all join us as we continue to spark something in our children - an outstanding education, a deep knowledge of, and passion for, Judaism, a commitment to Jewish values, a sense of belonging, a connection to Israel and ability to advocate for Israel, a lifelong bond to our people and our community, a first day to remember, lifelong friendships, and a belief that no Moriah family will be left behind.

### NEW FOUNDATION DIRECTOR

We are delighted that Ryan Kassel commenced in July 2021 as The Moriah College Foundation Director. Ryan has over 20 years' experience in Financial Services and community engagement

across a variety of domains at a senior level and he is thrilled about his transition into the not-for-profit space and to be part of the important work of The Foundation, and the Jewish community.

Ryan has deep roots in the Jewish community, and his goals and values are intrinsically aligned to that of Moriah and The Foundation. Ryan can be contacted at rkassel@moriah.nsw.edu.au or 0410 315 546.

### NO FAMILY LEFT BEHIND CAMPAIGN

In 2020, with the outbreak of Covid, more than 100 Moriah families found themselves in a position they never thought they would face. Their businesses and jobs were decimated, and they turned to us at Moriah for help as they were unable to meet their school fee commitments. We were determined that no child should have to leave the school because of the pandemic and committed to supporting our families, until they were able to get back on their feet.

The Moriah Foundation launched the Moriah response: No Family Left Behind Campaign to raise the necessary funds to support our children, and to assist the College in repaying the \$4.8M debt repayment from the purchase of the Queens Park land.

The campaign concluded in June 2021 and with the generous support of more than 300 donors, and \$1M from JCA, more than \$7.8M was raised to assist our families and meet our bank obligations.

### MORIAH FOUNDATION BURSARY PROGRAM

**The Moriah Foundation Bursary Program** allocates bursaries to children to enable them to receive a wonderful Moriah education that they could otherwise not afford, covering between 50 and 100 percent of the school fees. In 2021, The Moriah Foundation allocated \$810,623\* in bursary grants, supporting **54 Jewish children to receive a Moriah College education** and all its offerings, including **five new bursaries** awarded to children who joined our Moriah family this year.

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

### CULTIVATING PUBLIC SPEAKING SKILLS OF AUSTRALIAN JEWISH YOUTH

We were honoured to sponsor **Mikolot: Voices of the Future** public speaking competition, providing high school students from Jewish schools across Australia, with the opportunity to develop their Jewish voice.

We are thrilled that from 2022, this excellent public speaking competition will be sponsored by Arnold Bloch Leibler lawyers and advisors, and we thank them for their ongoing support of the College.



*College Principal Rabbi Yehoshua Smukler, Ben Lonstein (competition winner), and Acting Head of Jewish Life and Learning Ronnen Grauman*

### COMMITTED TO ADVANCING OUR STUDENTS

We are enormously appreciative of the generous gift from the Levine family, enabling a multi-modal film studio as a key dimension of our Primary School ThinkSpace.

The space is a soundproofed film studio fitted out with state-of-the-art technology. Students use a variety of media equipment and techniques to communicate their messages powerfully and effectively.

Giving our students resources to leverage digital technologies is critical to our future-focused approach to learning, education and exchanging ideas with the world.

### THE MORIAH FOUNDATION CIRCLE

The Moriah Foundation Circle (The Circle) was established in 2019, providing parents with the opportunity to support

the important work of The Moriah Foundation and to join The Foundation at a more attainable level.

With membership starting from \$1,200 per annum, The Circle raises much-needed funds to support the work of The Foundation, providing as many children as possible with access to a Moriah education, and ensuring that Moriah remains a leading school of choice, delivering exceptional opportunities for all our children. In 2020 and 2021, funds raised by the Circle also supported Moriah families who were financially impacted by the pandemic.

This year, we were delighted Daniel Sekers joined Lauren Placks in co-chairing The Circle which grew to 75 families, and we encourage as many current and past parents as possible to join and make a difference to the lives of so many Moriah families.

### AN ETERNAL LEGACY FROM DR CHARLES FRATER

The Moriah Foundation is extremely grateful to the late Dr Charles Frater Z"L who kindly left a gift in his will to Moriah College.

Charles, a lover of most art forms and an adventurous traveller, passed away at 98 years of age, leaving a generous bequest to Moriah, and requested the funds be allocated to The Moriah Foundation Bursary Program.

The Dr Charles Frater Primary Bursary has been named in honour of Dr Frater to acknowledge his generous gift. May Dr Frater's memory be a blessing.

Leaving a gift in your will to Moriah, no matter what the size, is an enduring gift that will transform the lives of our children and help to secure the sustainability of Moriah.



*The late Dr Charles Frater Z"L*



### MAKE YOUR SIMCHA EVEN MORE MEANINGFUL

Sharing your simcha with The Foundation is a thoughtful and rewarding act of kindness. By encouraging your family and friends to make a donation to The Moriah Foundation in lieu of gifts, you will be supporting those who need it most.

We wish a warm and heartfelt Mazal Tov to Michelle Landerer, who celebrated her 60th birthday in March 2021, and Sylvia Cohen, who celebrated her 80th birthday in May 2021. Michelle and Sylvia kindly shared their wonderful milestone simchas with The Foundation.

Please contact us if you would like to share your special simcha with our Foundation. We will create a customised webpage with a link for every simcha, making it easy for you to share with family and friends.

### A THOUGHTFUL GIFT FROM OUR YEAR 12 PARENTS

The 2021 Moriah Year 12 parents joined together to establish a Year 12 Prize for future Moriah students.

In a superb act of generosity, the parent cohort proactively raised \$3,000 in a matter of weeks for a prize of \$100 per year, over 30 years, to be **awarded to a student who demonstrates exceptional resilience and determination**. It was wonderful to see how our Moriah family collectively demonstrated support and encouragement to our children, and one another, and created a legacy for the class of 2021 in such a simple yet effective way.

We are incredibly proud of our 2021 Year 12 students and their HSC results, and we wish them all a hearty Mazal Tov. We want to wish the 2022 Year 12 class a successful and great year ahead.

### THE BREUER FAMILY'S INSPIRATIONAL GIFT



The family of the late Eva Breuer OBM Z"L kindly donated more than 100 magnificent art reference books from Eva's personal collection of books on Australian art.

Eva was a prominent and highly respected Sydney gallery director and art dealer, remembered for her enthusiasm and love of art and culture, and has been described as "a luminary of the Australian art world."

The Moriah Foundation expresses our heartfelt appreciation to the Breuer family for generously donating a significant part of Eva's collection of beautiful art books.

### EVENTS

A key goal of our Foundation is to remain connected and engaged with our valued Moriah family and we were pleased to be able to host a number of in-person and online events throughout the year.

### ANNUAL GRANDPARENTS CLUB MORNING TEA – MARCH

As our first in-person gathering since the outbreak of the pandemic, the event was a sellout! Mark Hemphill, Head of High School, spoke about the close relationship he had with his grandparents, and the special attributes that make Moriah students so unique. Guests enjoyed a delightful video of our children sharing why they love their grandparents so much and the Saunders Family Campus' Prachim class delivered a heartwarming musical performance.



*Melanie and Benjamin Lindenberg*

### MORIAH FOUNDATION CIRCLE COCKTAIL PARTY WITH NICK MOLNAR - MARCH

We were fortunate to have Nick Molnar, Moriah alumnus and Co-founder and Co-CEO of Afterpay, as our keynote speaker at our annual Moriah Foundation Circle Cocktail Party.

In conversation with Foundation Board Member Daniel Sekers, Nick shared personal insights into his remarkable journey, which saw him become one of Australia's youngest and most successful entrepreneurs. Nick spoke warmly about his time at Moriah, reflecting on the teachers he loved and lifelong friendships he treasures.



*Daniel Sekers and Nick Molnar*

### MORIAH FOUNDATION CIRCLE ONLINE EVENT WITH PAUL BASSAT SHARING THE INGREDIENTS FOR A SUCCESSFUL START-UP – AUGUST

Co-founder of Seek and Square Peg Capital Paul Bassat shared the ingredients needed for a successful start-up, experiences from the pandemic, and how to set children up for success.

In conversation with Foundation Director Ryan Kassel, Paul spoke about his views on innovation, risk-taking, family, and giving back to the community. Paul stressed the importance of resilience, maintaining your mental health, and ensuring your children know that your love for them is unconditional.



Ryan Kassel and Paul Bassat

### ONLINE EVENT WITH PROFESSORS FROM TEL AVIV UNIVERSITY DISCUSSING PATHWAYS OUT OF THE PANDEMIC – OCTOBER

The Moriah Foundation invited The Mount Scopus Foundation to join an online event to hear from professors Ariel Porat, Ariel Munitz, and Ady Pauzner from Tel Aviv University, who shared their insights about Israel's pathway out of the pandemic - from the outbreak in 2019 to present-day approaches, and plans to live with the virus.

Moriah Foundation Board Member Cheryl Bart AO moderated questions from the audience, including the effectiveness of boosters, new vaccines, children getting vaccinated, and their views on Australia's extended lockdown.



### MORIAH FOUNDATION ANNUAL COCKTAIL PARTY WITH ALAN JOYCE AC – DECEMBER

Qantas Managing Director and Group CEO Alan Joyce AC spoke with optimism about the future and shared insights about navigating Covid, as guest speaker at the 2021 Moriah Foundation Members' Cocktail Party.

In conversation with College President and Foundation Board Member Stephen Jankelowitz, Alan shared insights on how Qantas planned for worst-case scenarios, experimented with new domestic routes, Covid safety on planes, new long-haul routes, and how he sees business and leisure travel returning.

Guests were inspired by his personal anecdotes and reflections on the importance of leading with integrity, taking measured risks, and striving to make a difference.



Ryan Kassel, Alan Joyce AC, Judy Lowy and Stephen Jankelowitz

### ACKNOWLEDGEMENTS

I would like 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 thank our Foundation Director Ryan Kassel, Foundation Manager Andy Berelowitz, and Foundation Assistant Jodi Velasco, who have worked so diligently throughout the year.

Thank you to our corporate sponsors, Arnold Bloch Leibler (ABL), Commonwealth Bank of Australia, Kelly+Partners and Sandersons Rushcutters Bay, as well as our community partners, Youth 2 Israel

and Keren Hayesod for the generous support, and to all our donors and supporters for investing in Moriah families. It is because of you that our Foundation has been able to bring so many life-changing opportunities to our children, providing them with the best possible start in life, and ensuring that they develop a strong sense of pride in their Jewish identity, immersed in our modern orthodox Zionist traditions and values.

### FOR MORE INFORMATION

As The Moriah Foundation turns 10, we're proud of what's been achieved and we're determined to keep going. So, join us in making the next 10 years even more impactful. There are so many ways to get involved. Please contact our Foundation Director Ryan Kassel on 0410 315 546 or rkassel@moriah.nsw.edu.au and let's spark something in our children, our families, and our community, together.

With my warmest wishes,

**Judy Lowy**  
Foundation President

# ENROLMENTS & ENGAGEMENT REPORT



Upon reflection of the 2021 academic year, I am reminded of the vision we created at the start of the year:

*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.*

On behalf of the Enrolments & Engagement team, I am proud to acknowledge the significant growth and advancement within the team as we continue to work towards this vision and meet our **Key Strategic Priorities**.

Collectively, during 2021, we were able to:

- create a personalised enrolment journey for every family that impacts positively on their 'end user' experience.
- build an aligned, agile, proactive and service-oriented team, driven by a core purpose and operating philosophy.
- develop a "culture of care" for all families, driven by enhanced stakeholder partnerships based on trust, openness, and respect.
- automate the full enrolment process across the College, delivering accurate data analysis, tracking and reporting.
- explore new and varied community engagement opportunities as we find ways to connect, inspire, and positively advocate for Moriah College as a preferred school of choice for Jewish students.

## Pride & Accomplishments

The essence of our accomplishments within the short space of one year has been largely driven by the team's ability to foster a warm, welcoming, and inclusive approach, thereby cultivating a strong sense of belonging for all families, enabling strong relationships to be built and nurtured.

Throughout 2021, the Enrolments & Engagement team has focused on setting the tone for a refreshed, personalised, and impactful enrolment experience for all families by:

- raising the bar in team culture and performance by cultivating high-trust relationships and rapport.
- enhancing and reiterating a "culture of care" for sustainable stakeholder partnerships to be built (students, parents, staff, and community).
- restructuring the team to further align our enrolments, financial assistance, and debtors' processes through the appointment of Jarred Stein as Fee Support & Operations Manager.
- providing a more streamlined transition process for new students enrolling at the College by cultivating strong parent partnerships through the appointment of Lynda Dave as Enrolments & Onboarding Manager.
- implementing a purpose-built enrolment CRM system to further streamline ease and access of information, thereby fundamentally changing the end user experience for all families.
- providing Board and Executive leaders with interactive, real-time dashboard reporting to further enhance data analytics and projected enrolments over the next five years.
- enhancing digital engagement experiences through a College website refresh, creating a digital prospectus to increase engagement opportunities, and commencing 'virtual tours', which

will be actualised in early 2022. These tours will showcase Moriah's unique product offering and bespoke areas of excellence, enabling prospective overseas families to discover a taste of what the College has to offer.

- seeking new engagement opportunities for current, new and prospective families, offering face-to-face customised tours of our Primary and High schools led by relevant heads of schools and student leader representatives.
- engaging deeply with overseas families by creating high-trust relationships and offering partnership support to provide smooth transitions into the College community.
- utilising our Academic and Music Scholarship Campaigns as key drivers to attract exceptional talent to the College, particularly in key intake years.
- building capacity and autonomy within the Enrolments & Engagement team through increased Professional Development opportunities, driven by enhanced process improvements and data-reporting needs.

With the generous support of The Moriah Foundation's bursary donors, the Foundation provided an unprecedented 54 children with bursaries, including five new bursaries awarded to children who joined the Moriah family in 2021. This was in addition to providing the College with the funds needed to support over 200 additional children with financial assistance, enabling these children to continue their enrolment at Moriah.

In 2021, The Moriah Academic and Music Scholarship campaigns continued to attract a similar number of recipients as in previous years, both within and external to the College.

In 2021, 201 children were enrolled in our Early Childhood and Early Learning Centres with a further 1,444 students enrolled across K-12, bringing our total student enrolment to 1,645.

I am proud to report that we had a very successful 2021 academic year despite the challenges we faced in a second year of the Covid-19 pandemic. I would also like to acknowledge the significant sacrifices made by countless families affected by the pandemic, to continue to prioritise a Jewish education for their children.

### Future Plans & Initiatives

The Enrolments & Engagement team will continue to focus on achieving our vision of being 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.

Our five key strategic priorities (as noted above) remain more relevant than ever, and the year ahead will be spent refining each of these priorities, ensuring that Moriah's place in the community remains healthy, vibrant, and sustainable. I personally look forward to continuing to build deep and meaningful relationships with each family, further enhancing our sense of community connectedness.

I would like to thank each member of the Enrolments & Engagement team for their ongoing commitment, dedication and passion brought to their roles every day and for trusting me as we continue our change journey.

I look forward to providing further feedback and insights on our 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.

#### Archival projects

Cataloguing the archival collection has continued throughout the year and there are now some 100 series listed in our collection. During the times when Covid-19 restrictions were enforced this year, uncatalogued photographs were sorted and placed into appropriate archival housing. Photos have also been carefully transferred from older photo albums with adhesive pages to appropriate archival albums to ensure their preservation for the future.

An in-house project to digitise historical annual reports and College yearbooks has commenced; this will enable the contents to be searched electronically. This project will continue into 2022.

Work has begun to digitise past audio and film footage stored on obsolete media to ensure its preservation and accessibility.

During 2021, several new items were donated to the Archives from past students and others affiliated with the College. These items have been gratefully received and added to the Archives database.

#### 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.

Transferring data from manual index cards listing the Museum collection to the e-Hive database is ongoing. It is anticipated that our valuable volunteers can continue to assist with this important work in 2022 to enable the collection to be more accessible and discoverable.

The Archivist and the Co-ordinator of Sustainable Practice worked together to create and launch an exhibition on sustainability this year. The display focused on sustainability projects over time at the College, including educational programs, community engagement and partnerships, and the College's built and natural environments.

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

#### Moriah Heritage Focus Group

The Archivist has started working closely with the Jewish Studies department to prepare for the College's 80th anniversary in 2023.

**KIRSTIN COX**  
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.**

**Some of our 2021 highlights include:**

## COLLABORATION FOR BETTER ENGAGEMENT

With a new Enrolments and Engagement team in place and a new Foundation Director, the environment was perfect to add Communications and Marketing to this space and form a collaborative team. The missing Marketing piece was filled by appointing Elyse Chiert to the role, starting early in 2022.

Working together to share ideas and resources, we will focus on creating a positive culture of engagement with our internal and external stakeholders. The goals include encouraging advocacy for

the College, attracting enrolments as well as experienced and skilled staff, and building relationships within the wider community. Chaired by Rabbi Smukler, the team meets each fortnight.

## COMMUNICATIONS DURING COVID

With NSW plunged back into lockdown and the return to learning via the B'Yachad Online platforms, the priority was to keep families connected, and regularly informed and updated about a variety of Covid-related information. It was essential to have accurate, comprehensive, clear, easy to understand, and timely information.

We created Briyut BaBayit @ Moriah – Moriah Healthy @ Home. A online resource that featured links to activities, initiatives and ideas for the Mind (Mo'ach) , Body (Guf), and Soul (Neshama) and included our whole school community from ELC to Year 12.

On returning to face-to-face teaching, we updated the 2020 flip-book guide, explaining to families how the return to school would work.

## SOCIAL MEDIA

We welcomed Chaya Gutnick into our team as a casual Content Creator (offering her permanent part-time for 2022) and having this dedicated digital media resource has taken our social media to the next level. Our engagement in this space continues to flourish and our Instagram, Facebook and LinkedIn following continues to grow steadily.

## SPOTLIGHT VIDEOS

We produced a series of 14 Spotlight videos, each of them focusing on an individual High School Department.

These were featured on our social media, and in our Newsletter. The Departments appreciated having the opportunity to showcase who they are and what they do, and many of them are using these videos on other channels. We plan to update the videos in 2023.

## HSC REPORTING

We changed the focus of our HSC reporting to ensure that we were showcasing the cohort's overall achievements rather than focusing solely on academic. While we have always actively highlighted our Year 12 overall achievement, this year we built a deliberate strategy around it. This included created visual collateral in the form of interesting infographics to highlight statistics such as student involvement in co-curricular activities, charity initiatives and early entry into University. We featured these infographics on our social media and in our Newsletter, and ultimately in our *Class of 2021 Our Achievements* booklet.

Our HSC OnShow booklet featured the creative Major Works of Design and Technology, English Extension 2, History Extension, Society & Culture, Visual Arts, Music and Drama Students. Together, the two booklets were very well received by the Moriah and wider community.

We are looking forward to an exciting 2022, 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



### 2021 was another successful year for Moriah College.

Continued increasing enrolments reflects the improved quality of the total offering, provides further confidence in our longer-term financial sustainability, and allows the Board and Management to set our eyes on strategic initiatives to set the College up for greater success in years to come.

### 31 DECEMBER 2021 RESULTS

This Annual Report incorporates the audited consolidated financial results for the year ended 31 December 2021 for Moriah War Memorial College Association and its Controlled Entities.

For the financial year ended 31 December 2021, the College and its Controlled Entities reported a consolidated surplus of \$8.52m (2020: \$9.41m surplus). This result is achieved on a consolidated total revenue base of \$61.14m (2020: \$58.23m equivalent).

The College's results were positively impacted by the receipts of additional donations to the Moriah Foundation as well as the benefits of reduced operating costs and austerity measures during the Covid lockdown period, and negatively by the additional assistance

and support provided to families including the once off optional Covid discount offered in 2021.

### 31 DECEMBER 2021 DEBT POSITION

In the 2021 year, the College repaid \$4.88m as part of its scheduled commitments and a further \$1.12m in line with our broader strategic financial management plan. As part of that plan, in 2022, the College intends to repay an additional \$1.0m from operations. The College has also taken the prudent approach of fixing in the interest rate on \$18.0m of our debt maturing in 2026, giving the College further security and clarity, and allowing for better future planning.

In 2014, with the completion of the contract for the settlement of the Queens Park land and the refinancing of existing loans, the College entered into a banking facility agreement with Commonwealth Bank of Australia (CBA) with borrowings of \$31.4m. As of 2021 year-end, total principal repayments of \$7.12m has been repaid with a balance of \$24.28m remaining. The financing costs relating to the facility borrowings were \$0.9m for 2021, which is considerably less than the annual rent which would have been payable under a rental agreement.

For the year ended 31 December 2021, at both the half-year and the full year, the College complied with all banking covenants.

### MORE COVID LOCKDOWNS IN 2021

As a result of financial pressures experienced by many families in 2020 due to Covid, the College provided an opt in 3% upfront discount on 2021

fees, reducing the 2021 fee increase to those families to under 1%. Once again, extended Covid lockdowns presented significant operational and logistical challenges for the College as well as for parents, and in particular those families who were already financially impacted to varying degrees in 2020.

Covid has highlighted the need for the College to ensure its sustainability by holding greater capital reserves, a need that must also be balanced with debt commitments and the need to maintain and improve our facilities.

As was shown in 2020, the ability to move the entire College in the second half of 2021 to a virtual learning platform was the result of the significant investment the College has made as part of a broader five-year \$10 million IT strategy, which began in 2018. The College views this investment as a priority and is committed to providing students with all the necessarily tools to drive educational excellence.

Funds raised in 2020 enabled the College to withstand the significant pressure placed on families during the 2021 Covid lockdowns and enabled it to continue to support many families who relied on financial support to remain at the College.

Most notably, the number of fee deferral requests resulting from Covid-impacted families increased dramatically in the 2021 lockdown period relative to 2020. Fee Assistance applications for 2022 also increased dramatically both due to Covid and the inflationary pressures impacting more severely on those already in need of financial support.

The College gratefully acknowledges the ongoing and extraordinary support of the Moriah Foundation and all those who generously contributed and supported the College in its time of need. As a result, over 250 students continued to receive the benefits of being enrolled at the College.

### LOOKING FORWARD

Moriah College has a promising future, notwithstanding the community-wide challenges that we face.

We are proud of the values we hold dear and wish to continue to support as many families as possible that require financial assistance to enrol their children, and continue to support students who require varying levels of special needs and modified learning arrangements.

The College targets high-performance academic outcomes and co-curricular opportunities for our students, whilst upholding our ethos and aiming to keep fees as affordable as possible.

### ACKNOWLEDGMENTS AND THANKS

Firstly, I would like to thank Gavin Sher and the finance team for yet another year of continued improvement with a focus on the highest possible standards of professionalism and best practice.

Thank you to the College Executive team and my fellow Board members for their efforts and commitment in carrying out their duties and contributing meaningfully to the various committees that I chair.

The College gratefully acknowledges the 2021 contribution from the JCA.

Once again, the College gratefully acknowledges the estate of the late

Lionel Green Z"L, whose support provided surety for many families entering Year K in 2021.

A special thanks to Daisy Sultana for her outstanding support as Executive Officer to the Board. Her proactivity, diligence, and commitment are exceptional and greatly appreciated.

The College acknowledges the assistance of Deloitte in carrying out their role as auditors. The level of professionalism and vigilance in carrying out this responsibility is noted and greatly appreciated.

Finally, I wish to thank all the students, parents, staff, donors, supporters, and volunteers for making Moriah the institution that we are so proud to be a part of.

**DANI SHER**  
**Treasurer**