



Moriah College

בית ספר הר המוריה



# 2022

## Annual Report and Financial Statements



# Moriah College

בית ספר הר המוריה

## 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**

### **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  
Mr G Friede

### **PRESIDENT**

Mr S Jankelowitz

### **DEPUTY PRESIDENT**

Mr R Blau

### **TREASURER**

Mr D Sher

### **HONORARY SECRETARY**

Mrs R Michael

### **BOARD OF DIRECTORS**

Ms T Esra  
Mr O Freedman  
Mr W Jacobson  
Mr D Kramer  
Mr M Leigh  
Mrs J Lowy (*Resigned 16 June 2022*)  
Mrs J Scheinberg  
Mr D Sekers (*Appointed 16 June 2022*)

### **FOUNDATION PRESIDENT**

Mrs J Lowy

### **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)

### **HEAD OF HIGH SCHOOL**

Mr Mark Hemphill - Dip Teach,  
Bachelor Education and Masters of  
Educational Administration

### **HEAD OF PRIMARY SCHOOL**

Mrs Lynda Fisher - B Prim Ed Wits  
University

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

Mrs Loren Kalish

### **AUDITOR**

Deloitte Touche Tohmatsu

QUEENS PARK ROAD, BONDI JUNCTION NSW 2022

**ANNUAL GENERAL MEETING**  
WEDNESDAY, 31 MAY 2023

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# OUR HISTORY / WELCOME

## WELCOME

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

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

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

## HISTORY

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

In 1951, when Moriah opened its Vivian Street, Bellevue Hill campus, it was a Primary School of 26 students and four teachers. Today Moriah, with a total enrollment in excess of 1800 is one of the leading Jewish Day schools not only in Australia, but of the English speaking world.

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

## MISSION STATEMENT

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

## EDUCATIONAL GOALS

Moriah not only aspires to achieve excellence in academic standards, but maintains and promotes among its students an awareness of and a feeling for Jewish traditions and ethics, an understanding of and a positive commitment to Orthodox Judaism and identification with and love for Israel.

Moriah creates a stimulating and caring environment for each student, provides a rich Jewish social and cultural experience and offers wide-ranging

support services for its students, including support programs for children with special needs and careers information and advice.

## DUAL CURRICULUM

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

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

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

## BOARD OF DIRECTORS

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

Under its constitutions, the Associations' Board of Directors are responsible for the direction, control, decision making and development of the College. Membership of the

Associations is available to any person of the Jewish faith, other than teachers employed by the Association.

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

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

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

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

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

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

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



After two years of Covid lockdowns, it was wonderful to welcome students and staff members to campus for the start of the 2022 academic year with optimism that we would also be able to once again welcome parents and visitors to College events.

As NSW experienced a resurgence of Covid cases however, our first two terms were punctuated with an abundance of staff and student absences. Near the end of Term 1, the College hit its critical threshold both with student attendance dropping under 60% in some cohorts and classes, and with a large number of teaching staff absent across Primary and High School. This led to the activation of our online learning platforms for a few days at the end of Term 1 for High School, with Primary School classes combining. The High School repeated this at the end of Term 2. We also reinstated mandatory mask-wearing and the use of rapid antigen home testing. It was definitely an eventful and somewhat challenging first semester, and once again our staff and students rallied to the challenge. I would like to acknowledge and thank the College Executive and all our staff members for the tremendous efforts they made, going beyond the call of duty, to step-up and support each other and our

children, and to ensure continuity of learning and teaching via covering extra classes and offering dual face-to-face and online learning program.

I would also like to acknowledge the extraordinary work of our IT Department who are always ready to ensure that we can instantly pivot from face-to-face to online learning and back again. Moriah set the benchmark for excellence in delivering online learning from the first covid lockdown and continues to stay at the forefront of innovative technologies in the education space. Our online platforms allowed students in covid isolation to continue to join lessons via Teams, well into 2022.

We also thank our parent body for their ongoing support and appreciation. By second Semester we were able to invite parents back onto campus for many events and activities.

### Rabbi Smukler Announcement

In March, we announced Rabbi Smukler's decision to embark on a two-year process to make Aliyah, accelerating a lifelong ambition for his family to live together in Israel. While this means that he will be leaving Moriah sooner than we all would have preferred, he generously agreed to continue as College Principal until the end of the 2023 academic year. He does so with the full support and confidence of the Board of Directors.

With their two eldest children moving to Israel sooner than anticipated, the difficult Covid period has given Rabbi Smukler's family time to reflect on being apart from each other. The decision to bring their Aliyah plans forward has been made with their family's best interests at heart while the decision for it to be a two-year process has been made in the best interests of Moriah College.

Since re-joining the school in 2019 as College Principal, Rabbi Smukler has steered Moriah through several difficult

challenges, including all that Covid-19 brought to bear. We are enormously grateful for all that Rabbi Smukler has achieved.

### 2022 IN REVIEW

- We were determined to resurrect our Israel Study Tour (IST) programs and ensure that students were given the opportunity to visit Israel. We are incredibly grateful to our High School Jewish Life team and everyone who helped to support the IST program including Y2i and The Moriah Foundation, for organising two IST trips in 2022. Our Year 11 students, who had missed out on IST in 2021 enjoyed a unique, revised program that was conducted at the end of Term 1. This gave students the opportunity to experience Israel during Pesach, Yom Ha'Shoah, Yom HaZikaron and Yom Ha'atzmaut. The second IST trip for 2022 took place at the end of the year with our Year 10 cohort. Neither group travelled to Poland.
- Our Year 9 Adam V'Adama Northern Territory experience was also reintroduced in 2022. Students were also able to travel to Israel for the Scholars in Entrepreneurship Program, and to the USA for the Tikvah Program.
- Students were once again able to enjoy sleep-over Counterpoint Camps at Stanwell Tops. For our Year 10 cohort, this was their first Counterpoint and an incredibly successful precursor to their IST trip.
- It was extraordinary that we managed to have a Music Festival during Term 1. While an increasing Covid infection rate meant a last-minute decision to livestream the event to parents and have only students and staff members in the audience, it was a magical time for our High School students, many of whom shone in their creativity, collaboration, leadership skills, and

self-confidence. They described their Music Fest experience as 'living a dream' and one of the highlights of their school career.

- Two years in lockdown heightened our appreciation for community. The 2022 Moriah Shabbat constituted a weekend of connecting and celebrating the spirit of Shabbat as a Moriah community across our ELC, Primary and High School. This included Challah bakes, a Havdalah celebration, Kabbalat Shabbat at Central Shule and Shabbat lunches hosted at several Sydney Shules.
- Our new College Rabbi, Gad Krebs, spearheaded a new community event, An Evening in Awe. This brought together Rabbis, Choirs and chazanim from several Sydney Synagogues to inspire the community in the lead-up to the Yamim Noraim – Days of Awe, between Rosh Hashanah and Yom Kippur. With the passing of Queen Elizabeth II immediately prior to this event, the Jewish Board of Deputies accepted our offer to co-host the event and include a communal tribute to her Majesty.
- Music Camp continued as planned at the end of Term 2, with the concert taking place at school. The concert was livestreamed for parents and family members who were not attending.
- Arguably one of the most positive changes coming from lockdown – online Parent/Teacher evenings - continued during 2022 and will more than likely be a permanent feature. This has been extremely well received by parents and staff members.
- Our Class of 2022 achieved incredible HSC results with 62% of the cohort achieving a place on the 2022 honour roll, eight students on the top all-rounders list, 47% achieving an ATAR over 90, 24 achieving an ATAR over 95 and 3% achieving an ATAR over 99. One student achieved a perfect ATAR of 99.95, three students topped the state in a subject, and several students achieved a state ranking in their subject. Moriah ranked 6th in the State for English Advanced and Extension, and 15 of our students were nominated for creative arts showcases with one selected to have her Major Work exhibited at Art Express. Moriah was ranked (by the Sydney Morning Herald) 27th overall in the state, placing

the College as the top non-selective independent co-education school in NSW. Early entry to university was awarded to 127 of 156 student cohort, with several university scholarship awarded.

- In Sport, Moriah continued its success with championship victories (and some near victories) across a diverse range of sports including Basketball, Futsal, Football, Netball, and Rugby. Moriah students were involved in several sports at regional and state representative level, and in Football, at national level. As part of the Maccabi Australia 2022 delegation, 43 Moriah High School students competed at the 21st Maccabiah Games in Israel across a variety of sports.

### 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 2022, 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, and together with the College Vice Principal has carriage over general building, infrastructure 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 College Vice Principal has spearheaded renovations to several facilities eg the gymnasium bathroom

facilities, Primary School bathrooms, Year 12 Common Room and they all 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.

### ENROLMENTS

Moriah College enrolls over 1,640 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 49 new enrolments in 2022 in the Primary School (Years 1-6).
- High School enrolments continue to remain strong with 62 new enrolments across Years 7-11. Year 7 cohorts are projecting full year groups 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.

I commend to you the report of the Director of Enrolment & Engagement.

### 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 in excess of \$30m 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

In 2022 a four-week IST took place in April/May for the Year 11 students who did not have the opportunity to participate in IST in 2021 due to Covid.

In November/December the College held a second IST for 2022, being a five-week Israel-only trip for our Year 10 students.

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 2022, Kehillat Moriah resumed a full program of Shabbat and festival services and programs for the College and community, following the earlier pandemic disruptions. 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 Bar Mitzvah and Bat Mitzvah celebrations, ufrufs and shabbatonim, as well as other College religious events and ceremonies. Rabbi Solomon has been appointed Emeritus Rabbi after 37 years of service to the College and has ended his participation in the activities of the Kehillah. College management is continuing the search for a new Kehillah Rabbi, and is in the process of finalising plans for High Holidays services in the current year.

## 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 2022.

The P&F held the following events in 2022

- Online First Aid Course with Guest speaker
- Recruited Toni Zaidel to replace Laurie Abeshouse
- Held P & F committee meetings to plan for 2022
- Opened & maintained a successful second-hand uniform shop run by Miri Fridman
- Hamentashen bake and distribution to all staff and students
- Pesach Sedarim for K-6, undertaking set up, food and clean up
- Delivered hundreds of chessed packs and meals to families in ISO with COVID and families in need
- Constant Liaison with school psychologist & well-being department to assist children and parents in need
- Family Fun Fair
- Mother's Day activities & Gift stalls at the Family Fun Fair and at school
- ELC Mini Olympic Games
- Priced and designed lolly/party bags for Rabbi Krebs to encourage a 100% kosher party to order through the P and F
- Arranged, co-ordinated and served

the kids and staff dinner for the end of band camp concert

- Thank you, morning tea, for all past P & F presidents
- Father's Day breakfasts and activities and gift stalls
- Kiddush packs for the Moriah Shabbat for all attending children
- Moriah Shabbat Havdallah event
- Rosh Hashana Gift Project – kid's artworks were used to create beautiful notepads & honey jars and sold as gifts
- Assisted with year 12 farewell lunch
- Rosh Hashana morning teas for all staff
- End of term sausage sizzle for whole primary school
- Packaged apples & honey with message from Rabbi Krebs for whole primary school
- Class parent & volunteers thank you morning
- Year K orientation morning for parents & kids
- Helped organise the Year 6 Graduation Ceremony Cocktail party
- Opening a second-hand textbook shop

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 coffee cart and fruit stand at the Primary School Athletics Carnival. They provided & packaged the candlesticks and tallitot for the Year K mitzvah celebration, arranged siddur inscription labels for all the Year 1 & 12 siddurim for their siddur presentations and organised tallit and 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.

### JEWISH COMMUNAL APPEAL (JCA)

I extend our thanks to the JCA and its President Ian Sandler and CEO Alain Hasson for his continual support of the College. This year, the College received an allocation of \$1.403m 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

I would like to thank Professor Leon Simons and his fellow Trustees Michael Greenfield, Dr Liliane Goodman, Dr Suzanne Morris, and Shoshana Eisner 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.

### 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, Daryn Saretzk, 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, 35 and 45 years of service; Kim Ecker, Mick Matthews, William Mertens, Lynne West, Scott Christie, Daisy Sultana, Roberta Goot OAM, Mandy Meltz, Louise Messenger, Gary Cobbin, Agnes Lloyd, and Velvel Lederman.

One long-standing staff member retired after serving more than 35 years of service, Rabbi Dr Aryeh Solomon, and two other long-standing staff members have

left the College after serving more than 26 and more than 18 years of service respectively, Ronnen Grauman and Cathy Milwidsky.

After dedicating 26 years to the College, Mr Ronnen Grauman, Acting Head of Jewish Life & Learning, will be pursuing new opportunities, from the beginning of 2023.

An accomplished educator, Ronnen commenced at the College in January 1996, and held various teaching and leadership positions, including Head of House, Head of Department, Director of Jewish Studies, and most recently Acting Head of Jewish Life & Learning (College-wide).

Throughout his career at Moriah, Ronnen was unwavering in his commitment to our students and Jewish Education. He was a true role model, upholding the ethos of the College and representing the College and Kehillat Moriah in various communal forums.

Ronnen has always been well loved and respected by students, staff and we wish Ronnen continued hatzlacha as he embarks on his future endeavours.

Towards the end of Term 3 in 2022, after a restructure of the leadership and management of our Early Learning Centres, Cathy Milwidsky concluded her role as Head of Early Learning.

I would like to express our gratitude and appreciation for everything that Cathy brought to the role over the past 18 years.

Cathy is a passionate early years' educator who loved the children in her care. As Head of Early Learning she introduced many successful initiatives and programs including her significant contribution to the establishment of our Queens Park Early Learning Centre. The opening of this Centre was an historic moment for Moriah, bringing students from 2-years old to Year 12 together on the one campus for the first time.

During Covid, Cathy guided her team of educators through the challenges of the pandemic with sensitivity and consideration for the wellbeing of her staff and students.

I would like to wish Cathy continued success in her future pursuits and thank her for the positive influence she has had on a generation of Moriah ELC children.

An integral and important role in a Modern Orthodox school community, is that of the College Rabbi.

**Rabbi Solomon** has served the College community faithfully, as a custodian of the ethos of the College, and has led Kehillat Moriah, for more than four decades, in that role.

At the end of 2022, Rabbi Solomon assumed his role as Rabbi Emeritus.

We extend our deep appreciation to you all 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 June 2022, the following board of directors of the College were elected, unopposed, for a two-year term: President Stephen Jankelowitz, Robbie Blau, Warren Jacobson, Dan Kramer, Daniel Sekers and Dani Sher.

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: Teri Esra, Oliver Freedman, Mark Leigh, Rina Michael, and Jacqueline Scheinberg.

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

After serving her full tenure of 14 years, **Judy Lowy** has stepped down from the Board. Judy's passion for Jewish education and her unwavering belief that Jewish children belong at Moriah College, is second to none. This dedication to Jewish education was embodied in the pivotal role Judy played in the creation of The Moriah Foundation, which she has led as Foundation President since its inception in 2011. Under Judy's watch, The Foundation has raised more than \$30 million dollars to assist families to meet the cost of a Moriah education, and to assist students to experience life-changing events such as the Israel

Study Tour. There are many students who would not have had the opportunity to benefit from a Moriah College education without Judy's tireless work.

At the same Annual General Meetings, a Resolution was approved 'that, for the purposes of section 136 of the Corporations Act and for all other purposes, the Constitutions of the Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited are amended by inserting a new definition of 'Foundation President' and a new clause 56 as follows

**"Foundation President** means the President of the Moriah Foundation from time to time".

#### **"Clause 56 Foundation President**

The Foundation President, for as long as they are the President of the Moriah Foundation and a Member of the Company, has:

- (a) the right to receive agendas, minutes of meetings of the Board of Directors, written reports, and other documents for Board meetings, at the same time that those documents are given to the Board of Directors; and
- (b) the right to receive notices of and to attend meetings of the Board of Directors and to consult with and advise the Board of Directors, but without the power to vote at a meeting of the Board of Directors".

We look forward to Judy's continued involvement in the College and The Moriah Foundation.

I would also like to acknowledge **Giora Friede** who was elected as Life Patron for his Signal Service to the College.

**Ian Kern, Suzanne Morris** and **Carl Reid OAM** who were elected as Life Governors for their Significant Service to the College, and to **Simon Wilkenfeld** who was elected as Life Member for his Service to the College.

### 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 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, R. Michael, D. Sekers, D. Sher, (Co-opted) Inna Kiner (Observer), College Vice Principal/ Director of Music & Co-Curricular K-12 and Chief Financial Officer Facilities & Operations Manager

### Capital Management Advisory

S. Jankelowitz\*, R. Blau, T. Esra, 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

### College Principal Selection

S. Jankelowitz\*, R. Blau, O. Freedman, W. Jacobson, J. Scheinberg and (Co-opted Judy Lowy)

*By invitation: College Principal and Director of People & Growth*

### Communication

W. Jacobson\*, M. Leigh, D. Sekers, (Co-opted Paul Ichilcik and Judy Lowy)

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

### Corporate Governance

D. Kramer\*, R. Blau, R. Michael, (Co-opted Miri Sonnabend, Inna Kiner (Observer), 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 Judy Lowy, Marc Weininger), Chief Financial Officer, Fee Support and Operations Manager

### Digital Consultative

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

### Early Learning Consultative

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

*By invitation: Director of Enrolments*



*& Engagement, Education Leader & Director of Compliance, Media, Content, and Communications Manager and Marketing Manager*

### Education Consultative

S. Jankelowitz\*, W. Jacobson, (Co-opted Genia Janover, Nicholas Sampson, Elizabeth Stone and John Weeks).

*By invitation: Head of High School and Head of Primary School*

### Enrolment Consultative

O. Freedman\*, J. Scheinberg and D. Sekers.

*By invitation: Head of High School, Head of Primary School and Director of Early Learning*

### Finance & Audit

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

### Jewish Life & Learning

O. Freedman\*, R. Blau, D. Kramer, R. Michael and (Co-opted Robert Gavshon AM (Life Patron and Trustee and Judy Lowy) and College Rabbi

### Nominations

S. Jankelowitz\*, T. Esra, R. Michael and (Co-opted Brian Schwartz AM

### Remuneration

S. Jankelowitz \*, R. Blau, D. Sher, College Principal

*By invitation: Chief Financial Officer*

### Security & Traffic Consultative

T. Esra\*, M. Leigh, D. Sekers, (Co-opted Matthew Meyerson (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 AO 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

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

J. Scheinberg and D. Sher

### NSW Jewish Board of Deputies

D. Kramer and J. Scheinberg

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

R. Michael and D. Sekers

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

R. Michael and D. Sekers

# OUR SCHOOL

## College Principal's Report



As our College celebrates *'Ben Shmonim L'Gevurah (Mishna, Avot 5:22)* -- becoming 80 Years Strong, we have much cause to celebrate.

Moriah is the pride and glory of the Sydney Jewish Community. However, we must never take for granted the hard work and sacrifice of our forebearers, as well as those who work tirelessly to make Moriah the extraordinary school and community that it is.

### THANK YOU'S & ACHIEVEMENTS

Thank you to **Stephen Jankelowitz, College President**, for your devotion to the College and our community. For your confidence in me as outgoing Principal; and for your candid and realistic manner of governing our College. You have steered our community through one of the most challenging and interesting times of challenge and change in our 80-year History.

Thank you to **Robbie Blau, College Deputy President**, for always being there with your sound advice, wisdom, empathy and support.

Thank you to **Dani Sher, College Treasurer**, for applying your effective and efficient financial prowess to our

budget and fiscal management, we have benefited enormously as a College from your no-nonsense approach.

Thank you to **Rina Michael, Honorary Secretary**, for your passion and care for the College, for thinking out-of-the-box and ensuring we dot our "i's" and cross our "t's".

Thank you to **Judy Lowy, our Moriah Foundation President**, for your tireless efforts on behalf of the College and to the entire Foundation Board and team for ensuring so many in our community have access to a Moriah education, and for enabling such a high level of participation in our flagship programs.

Thank you to the balance of our **Board of Directors, Teri Esra, Oliver Freedman (outgoing), Warren Jacobson, Dan Kramer, Mark Leigh, Jacqueline Scheinberg and Daniel Sekers** for the myriad of committee meetings, support you have provided, issues you resolved, and simply the devotion and integrity with which you dedicate yourselves to your roles on behalf of our community and our children. In the merit of you looking after Hashem's children, may He look after yours, with joy, nachas and good health, for years to come.

**Daisy Sultana, our Executive Officer to the Board of Directors**, thank you is inadequate for the tireless, discreet and wise manner that you execute your duties to ensure the smooth and seamless governance of the College. It works because of you, and may future generations of Directors and leaders benefit from your experience and wisdom.

Thank you to our **Trustees and Life Patrons**, the giants upon whose shoulders we stand.

I would like to acknowledge my **College Executive team**, school leadership teams, all our staff members, both

educational staff and our operational and support staff, you make our school the fabulous success that it is, and quite simply a beautiful place to work.

I would like to acknowledge **Mrs Roberta Goot OAM** who, as the **Vice Principal**, holds a tremendous volume of portfolios, and fulfills her myriad of roles with care, passion and aplomb. She enables me, as College Principal, to effectively execute my role.

Thank you to all of our **Parents and families** for entrusting us with your wonderful children, and for ensuring a strong Jewish tomorrow for our community and for each of your families.

**Thank you Jane!** Jane, my EA, is quiet and humble, yet supremely patient with me. Jane's unparalleled loyalty, discretion and friendship is something I never take for granted and is something quite unique and rare. I will miss you dearly, but I am so comforted to know that Mira will have you by her side.

### INTRODUCTION

This is my ultimate AGM address but by no means my final time addressing the Moriah community. As I gaze into the future, I commit to maintain a strong and ongoing relationship with the College and, in particular, our incoming College Principal elect, Mira Hasofer, who will commence at the start of the 2024 year. The past several years at the helm of the College have been tremendously rewarding, not just because I care profoundly about the College, our community, our children and our staff, but the people all around me make it a pleasure to be here each and every day. I look forward to the next 7 months, continuing to lead the school with the support of our Board and community, as we set up for success into 2024 and beyond, particularly as we lead into our Capital

Appeal. I am confident we will make our Masterplan a reality for the next Generation of Moriah students.

I believe in Moriah.

I believe in the strength of Moriah.

I believe in our future, and a glorious one at that.

I believe Moriah is, and will continue to be, a leader of the Jewish Life of our community, now and into the future.

## ELCs

I'm going to commence with our ELCs. I would like to acknowledge, our past Director of Early Learning, Cathy Milwidsky, who led our ELC's for a number of years until September 2022, and to particularly acknowledge Dalia Ottensooser, who has heroically taken over as our Head of Early Learning. Dalia is a passionate and wise leader who cares profoundly for every child, family and staff member. We have created and appointed campus coordinators on each of our Centres, as well as increased our administration and compliance, risk and educational support, to ensure our educators and leaders can focus on the children.

As part of our commitment to early intervention, we recently employed a clinical psychologist, dedicated to our ELCs. She is an early intervention specialist who works with children with individual needs and family systems therapy, as well as with all the children, families and educators across our campuses. She is ensuring our youngest children and their families are well looked after.

Our ELC Hebrew dance and movement bespoke Moriah program, that we introduced this year, has been exceptionally well received. The children love it, and they move their bodies whilst learning Hebrew!

Despite the leadership change, our enrolments in our ELCs for 2023 are significantly stronger than we anticipated. Our enrolments for 2024 are between 10 and 12% higher than our ten-year enrolment projections, and are actually stronger than they have been in more than a decade. We attribute this to the strength of our educators and the quality of our

offering together with the efforts of the members of our engagement team who engage deeply with our community and with our incoming families.

Thank you **Lauren Koseff, Director of Engagement & Enrolments** and the whole team, your passion and love, coupled with your hard work, fills our classrooms and playgrounds with thriving children to ensure we have a strong Jewish future.

## MORIAH PRIMARY SCHOOL

**Lynda Fisher and her Primary School Leadership Team** run a warm, nurturing, professional and exciting teaching and learning environment for the students as well as the staff members.

In our Primary School, we have streamlined our educators' responsibilities so that they can truly focus their energies on providing quality instruction to the children in their class rather than on excessive amounts of administration or other duties. We have seen a tremendous yield in children's outcomes; they are more settled, and overall, their engagement in learning has improved.

In the media, we have seen debate as to whether to focus on **Inquiry based learning**, or good old-fashioned authentic **Explicit instruction**. At Moriah, we have developed a bespoke Primary School blended instruction model. We reintroduced Explicit instruction for every child in every class, every day, to ensure they acquire and excel at fundamental Literacy and Numeracy skills. We also have maintained the benefits of higher engagement, interest and retention that results from an effective Inquiry based model.

In response to a post pandemic 40% increase in mental health and emotional challenges, we have expanded our Primary School wellbeing team with a dynamic Assistant Head of Wellbeing. We have a greater response capacity, as well as improved student SEL (Social, and Emotional Learning) programs. Our children and families have responded very well, and it seems like an exceptionally settled year.

We have also looked very carefully at our student learning data, and we

have appointed a Learning Leader to work with our teachers to use a data dashboard through our Power BI program, both at individual student level as well as class and cohort data. We empower our teachers to provide more targeted instruction for the whole class or cohort, as well as targeted support for the individual student. We are identifying and addressing gaps in learning.

Professional Development is key to staff retention and is a key value proposition in today's highly competitive educational market, as well as yielding great benefit to our children. We have embarked on a multi-year PD plan with a comprehensive skills matrix for all Primary School educators. To achieve this goal, we have engaged a Professional Development platform provider called **24/7 Learning**. 24/7 Learning is a comprehensive online and in-person professional learning platform, with learning mentors for all teachers. We are into the second year of our multi-year Professional Development plan and our teachers are developing as highly effective professionals in the field. In describing this tremendous value proposition of working at Moriah our Primary School teachers assert that when you work in Moriah Primary School you emerge as a totally different teacher.

**Rabbi Krebs, College Rabbi** is making a significant impact across the College and acutely the Primary School as the Acting Head of Jewish Life and Learning. We are in the process of revising and redeveloping our Years 3-6 Jewish studies curriculum. We are aiming to increase rigour and content, relevance and student engagement in Jewish learning, our *raison d'être*, our heritage. Later this year or early next year we will move towards revising the Years K-2 Jewish Studies curriculum.

## MORIAH HIGH SCHOOL

**Mark Hemphill, Head of High School and Assunta Di Gregorio, Deputy Head of High School**, run an orderly, respectful, rigorous, and trail-blazing High School. They have peeled back educational trends and distractions and have focussed on the core building blocks of learning and success.

This year, to meet a growing High

School demand and increased wellbeing and student services needs in our post Covid world, we have introduced a greatly expanded and improved student support system. This system combines student wellbeing with student learning and development. We have created six new roles, three Heads of Stage:

Head of Stage 4 – Years 7 and 8;

Head of Stage 5 – Years 9 and 10;

Head of Stage 6 – Years 11 and 12;

Together with the existing Heads of Year, we have also introduced Assistant Heads of Stage. We have done all of this whilst flat-lining our HR budget, truly an incredible feat.

To continuously improve academic rigour, our Heads of Department have embedded reflective practice into the culture of each of their Departments. They work with each member of their department using data from our student, parent and staff survey, as well as the HSC RAP data, the Results Analysis Package tool. They are doing so to ensure that their teaching is targeted, that they are addressing any deficiencies and providing the correct skills, and that the student gains in Years 7-10 are significant so that there isn't such a steep learning curve when they enter the HSC years in Years 11 and 12. The reflective process continually refines our HSC instruction so the children are confident and well prepared for the HSC exams.

We have also created strong cohesive teams and staff culture across all High School departments. The children benefit directly from happy and cohesive staff members.

Overall, our High School students are more settled, more respectful, more community conscious, have increased pride in their school and Judaism, and have a much more positive overall student culture. This is a huge credit to our High School leadership team and all our High School educators and support staff.

As part of innovative practice in our post Covid world, we have created a Day 8 program. Every second Wednesday, Day 8 of 10, we have a compacted timetable that

provides extensive opportunities for our students and staff. After lunch, our students choose from an extensive huge range of co-curricular, community, volunteering and leadership opportunities. At the same time our staff members participate in professional learning teams. The gains for the College have been immense, both in value-add for our students and staff members. We now have other schools imitating our Day 8 model.

To prepare the children for the HSC exams, over the past few years, we have re-embedded formal exams and assessments commencing in Year 7. We commence with 45-minute exams, twice a year, in all subject areas, in exam blocks, often with 2-3 exams in a day. We eventually work up to 90-minute, then 2-hour and 3-hour exam blocks, 'mirroring' the real HSC experience. Teachers and students have embraced the exams, with extensive study skills training, and we see our children more engaged in their overall learning.

Our High School has a vastly improved culture of rigour, respect, learning and vibrant Jewish Life.

### MORIAH COLLEGE AS WE GAZE INTO THE FUTURE

Overall, the College is facing a strong and positive transition of Principalship from myself to Mira Hasofer. We have already commenced a methodical handover process, and dare I say, it is a pleasure and a dream for me to have Mira take the reins.

We have a strong Executive team and talented leadership teams, as well as emerging leaders across all areas of the College.

Our Experiential Department of Jewish education is having an unparalleled and unprecedented impact across Primary and High School.

Our College Fiscal management, under Chief Financial Officer Gavin Sher and his team is responsible, transparent and run effectively.

Our People and Culture team, under Director, Karen Hirst, leads our talent acquisition and retention, and it is stronger than it has been in many years despite the post Covid impact

and the shortage of teachers. Between the 2022 to 2023 school year, we had teacher turnover of approximately 6.5% inclusive of maternity leaves, retirements and relocations, whereas the current average in the Independent Schools in our region hovers between 12% to 17%. We are well under the average in our market due to the culture we have created under Karen's leadership with the Executive team's hard work.

That being said, maintaining the full suite of high calibre staff at the College is and will become, even more so, one of our single greatest challenges moving forward. Each year, due to population growth and enrolment growth across Catholic, Government and Independent Schools, approximately 1200-1400 additional teachers are required to educate our children. 49% of teachers in Australia intend on leaving the profession in the next 5 years (AITSL2021) and in NSW only 35% of teachers plan to stay in the profession until retirement (AITSL2021). This is impacting all schools, Independent or not, across NSW. Speaking with my counterparts in Jewish Schools across Australia and Independent Schools in NSW, many are collapsing classes into enormous groups, putting poorly qualified staff in front of the classroom, capping or reducing enrolment to reduce staffing strain, cancelling HSC subjects and electives, offering online only courses with other schools and more. At Moriah it has been a challenge, but we have been blessed, that with our EVP, Talent acquisition specialist and the hard work of our hiring managers we have been able to staff the College with high quality candidates. However, the next several years will continue to be an ever increasing challenge.

We are proud to be a school of excellence. Academic excellence, Co-curricular and Chesed opportunities of excellence, with a vibrant Jewish Life program. However, we are also a school that is exceptionally community conscious, balancing the inclusivity of students and families with diverse needs.

Recently, I joined members of the High School leadership on a study tour of schools across Melbourne. We visited

a number of Jewish and non-Jewish Independent schools of outstanding calibre. We found that two of the large comparable Jewish schools in Melbourne had a vastly different student composition to Moriah. On their NCCD register, the National Consistent Count of Disability register, they had 22% and 25% of their student population on the register, whereas Moriah hovers between 33% to 35%. That's extraordinary. We have approximately 40%-50% more students with disability attending our school. This reflects our value of true community inclusivity.

Despite, or rather because of that value, our students' academic performance is doubly impressive, and is a credit to the dedication of our teachers, our student culture and the strength and values of our community.

## EPILOGUE

Looking towards the future, I believe that the school that I will be handing over to Mira is a strong, stable and responsibly run school with embedded talent, and a positive culture, with a plan and a strategy for the future.

We are finalising the finer details of Stage 1A and Stage 1B of our Master Plan and look forward with confidence to our Capital Appeal coming up in 2024. We are doing an enormous amount of preparation this year. We are ensuring that Moriah remains state of the art and is set up for success and continued excellence for the generations to come.

As we celebrate our 80th year, Ben Shmonim L'Gavurah – At 80 we celebrate our 'strength', . we acknowledge that we stand on the shoulders of the visionaries and builders of the past, we play our part in writing the next chapter of the Moriah Story; it is an upbeat, happy and exciting chapter. May we all individually, and collectively as a school community, experience continued Hatzlacha, as we grow from strength to strength.

**RABBI YEHOASHA SMUKLER**  
College Principal

## 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 continue to undertake a total evaluation and review of all 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
- K-2 Choir
- 3-6 Choir

### 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

There continues to be 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, in late 2023.

**PARENT, STUDENT, TEACHER PARENT, STUDENT, TEACHER SATISFACTION**

**Satisfaction Survey**

In the middle of the year, we undertook an unprecedented whole of Moriah stakeholder survey with MMG Education survey and data specialist. We surveyed children from year 5 and up. We surveyed all staff members, ELC, Primary, High and non-teaching staff, and we also surveyed all Moriah parents. We had an additional element to the survey with a focus on the outgoing Year 12 students. MMG assisted us in analysing and breaking down the data, which we have utilised to reflect upon and improve our practice. We intend to repeat the whole of Moriah stakeholder survey every few years to compare the baseline data that we created in 2022 with our future progress.

**COUNTERPOINT CAMPS**

We returned to Counterpoint Camps at Stanwell Tops for the first time since 2019. Camps were run for Years 8-12.

A team of 10 Madrichim were brought over Israel Counterpoint as well as approximately 40 local madrichim who participated in the various camps.

**ISRAEL STUDY TOUR (IST)**

In 2022 we organised a four-week IST in April/May for the Year 11 students who missed out due to Covid. The timing of the tour meant that our students were on IST for Pesach, Yom Ha'Shoah, Yom Ha'Zikaron and Yom Ha'atzmaut, a privilege and experience that had never occurred before.

In November/December we held our second IST for 2022, a five-week Israel-only trip for our Year 10 students.

We have started planning for IST 2023 which will once again include Poland.

**WELLBEING AND BEHAVIOUR MANAGEMENT PSYCHOLOGY PROGRAMS DELIVERED**

*Dee Fittinghoff, Head of Psychology and Positive Education (ELC-Year 12)*

In January 2022, the psychologists and counsellors working across the College from ELC to Year 12 amalgamated as a strong team with regular supervision, weekly admin meetings, monthly clinical presentations on the latest evidence-based research, and ongoing professional development opportunities. The psychologists all have fortnightly supervision with Dee Fittinghoff and monthly group supervision with an external clinical supervisor. The High School psychologists moved to a shared space, next to the Wellbeing offices,



which enabled the psychologists to work more effectively as a team and have a space in the College to work and co-create intervention programs..

**ACHIEVEMENTS & PSYCHOLOGY PROGRAMS ACROSS THE COLLEGE**

**Flourish@Moriah - Positive Education Strategy**

The Positive Education strategy, called Flourish@Moriah, commenced with roll out through the College in a bottom-up approach. Based on Martin Seligman's PERMA model and co-created with school leaders, the Four Pillars of Flourishing at Moriah capture our specific Moriah needs and values. These pillars incorporate the importance of relationships, engaging from a strength-based perspective, practising daily habits of gratitude, empathy, mindfulness and kindness and spiritual intelligence where students





have an opportunity to connect to their Jewish identity and their love for Israel. Throughout the school, we have selected specific programs which have captured moments in classrooms where these four pillars are showcased. These have been documented and sent to our media and communications department to be posted as ‘POPs of Wellbeing’ on Moriah social media accounts.

#### Podcast – Bite-sized Insights for parents

Bite-sized Insights was a weekly podcast hosted by Dee Fittinghoff and Rabbi Gad Krebs, which has continued for two seasons and is available via the newsletter, on Spotify and Apple podcasts. It is a podcast for parents which pools Dee and Gad’s knowledge and expertise as parents, educators and professionals into 15-minute weekly podcast episodes. Some of the topics this year have included:

- Should I be my child’s best friend?
- Are we missing opportunities to build resilience in our children?
- The importance of making connections
- How do parents have difficult conversations with their children?
- Parental anxiety, and many more topics that are relevant and helpful for our parents.

The podcast will continue in 2023 with Season 3, which will commence in February 2023.

#### EARLY LEARNING CENTRES

The importance of engaging with the ELC and the need for psychology

support throughout all of our Centres was highlighted in Term 4. Dee Fittinghoff held meetings with all key staff in the Centres to explore needs and plan for 2023. The Staff would like to be able to access a dedicated ELC psychologist for observations of children of concern and assistance with tools and strategies in the classroom. Staff also want to have some regular PD on evidence-based programs such as Positive Education, as well as individual and/or group supervision and consultation about children of concern in their care. All staff felt strongly that informal parent education and POPs of Wellbeing for parents is much needed. At the start of 2023, we are delighted to be able to offer parenting education for Moriah ELC parents across the three Centres as well as some staff PD on the application of positive psychology principles in the classroom.

#### PRIMARY SCHOOL

In 2022, the Primary School psychologists have achieved the following:

- Individual consults with students, teachers, and parents across Years K-6 to address clinical needs such as psychosocial assessments, supportive counselling, external referrals, administering of Conners (screening tool) to assess ADHD and co-morbid presentations, and reporting back to parents and staff with recommendations.
- ELC Early Mindfulness groups and parent psychoeducation. Jo Jacobson has been working with the Prachim

classes to teach these important skills and assist with school transition to Year K. She also ran a Circle of Security parent group.

- Year 6 transition for individual students and support with class placements for 2023.
- Ongoing Wellbeing sessions for ELC–Year 6 and feedback/communication with teachers regarding wellbeing content. This has included Grow Your Mind, Amazing Me, and Paws B.
- Weekly ‘POPs of Wellbeing’ in staff meetings to reinforce wellbeing tools and strategies in the classroom.
- Uploading “POPs of Wellbeing” as content for social media in line with our four pillars of Flourish@Moriah.
- Planning and managing R U OK? Day and Friendship Day initiatives for students.
- Continuation of the Friendship Hub and Lego Club to assist students with social skill development and facilitating the Years K and 5 Buddy program.
- Enhancing visible wellbeing across the Primary School. This includes posters for lunchtime activities specific for each year group, weekly ‘mindful moments’ mindfulness exercises and a wall of kindness.

#### HIGH SCHOOL

The psychology team has noted an increase in significant mental health issues including anxiety, depression, OCD, suicidal ideation and self-harm. Using a trauma-based therapeutic approach, the team has put the

following supports in place to meet the needs of our students and their families:

- Provided assessment, consultation and recommendations with challenging and/or at-risk students.
- Provided parental support in managing issues at home/family conflict.
- Assisted with diagnosis-related support and liaised with relevant staff in meeting student needs.
- Liaised with external professionals and community support agencies.
- Responded to crisis situations and critical incidents and provided appropriate follow up and support.
- Transitioned Year 6 to Year 7 2023 - meeting with students and parents, liaising with staff at Moriah and Mt Sinai.
- Attended Personal Learning Plan (PLP) meetings and provided ongoing support to individual students and their families.

The team has also noted an increase in social issues/friendship issues in the younger High School years and has worked with the Heads of Year to implement several psycho-education programs to address these issues and provide the students with skills and tools to manage these developmental challenges.

The High School team has also been instrumental in writing up draft guidelines for the College to assist staff in managing students who present with self-harming behaviours and increased risk, as well as draft guidelines for managing gender diverse students.

### Moriah Consent Program

The Psychology team rolled out the Moriah Consent program with engagement and commitment by the students, Heads of Years, and Mentors. This eight-module program, designed by our psychologists, is run over two years for all High School students (Years 7-12). The overall aim of the program is for students to understand the complexity of Consent and to understand how Consent relates to them in their lives and to make this connection. Each of the topics and activities have been specified with learning intentions, underpinning

values, and an experiential activity to imprint the value and thoughts.

The program gives our students a voice and a chance to engage with their mentors in discussing core issues around Consent. The psychologists introduce each of the topics to each year group in a psycho-educational session to ensure standardisation. Students then further explore these core issues in their smaller mentor groups. This is done via a Google website dedicated to Consent at Moriah College, which can be found by clicking [here](#).

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

11MIN01 is a one-unit Mindfulness course, facilitated by the psychology team as an elective subject for Year 11 students. The curriculum explores the science of mindfulness and core positive psychology concepts such as gratitude, empathy, and character strengths that help students to flourish and engage. The course draws on evidence-based teaching from the Mindfulness in Schools Project (MISP) and the Geelong Grammar Positive Education Enhanced Curriculum (PEEC). The Course also integrated the four pillars of Flourish into the positive psychology lessons, some of which have been documented on social media in "POPs of Wellbeing".

### Professional Learning Team for Educators (PLT)

In Term 4 2022, we concluded our second Professional Learning Team of six sessions for High School teachers, called "The Science of a Happy Classroom". The Course has been accredited by NESA and offered as an accredited Professional Development. The following is the scope and sequence of our six modules:

**Session 1:** The science of PERMA and Positive Education

**Session 2:** The science of Positive Emotions (Happiness & Gratitude)

**Session 3:** The science of Relationships (Attachment & understanding Trauma)

**Session 4:** The science of Relationships (Connection & Building relationships)

**Session 5:** The science of Meaning and Purpose (A Growth Mindset & focus on self)

**Session 6:** Where to from here? Bringing

it all together (Strategies & Goals)

The modules were designed and based on core positive psychology principles to facilitate an understanding of the scientific evidence-based research behind Positive Education and the PERMA model. The sessions assisted educators in initiating a pathway of application in their classroom to assist diverse student needs. Educators were encouraged to take core learning techniques from each class and implement the four pillars of Flourish@Moriah as a daily part of their classroom practice.

### IST and Counterpoint Support

The psychologists worked closely with the EDJE to provide ongoing support and attended various Counterpoint camps. This work is important to support the pillar of Spiritual Intelligence. Irit Ben-Nissan is the school counsellor who joined IST in November to support students and staff on this transformative journey.

### 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'

Forty of our Year 10 students have continued for a third year to participate 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 final two years of their High School education.

### PROFESSIONAL DEVELOPMENT

The psychologists and counsellors attended the following professional learning in 2022:

- Monthly clinical peer supervision with Clinical Psychologist Simon Milton and Gail Zinn
- Positive Education Schools Association (PESA) Wellbeing in Schools

Conference

- Positive Education Professional Forum with Justin Robinson
- Dean’s speaker series: Resilience and the future of education
- Wolper Wellbeing program: Modern Masculinities - Challenging what it means to be masculine and improving young men’s relationships with themselves and those around them.
- Grow Your Mind Training Workshop
- Happy Family conference - Ross Green seminar
- Butterfly Foundation: Let’s talk body confidence for children and teens
- ADHD in the Schoolyard – Emma Spencer and Dani Bultitude
- Jewish Care – Co-design triage workshop for Jewish Care intake services
- Jewish Care – Inclusive education for LGBTIQ+ students in our schools and community
- Lawsense: Law for School Counsellors
- Responding to Children and Young People at Risk Webinar

**LOOKING FORWARD**

The psychology team will continue to work together as a strong and cohesive team and provide the College with psychological support across the board from ELC to Year 12. Regular team meetings and individual supervision will ensure the ongoing assessment and monitoring of workload, pressure points and gain important data on the number of students and parents accessing support.

The psychologists will work together with the wellbeing teams throughout the College to facilitate and lead our Positive Education Strategy called Flourish@Moriah. The wellbeing and preventative programs designed will be based on the PERMA model and guided by the four pillars of Flourish@Moriah.

The psychologists will divide their workloads into:

- Short-term solution-based counselling for students with referral to external psychologists for ongoing therapeutic interventions.
- Preventative wellbeing programs for

each year group based on students’ developmental needs.

- Parent-focused education and engagement through groups, programs, podcasts and POPs of Wellbeing via Moriah social media accounts.

The ELC’s will become part of our service provision with psycho-education sessions and groups offered to parents in 2023, as well as staff PD on implementing positive psychology initiatives in the classroom to assist our early learners to develop important skills to help them flourish.

The Primary School psychologists will continue to focus on the following:

- Refining and implementing ongoing wellbeing programs for all year groups
- Wellbeing content delivered by educators in morning routine times (content to be scripted by Primary School wellbeing team)
- Ongoing PD with staff
- Instagram educational posts “POPs of Wellbeing” for parents
- K-2 targeted intervention program on anxiety management (Terms 1 and 3)
- Circle of security training for parents ELC-Year 2 (Terms 2 and 4)
- Continued individual student, teacher and parent support
- Support with organising charity initiatives
- Year 6 leader support
- Parent talks (parent talks to resume in person rather than online)
- The exciting initiative of having a therapy dog in Primary School

The High School psychologists will continue to focus on the following:

- Modules 5-8 of the Moriah Consent Program in 2023
- Continuation of PLT’s for High School staff
- Implementation of 11MIN01 Mindfulness Course for Year 11 students
- Short-term solution-focused therapy for students and referral to external psychologists for longer term intervention

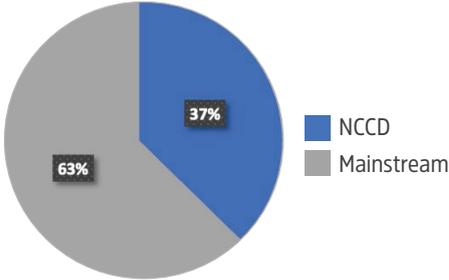
- Initiating and facilitation of wellbeing programs per year group in consultation and collaboration with new wellbeing stage leaders
- Regular POPs of Wellbeing in student year meetings
- Support for staff in management of escalating mental health and wellbeing needs in the classroom
- Social media “POPs of Wellbeing” to be distributed weekly
- Year 7 transition of students into High School and attendance at Year 7 Orientation Camp

# OUR ACHIEVEMENTS & GOALS

## PILLAR 1 – PERSONALISED, ENGAGED LEARNING

### 2022 Goals and Priorities

| Priorities   | Achievements   |
|--|--|
| <b>ELC – YEAR 12</b>   |  |
| <p><b>Personalised Engaged Learning</b><br/>within the context of students at risk</p> | <p>The very essence of Moriah College is the notion and lived experience of <i>belonging</i>. We understand that every child is unique, and we are committed to providing personalised, quality education for all students within a safe, inclusive and caring learning environment. At the core of our philosophy is the concept of including students with disabilities in our school community. Belonging means that students are seen, heard, respected and provided with opportunities to thrive. In 2022, we committed to being a community that works and learns together, side by side, embracing our differences – so that each child has had the opportunity to learn and grow, and ultimately become the very best version of themselves.</p> <p>At Moriah, disability is viewed as a natural element of diversity. From the point of enrolment, our students with disabilities have been welcomed and claimed as valued members of our community. Our processes and practices have continued to respect and acknowledge that everyone learns differently. Inclusion at Moriah has evoked a sense of wellbeing, supported success, and fostered a sense of belonging in each student that says, “I matter.” To achieve this, we have offered a range of personalised support services and programs to ensure every child has had the opportunity to learn and develop a positive self-image.</p> <p>In 2022, Moriah College offered vulnerable students tailored learning and wellbeing support based on their unique needs and circumstances. This was in addition to the curriculum and the whole school's social and emotional wellbeing framework and programs. Educators collected and utilised assessment data to inform and monitor student achievements and identify gaps in learning. To ensure that students accessed curriculum programs and school offerings, adjustments were made at both the class and individual levels. Support included, but was not limited to, individual learning programs, additional scaffolding, assistive technology, in-class support, withdrawal, and specialised programs such as MiniLit and MacqLit. The goal of Learning Support has been to provide the necessary adjustments to ensure students were given the opportunity to be the best version of themselves. Learning Support teachers collaborated with classroom teachers to provide support and guidance to meet the personalised needs of the students within the general learning program through differentiation strategies and adjustments.</p> <p>These adjustments were documented in our signature Personal Learning Plans (PLPs) and have ensured ongoing informed support for students of various abilities from Years K–12. The Personal Learning Plans document each student's personal background history as well as identified barriers to learning and engagement, including risk factors such as cognitive, medical, sensory, behavioural or mental health concerns. This data was then scrutinised by the team of key stakeholders to develop personalised goals and document the strategies and adjustments that assisted students to access the Moriah offerings.</p> <p>Central to the success of personalised learning at Moriah, has been working collaboratively with all key stakeholders to map pathways for our vulnerable students. We believe that students will only achieve their best when we partner with parents and allied professionals via the vehicle of the Collaborative Planning Meetings where all key stakeholders are invited to contribute to the review of the Personalised Learning Plan. These Personalised Learning Plans have served as a collaborative road map to success for students at risk.</p> <p>Student Personalised Learning Plans were regularly updated and responsive to student learning needs and progress ensuring vulnerable students receive personalised learning and support within their own classrooms and in small group and individual withdrawal. The school's ongoing commitment to teacher professional development has ensured staff are continuously developing best practice teaching strategies and are able to implement current and emerging learning principles. Personalised Learning Plans act as a review mechanism for educators to fine-tune their teaching practice and planning through personal reflection and/or peer discussion to best cater for the individual needs of the young person.</p> <p>In the early years (Years K-6), small groups of students worked with the support of an Education Support teacher and participated in guided learning activities. This provided the students with opportunities to consolidate their understanding of core content, through discussions, explicit teaching, and engagement. The students not only developed their literacy and numeracy skills, but they improved in confidence and self-esteem, and became more willing to take risks with their learning. In 2022, The Primary School was privileged to have a dedicated Years K-3 Maths Support teacher, who provided intervention for students who experienced difficulty in the area of numeracy. The numeracy intervention was provided in a withdrawal setting where the learning experiences have been adjusted to meet their individual needs and presented in a joyful, fun and hands-on approach. This personalised Maths intervention has proved to be highly successful.</p> <p>Where appropriate or necessary, the Learning Support Teacher's Aide may also work with students in the classroom environment to support students to maintain emotional regulation and access the learning. At Moriah, we have been extremely fortunate to have a substantial team of Teachers' Aides to support students with disabilities across the years.</p> |

| <p><b>Handover documents</b></p>   | <p>Updated Personalised Learning Plans (PLPs) formed a critical element in our handover processes across Years K-12. The PLP document has ensured 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 their personalised learning needs.</p>  |          |            |      |     |            |     |
|--|---|----------|------------|------|-----|------------|-----|
| <p><b>Year 7 transition to High School</b></p>   | <p>This program supported students nominated by Primary School staff as needing additional support to transition to High School. It includes transition planning meetings and opportunities for students to become familiar with the school and staff prior to the formal transition day and first day of High School.</p>  |          |            |      |     |            |     |
| <p><b>Personalised Engaged Learning</b><br/>within the context of the Nationally Consistent Collection of Data for students with disability (NCCD)</p> | <p>The Nationally Consistent Collection of Data for students with Disability (NCCD), 2022</p> <p>Under the leadership and guidance of the Director of Education Support and Inclusion (DESI), the Nationally Consistent Collection of Data (NCCD) processes have been maintained and consolidated. The DESI prepared for the August Census submission by ensuring that every student receiving an adjustment was captured on the Moriah NCCD register. This includes students with diagnosed and/or imputed disabilities in the:</p> <ul style="list-style-type: none"> <li>• cognitive (learning)</li> <li>• socio-emotional (and behavioural)</li> <li>• physical (and medical), as well as</li> <li>• sensory (hearing and vision) domains.</li> </ul> <p>To ensure the validity of the data, the DESI assembled a moderation team in each year level, with key stakeholders to interrogate the profile for each student and make an informed judgment as to the correct level of adjustment for each student.</p> <p>Furthermore, the DESI purposefully developed awareness around our obligations under the disability legislation as well as the Moriah NCCD processes for new staff members. The DESI provided targeted coaching for staff members who have encountered difficulty with the processes and responsibilities around NCCD to ensure that each student on our NCCD register has a Personalised Learning Plan (PLP). The PLP documents the student's adjustments so that every educator is well-equipped to build capacity in each student.</p> |          |            |      |     |            |     |
| <p><b>Census Data for 2022</b></p>   | <p><b>NCCD Cohort 2022</b></p>  <table border="1"> <caption>NCCD Cohort 2022 Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>NCCD</td> <td>37%</td> </tr> <tr> <td>Mainstream</td> <td>63%</td> </tr> </tbody> </table>  | Category | Percentage | NCCD | 37% | Mainstream | 63% |
| Category   | Percentage  |          |            |      |     |            |     |
| NCCD   | 37%   |          |            |      |     |            |     |
| Mainstream   | 63%   |          |            |      |     |            |     |
| <p><b>Personalised Learning in the Early Learning Centres (ELCs)</b></p>   | <p><b>Personalised Learning in the Early Learning Centres (ELCs)</b></p> <p>In Term 4, 2022 Moriah College appointed a Student Integration Officer who started to familiarise herself with the students of concern in the ELCs. She has commenced observations of these students with the view to assisting the Director of Education Support and Inclusion (ELC-Year 12) to develop Personalised Learning Plans for students with diagnosed and imputed disabilities. This will ultimately ensure consistent processes and practices across the entire College. The Student Integration Officer will also engage with the funding processes in the ELC.</p>  |          |            |      |     |            |     |
| <p><b>HIGH SCHOOL</b></p>  |   |          |            |      |     |            |     |
| <p><b>Signature Programs</b></p>   | <p>In 2022, we were able to conduct all our signature programs after two years of these programs being unable to be held.</p> <p>In 2022, we conducted two IST trips. One in April for Year 11 and another in November/December for Year 10. All Counterpoint Camps were conducted as well as the Scholars in Entrepreneurship trip to Israel, the Tikvah Institute program and the Technion program.</p> <p>The Mikolot: Voices of The Future Final was held at Moriah, the Moriah Public Speaking Competition, our Founders' Assembly and the Hans Kimmel presentation assembly were all successfully conducted in 2022.</p>  |          |            |      |     |            |     |

| PRIMARY SCHOOL   |  |
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| <p><b>Improve teaching and learning in English and mathematics using insights from cognitive science and purposeful practice associated with explicit teaching and retrieval practice. 2022 focus is on phonological and phonemic awareness, phonics and spelling and morning routine.</b><br/>In support of this:<br/>All staff attend PD to consolidate practice and pedagogy associated to facilitate high-quality and targeted teaching and learning commensurate with the requirements of each year level from K-6.</p> | <p>All General Studies educators completed a cycle of learn-implement-feedback-improve related to Morning Routine. This teaching and learning routine provided the foundation for the week's learning and it is evident that it has cumulatively built the knowledge needed for the term's learning. Benefits for developing long-term memory, recall, and enabling the acquisition of new learning is evidenced in anecdotal and hard data.</p> <p>Teachers programmed for 2022 using this as a start to the day across the school. The teachers achieved the following outcomes in 2022:</p> <ol style="list-style-type: none"> <li>1. Practice of morning routine embedded from Years K-6 to achieve explicit instruction in English, maths, and knowledge of the child's world.</li> <li>2. Programs and teaching throughout each day to reinforce concepts in English and mathematics teaching initiated during morning routine.</li> <li>3. Improved targeted practice in all aspects of spelling phonics has taken place from Years K-2 using Get Reading Right, and the pathway into 2023 has been established to improve spelling from Years 3-6 using Spelling Mastery.</li> </ol> |
| <p>Visible Thinking Routines and reflection on the eight cultural forces that inculcate a culture of thinking into the school.</p>   | <p>Ongoing reflection and implementation of visible thinking routines to assist with the application of knowledge and core skills acquired during explicit teaching sessions into Inquiry Learning experiences. A scope and sequence of routines is tracked across the years to ensure that higher order thinking skills are developed in students and remain in the teaching and learning program.</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 have progressed their training via the 24/7 Learning Academy which focused on development of literacy skills in students and foundational knowledge of their world. Each year level team has progressed further through whole-school focused learning on this platform but led by the two instructional coaches from 24/7 Justin Caban and Joanne Dooner. In 2022, they acquired an understanding of how students develop long-term memory, how they integrate concepts through their working memory, and how students achieve the required skill in phonics and grammar. A three-year plan has been shared and details the scope of the learning pathway towards improvement in English. The 2023 focus is on writing and the 2024 focus is on reading.</p>  |
| <p>PD associated with teaching and learning to improve student performance in mathematics and the development of associated programs and practice.</p>   | <p>Staff have participated in the following PD:</p> <ul style="list-style-type: none"> <li>• Number talks to improve core skills, working mathematically, and encourage the use of correct terminology.</li> <li>• Completed PD across a range of resources including Problemo, White Rose, Oxford Maths, Maths Space, Essential Assessments, and the use of Inquisitive Minds.</li> </ul> <p>The Mathematics Focus Group met fortnightly to review resources and practice and set the pathway for 2022 where appropriate and, in particular, for 2023.</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 continue to improve the growth coaching cycle they reference. They have received training with Glen McLachlan from the Professional Growth Institute to refine their skills and competencies to progress the professional growth pathway of team members and themselves.</p> <ol style="list-style-type: none"> <li>1. Leaders developed plans to use data tracking to inform the growth plans.</li> <li>2. Leaders refined their narrative and questioning to improve feedback and clarify goals.</li> </ol> <p>The AITSL standards individual staff member notebook remains as a resource to track staff growth but has not been well-utilised over the year due to the high demand on staff in other professional learning. This will be used in the future 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 can deliver targeted programs to meet the needs of key learning areas, as well as students.</b><br/>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 and the staff from implementation. This culminated in a regrouping of the Primary Executive and the introduction of strategic third tier leaders across the Primary School.</p> <p>The Head of Primary School completed weekly coaching sessions and has refined the growth coaching practice individually across each of the Primary executive members.</p>  |

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| Review Primary Executive team to ensure high performance and impactful leadership.   | The Primary Executive Team members have refined their roles and continue to enact a more purposeful and strategic practice which is also reflected in their documentation.<br>The College Vision is constantly revisited, and each executive member aligns their practice to provide the level of professionalism and performance which the vision requires.   |
| 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.  |
| Enhance practice of the educators and other team members and open up professional growth pathways.   | All staff members were invited to apply for additional team leader positions, which resulted in some staff members progressing their professional journey and assuming third tier leadership positions, whilst other staff members identified goals for growth and future progression.   |
| Ongoing revision and improvement of 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></p> <p>The teaching of phonological awareness, phonics and vocabulary was intensified from Years K-2 with specific attention to Get Reading Right. Different screening programs were introduced, and Early Years-friendly programs were implemented. The developmental narrative associated with oral language has been consolidated so that all year levels are progressing student capability via specific language patterns and according to age-appropriate genre.</p> <p>A scope and sequence for morning routine, grammar and punctuation, and phonics and spelling were developed over the year and have been integrated into programs for 2023 following a review of 2022.</p> <p>All Primary School educators have completed a PD of the new Years K-2 and Years 3-6 curriculum and are responding progressively to the requirements of this curriculum. The educators across Years K-6 participated in a professional learning program led by the 24/7 instructional leaders and each year level has developed a curriculum map of the writing priorities associated with each stage for implementation in 2023. Inherent in this are the associated skills and understandings which will be articulated in the subsequent programs and training which will be rolled out term by term. Some other adjustments have occurred across the English program in the best interests of improving the teaching and learning program. These include:</p> <ul style="list-style-type: none"> <li>• The removal of the Smart Achievers spelling program at the end of 2022 which is to be replaced by Spelling Mastery.</li> <li>• The removal of the use of the Brightpath guide to writing which will be replaced by the NAPLAN rubric and writing ruler.</li> </ul>  |
|  | <p><b>Numeracy</b></p> <p>The advocated mathematics lesson structure continued successfully throughout 2022 as per the below guide:</p> <ul style="list-style-type: none"> <li>• Review of previous learning</li> <li>• Number talks to consolidate concepts and mathematical terminology, progress mathematical thinking and increase capacity to work mathematically.</li> <li>• Explicit teaching of new skills and understanding in accordance with the "I do, we do, you do" process of learning, otherwise known as the Gradual Release of Responsibility.</li> <li>• The "we do, you do" phase of the session includes differentiated opportunities for students to apply their understandings with varying levels of support and intervention.</li> <li>• Lessons conclude with a reflection phase to check for understanding.</li> </ul> <p>Years K-2 mapped a developmental continuum of skills and understandings based on the new K-2 curriculum and numeracy progressions. They implemented this program from the start of Term 4 2022 and will continue this into 2023. Additionally, all year levels have participated in a review of their practice as part of a developmental narrative and have improved the sequential delivery of learning to students. The Years 3-6 educators will map the continuum of skills and understandings according to the new curriculum.</p> <p>The White Rose Maths program was implemented during 2022 across Years K-6. This program has proved successful across K-6, particularly for enrichment. Oxford Maths was trialled in Years K-4 and emerged as a successful core program for implementation as the official core program.</p> <p>Years 5 and 6 trialled Maths Space in 2022 and determined this resource to be used as the core program for the upper years.</p> <p>Essential Assessments has continued to be used in the process of pre-test and post-test as a reliable tool which informs the teaching of mathematics which is suited to student ability.</p> <p>Problemo was implemented in 2022 as a resource used to educate and challenge students from Years 3-6 in their problem solving and working mathematically.</p> <p>Some other adjustments have occurred across the mathematics program in the best interests of improving the teaching and learning. These include:</p> <ul style="list-style-type: none"> <li>• The removal of the Mathletics program at the end of 2022, which is to be replaced by Matific as it aligns with our core maths resource, Oxford Maths.</li> </ul> <p><b>Special intervention programs</b></p> <p>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 have implemented MiniLit and MultiLit successfully and have evidence of the positive impact of these completed cycles of intervention. Improved acquisition of core skills and understandings is clear and tracked to progress these skills further.</p> <p>A dedicated Maths support educator has completed her first year of intervention with students across Stage 1 and Early Stage 2. This has had significant benefit and impact and will continue into 2023</p> |

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| <p><b>To refine purposeful use of data to inform teaching and learning by:</b></p> <p>1. Augmenting the process of data collation with the final capture in an efficient easy to use reporting mechanism.</p> <p>2. Integrating data capture into a centralised data dashboard which profiles each student and describes performance and needs across a cohort.</p> | <p>1. Data collation for reporting.</p> <p>2. Marksbook continued to function effectively as a centralised collection of data generated by teacher-made tests. The link between Marksbook and semester reports has been reviewed and improved by relocating the reporting mechanism into Schoolbox, the default Learning Management System (LMS).</p> <p>A process commenced in 2022 to design a new improved reporting system for the Primary School which was easy to read and efficient to manage. The reporting cycle is currently twice termly with limited information accessible during the term. A process of continuous reporting has been developed by using checkpoints within each KLA to inform on achievement in the end of semester rubrics. These checkpoints will not be released to parents until all stakeholders are satisfied with the process but this grading informs achievement and teaching.</p> <p>Schoolbox consultants completed their project and designed a rubric-based report which generated the end of semester record of student achievement, tracked percentage and grades within a five-point grading scale and compared student performance to the broader cohort.</p> <p>Successful outcomes included:</p> <ul style="list-style-type: none"> <li>• Succinct meaningful rubrics for use in teaching, learning and assessment</li> <li>• Simplified teacher commentary attached to each KLA</li> <li>• Integration of improved social competencies</li> <li>• Box and whisker indication of students' comparative performance evident within the LMS</li> <li>• Capacity to shift to percentage scoring of student achievement to rank student performance</li> <li>• Five-point rating of student performance to indicate achievement grade</li> <li>• Improved reporting on student performance</li> </ul> <p>Aspects identified for ongoing improvement in 2023:</p> <ul style="list-style-type: none"> <li>• Comparative analysis of student performance still cannot be imported to reports as a box and whisker and requires a manually generated grade comparison.</li> <li>• Release of checkpoints to parents to inform on particular aspects of student achievement during the semester. Data Dashboard.</li> </ul> <p><b>Data Dashboard</b></p> <p>Data analysis was completed across standardised testing such as Academic Assessment Services, NAPLAN and ACER. Aspects such as performance in Reading, Writing or Mathematics, as well as reasoning, were identified for Dashboard Developers to generate a data dashboard.</p> <p>The first images of the Data Dashboard using Power BI was released to Executive at the end of 2022 and has been approved as the preferred format to inform on student profiles.</p> |
| <p>Continue staff PD to deepen understanding of how to translate data into teaching strategies for improved learning.</p>   | <p>Staff continue to locate the data in key capture points for AAS, NAPLAN and ACER and have participated in supported parent/teacher discussions and staff PD to improve their ability to explain student performance. Generally, observations of parent/teacher meetings and notes of meetings in pastoral care indicate that educators are more skilled in their ability to articulate how data informs their professional practice and how practice meets student needs.</p> <p>Through our Deputy Head of Primary School and Coordinator of Academic Administration, data is matched to pedagogy, and practice and approaches to suit the needs and learning styles of students have been further refined. This practice will be improved in 2023 via the new instructional leader, the gifted and talented leaders, and the education support team.</p> <p>Data remains integral in driving professional learning team meetings and is evident across KLAs and PLP adjustments.</p>   |
| <p><b>Resources</b></p> <p><b>The English and maths resources have been augmented to a limited extent over the year to support the programs that are enhancing student achievement in this KLA.</b></p>   | <p><b>English</b></p> <p>Decodables were purchased to link with the phonics program and develop the reciprocal reading skillset of students.</p> <p><b>Mathematics</b></p> <p>The White Rose Maths program was secured as the core maths program across the years but has been moved into the extension maths program for 2023.</p> <p>The Inquisitive Minds maths program was purchased as a cross-grade resource to challenge students in the area of working mathematically and consolidate student performance in foundational mathematical concepts.</p>   |
|   | <p>The following area was improved in 2022:</p> <ul style="list-style-type: none"> <li>• Primary School toilets</li> </ul> <p>The following areas are being improved in 2023:</p> <ul style="list-style-type: none"> <li>• Primary School reception area and flooring throughout each attached area</li> <li>• Primary Board Room furniture</li> <li>• Flooring in some classrooms</li> <li>• Deputy Head of Primary School office</li> <li>• Covering for the green court</li> </ul>   |

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| <p><b>Timetable review to ensure the teaching environment meets the needs of the teaching and learning program. The current focus remains on targeted acquisition of core literacy and numeracy skills.</b></p>  | <p>The timetable review that was carried out in 2021 has impacted students positively in 2022 in the following aspects:</p> <ul style="list-style-type: none"> <li>All students attend the morning routine session</li> <li>All students are present for tefillah which follows on from morning routine</li> <li>The staggered ending to the day ensures an improved traffic flow around the College</li> </ul> <p>A further timetable review is required as the current data capture indicates that additional time needs to be spent on spelling. The timetable has been adjusted to include the final four periods of the day shortened by five minutes each to benefit student attention span later in the day and provide for a 20-minute session across the school for spelling instruction. This could be implemented across the school for four days with one day for Ivrit spelling development.</p>   |
| <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 Digital Learning Champions collaborated with the full educational team 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 to deepen their experience of learning and communicate their insights and understandings.</p>   |
| <b>PILLAR 2 – STUDENT WELLBEING</b>  |   |
| <b>2022 Goals and Priorities</b>   |   |
| <b>Priorities</b>  | <b>Achievements</b>   |
| <b>HIGH SCHOOL</b>   |   |
| <p><b>Revised Behaviour Management Policy and Procedures</b></p>   | <p>We commenced 2022 by integrating technology infringements and late arrivals into a singular demerit system. We also modified the demerit system removing Sunday detentions, making all suspensions external and removing one level so that 25 demerits was the limit rather than 30.</p> <p>The impact from this was that general student behaviour dramatically improved. We experienced a significant reduction in managed exits in 2022.</p>  |
| <p><b>Monitoring Prayer Attendance</b></p>   | <p>Due to increasing numbers of students either arriving late to or missing prayers entirely, we implemented a three-tier system for monitoring prayer attendance and integrated this into the demerit system.</p> <p>We experienced a significant reduction in the number of students being late to or missing prayers.</p>  |
| <p><b>Improving Student Assemblies, Presentations, and Initiatives</b></p>   | <p>In 2022, we worked with our Student Leaders to ensure that all Assemblies were student led. We also focused on ensuring that all items, speakers, presentations and videos were of a very high standard, engaging for all, and showcased the high abilities of our students.</p> <p>The standard of our High School Assemblies improved significantly in 2022.</p>   |
| <b>PRIMARY SCHOOL</b>  |   |
| <p><b>The Primary School's central focus for 2022 has been on Positive Education which has been successfully delivered throughout Primary School by the Wellbeing team.</b></p> <p>PD for educators on Positive Psychology and its link to Positive Education with an emphasis on the four pillars. General Studies and Support staff were upskilled in these areas to enable them to embed this into practice via application in targeted and incidental lessons.</p> <p>Assessment of data around wellbeing and introduction of an updated Merit award system (receiving Merit awards linked to behaviour and effort to promote social and emotional skills) and House points based on the Positive Education reward system. The system is focused on recognising character strengths in students.</p> | <ul style="list-style-type: none"> <li>Positive education and visible wellbeing embedded throughout the Primary School – across the psychological and learning environments and online using diverse platforms.</li> <li>PD on Positive Education for educators to upskill them in the science and language behind the programs being delivered.</li> <li>Positive Education and Casel-based (PERMA) Social and Emotional Learning Wellbeing comments for students' reports (Semesters 1 and 2) updated into five categories.</li> <li>There is evidence across grade levels that students are applying wellbeing-related messages consistent with the language being taught: such as 'kind on purpose' behaviours; how to put out a 'friendship fire'; character strength spotting. Wellbeing messages and skill development have been embraced by the students, and most staff.</li> <li>Targeted 1:1 psychologist student sessions, which are impactful and usually limited to 4-5 sessions have increased with a greater number of anxious students being identified.</li> <li>Increased Wellbeing Team interactions (1:1 or with external specialists supporting a student) with our Primary School parents as a result of increased identified need.</li> <li>Successful and more meaningful charity days to raise money for Ukraine, Child Fund to support third world countries (raised over \$7000), Mags2Distract and Food Frenzy snack drive for Rescue and Fire Fighters, and Flood Victims. Students presented their fundraising achievements at assembly.</li> <li>Bus naming competition of new school bus – working with Senior School on the initiative.</li> <li>UJA guest speaker (Caroline Bolot) to share information about the situation in Ukraine with the students. Students drew and wrote cards for children in Ukraine - delivered by the UJA.</li> <li>Initiated process of application for a Therapy Dog – primarily for the Primary School.</li> <li>Lunch orders for vulnerable students and families.</li> <li>Gratitude jars in the classroom for students and in Reception for staff.</li> <li>Targeted and explicit buddy system lessons and activities for 2022 Year 4 and ELC students, as well as Years 5 and K students.</li> </ul> |

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|---|---|
| <p>Review of Friendology - language embedded in other wellbeing programs Years K-6. Grow Your Mind as the central wellbeing program introduced to Years 1-5, weaved in with Friendology.</p> <p>Paws b - explicitly taught in Years 4 and 5. Year 6 students - targeted intervention from Primary and Senior School psychologists. Years 4, 5 and 6 students - targeted Leadership and Student Voice programs in preparation for moving into Year 6 and the Year K &amp; Year 4 2023 Buddy program.</p> | <ul style="list-style-type: none"> <li>• Students receive Merit Awards linked to social, emotional skill development and growth, as well as targeted character strengths and this translated into a House point system of reward, wearing mufti and a photo on the Wall of Greatness. The mufti system has met with some challenges from parents and will be revised for 2023.</li> <li>• Improved collection of data around positive education – tracking system shows increased and more consistent approaches across grades and educators. This is still something we are looking at improving in 2023 to further streamline the process.</li> <li>• Schoolbox Wellbeing Badges of the 24 character strengths have been created and will be further rolled out in 2023.</li> <li>• PLP's for identified students with social and emotional concerns supported by wellbeing team members.</li> <li>• Effective rooming system for students attending band camp – collaboration with Music department, Primary School staff, DESI, DHWBM and psychologists.</li> <li>• Collaborative planning of 2023 classes supported by DHWBM and psychologists to ensure vulnerable students are correctly placed.</li> <li>• Random acts of Kindness Day – lunchtime and buddy activities.</li> <li>• Year K and family and friends of Carli Frieberg – Friendship Day extended to Primary School.</li> <li>• Updated allergy dissemination of info P+F, staff, parents etc.</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. Netiquette focus embedded in Wellbeing sessions to increase skill, vocabulary and frameworks for safe online behaviours.</p>  | <ul style="list-style-type: none"> <li>• 'Amazing Me' consent program – for Years K-6 students and parent session for Years 5 and 6 met with excellent feedback from staff, students and parents.</li> <li>• Years 3-6 Wellbeing lessons with a key focus on cyber safety and appropriate social media usage: how to engage with others online in an appropriate way, cyberbullying, media balance, online privacy and security settings, and netiquette.</li> <li>• Linewise – Wellbeing team followed up on potential misuse of IT with students made to be increasing accountable for their online behaviours.</li> </ul>  |
| <p><b>Parent Panels and Education</b></p> <p>Upskill and inform parents on wellbeing matters.</p>   | <ul style="list-style-type: none"> <li>• Meetings with the parents face to face to support and guide.</li> <li>• Circle of Security Course for parents.</li> <li>• Justin Coulson: 'Anxiety in your Child' parent webinar.</li> <li>• Justin Coulson parent webinars; "Can we please talk about Boys" – Years 5 and 6 Parent talk.</li> <li>• Justin Coulson 'Blueprint to do better parenting' Years K-6 parents - extended to staff across the College.</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> <li>• Wellbeing-related Instagram posts shared with parents and staff, and wellbeing-related messages in action across the Primary School.</li> <li>• Kindy Transition parent information session.</li> <li>• Kindy and parents keychain initiative – Jewish House Kids.</li> </ul>  |
| <p><b>Staff wellbeing</b></p> <p>Staff wellbeing has been impacted as a result of personal stresses carried over from Covid lockdowns. An emphasis has been placed on improving and maintaining personal wellbeing.</p>   | <ul style="list-style-type: none"> <li>• 'POPs Of Wellbeing' (POW) PD messages delivered at staff B&amp;B. The aim is to upskill educators with skills and wellbeing messages shared with students; and to give them messages of wellbeing to take home. Content of POW was written in B&amp;B notes.</li> <li>• Gratitude jars in the reception for staff to share messages of appreciation for their colleagues.</li> <li>• R U OK? Day – appreciation packages shared with each staff.</li> <li>• 'Pick me up' free coffees for vulnerable staff.</li> <li>• Birthday Card and free coffees given for staff birthdays from Wellbeing and Executive teams.</li> <li>• Staff end of term drinks and catch-ups.</li> <li>• Snacks and biscuits provided at staff meetings on a Wednesday afternoon.</li> <li>• Social activities for staff to promote a sense of wellbeing and inclusivity (staff catch-ups, Chanukah Fairy).</li> <li>• PBS tile on eLY for educators – resources, policies, programs, email templates for greater access and implementation.</li> </ul>   |
| <p><b>Behaviour Management Framework Revised</b></p> <p>PD on revised Behavioural Management pathway and more tier-centred framework for reflecting with students on breaches in the behaviour policy, and identifying and naming alternate positive skills, traits, actions, and values. Visible wellbeing throughout the school extended to the classrooms for greater impact.</p>  | <ul style="list-style-type: none"> <li>• RRR system of discipline: Reflect, Refocus and Reset – more streamlined process.</li> <li>• Tiered approach implemented and data collected and utilised to drive responses.</li> <li>• Revised system to manage students who complete actions which do not meet behavioural expectations.</li> <li>• Updated School Rules in Primary School in line with Positive education – and branded posters for display.</li> <li>• Wellbeing Wall of Greatness and Positive Education displays highlighting targeted programs and content and acknowledging successful students and skill development.</li> <li>• Schoolbox Social and Emotional Learning (SEL) badges designed around the character strengths and reflective of Ivrit and English identification.</li> <li>• New branded Merit Certificates for SEL and skill development created, and template emails sent to parents. Will look at further streamlining this process in 2023.</li> <li>• National Day of Action Against Bullying - theme Kindness Culture.</li> </ul>  |

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| <p><b>Transitioning new students into year levels from Year 1–6 and ELC into Kindergarten for 2023, as well as existing students into their new year levels for 2023 and onboarding new students into the College.</b></p> <p>Smoother, more streamlined process of transitions.</p> | <ul style="list-style-type: none"> <li>• Transitioning: new students joining the College during the year, Year K/Year 5 Buddy program, and new students for 2023.</li> <li>• New or vulnerable students meeting teachers for 2023 are provided 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 and manage separation from parents, support student capacity in parent-free sessions which are student-focused, and face-to-face information sessions for parents.</li> <li>• Transition Days: Festival of Familiarisation and Meet the Teacher – smoother process working with onboarding team, Year K and Wellbeing team members.</li> <li>• Round robin for sharing information about current ELC students transitioning into Year K – more targeted and effective process.</li> <li>• Intervention programs to assist students having trouble with transition for varied reasons.</li> </ul> |
| <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 and in-school lunchtime clubs (including targeted Lego Club K-2, and Knitting Club).</li> <li>• 1:1 sessions with Deputy Head of Primary School Wellbeing and Primary School psychologists for identified students.</li> <li>• Revised PLPs for vulnerable students.</li> <li>• Psychologists support with Linewize alerts.</li> <li>• Small group and whole class sessions with Deputy Head of Primary School Wellbeing and psychologists for identified students (Years 2, 4, 5 and 6) around body image and navigating friendships (Year 1, Year 3, and Year 6).</li> </ul>  |
| <p><b>PILLAR 3 – PASSIONATE, QUALIFIED, CARING, HIGH CALIBRE STAFF</b></p>   |  |
| <p><b>2022 Goals and Priorities</b></p>  |  |
| <p><b>Priorities</b></p>   | <p><b>Achievements</b></p>   |
| <p><b>HIGH SCHOOL</b></p>  |  |
| <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 2022, staff delivered and participated in the new Day 8 Professional Learning Teams. Staff created professional learning opportunities for their peers who signed up for a semester to develop their skills in an area of interest each fortnight.</p>   |
| <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>PRIMARY SCHOOL</b></p>   |  |
| <p><b>Performance enhancement - locate and retain best calibre educators</b></p>   | <p>Ongoing professional development has been provided for educators to ensure they are able to deliver on all the practices which align with the Primary School Vision. People and Growth collaborated with the Primary School to source high-performing, experienced educators with the right credentials and a carefully matched teaching style to fill the position. All positions required across the Primary School have been filled in 2022 for 2023. Processes, screening teams and checkpoints were refined when employing staff and are well established.</p>   |
| <p><b>Track development of staff notebook using AITSL standards to ensure teachers are meeting performance indicators required by NESA and Moriah College</b></p>  | <p>Staff AITSL Standards notebook remains as a resource and will be implemented now that the interruption of Covid is no longer, and staff have a clarified pathway moving forward.</p>  |
| <p><b>Support the full team of educators and administrators to ensure wellbeing and a sense of appreciation</b></p>  | <p>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 are targeted and limited and in-school PD is prioritised so that staff are able to receive training within school hours. Staff growth pathways have been offered to allow for new leadership opportunities. These remain on a two-year performance cycle.</p>   |
| <p><b>Refine the teaching and learning offering at Moriah College to ensure it delivers the gold standard in education</b></p>   | <p>A strategic, well mapped out teaching and learning program continues and is a third of the way in its fullest implementation from Years K-6. The necessary training has been completed to date and continues into 2023. This includes English, mathematics to a certain extent, cognitive science phase 1 of 3, Wellbeing and Positive Education as per Growing Moriah Minds and the curriculum development associated with Jewish Life. Educators in the marketplace are keen to work at Moriah College Primary School in order to align with a forward-thinking educational organisation and to receive the best practice training across KLAs.</p>   |

**PILLAR 4 – COMMUNITY ENGAGEMENTS & PARTNERSHIPS**

**2022 Goals and Priorities**

| Priorities  | Achievements   |
|---|--|
| <b>HIGH SCHOOL</b>  |  |
| <b>Practicum Teachers</b>   | In 2022, we continued to provide fourth-year Education students the opportunity to complete their final practicum in the High School. This has once again successfully resulted in two final practicum students being offered teaching positions at Moriah in 2023.  |
| <b>Fundraising</b>  | Our High School students continue to raise unprecedented funds for organisations such as Movember, Pink Breakfast, and Canteen. In 2022, we were among the nation's highest fundraising schools for Movember.  |
| <b>Raising Student Awareness</b>  | Our SLC members have organised outstanding informative assemblies in support of R U OK? Day, Movember (Men's Mental Health), and White Ribbon Day (Domestic Abuse).  |
| <b>PRIMARY SCHOOL</b>   |  |
| <b>The Moriah College Parents as Partners in Education approach has ensured that community engagement with their school context is prioritised.</b> | Parents are invited to key events across the Primary School at regular intervals. This promotes connectivity and engagement with their child's school environment and educates them about the range of practices across the Primary School. Student and whole school achievement is celebrated in these contexts.  |
| <b>Recognition of difficulties and challenges experienced by community members as they emerged from the Covid pandemic.</b>                         | Funding was allocated to support families and students in difficulty. Counselling was extended by psychologists and the wellbeing team, where families required assistance post pandemic.  |
| <b>Supported return to major calendar events</b>  | 2022 was the first full year of calendar events inclusive of co-curricular and academics since the Covid pandemic. This brought with it reduced skill due to a lack of familiarity and included stress and challenge. Staff, students and parents were supported through the process and through their participation using set frameworks and awareness-raising exercises. |

**PILLAR 5 – SUSTAINABILITY**

**2022 Goals and Priorities**

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| Eastern Suburbs Banksia Scrub (ESBS) – remnant vegetation of great environmental significance. | 2022 proved a challenging year for the ESBS with regards to adequate maintenance, it is recommended that there be greater involvement of the school community, every student should contribute time to helping in the ESBS every year. 2022 also saw the creation of an ESBS eLY tile which will contain all reports, photographs, research papers, curriculum links, lesson plans and more relating to ESBS, this will be accessible to staff and students. Towards the end of 2022, Moriah College hosted a meeting between Centennial Parklands, Waverley Council and Peter Cooley (CEO of First Hand Solutions Aboriginal Corporation) who runs a NFP Native plant nursery specialising in ESBS plants. Peter brought along two apprentices who are visiting all ESBS sites in the area. With the support of green maintenance, the ESBS is more easily accessible for classes across the school to enjoy and appreciate in 2023. |
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# MAJOR INITIATIVES IN LEARNING & INNOVATION IN 2022

## HIGH SCHOOL

### Improving Student Behaviour and Respect

This continued to be our major focus in 2022 as improving academic results is dependent on students being well behaved in class and engaging positively with their learning. We further refined our Demerit System to remove a level, so issues were addressed more timeously. We also integrated our technology infringement process and our late for prayer into a single demerit system which captured all infringements into one system.

We have experienced an improvement in student behaviour and respect, far fewer disruptions to learning which has created more conducive and productive learning environments.

We have continued to focus on the correct wearing of uniform across 2022. At times throughout the year, any students who were inappropriately dressed in items which could not be removed were sent home until they could return in correct uniform, and they were also issued demerits. When we had these uniform blitzes, the wearing of uniform greatly improved.

### Reintroduction of Signature Programs

After a two-year hiatus due to Covid, we were able to conduct many of our signature programs such as the Israel Study Tour (IST), Scholars in Entrepreneurship, Music Festival and the Northern Territory Trip. We ran an IST for Year 11 in April and another in November/December for Year 10. These signature programs were thoroughly enjoyed and appreciated by the students and their families.

### Day 8 Program

In 2022, we modified our Day 8 (every second Wednesday) to reduce each period to 45 minutes. This allowed us to have 80 minutes in the afternoon for two

innovative programs.

### Co-curricular Student Activities

The students in Years 7-10 have had the opportunity to participate in a wide variety of co-curricular activities of their choice. Many of these activities have been led by our Year 11 students which has given these students wonderful leadership opportunities.

### Teacher Professional Learning Teams (PLTs)

During these Wednesday afternoons on Day 8, the teachers have participated in Professional Learning Teams which have been led by their teaching peers. The teachers have had the opportunity to choose the PLT they wanted to participate in to develop and improve their pedagogy.

The teachers participated in two semester-based PLTs, culminating in a symposium at the end of each semester where they shared their learnings. These cross-faculty PLTs gave teachers the opportunity to work with a range of teachers from different faculties, as well as the opportunity to lead these groups and develop their leadership skills.

The PLTs were widely appreciated by the teaching staff and were highly successful.

### Exam Feedback Sessions

We have continued to refine our exam structures for Years 7-10 in 2022. The students have been very well prepared for their twice-yearly exams with the teaching of many important study skills in class and Mentor time and with much lesson time prior to the exams focusing on exam preparation. With this renewed academic focus, student classroom behaviour has significantly improved.

In 2022, we have also focused on providing students with very detailed assessment notifications to assist the students to be better prepared for their assessments and exams.

Providing effective and meaningful feedback to students has been an integral component of the exam structure. Following each exam block there are formal, structured feedback sessions for each subject, so students are taught the value of reflection for future improvement.

## PRIMARY SCHOOL

### Positive Education and Behaviour Management

In 2022, the Moriah College Primary School focused on purposefully developing positive education and behaviour management frameworks for personal growth and relationship building to enhance the mental health of its students. This focus recognises that mental health is paramount to development and learning. For students to grow socially, emotionally, and academically they need a positive sense of wellbeing, in order to cope with challenges and realise individual potential, spot and grow their strengths and practise mindfulness; all of which are grown through the Grow Your Mind and URStrong wellbeing programs. A greater emphasis has been placed on upskilling all staff; training and supporting educators so that they have the knowledge and skills to navigate increasing mental health issues across the school environment. The Wellbeing framework provides guidance to staff to help them identify and support students with diverse wellbeing needs, establish clear pathways for referral for students or families requiring intervention, and monitor and evaluate student progress using targeted data. The Wellbeing team is a key conduit in teaching students how to develop agency to better manage and regulate their emotions. The Wellbeing and Behaviour Management Frameworks were designed to provide a proactive focus for the promotion and prevention of poor mental health and

behaviour through the implementation of context-relevant programs, approaches and initiatives based on a broad and extensive knowledge of the needs of the Primary School.

**The multi-disciplinary Wellbeing team:**

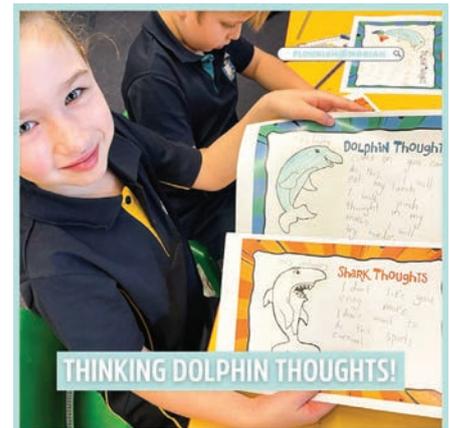
- Embeds evidence-based resources across Years K-6 to better identify and support students.
- Provides support to individual teachers with students who have been identified as in need.
- Creates clear pathways for students who may need further intervention within the school and to external community-based services to allow them to thrive.
- Uses informed pathways to strengthen links between the school and the parents.
- Works proactively with staff and external health professionals to engage appropriate mental health support within the school.
- Is responsible for implementing whole-school approaches and narrative to Wellbeing and Behaviour Management.

**A snapshot of some Wellbeing initiatives in 2022 included:**

- DHWBM connection with parents of vulnerable students and check-ins with targeted students and families
- R U OK? Day for staff and students
- Student Voice and Leadership
- Transition days for Year K and for new students entering Years 1-6 in 2023
- Year K and Year 5 Buddy system – lunchtime sessions
- Increased co-curricular lunch activities for vulnerable students: Friendship Hub and Lego Club and Lego Challenge
- ‘Take what you need, leave what you can’ and Positive Education visible wellbeing wall
- Mr Friendship assembly and handouts
- Kindy and parents keychain initiative – Jewish House Kids
- Justin Coulson Parent webinars ‘Can we please talk about Boys?’ – Years

5 and 6 Parent talk

- Justin Coulson ‘Blueprint to do better parenting’ Years K-6 parents - extended to staff across the College
- Year 6 wellbeing sessions – targeted with Irit and Courtney – social concerns: Nikki, Jo and Courtney
- National Day of Action Against Bullying - theme Kindness Culture.
- Amazing Me parent webinars and student lessons around consent and puberty
- Board games for children
- Random acts of kindness – Chalk Talk
- Year 5 camp and music camps – mindful placement and attendance at camps
- Circle of security
- Zones of regulation
- Transition meetings Years 6–7 with High School psych team and ELC-Year K
- Mini Olympics – Year 6 Leaders
- Open Day - Year 6 student ambassadors



- New system of RRR – tiered approach
- Uniform email for parent notification
- Mags 2 Distract charity
- Moriah bus naming competition
- National Reconciliation Week – Assembly
- JCA cards and biscuits sent home – UIA awareness campaign
- Parents as friendship coaches (target Year 5 parents but Years K–6 lens)
- Updated behaviour management matrix – branded

**Dolphin vs Shark Thinking**

*Scenario:*  
You get a jam sandwich in your lunchbox, but you wanted honey instead.

| Shark Thought:  | Dolphin Thought:  |
|---|---|
| I'm so upset! This is not what I wanted! I'll just throw it away. | I really wanted a honey sandwich, but I will eat this today and ask my mum if I can have a honey sandwich tomorrow. |

It's important that we use our Dolphin way of thinking to challenge negative thoughts and turn them into positive ones!

**Encourage your child to re-phrase their unhelpful thinking:**

"She doesn't want to play with me because she hates me" (shark thoughts)  
can be shifted into a more helpful and optimistic (dolphin thoughts) way of thinking:  
"She doesn't hate me, she just feels like playing with someone else today."

Dolphin thoughts help us out. Shark thoughts circle around us, and threaten our wellbeing.

**Helpful thinking:**

|   |   |
|---|---|
| Don't jump to conclusions   | Check your facts                                  |
| Remember, everyone has difficult things happening to them at some point | Thinking 'Dolphin Thoughts' makes you feel better |

- PBS tile on eLY for educators – resources, policies, programs, email templates etc.
- Linewize – tracking online student behaviours
- Updated allergy dissemination of info P+F, staff, parents etc.
- R U OK? Day – students and staff
- PD for wellbeing staff to upskill and educate

**The Primary School psychologists have continued to focus on:**

- Individual consults with students, teachers, and parents across Years K–6 to address clinical needs which include:
  - psychosocial assessments
  - supportive counselling
  - external referrals.
- Administering of Conners to assess ADHD and co-morbid presentations and reporting back to parents and staff with recommendations.
- Facilitating Friendship Hubs Years K-4.
- Identifying students with specific needs for social skills development who may benefit from Lego Club.
- Four-week ELC early mindfulness group in the elc centres to get to know the students in preparation for transition to Year K.

**The Wellbeing team has continued to be visible in classrooms by running wellbeing sessions with Years K-6. Program content includes:**

- Grow Your Mind,
- URStrong
- Paws b
- Amazing Me talk for students in Years 3–6 by Rowena Thomas
- Friendship Lunch for Years K–2 following “Mr Friendship” assembly
- Eight-week Circle of Security parenting group for ELC, Year K and Year 1 parents
- Increased communication with teachers following on from wellbeing sessions so that they can implement strategies in the classroom with targeted student
- New initiative ‘POPs of Wellbeing’ (POW) for staff at ‘Brekkie & Brief’

- Professional Development for staff: Science of a Happy Classroom (Facilitated by Dee and Irit)
- The psychologists are also focused on enhancing visual wellbeing including mindful moments mindfulness exercises and mindful drawing
- Contribution to Instagram posts with POPs of Wellbeing messages for the wider community

**Augmenting the Arts**

The flagship Music program remains the priority arts program which is gold standard and well-integrated into the curriculum and co-curricular life. This offering has been broadened by including the teaching of Nathan Short and Kim Silver as dance educators, as well Rosie Hanrahan as a visual arts adviser. The integration of dance and the music program and visual arts remains highly effective, has increased the educational offering, and translated into improved skill within the students. Productions are varied and interesting and include all children.

The Leadership and People and Growth teams continue to progress through a process with each staff member to conduct a review of academic performance with implications for teaching pedagogy and practice and personal professional pathways. The educators are guided to respond to data by using different approaches depending on the information. The following frameworks are provided for differentiation and best practice:

- **Targeted Reading**  
Information gathered through Oral Reading Fluency (ORF) assessment, ACER PAT Testing, Accelerated Reader and the Targeted Reading program inform educators on how to support students to progress their decoding skills, improve fluency, increase vocabulary, and develop comprehension.
- **Get Reading Right**  
Explicit and systematic phonics instruction continues to be 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 are progressing more skillfully through the continuum to develop a mastery of skills which is evident in most of the student cohort.

- **Heggerty**

Phonological Awareness is the ability to recognise/isolate the individual sounds in words by listening to, identifying, and manipulating those sounds orally. We identified a lack of explicit teaching within this area in Years K and 1, so Heggerty was introduced. Year 2 also lacked ability in this area. With the Heggerty program, these year groups have improved in phonemic and phonological awareness and are well prepared for their engagement with phonics.

- **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 from these assessments is cross-referenced with information from other domains to create a comprehensive picture of innate ability and student performance. This is then applied to ensure students have their various learning needs met.

- **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 student knowledge as compared to their previous capability.

# OUR PERFORMANCE

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

## HIGHER SCHOOL CERTIFICATE RESULTS 2022

A total of 156 students completed HSC examinations in 2022.

A further:

- Seven students graduated with industry-ready TAFE certification (Certificate 3) in addition to their HSC.
- Seven students completed Life Skills courses.
- Eight students were listed on the Top All-Rounders List for students who had achieved Band 6 or E4 results in at least 10 Units.
- Nineteen accelerants across Mathematics, Modern Hebrew Continuers and Dance.

## HSC 2022 Major Achievements – State Rankings

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

- 1st in Biology
- 1st in Classical Hebrew Extension
- 1st in Portuguese Continuers
- 2nd, 4th and 5th in Classical Hebrew Continuers
- 2nd, 3rd and 5th in Classical Hebrew Extension
- 3rd in Modern Hebrew Continuers (Year 11 accelerant)
- 11th in English Standard
- 9th and 12th in PDHPE
- Moriah ranked 6th in the state for English Advanced and Extension

## Nominations for Major Works

In 2022, nominations for the Creative and Performing Arts were received in:

- Music ENCORE, for Performance and Composition and for Composition.
- Drama ONSTAGE
- Visual Art ARTEXPRESS -  
Congratulations go to Ruby Taibel for her work Anatomy of the Psyche which was selected for exhibition in Bondi Pavilion.





## COMPARATIVE DATA 2016-2022

| Subject                          | Moriah % Bands 5 & 6 / Bands E3 and E4 | NSW % Bands 5 & 6 / Bands E3 and E4 |
|----------------------------------|--|-------------------------------------|
| Ancient History 2022             | 88                                     | 34                                  |
| 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 2022                     | 69                                     | 27                                  |
| 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 2022            | 89                                     | 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 2022                   | 59                                     | 33                                  |
| 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 2022 | 62                                     | 68                                  |
| 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 2022  | 100                                    | 100                                 |
| 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 2022       | 60                                     | 47                                  |

|  |     |     |
|--|-----|-----|
| Drama 2022                                 | 100 | 58  |
| 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 2022                             | 95  | 49  |
| 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) 2022                    | 97  | 67  |
| 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) 2022                    | 81  | 15  |
| 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 2022                   | 100 | 93  |
| 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 2022                   | 100 | 85  |
| 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 2022                       | 67  | 38  |
| 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 2022                             | 58  | 42 |
| Geography 2021                             | 56  | 44 |
| Geography 2020                             | 50  | 42 |
| Geography 2019                             | 81  | 43 |
| Geography 2018                             | 62  | 43 |
| History Extension 2022                     | 100 | 83 |
| 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 &<br>Technology 2020 | 89  | 42 |
| Information Processes &<br>Technology 2019 | 82  | 32 |
| Information Processes &<br>Technology 2018 | 68  | 52 |
| Information Processes &<br>Technology 2017 | 80  | 35 |
| Information Processes &<br>Technology 2016 | 70  | 37 |
| Information Processes &<br>Technology 2015 | 100 | 30 |
| Information Processes &<br>Technology 2014 | 84  | 53 |
| Legal Studies 2022                         | 89  | 41 |
| 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 2022                  | 74  | 49 |
| 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 2022               | 92  | 74 |
| 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 2022               | 93  | 85 |
| 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 2022                              | 75  | 29  |
| 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  |
| Modern Hebrew Continuers 2022                            | 100 | 94  |
| 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 2022                                      | 76  | 34  |
| 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 2022   | 100 | 70  |
| 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 2022   | 100 | 86  |
| 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 2022                                     | 100 | 97  |
| 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 2022 | 82  | 26  |
| 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 2022   | 75  | 41 |
| 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 2022                                   | 100 | 79 |
| Science Extension 2020                                   | 100 | 74 |
| Science Extension 2019                                   | 100 | 68 |
| Society and Culture 2022                                 | 100 | 43 |
| 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 2022                     | 100 | 38 |
| 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 2022                               | 85  | 41 |
| 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 2022                              | 77  | 46 |
| 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) 2022        | 100 | 25 |
| Tourism, Travel and Event Examination (TAFE)             | 0   | 20 |
| Visual Arts 2022   | 100 | 66 |
| 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        |
|   |            |           |
| Business Services Examination 2022                          | 80         | 32        |
| English Studies Examination 2022                            | 50         | 0         |
| Mechanical Technology Automotive Examination 2021 (TAFE)    | 0          | 13        |
|   |            |           |
| Dance 2022  | 100        | 66        |
| 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>German Continuers 2022 (Open High School)</i>            | <i>100</i> | <i>56</i> |
|   |            |           |
| <i>Portuguese Continuers (NSW School of Languages) 2022</i> | <i>100</i> | <i>71</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 Ancient History, Biology, Business Studies, Economics, English Standard, English Studies, Legal Studies, Modern History, PDHPE, Society and Culture for achieving very strong results 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.

### 2022 HSC POST SCHOOL DESTINATIONS

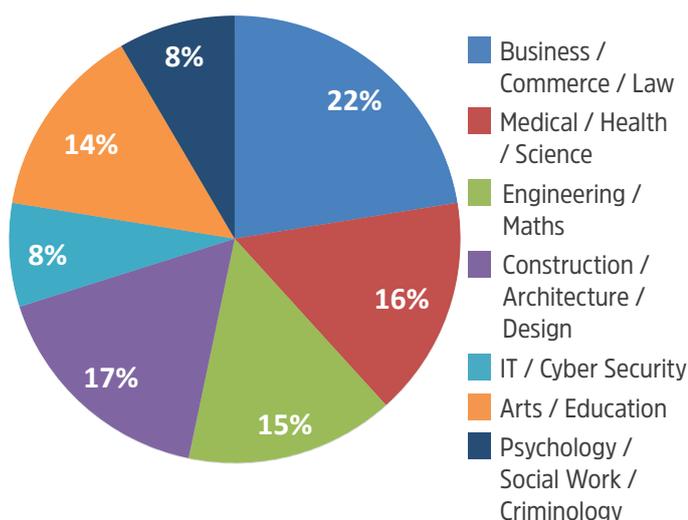
Of the 148 students who received an ATAR at the completion of Year 12 in 2022, 122 received a Main Round offer to tertiary education providers providing Bachelor courses. By the third round, including early offers, 210 offers were made overall to students. Moriah College also had an outstanding 127 early 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 – 24%
- Medical/Health/Science – 17%
- Engineering/Maths - 16%
- Construction/Architecture/Design – 18%
- IT/Cyber security – 8%
- Arts/Education – 15%
- Psychology/Social Work/Criminology – 9%

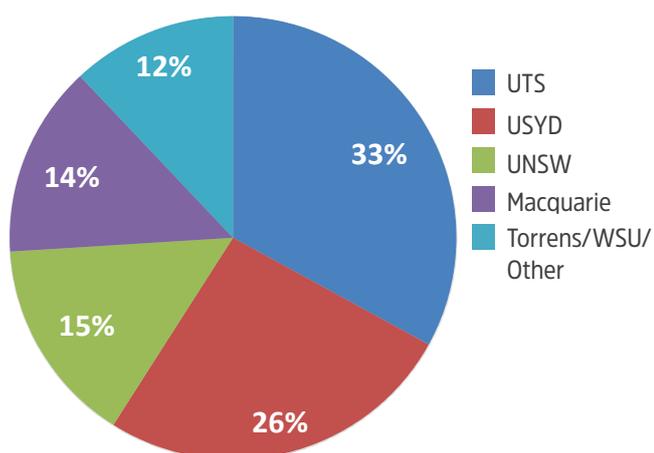
#### COURSES



#### Summary by University:

- UTS – 33%, USYD – 26%, UNSW – 15%, Macquarie – 14%, Torrens/WSU/MIT/Other – 12%

#### UNIVERSITY



### RECORD OF SCHOOL ACHIEVEMENT (ROSA)

One student was issued with a Record of School Achievement.

#### NAPLAN: YEARS 7 & 9, 2022

In 2022, NAPLAN was held online. Overall, Moriah was well above the state average in the top two bands in Year 7 and Year 9.

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, 2022

NAPLAN exams are part of an annual National Assessment Program and provide a measure through which governments, education authorities, and schools can determine whether 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.

Some key observations across Years 3 and 5 include:

- In Grammar and Punctuation, approximately one third of Year 3 and Year 5 students were in Band 6 (in most other cases, there is a change in band between tests)
- ‘Spelling single-syllable words with a silent letter’ and ‘spelling words with a double consonant before the suffix’ were a notable area of difficulty for students in Years 3 and 5
- ‘Spelling words with a medial schwa’ was a strength for both cohorts
- In Reading, ‘interpreting informative texts’ was a notable area of difficulty for both cohorts, as was ‘sequencing the order of events in an imaginative text’
- In Numeracy, ‘interpreting data represents in different ways’ was an area of strength for both cohorts

Across all domains, 63-85% of Year 3 students are sitting in the top two bands or beyond (numeracy being the lowest and writing the highest). In saying this, when compared to the state and statistically similar schools, we aren’t always achieving the same level.

Across all domains, 49-68% of Year 5 students are sitting in the top two bands or beyond. Writing is the lowest and Reading is the highest. Numeracy, Spelling and Grammar and Punctuation are all sitting at 55%. Whilst these are lower statistics than the Year 3s, we seem to be mostly keeping pace with the state and statistically similar schools.

### ACADEMIC REPORTING

#### PRIMARY SCHOOL

An improved Primary School report was designed for all Years K-6 families on eLY. The report aimed to provide clear, unambiguous information on each child’s performance across every Key Learning Area (KLA) by including the following:

- a performance grade in each strand of a KLA
- an overall performance grade in each KLA
- detailed standardised grading across classes in a year level and across year levels
- a detailed explanation of achievement at each of the five points on every grading A-E scale so that all stakeholders understand the child's performance level and next steps to progress learning
- a simple short comment to explain a noteworthy attitude, learning disposition and strength or challenge in each KLA
- an explanation of five social competencies which futureproof students and the degree of student capability in each area
- a final general comment to summarise the student's profile across the curriculum

## HIGH SCHOOL

### Years 7-10 Assessment and Reporting

Throughout 2022, students in Years 7-10 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.

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.

### Assessment

In Terms 1 and 3, students in Years 7-10 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 7-10 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.

### 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.

### 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.

Parents of the Primary School students continue to be invited to attend once-a-semester 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 remains in addition to phone calls, email consultation and face-to-face meetings whenever required or appropriate.

# OUR STAFF MEMBERS

## Professional Learning and Teacher Standards

### 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 all 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% 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 NESA teacher accreditation, and the staff have been informed on 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 has 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 file.

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 HODs Leaders of Learning and the Accreditation Supervisors in each school across the College.

Moriah College has supported a number of teachers to gain Proficient Teacher status in 2021 with a number 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 an EpiPen as part of our annual updates.

### LEADERSHIP DEVELOPMENT High School

College 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 members of 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 2020-2021. 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 2022 (K-12)

## TEACHING &amp; LEARNING

| PROFESSIONAL LEARNING ACTIVITY  | Participating staff  |
|---|--|
| Autism in Schools   | Selected EST Staff   |
| Boosting Students' Accountability Through Technology<br><i>Semester 1, Day 8 Professional Learning Sessions</i>         | Semester 1, Day 8<br>Professional Learning Sessions<br>All HS Teaching Staff |
| Cloud Technology in the High School & Workshops   | All HS Staff   |
| Cryptic Crosswords in the Classroom<br><i>Semester 2, Day 8 Professional Learning Sessions</i>                          | All HS Staff   |
| Cyber Security  | All HS Staff   |
| Dare to Lead – Brene Brown  | History HOD  |
| Drama Literacy<br><i>Semester 2, Day 8 Professional Learning Sessions</i>   | All HS Teaching Staff  |
| Economics Conference  | Selected Social Science Staff  |
| Experienced Teacher<br><i>Semester 2, Day 8 Professional Learning Sessions</i>  | All HS Teaching Staff  |
| Exploring the Science of a Happy Classroom<br><i>Semester 2, Day 8 Professional Learning Sessions</i>                   | All HS Teaching Staff  |
| Facilitating Staff Professional Learning Groups   | Day 8 PLT Facilitators for Semester 1  |
| Flagship Fundamentals – Society & Culture   | Selected History Staff   |
| Focus on Stage 6 Science Webinar  | Selected Science Staff   |
| From the Mind to the Page: English Extension Conference   | Selected English Staff   |
| History Extension Symposium – Threads and Traces  | Selected History Staff   |
| How to use Data: 'Know Thy Student' & Introduction to new NCCD profile tool   | All HS Staff   |
| ICT Management & Leadership   | ICT Integrator   |
| IMSLE course (dyslexia)   | Selected PS Staff  |
| Inquisitive Minds - Maths   | All PS GS Staff  |
| iTalam functional Language Part 3   | All PS Ivrit Staff   |
| iTalam workshops  | All PS Ivrit Staff   |
| Language scaffolding and vocab development  | All PS Education Support and Teacher Assistants                              |
| Lesson Study<br><i>Semester 1, Day 8 Professional Learning Sessions</i>   | All HS Teaching Staff  |
| Level 2 Award Leader Training   | Duke of Ed Coordinator   |
| Literacy – the Writer's Craft in Subjects other than English<br><i>Semester 1, Day 8 Professional Learning Sessions</i> | All HS Teaching Staff  |
| Maths   | All PS GS Teachers   |
| Maximising your use of Technology<br><i>Semester 2, Day 8 Professional Learning Sessions</i>                            | All HS Teaching Staff  |
| Mini COGE course  | Selected PS Staff  |
| Occupational Therapy Intervention   | All PS Education Support and Teacher Assistants                              |
| Philosophical Methods of Inquiry<br><i>Semester 1, Day 8 Professional Learning Sessions</i>                             | All HS Teaching Staff  |
| Positive Education – the PERMA Model<br><i>Semester 1, Day 8 Professional Learning Sessions</i>                         | All HS Teaching Staff  |
| Reflections on 2021 HSC Exams   | Selected History Staff   |

|  |  |
|--|--|
| Reframing the Discipline of History  | Selected History Staff                     |
| Reports - Requirements, Process and Practice                                       | All PS Teachers                            |
| Research Skills<br><i>Semester 1, Day 8 Professional Learning Sessions</i>         | All HS Teaching Staff                      |
| Schoolbox Training   | All PS Staff                               |
| Science Conference   | Science HOD<br>Head of Learning Engagement |
| Showcasing STEM in Geography   | Selected Social Science Staff              |
| Sports Industry Networking Day   | Selected HS Staff                          |
| STEM / STEAM Principles<br><i>Semester 1, Day 8 Professional Learning Sessions</i> | All HS Teaching Staff                      |
| Students with Diverse Learning Needs   | All HS Staff                               |
| Teaching the Preliminary in Economics and Legal Studies                            | Selected Social Science Staff              |
| Teaching to the Top<br><i>Semester 2, Day 8 Professional Learning Sessions</i>     | All HS Teaching Staff                      |
| TEDx   | Selected HS Staff                          |
| Training 24/7  | All PS General Studies Staff               |
| Unpacking the feedback cycle   | All PS Leadership                          |
| Unpacking the HSC Geography Exam   | Selected Social Science Staff              |
| VET Teacher Training Program   | Selected Social Science Staff              |

**STUDENT WELLBEING**

| PROFESSIONAL LEARNING ACTIVITY                | Participating staff               |
|---|-----------------------------------|
| Behaveability - Ian Luscombe                  | All PS Staff                      |
| Growing Moriah Minds                          | All PS Staff                      |
| Science of a Happy Classroom and Meta Moments | All PS Staff                      |
| Wellbeing Conference                          | Head of Junior & Senior Wellbeing |
| Wellbeing/ PBS Reflection                     | All PS Staff                      |



## COMPLIANCE &amp; ACCREDITATION

| PROFESSIONAL LEARNING ACTIVITY   | Participating staff                           |
|--|---|
| AITSL Standards Staff Notebook rollout:<br>- Compliance<br>- Professional Growth<br>- Personal Portfolio | All PS Staff                                  |
| Becoming Accredited at Experience Teacher  | Selected HS Staff                             |
| Child Protection   | All HS 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 PS Staff                             |
| Higher Levels of Accreditation   | 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 PS & HS Staff                        |
| Orientation to Accreditation Provisional/Proficient Teachers   | All new HS & PS Teaching Staff                |
| Security Briefing  | All HS Staff (including Administration staff) |
| Senior First Aid Training  | Selected HS & PS Staff                        |
| Supporting Teachers Through ET Accreditation   | Accreditation Coordinator                     |
| The Professional Growth Portfolio  | All HS Teaching Staff                         |
| Working Towards Proficient Teacher   | Selected PS & HS Staff                        |

## OTHER

| PROFESSIONAL LEARNING ACTIVITY | Participating staff |
|--------------------------------|---------------------|
| Disability Legislation         | All PS Staff        |
| Edval Training                 | Selected PS staff   |



# OUR STAFF

## Human Resources



### YEAR IN REVIEW

As we reflect on 2022, we are so grateful that we were able to welcome back staff and students on campus for the entire year.

We would like to sincerely thank all our staff for their continued loyalty and commitment throughout the year. We would also like to congratulate our leaders in continuing to develop our staff and ensure engagement remained high.

While the Covid-19 pandemic over the last two years brought enormous challenges to our industry, it also brought the opportunity to think differently in the way we attract, retain, and engage talent.

Key strategic initiatives included a focus on developing and promoting internal talent, opportunities to sponsor international teachers and an ongoing focus on employee wellbeing including our College-wide employee assistance program, initiatives such as R U OK? Day and celebrations such as World Teacher Appreciation Day, supporting and validating all the magnificent work our teachers do. On the back of workforce planning, we also implemented various organisational transformations within our Early Learning Centres and Jewish Life departments, ensuring the future sustainability of the College.

The People & Growth team is well-positioned to develop and further enhance strategic people initiatives in 2023, including the ongoing focus on staff wellbeing and implementing talent and succession planning to ensure we have the right people in the right structures not just for now, but for the years ahead.

By investing further in our people, we will be able to provide them with the requisite skills and knowledge to enable them to continue to impact positively on our students' lives.

Moriah College employed a staff complement of 369 (Early Learning–Year 12, broken down as follows:

| Workforce Composition as at December 2022 |            |
|---|------------|
| Support & Operational Staff (ELC-12)*     | 164        |
| Teachers (High School)                    | 107        |
| Teachers (Primary School)                 | 61         |
| Teachers (ELCs)                           | 15         |
| Teachers (College-wide) **                | 7          |
| <b>Total Teaching Staff</b>               | <b>190</b> |
| Kehillah Staff                            | 8          |
| Executive Staff                           | 7          |
| <b>Total Workforce for 2022</b>           | <b>369</b> |

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

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

I would like to sincerely thank the People & Growth team for all their commitment and care to the College throughout 2022.

**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   | 94.21%                   |
| Year 1         | 93.96%                   |
| Year 2         | 92.93%                   |
| Year 3         | 92.42%                   |
| Year 4         | 91.94%                   |
| Year 5         | 91.57%                   |
| Year 6         | 90.88%                   |
| Year 7         | 90.44%                   |
| Year 8         | 89.75%                   |
| Year 9         | 89.12%                   |
| Year 10        | 91.06%                   |
| Year 11        | 91.74%                   |
| Year 12        | 93.84%                   |
| <b>Overall</b> | <b>91.62%</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 students' absences approach 30 days in the last 100 days, the Heads of Year alert the parents, and a FACS report is generated.

### Primary School

The 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 2022 cohort was 95% with one student asked to leave; five students left to go to another school; 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 2022)*

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 1454 students with a close ratio of boys to girls; 752 boys and 702 girls.

Including the Moriah College Early Learning Centres, the College's total enrolment for 2022 was 1648.

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 can 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
- Tournament of Minds

## 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 2022 the competition was held online due to Covid. Moriah Primary School entered one team from Year 5 and one team from Year 6.

## High School

All students in the High School were invited to take part in enrichment opportunities in 2022. This opt-in environment, managed via surveys on eLY, ensures that all opportunities are provided to all high-achieving students in the High School. Continuing to thrive in the online environment, with many more face-to-face possibilities, students had several different challenges, short courses, and competitions to choose from.

- Tournament of Minds returned to the High School at Moriah this year, with students being offered the opportunity to independently work collaboratively with each other to problem solve and develop a live performance in front of judges. There was much interest from the students, and we were able to take a team of Year 8 students to the live judging at Randwick High School.
- We were happy to support 23 Year 8 and 20 Year 9 maths students in the maths enrichment courses from the Australian Maths trust.
- Many students took the opportunity of online learning to discover short courses with the Weizmann Institute of Science.
- Students from Years 7-12 were guided through the Science Olympiad program this year, focusing on enriching their science knowledge

by organising specialised subject teachers to guide the students. Students were also offered sessions to focus on revision and exam preparation skills. This led to a high distinction from one of our junior Olympiads, a distinction and two credit awards. Our senior students were also awarded two credit awards.

- The da Vinci Decathlon also took place in a virtual way, this followed lunchtime sessions to help with collaboration and team building. The competition, hosted online by Knox Grammar School – our students competed at the College in small groups and eight teams competed against other teams from NSW.
- The 'AI for a Day' enrichment activities were offered during technology lessons this year.
- We were also very proud to be able to support a Year 12 student through the National Youth Science Forum in a STEM-related holiday program in January.

## 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. All students complete the CogAT assessment, which highlights any high potential learners. Susan Duffy runs a literacy STRETCH group for one hour each week.
- Years 1 and 2: For one hour a week, an English extension group is identified for a pull-out program from across the grade and the students work on higher order activities with Susan Duffy. The group is dynamic, and the students are selected based on the pre-test of the topic. For mathematics, students are grouped based on their ability and challenged appropriately. The Maths Leader selected high-performing students across the grade and catered for their abilities in a pull-out program twice a week for one hour.
- Years 3 and 4: In Year 3, students

are grouped based on their ability within the class and in 2022 a Mathematics STRETCH group worked together for one hour once a week on higher order activities and working mathematically with Jessica Aronstan. In Year 4, a Mathematics STRETCH class runs during maths lessons each day facilitated by Jessica Aronstan. STRETCH Educator Susan Duffy teaches across the grade for two hours a week running an English 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 one hour a week, Susan Duffy caters for English STRETCH, this group is also fluid based on the skill level of the students.

The Deputy Head of Primary Teaching and Learning, Gifted and Talented Leader, 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 by email at the end of the day if their children 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

The College Wellbeing team continues to be committed to ensuring that evidence-based social and emotional learning (SEL) is an integral part of the students' education. In keeping with Australian Curriculum and the Alice Springs (Mparntwe) Education Declaration, which builds on the 2008 Melbourne Declaration, the Wellbeing team is clear on the wellbeing goals we pursue. Our goal is focused on ensuring the students learn to understand and manage their emotions, set positive goals, feel, and show empathy, establish and maintain positive relationships, and make responsible decisions.

Social and emotional learning includes the development of five interrelated competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In the High School, these competencies are explicitly taught through a range of high-quality, evidence-based programs and curricula. Our belief is that every teacher is a teacher of wellbeing, and best practice includes the training of relevant teachers in the delivery of these specific programs, so we endeavour to provide this.

With the decline in adolescent mental health, all teachers were afforded the opportunity of being trained in the **Adolescent Mental Health First Aid**.

The school leaders from across the whole school attended a workshop day to develop the Moriah College **Positive Education Framework** – the team decided that the School's positive education strategy would be called Flourish. The goal being to ensure that the students and staff live within the optimal range of human functioning. The aim is to help each student experience a sense of belonging, learning the skills and engaging with tools to create long-term success and authentic happiness. Flourish is underpinned by four pillars

(daily habits, relationships, strengths, and spiritual intelligence) that will assist the students in feeling proud of their heritage and aware of their strengths so they can develop a sense of purpose and accomplishment. It is these pillars that will be incorporated into all aspects of SEL and curricula.

In addition to the daily connection students have with their mentors and the programs run in daily mentor sessions, 2022 once again saw several dynamic initiatives and interactive interventions delivered to students to enhance student wellbeing outcomes.

The year commenced with a focus on **Drug and Alcohol Education**. With Covid restrictions lifted, two separate information evenings were organised in Term 1, one for parents and students in Years 7 and 8 and one for parents and students in Years 9 and 10, who heard from well-renowned presenters Matt Carruana and Trent Southworth. Both evenings were well attended, both live and online.

To address an increase in prevalence of negative interactions both online and interpersonally, the College brought in the **"Courage to Care"** team to facilitate the program with all Year 8 students. The Courage to Care program informs and educates Australians about the dangers of prejudice, racism and discrimination. In essence, the program educates young people as to the hurt and trauma caused by exclusion, intolerance, and bullying. The main aim of the program is to demonstrate that every individual can make a difference in our world and challenge students to become "upstanders" rather than "bystanders". Courage to Care uses the Holocaust as a case study, to show the horrors that prejudice, racism, and discrimination can cause. Students heard a Holocaust survivor's story to demonstrate the roles of victim, perpetrator, and bystander. There was a program debrief, where skilled educators and facilitators explored the relevance of these issues in the students' lives, through an introspective view of their behaviours as to "what stops us being an upstander?" and "what can we do to make a positive difference in our world?".

To further support the wellbeing of our junior students, **Enlighten Education** was engaged to run two important workshops with our Years 7, 8 and 9 students. The program was delivered to boys and girls separately in each year, with the boys participating in the “Goodfellas” program, which covered a series of myths relating to masculinity. The girls participated in a body image workshop called “Love the skin you’re in”, which looked at the negative stereotyping, sexism, media images, as well as exploring friendship issues by fostering acceptance and connection within the year group. The workshops aim to educate and empower young people to build capacity, knowledge and skills through collective conversation and small group work to cope and deal more effectively with the influence of these concerning issues.

A parent information session on “How to raise respectful boys and courageous girls” was scheduled after the workshops for parents of students in Years 6-10 and incoming parents of Year 7 students. The evening was run by the CEO of the Enlighten team, Danni Miller, and was well attended.

The **Consent** education program, which commenced last year with the Consent module, continued to be rolled out by the Heads of Year, psychologists, and Mentor team for all High School students and focused on healthy relationships, sexual coercion, victim blaming, and slut shaming.

In addition to the consent programs, the Year 10 students heard from Nic Newling from The Champions. He used the story of his life and experience to educate the students about the need to talk and seek help when experiencing mental health challenges. Ten boys from the year attended the Conviction Group’s full-day young men’s health forum, where they heard from expert speakers who addressed a wide range of different health and wellbeing-related topics – violence, bullying, resilience, relationships, and body image. In between the speaking sessions, students participated in discussion groups led by facilitators who helped the students discuss and share perspectives - the aim being to create dialogue around

informed decision making.

The Year 11 students heard from the Kidman Centre. Their presentation, titled ‘Taking Charge of HSC Stress’, focused on practical strategies that students could use to identify the sources of stress and approaches to managing stress.

Students in Years 10, 11, and 12 participated in the Mission Australia Youth Survey – the results of which direct future wellbeing programs. The School continues to work with the Black Dog Institute on the Futureproofing program.

### Primary School Charity

The goal of the charity program, headed by Wellbeing in 2022, 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 in teams, develop their potential as leaders to energise others and, by being the students’ voice, 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 the Year 10 Hadracha program, 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 junior students of the High School.

Year 10 Hadracha training took place during the Day 8 program, where the students looked at leadership skills. As part of their training, they ran a Peer Support session with Year 8 students around the theme of positive relationships. Their training concluded with a Shabbaton.

The school provided numerous project-based leadership opportunities for the students, such as The Pink Breakfast, Purim, Year 7 Orientation Camp, White Ribbon Committee, and Year 12 Jumper Committee. To be on these committees, a student does not need to be elected. They can nominate themselves to work in a team of their choice.

To be a member of the SLC, students could choose to attend a Leadership Training session. Students could then nominate themselves for a leadership position. Students then applied and students and staff voting took place.

The staff and students elected a SLC of 18 members – four College Captains, four House Captains, two Performing Arts Captains, two Sports Captains, two Communications and PR Captains, one SRC Captain, a Social Action captain, and two JLZ Captains.

The newly elected SLC had a full day’s training and induction.

The newly appointed SLC leaders have organised:

- School Assemblies
- Book Week activities
- Tu B’Av activities
- R U OK? Day awareness
- White Ribbon Awareness
- Movember awareness and fundraising
- A thank you to their teachers on World Teachers’ Day
- Year 7 Orientation Day and Camp activities



## Primary School

### • Year 5 Buddy Program

In Term 4, 2022, the Deputy Head of Wellbeing and Behaviour Management, and Head of Student Development (K-12) and the Year 5 Grade Leader worked together to create a Buddy Program for the Year 5 2023 cohort and the incoming Year K students. The Year 4 2022 students engaged in a Buddy leadership program that saw them develop skills required to buddy with new Kindergarten students to facilitate their transition into Primary School in 2023. The Year 4 students created personalised cards that were shared with the incoming Kindergarten 2023 intake so that they became familiar with their buddy and to help build a rapport between them. The incoming Kindergarten students met with their buddies at their orientation days and participated in activities designed to help them ease into the Primary School environment.

Throughout 2022, the Year 5 and Year K 2022 buddies participated in range of activities including lunchtime picnics and read-aloud learning sessions. This helped strengthen the bond between the buddies and enabled the Year 5 students to demonstrate and grow their leadership skills and signature character strengths; and the Kindergarten students, their communication and social integration skills. The Year 5 2022 students created poetry anthologies for their Year K 2022 buddies and these were presented to the Year K students as a gift to celebrate their first year at Moriah Primary School.

### • 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 about 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.

- **Project Heritage**

In 2022, Project Heritage remained in the control of 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 telescoped into 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. They were each required to present their insights and understandings to an audience.

## HOUSE REPORT

### High School

#### House Activities

House Activities in 2022 continued to foster a sense of team spirit and House identity in the High School.

House spirit was best demonstrated at the **Music Festival 2022** which was held in Term 1. It provided a platform for the students to demonstrate their talents. The festival fostered cross-grade relationships and team building opportunities. The festival convenors – assisted by the Performing Arts Captains – demonstrated and refined their leadership skills and produced excellent performances.

**House-based charities** enabled the students from all years to be involved in organising and supporting Tzedakkah – the ideas the House Captains came up with and organised were fun-filled and ranged from barbecues to sponsoring sports endeavours – Hillel's Magen David Adom was a standout.



The House **Swimming and Athletics Carnival** and House sports events, such as the biathlon, engendered participation and a sense of House spirit.

The **Year 12 Graduation Dinner** saw the Year 12 mentors present speeches on all the students in their mentor group (mentor groups are House based), highlighting their achievements and the contributions they have made to the House and the College.

### Primary School

In 2022, four events were held, during which, House points were calculated.

- The **Swimming Carnival** was held on Wednesday, 23 February at Des Renford Aquatic Centre. 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 Tuesday, 3 May at Queens Park. The winning House at this Carnival was Ezra.
- The **Athletics Carnival** was held on Wednesday, 3 August at ES Marks Athletics Stadium. The winning House at this Carnival was Hillel.
- The **Moriah Gymnastics Competition** was held on Thursday, 17 November in the Railea Moss Assembly Hall at Moriah. After all points were totalled, the winning house 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. After combining the sports points and behaviour points for 2022, 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. In 2022, the team was organised by Mrs Iliya Hammerschlag and Ms Gaby Lang and 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 defence. 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 2022, additional Year 10 members of the Mock Trial Team were recruited and trained for the competition together with our more experienced Year 11 team.
- The team participated in a non-scoring round against St Catherine's in March, which we won.
- After the non-scoring round, three scoring rounds began that were

held in a round robin. The first trial took place in April against Ascham and our team was victorious as the defence. The second round was in May against The Emanuel School and again we were victorious, this time as the plaintiff.

- At this point, there were some issues with the release of the papers from the Law Society and the third round was postponed until July. In this final trial, Moriah lost by a mere five points (233 to 238) against SCEGGS Darlinghurst, which unfortunately cost us a place in the final rounds. The top 32 teams progress to the Elimination Rounds of the competition and Moriah narrowly missed out on a place in these rounds.
- Our team this year was outstanding and consisted of:  
Year 10 - Sarah Uriah, Joshua Waine, Maya Foreman  
Year 11 - Daniel Fihrer, Jack Lasky, Orli Lechem, Ariella Cappe, Romy Milch, Joseph Rabinowitz
- Moriah is looking forward to competing again in 2023.

### CHESS

#### High School Chess

In 2022, High School Chess took place on campus on Tuesdays during High School lunch with a professional Chess coach. Up to 10 students ranging from Year 7 to Year 10 attended the coaching sessions.

#### Primary School Chess

In 2022, Primary School Chess classes took place on campus on Tuesdays during Primary School lunch with a professional coach. Up to 10 students attended this coaching, ranging from Year 2 to Year 6. In Terms 1-3, sessions were also held before school on Wednesday mornings for a few advanced students.

### DEBATING

#### High School

In 2022, we continued with coaches from Masters Academy. Coaching was made available to students on Mondays after school at the beginning

of the year. Formal coaching continued through until the end of Term 2.

## HICES Debating

Moriah entered four teams in this competition, two in the Middle Division Years 7 and 8, one in the Senior Division Years 9-10, and one 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. Scheduling of debates proved challenging in the early part of the competition due to student involvement in rehearsals for Music Festival. All schools were once again limited when students fell ill so many debates were cancelled on the day.

## Jewish Inter-School Debating Gala Day

This competition has not recovered from Covid restrictions. We hope to resurrect it in 2023.

## Interhouse Debating

Interhouse debate did not return in 2022 as there were not enough students from each House in each division to make it work. We are looking to rejuvenate an interhouse competition this year with the assistance of Masters Academy.

## Primary School

2022 was a rebuilding year for Primary School Debating. The College continued its relationship with Masters Academy and started the year well, with a good uptake from students in Years 5 and 6 in our Tuesday morning classes (around 12 students). Due to uncertainties early in the year relating to Covid restrictions, students participated in online debates through the Australian National Virtual Debating Competition (ANVDC), instead of the weekly IPSHA debates. We won the first debate, completing four online debates in total. We participated IPSHA in a face-to-face Debating Gala Day in October at Ravenswood School for Girls, with 10 students attending.

## YOUNG COMMUNICATORS YEARS K-10

Moriah's compulsory public speaking program Years K-10 continued this year with a live audience. 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 three 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:

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 2022 were:

|                 |               |
|-----------------|---------------|
| Talia Sanders   | Early Stage 1 |
| Tyler Weinbren  | Stage 1       |
| Bo Fourie       | Stage 2       |
| Jordana Goodman | Stage 3       |
| Leila Whitmont  | Stage 4       |
| Milla Wolman    | Stage 5       |

Many thanks to Rabbi Smukler and Assunta di Gregorio who adjudicated the Grand Final.

# SPORT

## HIGH SCHOOL

### A full year of Sport with programs at capacity!

It has been exciting to get back to a full year of Sport at Moriah in 2022, with students taking full advantage of the opportunities on offer. Providing one of the strongest non-compulsory co-curricular programs in Australia, Moriah has reached capacity across several sports, showing that our students are continuing to understand the importance of sport as a part of their school-life

### Sporting snapshot

Moriah's notable achievements in 2022:

| Basketball   | Football                                    | Futsal                           | Netball                              | Swimming  | Touch Football / Oz Tag         |
|--|---|----------------------------------|--------------------------------------|---|---------------------------------|
| CDSSA Championships - 1sts Boys                        | National Bill Turner Cup Regional Finalists | FNSW 16s Boys Regional Champions | SSC Cup Junior Girls Champions       | Beach Touch Australia NSW Schools Junior Boys Champions | Year 7 Boys' Division Champions |
| CDSSA Championships - 2nds Boys                        | NSWCIS Football Cup Boys - Top 8            | SSC Junior Girls Champions       | SSC Cup Intermediate Girls Champions | JDS Junior Boys Oz Tag Champions                        | Junior Girls Champions          |
| JDS Junior Boys Championships                          |   |                                  | JDS Cup Junior Girls Champions       | JDS Junior Girls Oz Tag Champions                       |                                 |
| JDS Girls Championships                                |   |                                  |                                      |   |                                 |
| SSC Junior Boys Champions                              |   |                                  |                                      |   |                                 |
| CDSSA Basketball League 1st Division Champions - Boys  |   |                                  |                                      |   |                                 |
| CDSSA Basketball League 1st Division Champions - Girls |   |                                  |                                      |   |                                 |
| St Catherine's Year 8/9 Champions - Girls              |   |                                  |                                      |   |                                 |
| Easts Basketball Champions 14s Boys Sky Blue           |   |                                  |                                      |   |                                 |
| AICES Schools Cup - Runners up                         |   |                                  |                                      |   |                                 |

### 2022 snapshot of sports:

- Athletics
- Biathlon
- Basketball
- Cross Country
- Cricket
- Football
- Futsal
- Netball
- Oz Tag
- Rugby
- Swimming
- Tennis
- Touch Football (Beach)
- Ultimate Frisbee

| <b>SPORT</b><br>(total participation numbers, total teams) | <b>STUDENT NUMBER BREAKDOWN</b>                                 | <b>COMPETITION(S)</b>   |
|--|---|---|
| <b>Athletics</b><br>(56 students)                          | Juniors - 35  | CDSSA Athletics Championships   |
|  | Intermediates - 17  | AICES Regional Championships  |
|  | Seniors - 4   | NSWCIS Championships  |
| <b>Basketball</b><br>(268 students, 55 teams)              | Junior Girls - 50   | St Catherine's Cup League<br>Sydney Schools Cup League<br>JDS Championships<br>House Championships                        |
|  | Junior Boys - 84  | East's Basketball League<br>Sydney Schools Cup League<br>JDS Championships<br>House Championships                         |
|  | Intermediate Girls - 33   | CDSSA Championships<br>St Catherine's Cup League<br>Sydney Schools Cup League<br>House Championships                      |
|  | Intermediate Boys - 45  | CDSSA Championships<br>East's Basketball League<br>Sydney Schools Cup League<br>House Championships                       |
|  | Senior Girls - 16   | AICES Schools Cup<br>CDSSA League<br>CDSSA Championships<br>St Catherine's Cup League<br>House Championships              |
|  | Senior Boys - 40  | Trinity Challenge<br>Newington Classic<br>AICES Schools Cup<br>CDSSA League<br>CDSSA Championships<br>House Championships |
| <b>Cricket</b><br>(24 students, 2 teams)                   | Junior Boys - 12  | NSW Schools Wiburnd Shield  |
|  | Senior Boys - 12  | NSW Schools Douglas Shield  |
| <b>Cross Country</b><br>(41 students, 6 teams)             | Moriah squad - 41   | CDSSA Association Championships   |
|  | Moriah students selected at association level (CDSSA team) - 13 | AICES Regional Championships  |
|  | Moriah students selected at regional level (AICES team) - 2     | NSWCIS Championships  |
| <b>Football</b><br>(98 students, 8 teams)                  | Girls - 38  | National Bill Turner Trophy<br>CDSSA Championships<br>NSWCIS Cup  |
|  | Junior Boys - 25  | Peninsula Cup League  |
|  | Intermediate Boys - 19  | National Bill Turner Cup<br>CDSSA Championships   |
|  | First XI Boys - 16  | NSWCIS Cup<br>St Andrews Cup<br>CDSSA Championships   |

|   |   |  |
|---|---|--|
| <b>Futsal</b><br>(81 students, 10 teams)                | Girls - 29  | NSW All Schools State Championships<br>NSW All Schools Regional Championships<br>Sydney Schools Cup League                   |
|   | Boys - 52   | NSW All Schools State Championships<br>NSW All Schools Regional Championships<br>Sydney Schools Cup League                   |
| <b>Netball</b><br>(111 students, 28 teams)              | Junior Girls - 51   | TAFE NSW All Schools Cup<br>St Catherine's Cup League<br>CDSSA Championships<br>High Performance League<br>JDS Championships |
|   | Intermediate Girls - 45   | TAFE NSW All Schools Cup<br>St Catherine's Cup League<br>CDSSA Championships<br>High Performance League<br>JDS Championships |
|   | Senior Girls - 15   | TAFE NSW All Schools Cup<br>St Catherine's Cup League<br>CDSSA Championships<br>High Performance League<br>JDS Championships |
| <b>Oz Tag/Touch Football</b><br>(104 students, 9 teams) | Junior Girls - 17   | East's Oz Tag League<br>JDS Championships<br>Beach Touch Australia Schools Championships                                     |
|   | Junior Boys - 31  | East's Oz Tag League<br>JDS Championships<br>Beach Touch Australia Schools Championships                                     |
|   | Intermediate Boys - 22  | East's Oz Tag League<br>Beach Touch Australia Schools Championships  |
|   | Intermediate/Senior Girls - 12                                  | East's Oz Tag League<br>Beach Touch Australia Schools Championships  |
|   | Senior Boys - 22  | East's Oz Tag League<br>Beach Touch Australia Schools Championships  |
| <b>Rugby</b><br>(66 students, 3 squads)                 | Junior Boys - 23  | David Horwitz Cup  |
|   | Intermediate Boys - 24  | David Horwitz Cup  |
|   | Senior Boys - 19  | David Horwitz Cup  |
| <b>Swimming</b><br>(31 students, 3 squads)              | Moriah squad - 31**   | CDSSA Association Championships  |
|   | Moriah students selected at association level (CDSSA team) - 24 | AICES Regional Championships   |
|   | Moriah students selected at regional level (AICES team) - 5     | NSWCIS Championships   |
| <b>Tennis</b><br>(36 students, 4 teams)                 | Moriah squad - 16   | CDSSA Championships  |
|   | Intraschool participants Girls - 4                              | Moriah Intraschool Cup   |
|   | Intraschool participants Boys - 32                              | Moriah Intraschool Cup   |
| <b>Ultimate Frisbee</b><br>(13 students, 1 team)        | Junior Boys squad - 13 boys                                     | CDSSA Championships  |

In summary:

- **130 Moriah team squads** across all sports
- **929 student representations** in Moriah squads
- **97 students** representing Moriah at **various representative levels** (more detail below in individual accolades)
  - **Sport numbers impacted due to Covid-19**
    - **Swimming \*\***

**Individual accolades  
– Sporting pathways**

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

- **CDSSA** (Combined Districts Schools Sports Association): **97 Moriah representatives** across Athletics, Basketball, Cross Country, Football, Netball, Rugby, Swimming, and Touch Football (**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 74 schools. AICES competes at NSW CIS State level competition**).
- **NSWCIS** (NSW Combined Independent Schools) **three Moriah representatives**
  - FOOTBALL – Erin Gordon, Aden Green
  - SOFTBALL – Cal Fingleson

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

- **NSW All Schools (NSWAS) two Moriah representatives**
  - FOOTBALL – Erin Gordon, Aden Green

**(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).**

- **Australian Schools National representatives – One Moriah representative**

- FOOTBALL – Aden Green

**(National selection is representative of every school across Australia)**

**In conclusion**

After a wonderful year of inclusion and excellence, the Sport program will continue to provide opportunities for all

as we head into an exciting year ahead, with a domestic sporting tour on the horizon in 2023.

**The Duke of Edinburgh’s International Award program report for 2022**

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.

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. As students progress through the three levels of the Award, the time commitment increases.

In 2022, Moriah College had the following number of students actively participating in each level of the Award:

| Year Group | Bronze | Silver | Gold |
|------------|--------|--------|------|
| Year 12    |        |        | 41   |
| Year 11    |        |        | 63   |
| Year 10    |        | 70     |      |
| Year 9     | 111    |        |      |

Completing the Award at any level is always a challenge that requires students to show resilience and determination. Fortunately, we were able to run the majority of our Adventurous Journey program this year, despite some periods of flooding. However, the Year 12 Gold cohort was not so fortunate. Most of our Year 12 Gold cohort was unable to complete the Gold Award as we were not able to hold Adventurous Journeys for them due to Covid restrictions in 2021 and then flooding in 2022.

**SPORT PRIMARY SCHOOL**

In 2022, Moriah Primary School offered an extensive range of sporting and co-curricular opportunities for students of all sporting abilities in Years K-6. It has been exciting to see such high levels of engagement in the Sport program throughout the year. There is also lots of talent that is coming through Moriah Primary – this is reflected in some

pleasing results and selections for representative pathways sport.

**Co-Curricular Sport**

The Co-curricular Sport program continued in 2022. 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. Through the Co-curricular Sport program in 2022, students were able to participate in a wide variety of sports, including gymnastics, athletics, high jump, AFL, Oz Tag, futsal, dance, netball, cross country running, table tennis, badminton, and tennis.

**Sporting Associations & Representative Sport**

Moriah Primary School is a member of All Suburbs Independent Schools Sporting Association (ASISSA) and Independent Primary School Heads of Australia (IPSHA). These two associations administer interschool competitions and offer representative pathways for member schools.

In Term 1, the Thursday afternoon Years 5 and 6 ASISSA interschool AFL (boys) and Touch Football (girls) round robin competitions were affected first by Covid (late start) and then by wet weather, which resulted in a cancelled term of interschool sport. In Term 2, the interschool soccer competitions went ahead. Moriah Primary won both the girls’ and boys’ Super 6 interschool soccer competitions. In Term 3, the interschool Touch Football (boys) and Netball (girls) Super 6 competitions were also both won by Moriah Primary. The Term 4 Tee-ball and Cricket competitions proceeded, and Moriah Primary won the boys’ Year 6 Tee-ball competition to round off a very successful year of interschool sport for Moriah Primary, which boasts an extremely talented cohort of students throughout the School.

Regarding pathways sport, Moriah Primary had the following numbers of children represent at various levels:

- Two students (one girl, one boy) qualify for the Combined Independent Schools (CIS) Tennis Competition
- Two students qualify for the Boys’ CIS Basketball Competition, one of



whom (Oliver Wayne) was selected to be a reserve for CIS at the NSW Primary Schools Sporting Association (NSWPSSA) Tournament

- Two students qualify for the CIS Girls' Soccer Competition
- Eighteen students qualify for the CIS Swimming Carnival, one of whom (Mia Spiro) lost in a dead heat swim-off to qualify for the NSWPSSA Carnival, finishing third.
- Nine students qualify for the CIS Boys' Soccer Gala Day, three of whom (Aaron Roussos, Eden Smoli and Benjamin Zaidel) then qualified through to the NSWPSSA Tournament
- Three students qualify for the CIS Girls' Netball Competition
- Six students qualify for the CIS Cross Country Carnival
- Twenty-one students qualify for the CIS Athletics Carnival, two of whom (Madison Cohen and Charli Roussos) then qualified for the NSWPSSA Carnival, of which, one (Madison Cohen) achieved a silver medal in the 9-year Girls' 100m event. There is no national tournament for children under 10, however, Madison would have qualified as part of the top three place getters had it been a 10-year-old event.
- One student (Lola Joffee) qualify for the NSWPSSA Girls' Softball Gala Day. Lola was then chosen to represent NSW at the School Sport Australia (SSA – National) Girls' Softball Tournament in Victoria.

### Primary School Sports Carnivals

Moriah held the Primary Swimming Carnival in February, Cross Country

Carnival in May, and Athletics Carnival in August. Aside from a weather-affected Swimming Carnival, all events ran smoothly with high levels of engagement and participation from all Moriah Primary School students. It was pleasing to see so much parent and community support for the sporting events.

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 2022, the K-2 Sports Carnival was held in Term 4 and the ELC Mini Olympics were held in Term 2. Year 6 students were given the opportunity to assist on the days as part of their leadership program.

The Moriah Primary House Gymnastics Competition was held in Term 4 and was a chance for Years 1-6 gymnasts who had attended co-curricular gymnastics all year to showcase their skills. This event proved to be a big success with very positive feedback and a high level

of enjoyment for the children who had been attending all year.

### Other Sporting Competitions

In 2022, Moriah Primary School entered teams into numerous sporting competitions that were organised for Primary School students. Moriah Primary participated in:

- The AFL NSW Paul Kelly Cup – Moriah Primary 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 in Blacktown.
- The ASISSA Netball Gala Day – Moriah Primary entered one team into this and won the competition.
- The Football NSW Futsal Schools Championship – Moriah Primary entered seven teams into this regional competition across four age groups. Three teams won their competition and qualified through to the state championships. Of those three teams, two won the state championships and one came runner up.
- The Netball NSW Mixed Netball Gala Day – Moriah Primary entered five teams into this competition at Heffron Park Netball Courts.
- The IPSHA Gymnastics Competition – Moriah entered teams into the Women's Artistic Gymnastics Levels 1, 2, 3 and 4 competitions at Sydney Gymnastics and Aquatic Centre, Rooty Hill.



- Roosters League Tag Gala Day – Moriah Primary entered three teams into the Years 3 and 4 competition on this day at Queens Park in Term 4.
- The Afternoon ASSISA Interschool Futsal tournament – Moriah entered two teams into a boys' futsal tournament on Monday afternoons, in what was a first for Primary Sport. This tournament, that was played at Emanuel School, was a huge success with some good feedback from students, coaches, parents, and teachers. High School Leaders coached the teams and Moriah won the tournament in what was Moriah Primary's first venture into afterschool sport competitions.



### Lunchtime Sport

In 2022, many activities were available for children to participate in during lunchtimes. Throughout the year, the Interhouse Soccer Round Robins were held for Years 3-6 children as well as the Handball Championships – this is on top of weekly lunchtime sport sessions on Monday and Wednesday lunchtimes. For Years K-2 children, they had the chance to participate in weekly lunchtime sport sessions, the Years K-2 Skipping program on Wednesday lunchtimes, and the Years K-1 Dance Crew on Thursday lunchtimes.

### 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 2022, Moriah students participated in a four-week Cricket program run by Cricket NSW, a four-week AFL program run by AFLNSW, and a four-week Rugby League program run by the NRL. Funding for these specialist programs comes from the Australian Government Sporting Schools Program. On top of this, other sports studied were volleyball, athletics, 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.



### 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.



## PRIMARY SCHOOL

| SPORT                  | NUMBER OF CHILDREN                                  | COMPETITION(S)                                      |
|------------------------|---|---|
| AFL                    | 42  | AFLNSW Paul Kelly Cup Regional Gala Day             |
|                        | 28  | AFLNSW Paul Kelly Cup Sydney Metro Finals Gala Day  |
| Athletics              | All Years 3-6 students and Selected Year 2 students | Athletics Carnival                                  |
|                        | 74  | ASISSA Athletics Carnival                           |
|                        | 21  | CIS Athletics Carnival                              |
|                        | 2   | NSWPSSA Athletics Carnival                          |
|                        | 15  | Morning Athletics Club                              |
| Badminton/Table Tennis | 25  | Morning Sport group                                 |
| Basketball             | 4   | ASISSA Basketball Trials                            |
|                        | 2   | CIS Basketball Trials                               |
| Cricket                | 68  | ASISSA Interschool Cricket                          |
| Cross Country/Running  | All Years 3-6 students and Selected Year 2 students | Cross Country Carnival                              |
|                        | 64  | ASISSA Cross Country Carnival                       |
|                        | 6   | CIS Cross Country Carnival                          |
|                        | 20  | Runners Club  |
| Dance                  | 15  | Senior Dance Crew                                   |
|                        | 15  | Intermediate Dance Crew                             |
|                        | 15  | K-1 Dance Crew                                      |
| Futsal/Soccer          | 56  | Futsal Regional Championships                       |
|                        | 11  | ASISSA Soccer trialists                             |
|                        | 9   | CIS Boys Soccer Gala Day                            |
|                        | 2   | CIS Girls Soccer Trials                             |
|                        | 3   | NSWPSSA Soccer Tournament                           |
|                        | All Years 5 and 6 students                          | ASISSA Interschool Soccer Competition               |
|                        | 16  | ASISSA Afterschool Futsal competition               |
| Gymnastics             | 35  | Morning Sport group & Moriah Gymnastics Competition |
|                        | 18  | IPSHA Gymnastics Competition                        |
| High Jump              | 80  | Moriah High Jump Finals                             |
| Netball                | 45  | Netball NSW Mixed Netball Gala Day                  |
|                        | 10  | ASISSA Netball Gala Day/Selection Trials            |
|                        | 3   | CIS Netball Gala Day/Selection Trials               |
|                        | All Years 5 and 6 girls                             | ASISSA Interschool Netball                          |

|                       |   |   |
|-----------------------|---|---|
| <b>Oz Tag</b>         | 33  | Roosters League Tag Gala Day                                |
| <b>Touch Football</b> | All Years 5 and 6 Girls                             | ASISSA Interschool  |
| <b>Softball</b>       | 1   | CIS, NSWPSA & School Sport Australia Softball Championships |
| <b>Sport Carnival</b> | All ELC students & Year 6 helpers                   | ELC Mini Olympics   |
|                       | All Years K-2 students and Year 6 helpers           | K-2 Sports Carnival   |
| <b>Swimming</b>       | All Years 3-6 students and Selected Year 2 students | Moriah Swimming Carnival                                    |
|                       | 45  | ASISSA Swimming Carnival (Covid affected)                   |
|                       | 18  | CIS Swimming Carnival                                       |
| <b>Tee-ball</b>       | 135   | ASISSA Interschool Tee-ball                                 |
| <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

Due to the passing of Dr Peter Marshall in January 2022, Dr Alicia Grant was appointed as Composer in Residence and continued the outstanding work of Dr Marshall.

Moriah received three composition nominations from the 2022 HSC Music cohort: Kira Blecher and Talia Kaplan for their Music 2 compositions and Ethan Slender for his Extension Music composition. Ethan's composition was further shortlisted and placed on a reserve list for inclusion in the Encore Concert at the Sydney Opera House.

### • 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.

### • Vocal and Jazz Evening

Due to the 2022 Music Festival which was held late in Term 1, we did not hold a Vocal and Jazz evening in 2022.

### • Year 9 Jazz Workshop

Our annual Year 9 Jazz Workshop took place in Term 4. Year 9 Elective Music students had the opportunity to work with professional musicians to apply their theoretical knowledge of improvisation in a practical setting.

### • High School OnShow

We were able to hold our Onshow Music Concert with a live audience for the first time in three years. All

HSC Music students performed for very appreciate family, friends and members of the Moriah community.

### • Year 12 Graduation

Talia Kaplan performed a piece from her HSC performance program as the musical item in the Year 12 Graduation ceremony. Year 11 students Adam Sher (Performing Arts Captain), Adam Gottlieb and Dean Berman (Music Scholars) performed outside the Railea Moss Assembly Hall during the dinner break.

### • Hans Kimmel Assembly

Music Scholars Jayden Kuris, Jacob Koseff, and Adam Gottlieb pre-recorded a trio arrangement of *Yerushalyim Shel Zahav* which was screened as the musical item for the Hans Kimmel assembly.

### • Sydney Jewish Film Festival

Jayden Kuris, Jacob Koseff, and Adam Gottlieb performed at the Ritz Cinema in Randwick on 14 March 2022 for the screening of a documentary about the history of the Australian Singing Competition, this was part of the Jewish Film Festival.

### • Primary and High School Reconciliation Week assemblies

The Primary School Choir performed *Barangaroo* and *Bennelong* by the Australian composer Alice Chance for the Primary and High School Reconciliation assemblies. High School students Galit Silberman and Mia Bennett accompanied the Primary School Choir in these performances on Flute and Clarinet respectively.

### • Term 1 Awards Assembly

Our Senior Jazz Band performed at this assembly late in Term 1.

### • Farewell to Evie Apfelbaum assembly

Our Symphony Orchestra performed at the assembly to farewell Evie Apfelbaum in June and thank Evie for her wonderful support of the Music program during her 35 years of service.

### • Term 2 Awards Assembly

As this assembly happened the day prior to Music Camp, all our equipment was packed. Ethan Slender's pre-recorded Scholars' Concert performance was used as the musical item for this assembly.

### • Years 7-9 Prize Afternoon

Year 11/12 student Omri Weininger performed a Bass Clarinet piece for the Years 7-9 Prize-giving afternoon.

### • Senior Jazz Band performance for B'nai Brith Moving Forward Together Harmony Walk

The Senior Jazz Band represented Moriah on Sunday, 14 October at Heffron Park performing at the Harmony Walk organised by B'nai Brith.

### • Evening of Awe Concert

The Music Department collaborated with Rabbi Krebs to organise a Pre-Rosh Hashanah Concert. The concert featured performances from six synagogues. Each performance was introduced by a Rabbi who explained the significance/relevance of the music to Rosh Hashanah. The Moriah Music Department organised two performances for the concert. Jacob Koseff performed *Kol Nidre* by Max Bruch on Cello and Adam Sher performed *Avinu Malkeinu* arr by Nigel Westlake, accompanied by an ensemble featuring senior Moriah students alongside professional

musicians. This performance received a standing ovation.

## 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 2.

## PRIMARY SCHOOL – YEARS 3-6

### • Assembly Performances

Julie Sekers organised assembly performances throughout the year for both soloists and ensembles.

### • Primary School Choir

Our Primary Choir performed with selected High School students at the JNF annual fundraising event at The Venue in Alexandria. The Choir also performed at a number of School assemblies including the Mikolot Grand Final in September.

### • Year 6 Graduation

Debbie English and Georgina Andrews formed a Year 6 Orchestra to perform at the dinner function outside the Railea Moss Assembly Hall prior to the Year 6 Graduation. A number of Year 6 students also performed solo or small group pieces as part of this function.

### • Prospective parents information morning

Our Primary Choir (accompanied by Year 7 Music Scholar David Kless) and our Primary String Quartet 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 2022, there were more than 600 participants in the Instrumental Music program, with five 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.

### • Year 1 String Program

Students in Year 1 completed their immersion in Strings. All students are offered the opportunity to pick up a stringed instrument as part of the Instrumental program. Students performed in 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

Every student who learns an instrument through Moriah College was given the opportunity to perform in an End of Year Tutor Concert. Nineteen concerts were held in Term 4. Many very fine solo and small group performances were appreciated by family and friends.

### • Mount Sinai College

Our Wind Orchestra travelled to Mt Sinai College to perform for the School community and assist with recruiting/building the Mt Sinai Instrumental Music program.

### • End of Semester 1 Large Ensembles Concert

Our Concert Band, Camerata String Ensemble, Symphonic Wind Ensemble and Symphony Orchestra performed in an evening concert on Wednesday, 18 May in the Moshe Triguboff Auditorium. This provided a great goal to work towards for these groups in Semester 1 rehearsals and as Covid restrictions had eased, the live audience of parents and friends enjoyed attending and supporting the students.

### • Recruitment Night

Our Intermediate Band and Camerata Strings performed for the Year 2 children and their parents at our Band Recruitment night in Term 3.

### • Trumpet performances at Anzac and Remembrance Day commemorations

Our Head of Brass, Debbie English organised for Moriah Trumpeters Adam Leizer, Samara Freedman, Jonah Samuels, Daniella Golan, and Oliver Silver to perform "The Last Post and Reveille" at a number of Anzac Day and Remembrance Day functions including:

- Communal Anzac Day function organised by the National Council of Jewish Women
- Rose Bay Judean Scout Anzac Day function
- Moriah Anzac Day High School and Primary School assemblies
- Packer and Braun Memorial (Rookwood Cemetery)
- NSW Association of Jewish Service & Ex-Service Men & Women Remembrance Day (Jewish Museum)
- Moriah High School Remembrance Day assembly

### • Paul Jarman residency

Australian composer and music educator Paul Jarman completed a three-day residency at the end of Term 3. Paul worked with students from Years 2-11 and met with key members of the Moriah community to gather information about the College. Paul will use his experiences from this residency as inspiration for the work he is writing to commemorate Moriah's 80th Birthday in 2023.

### • 2022 End of Year Concert

Two End of Year Ensembles Concerts took place on consecutive evenings in November to give all our large Ensembles the opportunity to perform. These were very well attended by appreciative audiences.

### • AMEB Exams

Approximately 85 Moriah students enrolled in AMEB exams which took place face to face at the College after a three-year hiatus. All students passed, with a very high percentage achieving Honours and High Distinction results.

## 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 2023.

**MUSIC SCHOLARSHIP 2022 FOR 2023**

Moriah Year 6 student Jasmin Ezekiel was awarded a Music Scholarship to commence in 2023.

**MUSIC CAMP 2022**

We were very fortunate to be able to hold a residential Music Camp at Stanwell Tops in 2022. Over 30 students and a dozen staff tested positive during the Camp, but due to the Covid safety precautions put in place prior to the Camp and the dedication of Moriah staff, the Camp went ahead. The Camp concluded with a very well received final concert performed to a live audience and livestreamed for the wider Moriah community.

**• Online recorded Music Scholars' Concert**

Our Music Scholars' Concert was scheduled for March, but could not take place due to Covid restrictions. Instead, our Scholars professionally recorded their performances with the assistance of Scott Christie and Donna McCullogh. These recordings were then screened at College assemblies and other College functions.



# OUR COMMUNITY

## School policies, including Anti-Bullying

### OTHER COLLEGE POLICIES

During 2022, 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 *teshuvah*. This is based on an optimistic view of human nature that sees the true essence of each person as good. The word '*teshuvah*' literally means 'return' and is used to describe the concept of 'repentance'.

### ANTI-BULLYING

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

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

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

Through the 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.

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 High School Demerit system was refined in 2022 and clearly outlined to parents and students. 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 2022, 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 2022:**

| <b>Policy</b>   | <b>Comments</b>   | <b>Access to full text</b>                |
|---|---|---|
| Child Protection Policy & Procedures  | Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice | College Intranet (eLY)                    |
| Child Safety & Wellbeing Policy   | 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)                    |
| Credit Card Policy (NEW)  | NEW to ensure compliance and alignment with current procedures, legislative requirements and best practice          | Staff Intranet (eLY)                      |
| Cyber & Device Responsibility Guidelines and Agreement (Years K-6)              | Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice | College Intranet (eLY)                    |
| Cyber & Device 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)                    |
| Employment Policy   | Minor 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<br>College Intranet (eLY) |
| Personal Devices  | Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice | College Intranet (eLY)                    |
| SaaS Procurement Policy<br>How to select the right Software-as-a-Service Policy | NEW 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)                      |



# OUR FUTURE

The Moriah Foundation Report

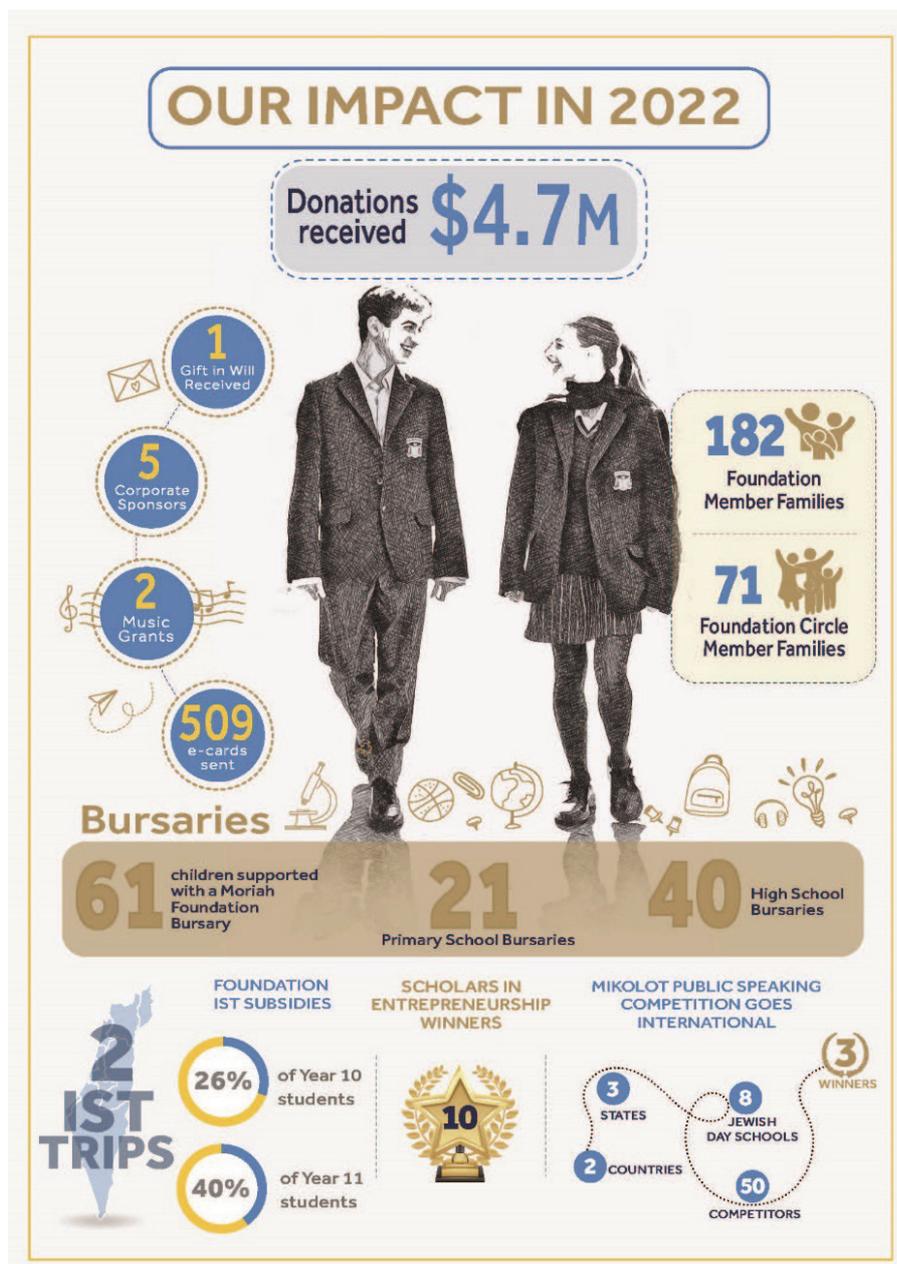


Thankfully, 2022 was a year in which we could once again begin to resume our normal lives. It was wonderful to see our children back to face-to-face learning, experiencing all that Moriah has to offer, and to reconnect in person with our valued Moriah Family.

As The Moriah Foundation continues to grow, we're proud of what we've achieved in 2022 and determined to strive to achieve more. Whether you've donated to our Foundation, attended our events, or are a Moriah advocate - and hopefully all of the above - we thank you for your support, and your important investment in our students and in our future.

Thanks to the continued and generous support of our donors, The Moriah Foundation assisted a total of 61 children to receive a Moriah education through a bursary this past year, as well as providing all Moriah students the opportunity to access the signature programs we support, helping them to become inspired and motivated learners, more connected to their Judaism and more engaged members of our community.

The programs we supported included the transformative Israel Study Tour/ IST (in addition to the generous support



from our partner Youth 2 Israel), The Moriah Scholars in Entrepreneurship Program, sponsored by Kelly+Partners, and the now international Mikolot: Voices of the Future Public Speaking Competition, sponsored by Arnold Bloch Leibler.

Each year, we invest significant time in putting together interesting and educational experiences for our valued supporters, and in 2022 we hosted inspiring events with a mix of leaders from the arts, government, business and community. We were also thrilled

to welcome LGT Crestone as a corporate sponsor and host of our Moriah Foundation Golf Day at the prestigious Australian Golf Club. We value the opportunities to connect with our members and hope you enjoy attending our events.

We also took the important step of launching The Moriah Foundation Trusted Advisors Network, hosted by our corporate sponsor CBA, to engage with practitioners and share information about our Foundation and planned giving opportunities, in the presence of the Chief Justice of the Supreme Court of New South Wales, the Honourable Andrew Scott Bell.

Thanks to the support of our donors, The Foundation raised \$4,769,188\* for the 2022 calendar year, with funds allocated to a range of programs including The Bursary Program, The Moriah Endowment Fund, capital projects, signature programs, and the Principal's Tzedakah Fund.

\*Not audited and subject to change

### Changes to The Moriah Foundation board

After 12 years of dedicated service on The Moriah Foundation Board, Jeremy Dunkel retired as a director in October 2022 to pursue his growing commitments to community organisations in Sydney and abroad.

Jeremy joined the Board at the inception of The Foundation in 2011 and became Honorary Treasurer in 2018. Jeremy has prudently invested The Foundation's portfolio of assets to achieve significant capital growth and has helped raise much-needed funds to enable more Jewish children to receive a Moriah education and to support all our children to receive an outstanding Moriah education. Jeremy fostered a strong partnership between Moriah and Youth 2 Israel (Y2i), which he is a founder of, resulting in a record number of children attending IST, and no child missing out on this transformative experience due to financial constraints.

Two new Foundation Board appointments were announced in 2022. Danny Taibel joined the Board as a director in July 2022 and Lance Rosenberg joining in early 2023.

Danny is the founder of Charleston's Fine Art Auctions and has served in several communal roles including on the Mount Sinai Board, as UIA campaign chairman and most recently as president of Central Synagogue. Danny, and his wife Dannielle, are proud Moriah parents of four children and are looking forward to giving back to the Moriah Family.

Lance Rosenberg is managing director of Gleneagle Securities (Aust) Pty Ltd., and a founding director and cornerstone investor in Centennial Property Group, as well as several other fund managers and private equity platforms. He is currently a director of Hakoah and has held a number of positions on the UIA board, including UIA NSW Chairman and UIA NSW President, as well as UIA Australia President from 2019 to 2021.

His four children attended Moriah and he is looking forward to making a valuable contribution to The Foundation Board.

We are delighted by the appointment of such high-calibre and passionate Moriah supporters.

### 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 while paying school fees, with an annual tax-deductible donation starting from \$1,200 per annum (or installments of \$100 per month).

Thank you to our 71 Moriah families who joined The Circle in 2022. The Moriah Foundation Circle inspires committed parents who believe in the power and value of a Moriah education to support The Foundation in providing affordability, sustainability and special programs that enable more Moriah students to experience all that Moriah offers.

### Moriah Foundation Bursary Program

The Moriah Foundation Bursary Program allocates bursaries to children to enable them to receive a Moriah education that they could otherwise not afford, covering between 50 and 100 percent of the school fees.

In 2022, The Moriah Foundation supported 61 Jewish children to receive a Moriah College education (21 in the Primary School and 40 in the High School).

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

### The Moriah Foundation Music Grants

The Moriah Foundation received two generous music grants in 2022, to assist selected music students through their musical journey:

**The Ina Cajani Moriah Grant for Musical Excellence (2022 - 2025)** will enable outstanding music students whose families are experiencing financial difficulties to develop their musical talent.

This grant was endowed by Eleonora Triguboff in honour of her late mother Mrs Ina Cajani Z"l, beloved grandmother of Tatyana, Tamir and Dorren Triguboff.

**The B'nai B'rith Hetty Hardy Instrumental Music Excellence Grant** will provide an annual grant to encourage committed and talented Moriah High School students to further their Instrumental Studies and to strive for musical excellence.

### The Principal's Tzedakah Fund

The Principal's Tzedakah Fund offers a lifeline for so many of our families who simply do not have the funds to cover the cost of school-related expenses that are often taken for granted, such as school uniforms, school camps, textbooks and other incidentals.

In a beautiful display of chesed (kindness), our Moriah Family joined with Peter and Jenny Wohl, who established the fund in 2014, and other donors, to contribute to this important fund.

An example of how donors contributed to the fund, is through our e-card campaign, where over 500 e-cards were sent to family and friends over chaggim, with the funds allocated to families in financial need.



**Moriah Gifts in Wills**

**Be the reason a child receives a Jewish education**

No matter the size of your gift, you can help transform the lives of more children to receive the priceless gift of a Moriah education and help secure the future of our Jewish community.

Contact Foundation Director, Ryan Kassel on rkassel@moriah.nsw.edu.au | 0410 315 546

**Moriah College Foundation**  
לדור ודור

**Moriah Gifts In Wills**

The Moriah Foundation Gifts in Wills Program is critical to the long-term sustainability of our College.

We would like to extend our deep appreciation to the late Maadi Einfeld Z”L - the loving wife of John I Einfeld Z”L for leaving a gift in her will to Moriah. It is a heart-warming example of how helping more children receive a Jewish education was so important to Maadi and John, both during their lifetime and as an enduring legacy.

Another special story is that of Alan Williams who for 36 years has been a much-loved staff member of the Moriah Family and has pledged a beautiful gift for our future students; the generous decision to leave his entire estate to Moriah.

Leaving a gift in your will to Moriah, no matter the size, is an everlasting gift that will truly impact the lives of our children and help to secure the long-term sustainability of Moriah. We are so grateful to all those who want to support Moriah both in their lifetimes and long afterwards.

**Israel Study Tour**

In 2022, 268 students experienced the transformative IST program.

After two years of not being able to offer our transformative IST program due to Covid, our Year 11 students who missed out in 2021 were finally able to immerse

themselves in this extraordinary trip and travel to Israel in April/May 2022.

A second IST trip, for our Year 10 cohort, took place in November/December, with our students sharing an unforgettable and very meaningful time together.

With the generous support of our donors, and together with our partner Youth 2 Israel (Y2i), The Moriah Foundation supported those requiring financial assistance, to ensure that no child missed out on this once-in-a-lifetime opportunity due to financial difficulty.

**The Moriah Scholars in Entrepreneurship Program**

The unique and highly sought-after Moriah Scholars in Entrepreneurship program, generously sponsored

by Kelly+Partners, inspires entrepreneurship and collaboration among our Year 11 students and encourages our students to drive change through the development and presentation of practical business solutions to real-life societal issues.

As we were unable to run the program in 2021, the 2022 program was open to Year 11 students as well as Year 12 students who missed the opportunity in 2021, and 10 Scholars were chosen, instead of the usual five. The expert judging panel included Wayne Baskin, Courtney Day, Rebecca Kelly, Judy Lowy, and Isabella Rich.

Our 10 Moriah 2022 Scholars travelled to Israel on a week-long study trip in January 2023 specifically curated by the Australia-Israel Chamber of Commerce to learn about the innovation ecosystem that exists in Israel.

**Mikolot: Voices of the Future Public Speaking Competition**

Mikolot: Voices of the Future, generously sponsored by Arnold Bloch Leibler and proudly backed by The Moriah Foundation, is a public speaking competition for Years 10-12 students from Jewish schools across Australia and South Africa.

Fifty participants from eight schools took part, and three winners received prize money towards an approved Israel program to further enhance their leadership skills and consider how they can continue to positively contribute to society and the Jewish world.

The six Grand Final winners were judged by an eminent panel of judges that



2022 Scholars in Entrepreneurship finalists, judges and College staff



**Mikolot 2022 finalists - Asher Hasofer, Noa Nerwich, Dana Bagle-Zevin, Rebecca Paratz, Naomi Kawaz and Asher Freedman**

included Cheryl Bart AO, Josh Burns MP, Paul Rubenstein and The Honourable Justice Rabbi Marcus Solomon.

**No Family Left Behind donors honoured**

A new Honour Board, thanking the 275 donors for their support of 'The Moriah Response 2020 - No Family Left Behind Campaign', was prominently displayed near the entrance to the Moriah High School.

With the support of our donors, in 2020 and 2021, we raised \$7.8M to assist families who were financially impacted by the pandemic to keep their children at Moriah where they belong, and to help the College repay \$4.8M of bank debt from the purchase of the Queens Park land which was due.

We are very proud and very grateful to our donors for stepping up to support this urgent appeal, particularly at a time of significant economic uncertainty.

**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.

**L'dor v'dor, from generation to generation - our grandparents are our true partners**

Our grandparents and special friends joined our Virtual Grandparents Club Morning Tea with our College Rabbi, Rabbi Krebs, who discussed the many

ways we can connect our children to their Jewish identity, based on each child's individual priorities and interests.

In a warm and open address, Rabbi Krebs shared that since commencing as College Rabbi at Moriah, he has witnessed the strong sense of connectivity and pride that our children have with their Jewish identity.

**Moriah Foundation Lowy Institute Dinner Foreign policy expert unpacks Ukraine crisis**



**Owen and Andy Nathan, Gerda and Dennis Maister**



**Robert and Judy Phillips**

We were delighted to host the annual Moriah Foundation Lowy Institute Dinner for Foundation Members and Foundation Circle Members with Dr Bobo Lo, an award-winning Chinese-

Australian writer and foreign policy expert. Dr Lo spoke in conversation with Lowy Institute Executive Director, Dr Michael Fullilove AM, about Russia's invasion of Ukraine and its impact on global security.

Amongst other insights, he explained his view that Putin wants to crush the idea of a sovereign independent Ukraine, revise the post-cold war settlement in Europe and overturn any semblance of rules-based international order, globally. Dr Fullilove and Dr Lo explored various scenarios that could play out in a fascinating discussion.



**Jacqui and Ken Sesel**

**An inspirational evening at The Private Viewing of Archibald, Wynne and Sulman Prizes 2022**

A true highlight in the Foundation calendar, over 120 guests enjoyed a private viewing of the Archibald, Wynne and Sulman Prize exhibition at the magnificent Art Gallery of NSW.

Claus Stangl, the winning artist of the 2022 Packing Room prize, spoke in conversation with Art Gallery Director Dr Michael Brand, sharing his reflections about the competition.

"It's every artist's dream... This is Australia's most talked-about show. It's awe-inspiring and feels like a blessing. I believe if you are driven, you can really train yourself."



**Stephen Green, Judy Lowy, Sharon Green**



Graham Einfeld OAM, Roz Levin, Alana Kennedy, Lynda Fisher, Gary Levin



Daniel Abrahams, Eli Fisher, Michael Henley



Russell Kavnat and Greg Blumenthal



Johnny and Thea Weiss, Roberta Goot OAM, Mark and Barbara Hemphill, Robert Goot AM



Tamara Leizer, Simon Singer

### Launch of The Moriah Foundation Trusted Advisors Network

We were thrilled to launch The Moriah Foundation Trusted Advisors Network in the presence of the Chief Justice of the Supreme Court of New South Wales, the Honourable Andrew Scott Bell. The inaugural luncheon was kindly hosted by our long-standing corporate sponsors, the Commonwealth Bank of Australia.

The goal of the Trusted Advisors Network is to raise awareness among practitioners including lawyers, accountants, and financial planners about the very real needs of The Moriah Foundation, and to share information about our planned giving opportunities. It is also an opportunity for practitioners to connect with each other and to come together to hear from experts in their fields from time to time.



Ryan Kassel, Stephen Jankelowitz, Judy Lowy, The Hon. Chief Justice Andrew Scott Bell, The Hon. Justice Stephen Rothman AM

### The Moriah Foundation Circle hosted an expert panel discussing “What’s ahead in business and the economy”

The panel consisted of Andrew McAuley, CIO at Credit Suisse Private; Nerida Conisbee, Chief Economist at Ray White; Sam Koslowski, Co-Founder of The Daily Aus & listed on Forbes 30 under 30; and Nicky Jackson, CEO of Range Me.

Foundation Circle Co-Chair Daniel Sekers delved into interesting discussions with the panel, covering topics such as inflation, low unemployment rates, rising interest rates, and a redistribution of population.



Lauren Placks, Sam Koslowski, Nerida Conisbee, Andrew McAuley, Nicky Jackson, Daniel Sekers, Judy Lowy



Nathalie Samia and Lisa Jacobson

### The Moriah Foundation Golf Day and Luncheon proudly supported by LGT Crestone

In 2022, we welcomed LGT Crestone as a Corporate Sponsor and are grateful for their exclusive sponsorship of The Moriah Foundation Golf Day and Luncheon.

Those in attendance enjoyed the rare opportunity to play at the exclusive Australian Golf Club, which was followed by a luncheon.

Funds raised from the auction and raffle have been allocated to our Moriah Foundation Bursary Pool, assisting more children, who would otherwise not have the opportunity, to access a Moriah education.



Giora Friede, Robert Gavshon AM, Judy Lowy, Gary Levin and Elliott Placks



Susie Hotz, Nicky Ryba, Bambi Blumberg and Sharron Rosenberg

## Moriah Foundation website

The Moriah Foundation launched a revamped website early in 2022. The site [www.themoriahfoundation.org.au](http://www.themoriahfoundation.org.au) allows users to learn about our programs and events, share e-cards and simchas, and support The Foundation with program-specific donations.

Our e-card offering is particularly exciting, allowing donors to choose from a range of e-cards including Mazal Tov, Thank You, Shabbat Shalom, Pesach Sameach, Chag Sameach, Shana Tova, Bar/Bar Mitzvah and more.

## A newly refurbished Year 12 Common Room to nurture body and soul

In loving memory of Carli Freiberg Z"l

The refurbished Year 12 Common Room was opened in November 2022, providing our Year 12 students with a beautiful space where they can connect with friends, make a snack, relax and reflect, and enjoy socialising in a special space away from the busy school environment.

Established in loving memory of Carli Freiberg Z"l, a much-loved Moriah alum and English teacher, the Year 12 Common Room was officially opened by her loving parents, Orit and David Freiberg at a very moving ceremony. The space is a welcoming retreat for our most senior students, who feel privileged to have it.

## 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, Mr. Daniel Sekers and Mr. Danny Taibel. 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 and passionately throughout the year.

I extend a warm Mazal Tov to Foundation Board Member, Mr Giora Friede, who was elected a Life Patron

of the companies in 2022 for rendering signal service to the College. Giora was elected to the College Board in May 1999 and served for 19 years, including maximum term, as College President from 2012-2018.

Thank you to our corporate sponsors, Arnold Bloch Leibler (ABL), Commonwealth Bank of Australia, Kelly+Partners, LGT Crestone and Sandersons Rushcutters Bay, as well as our community partners, Youth 2 Israel and Keren Hayesod, for the generous support. Thank you also to our donors and supporters for investing in Moriah families.

It is because of all 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.

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](mailto: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



## Year in Review – 2022

The Enrolments and Engagement team has continued to work towards our core mission of being recognised as the pre-eminent Jewish Day School in Australia and regarded as the preferred 'School of Choice' for Jewish and Secular Educational Excellence, attracting students and families aligned with our values and ethos.

Our 2021 strategic priorities lay the foundation for setting our goals and objectives in 2022. These include:

- Building a positive team culture and behaviours
- Engaging deeply with families at every opportunity
- Enhancing our internal reporting processes and operational efficiencies
- Reviewing new opportunities for stakeholder partnerships across all our stakeholder groups – parents, students, staff and our community

## Pride & Accomplishments

On behalf of the Enrolments and Engagement team, I am proud to report that we have collectively achieved our 2022 goals, as represented through many accomplishments throughout the year:

- Increased retention and attraction of aligned families, enrolling 244 new students into the College across our Early Learning Centres (69 new students) and K-12 schools (175 new students).
- A moderate increase in enrolments at the start of the 2022 academic year, with a total of 1650 students across the College. This comprised 183 full-time equivalent enrolments in our Early Learning Centres, representing over 200 students, and 1467 student enrolments in the K-12 school. Given the challenges many families experienced in a post-Covid year, this was a healthy outcome for the College.
- Significant parent engagement across all year groups with a continued focus on our warm, welcoming, and inclusive approach to all current, prospective and new families.
- Offering an individualised family onboarding experience for every new student by providing each head of school with detailed student profiles to further assist with smooth transitions into respective year groups.
- Opening up an additional stream in our Year 4 cohort to meet the educational needs of the cohort, offering smaller class sizes and more targeted teaching and learning opportunities for students.
- Building on our collective sense of belonging and community with the launch of many parent-focused engagement initiatives, inviting parents onto campus to connect and see College life in action. These included:
  - monthly 'Parent Walk & Talk' encounters around Centennial Park, followed by coffee catch ups with College leaders
  - pre-Music Camp get togethers for new families to meet our Music team of staff and ask questions in an informal manner
  - working closely with our Parents & Friends (P&F) to further promote College advocacy and increase brand awareness among class ambassadors and parent volunteers
- Launch of Yad b'Yad, our new play space and 'hangout' for parents and grandparents with little ones under two years of age. This initiative welcomed more than 60 families throughout the year who joined us each Friday to enjoy play, connection with other parents and grandparents, age and stage-based activities and music. Performances by our Saunders Family Campus students were a highlight across the year, singing and performing a repertoire of Jewish songs to the little ones, creating a deep sense of joy and nachat for all



in attendance. This program has been a key highlight in our engagement calendar in 2022, epitomising the essence of all things 'Moriah' – a deep sense of belonging, community and inclusion for all.

- Increasing social connection for parents through the launch of our Winter Warmer Gathering at the start of Semester 2, where we welcomed all new families who joined the College in 2021 and 2022 as this presented the first opportunity to invite all new families onto campus in person in over two years.
- The introduction of High School Tours offered to all current Year 6 students, led by our Head of High School and supported by our Year 6 educators and the Engagement Team. The tours presented our students with the unique opportunity to tour the High School in an informal manner and ask any questions they had about moving into the High School.
- The introduction of High School Tours to both current and external parents, led by our Head of High School and selected Year 9 students and the Engagement Team. Feedback from many families indicated that the tours helped to dispel the myths associated with moving into high school and was extremely well received.
- The creation of a detailed 10-year enrolment forecasting model to inform future decision making and budget forecasting as the College navigates a plan towards 2032. This includes a review of Moriah



trend data over the past seven years as well as a review of socio-demographic Data (NOUS Report & Gen 17 Survey) to further inform key variables and assumptions that may impact on the Jewish Day Schools enrolments and in particular, Moriah College. The model has been endorsed by our board of directors and will set the tone for our future planning needs.

- Through our revised reporting model, we developed a deeper analysis of student reporting metrics, which helped to streamline our reporting on enrolments and trend data.
- In the latter part of 2022, we launched a new All-Round Excellence Scholarship, taking effect for students entering Year 7 and Year 9 in 2024. This new scholarship category enables students who display a real desire to attend Moriah College and demonstrate outstanding leadership abilities and achievements in Jewish Life, Community Service, Character and Leadership; and/participation in a variety of educational and school-related activities such as co-curricular programs (e.g. sport, visual arts, drama, music, debating).

With the generous support of The Moriah Foundation, 61 students were awarded bursaries, including seven new bursaries awarded to students who joined the Moriah Family in 2022. This assisted 21 Primary School students and 40 High School students with the means to enrol into Moriah College through the Moriah Foundation Bursary Program.

In addition, the College continues to provide financial assistance to over 200 additional children, enabling these children and families to continue their enrolment at Moriah.

In 2022, 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 2022, 58 students were awarded a scholarship, some of these were carried forward from previous years. This comprised 47 Academic Scholarships (Years 5-12) and 11 Music Scholarships (Years 7-12).

### Future Plans & Initiatives

As the College enters its 80th year, we remain committed to continuing to build a community that remains engaged and aligned with our core purpose – to make Jewish children proud of who they are and what they can achieve.

There is no doubt that success at Moriah comes in many different forms, and we are proud of the varied student achievements throughout 2022, across all areas of College life – academic, creative arts, sports and co-curricular.

In 2023, we will continue to:

- Build a positive school culture driven by high functioning, thought leaders, including a regular review and refresh of our strategic priorities.
- Increase our investment in Scholarships to attract and retain high performing students, further enhancing and developing a 'Culture of Excellence' amongst high performing and high potential students.
- Promote our value proposition through on-point marketing and communications.
- Maximise the support and advocacy of current families through deep engagement.
- Ensure class sizes remain small enough to promote personalised teaching and learning.

I personally look forward to nurturing the many student and family relationships that have evolved across the College, 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.

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 115 series listed in our collection. The project to arrange uncatalogued print photographs has continued and these have been housed into appropriate archival albums, ensuring they are preserved for the future. Metadata is being continually added to digitised and born digital images for efficient discovery.

All historical annual reports have now been digitised, allowing the contents to be searched electronically. This has already proved to be valuable in finding information efficiently to answer

reference queries. A digitisation strategy for College yearbooks and other print material has been planned for 2023.

The first batch of film footage stored on obsolete analogue media from the audio-visual collection dating back to the 1980s has been professionally digitised. This will continue into the coming years until all audio and film footage has been digitised, allowing the media to be accessible.

The Archivist has been supplying historical photographs and ephemera for a video project which will reflect the College's 80 years, curating and categorising media from the school's early history to recent times.

## 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. There are now 781 objects listed on the database, where objects can be easily searched and viewed. During 2022,

several new items were donated to the Museum from College departments and others affiliated with the College. These items have been gratefully received and added to the Museum database.

The Museum hosted several Primary School class visits this year. The students engaged with artefacts and photographs that help demonstrate the history of our school, as well as learning the effects of changing technology on people's life over time.

Around 50 research questions and enquiries have been answered throughout the year from both internal and external inquirers.

## Moriah Heritage Focus Group

The Archivist continues to work closely with Jewish Studies to prepare for the College's 80th anniversary in 2023.

**KIRSTIN COX**  
College Archivist

# COMMUNICATIONS REPORT



The Communications and Media 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 EDM and social media, and a range of general communications requirements.

**Some of our 2022 highlights include:**

## TEAMWORK FOR BETTER ENGAGEMENT

We welcomed Elyse Chiert to the newly formed role of Marketing Manager, working closely with the Communications Team and adding the missing element to an overall collaboration with the Enrolment and Engagement and Moriah Foundation Teams. Having some dedicated to overseeing branding, advertising, and marketing has allowed the Communications and Media Team more time to focus on improving overall communication with stakeholders and explore new avenues for using emerging digital media resources to communicate information about the College to a wider audience. As we work together, sharing ideas and resources, the focus is on creating a positive culture of engagement with our internal and external stakeholders. Our aims include encouraging advocacy for the College, attracting enrolments as well as

experienced and skilled staff, and building relationships within the wider community.

## COMMUNICATING WITH FAMILIES

Keeping families connected and informed in a timely, reliable manner is one of our key strategic objectives. We were delighted with the responses from parents surveyed by MMG who responded positively to questions relating to College publications and communication. There was a high satisfaction rate with communication overall (76%) and with our individual media – eLY (78%), email (78%), social media (77%), Newsletter (74%). Email and eLY continue to be where most parents look for Moriah information. Recent analysis of our MailChimp account has confirmed that readership of the weekly Newsletter is very high.

## SOCIAL MEDIA

Our engagement in this space continues to flourish exponentially and our Instagram, Facebook and LinkedIn following continues to grow steadily. We deliberately continue to schedule social media during school holidays to keep up the momentum. Often, our biggest problem is what not to post. We are never short of content and our staff members are getting much better at sending us classroom content.

## HSC REPORTING

Once again, the focus of our HSC reporting was to ensure that we were showcasing the cohort's overall achievements rather than just the academic success. New infographics were created, and releasing these across our various forms of media was strategically timed during the week leading up to the HSC and ATAR results. The feedback was unanimously positive with many stakeholders remarking on how impressive the cohort's statistics were for areas such as early entry offers to university and co-curricular participation. The 'Our Achievements' booklet, which was released across all our

media channels with the accompanying 'On Show' booklet that features all our creative arts Major Works, received an enthusiastic level of engagement from the Moriah and wide community.

## NEW INITIATIVES

Some of the new initiatives in 2022 included:

- Advertising at the Jewish International Film Festival (JIFF) for the first time in collaboration with The Moriah Foundation. Our 15 second on-screen commercial featured five alumni who have met with success in different areas – medical, creative (music), business, sport, and media. The advertisement received very positive feedback from JIFF and the Ritz Cinema. Thank you to Donna McCulloch for working during her annual leave to create the video in time to meet the tight deadline. The 2023 and future JIFF advertising will be overseen by our Marketing Manager, Elyse.
- We were approached by Rabbi Krebs to set up and promote a new Podcast produced with College Psychologist, Dee Fittinghoff, focusing on parenting ideas. These were released via the Buzzsprout platform weekly in the second half of 2022, and available on Spotify and Apple. Engagement has been excellent.
- Creating communication to support the Qantas initiative whereby parents had the opportunity to use Frequent Flyer points to pay school fees.
- Forming a steering committee to begin planning celebrations and activities for Moriah's 80th and preparing communication to launch the celebrations to the Moriah and wider community.
- Featuring alumni success and stories on social media – seeing out and encouraging alumni to contact us with their stories.

**YVETTE SHER**  
Media & Communications Manager

# MARKETING REPORT



**The new Marketing Manager role was established at the beginning of the year to focus on creating a trusted brand and increased awareness of the positive attributes of Moriah College. The five key areas we focused on this year have been to:**

- Remind families why Moriah is the school of choice
- Create advocacy for the College
- Nurture the feeling of belonging
- Showcase Moriah offerings
- Raise awareness and enhance positivity internally and externally

## MORIAH JOURNEY

Part of the marketing plan was to identify the different stakeholder groups in the community and look for opportunities to engage with each group with a targeted approach that was meaningful and impactful. "The Moriah Journey" concept was developed by the Enrolment, Communication and Marketing teams to identify the different stages and groups to target in our marketing efforts. The Moriah Journey identified

four stages: pre-enrolments (families that are not yet enrolled); during enrolment (families who have applications for enrolments); during school years (current families at school); and post school (alumni). The marketing strategy was designed to continue to attract, retain and foster a positive experience for everyone at each stage in their journey. The Moriah Journey also applies to engaging new employees to Moriah as we continue to attract, maintain, and build positive relationships with all employees.

## "THIS IS WHERE WE BELONG" CAMPAIGN

We developed a "This is where we belong" campaign focusing on using the parents of our school to give testimonials about why they send their kids to Moriah, the importance of our Jewish values, and the sense of community they have experienced. This campaign focused on the personal testimonies of the parents and was widely promoted throughout the year on social media, via emails, newsletters, on-screen adverts and in print media.

## BRAND UPLIFT

The Moriah Brand was refreshed and all communication collateral across the school was updated. The addition of the yellow highlight colour and the handwritten font resembling 'string', represents the thread that binds and connects us with each other and with the community. This aids in conveying a warm, inviting and welcoming school that is embedded in community and focused on connection and belonging.

## YAD B'YAD – CONNECTING YOUNG FAMILIES TO MORIAH

Enrolments in the early years arena has become a highly competitive market with a growing number of home-based day cares becoming popular choices for early childhood environments. To try and engage further with young families, the Early Learning Centres' recruitment and marketing drive required additional thought regarding how Moriah could reach potential new families. We believe parents need to feel part of the Moriah Family and get a taste of what Moriah provides before they decide to send their child to our Early Learning Centres. To facilitate this idea, we launched the Yad b'Yad program to attract parents and grandparents with little ones under the age of two to a playgroup environment on the grounds of Dover Road Early Learning Centre, using the Hamakom space. Hamakom is now home to Yad b'Yad and the many parents and grandparents that join us every Friday for a special morning with their little ones. The offering has been carefully curated into a beautiful space that reflects the Moriah Early Learning Centres experience. Since Yad b'Yad launched on 10 June 2022, on average, 20 families join us each week and nearly 300 (including children and parents/carers) have attended Yad b'Yad sessions in the past six months. More than 40% of these families do not have an application for Moriah Early Learning Centres. With access to these families now, the enrolments team has direct access to parents who are our potential clients. Yad b'Yad is notably open to everyone in our community, which promotes our brand as being inclusive and welcoming.



### ENGAGING INTERNAL STAKEHOLDERS

One of the best ways to market our school is for families to be on campus to experience school life and see what takes place during school. Engagement of internal families of our school is of high importance. We introduced the “Coffee catch-ups on campus” initiative, inviting parents to engage with us on a regular basis. Parents met at the coffee cart and walked around Centennial Park to interact with each other, the teaching staff, visit music classes, meet College Rabbi Gad Krebs and have the opportunity to feel more involved and connected with College life and each other. These bespoke and intimate engagement activities throughout different opportunities through the year will continue in 2023 as they serve as a great way to enhance the sense of belonging to the Moriah school community.

### WORKING WITH COMMUNITY ORGANISATIONS

We worked closely with community organisations to reinforce the sense of Moriah belonging to the Jewish

Community - building a sense of pride and identity with one’s Jewish heritage which further fosters the choice of sending one’s child to a Jewish school. One initiative that Moriah initiated was a collaboration with the other Sydney Jewish Day Schools to get together as a school community for a collaborative photo opportunity for Yom Ha’atzmaut. This collaborative initiative has continued with the Jewish Day schools joining forces spreading the message of the importance of choosing a Jewish school. Throughout the year, Moriah continued this approach of working collaboratively with other communal organisations in order to continue building relationships and positive experiences with our school.

### COMMUNICATING OUR SCHOOL ACTIVITIES AND ACHIEVEMENTS THROUGHOUT THE YEAR

In addition to the weekly newsletter and social media, we consolidated news and activities into one communication – the Term Newsletter. This was created to share all activities at the end of term through a broadsheet type email that is sent to current and future families,

grandparents, staff and alumni. This marketing piece, sent to stakeholders, our school community and the wider community showcases the many initiatives, successes, and achievements of our wonderful school.

Gemma Avner has taken maternity leave while Caroline Bolot has joined us to fill the position as Project Manager – Marketing and Engagement. Kim Silver has also joined the team as the Yad b'Yad Coordinator on Fridays and we're delighted that the team is a group of highly committed, engaged, and proud Moriah advocates.

The Enrolments, Marketing and Communications, Parents’ and Friends’ Association, and The Moriah Foundation teams, will continue to meet each month to align all our engagement efforts, in order to continue to create a culture of belonging, positivity, and advocacy for the College and its offerings.

**ELYSE CHIERT**  
Marketing Manager

# OUR FINANCES

## Treasurer's Report



Overall, 2022 was another successful year for Moriah College.

The strength of enrolments into 2023 reflects the improved quality of the total offering and provides further confidence in our longer-term financial sustainability.

### 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 Board members for their efforts and commitment in carrying out their duties. The College gratefully acknowledges the 2022 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 in 2022.

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 in carrying out this responsibility is noted and greatly appreciated.

### 2022 RESULTS

This Annual Report incorporates the audited consolidated financial results for the year ended 31 December 2022 for Moriah War Memorial College Association and its Controlled Entities.

For the financial year ended 31 December 2022, the College and its Controlled Entities reported a consolidated surplus of \$5.86m (2021: \$8.52m surplus). This result is achieved on a consolidated total revenue base of \$66.60m (2021: \$61.17m equivalent).

The College's results were positively impacted by the receipts of additional donations to The Moriah Foundation.

### 2022 DEBT POSITION

In 2022, the College voluntarily repaid \$6.28m in line with our broader strategic financial management plan. In 2019, the College took the prudent approach of fixing the interest rate at 2% on the remaining \$18.0m of our debt facilities maturing in 2026, giving the College certainty and clarity around serviceability, and allowing for future capital planning initiatives.

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 2022 year-end, total principal repayments of \$13.40m have been repaid with a balance of \$18.0m remaining. The financing costs relating to the facility

borrowings were \$0.9m for 2022, which is considerably less than the annual rent which would have been payable under a rental agreement.

For the year ended 31 December 2022, at both the half-year and the full year, the College complied with all banking covenants.

### CAPITAL INVESTMENT

In the 2022 year, the College invested \$3.0m in a range of capital upgrade projects which included: renovating our gym bathrooms and changerooms together with the Primary School bathrooms, new High School lockers, revamping student wellbeing spaces with the laying of synthetic grass and a brand new Year 12 common room, upgrading our bus fleet, installation of additional air conditioners, and an upgraded Primary School reception.

As was shown during the Covid pandemic, the ability to move the entire College to a virtual learning platform was the result of the significant investment the College 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 necessary tools to drive educational excellence.

### FINANCIAL ASSISTANCE

Fee Assistance applications for 2022 increased dramatically due to the Covid pandemic pressures experienced in 2020 and 2021 and the inflationary pressures impacting more severely on those already in need of financial support. This trend continued with applications for 2023, with interest rate rises throughout 2022 impacting many families significantly and presenting

challenging conditions for many.

The College gratefully acknowledges the ongoing and extraordinary support of The Moriah Foundation and all those who have supported and continue to support the College in times of need. As a result of this support, over 250 students continue 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 who 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, while upholding our ethos and consistently striving to keep fees as affordable as possible.

Thank you to all the students, parents, staff, donors, supporters, and volunteers for making and continuing to make Moriah the exceptional place that it is.

**DANI SHER**  
Treasurer