



Moriah College

בית ספר הר המוריה

2023

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

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
(Resigned 31 May 2023)
Mr M Gottlieb
(Appointed 31 May 2023)
Mr W Jacobson
Mr D Kramer
Mr M Leigh
Mrs J Scheinberg
Mr D Sekers

COLLEGE PRINCIPAL

Rabbi Yehoshua Smukler
Rabbinical ordination | Tech cert
(Bar Ilan) GradDipEd MEd
(Resigned December 2023)

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

Mrs Roberta Goot OAM - ATCL;
AmusTCL

HEAD OF HIGH SCHOOL

Mr Mark Hemphill - Dip Teach,
Bachelor Education and Masters
of Educational Administration
(Resigned December 2023)

HEAD OF PRIMARY SCHOOL

Mrs Lynda Fisher - B Prim Ed Wits
University

PRESIDENTS PARENTS' & FRIENDS' ASSOCIATION

Mrs Chantal Josselsohn

AUDITOR

Deloitte Touche Tohmatsu

QUEENS PARK ROAD, BONDI JUNCTION
NSW 2022

ANNUAL GENERAL MEETING
MONDAY, 27 MAY 2024

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OUR HISTORY / WELCOME

WELCOME

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

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

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

HISTORY

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

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

enrollment in excess of 1800 is one of the leading Jewish Day schools not only in Australia, but of the English speaking world.

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

MISSION STATEMENT

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

EDUCATIONAL GOALS

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

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

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

DUAL CURRICULUM

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

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

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

BOARD OF DIRECTORS

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

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

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

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

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

- The responsible management of the College on behalf of Members of the Associations and the realisation of the objectives of the Associations.
 - Development and assessment of overall policies.
 - The selection of the College Principal, Vice Principal, Dean of Jewish Life and Learning and the Chief Financial Officer, and also representation in the selection and appointment of Heads of Schools.
- Delegated to the College Principal is the responsibility for interpreting and implementing the aims and objectives consistent with the ethos of the College and the policies formulated by the Board. The College Principal is given authority, inter alia for:
- The operation of the College within a policy framework set down by the Board and within the budgets approved by the Board.
 - Engagement and dismissal of teaching staff and providing them with direction, management, guidance and supervision.
 - The determination of the teaching practices, which are to be applied in addition to the educational opportunities to be offered.
 - Spiritual and pastoral care of and overall guidance to, students and the disciplinary practices which are to apply.
 - Generally maintaining high morale and school spirit of both pupils and teaching staff within the College.

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

OUR SCHOOL

College President's Report



This is my final report, as I retire after having served as a Director of Moriah College for 17 years, and as President for the past six years, the maximum permitted under our constitution.

Appointment of Mira Hasofer as College Principal

In March 2023, I was delighted to announce that we had appointed Mrs Mira Hasofer to the role of Moriah College Principal, effective from the beginning of the 2024 academic year.

At her core, Mira is a proud Moriah graduate who has embraced the opportunity to lead the College and once again call Moriah 'home'. Her historic appointment as both the first graduate and first woman to hold the position of College Principal is an exciting step as we celebrate 80 years of being a cornerstone of Jewish education in Sydney.

When Mira joined, she shared her personal credo, which featured many values that she learned right here at Moriah. She is now bringing these values to life for the next generation.

Mira deeply values the pillars and ethos upon which Moriah College stands and shares our commitment to academic excellence through exceptional secular and Jewish education and attracting and retaining the most outstanding educators and support staff. She is passionate about fostering within students a desire to achieve their personal best, a commitment to act with kindness, celebrate learning and take responsibility for shaping a Jewish Sydney future that we can all be proud of.

The Board is excited to collaborate with Mira to develop the next phase of our evolution.

Farewell to Rabbi Smukler Announcement

As announced in 2022, Rabbi Smukler made the decision to embark on a two-year process to make Aliyah, accelerating a lifelong ambition for his family to live together in Israel. He graciously provided us with a long runway to prepare for the transition.

Reflecting on the incredible journey Shua has undertaken at Moriah College; he assumed the role of our 9th Principal at the start of Term 3 in 2019, and has since proven to be an exceptional leader, leaving an indelible mark on Moriah.

Shua's career in education spans more than two decades, and his visionary leadership has been remarkable. Many of you may remember his earlier tenure at the College, which began in 1999. He started as a dedicated Jewish Studies and Hebrew Language

teacher and quickly ascended to the role of Rabbi and Head of Judaic Studies for the Middle School.

When Shua returned to Moriah in 2019 as College Principal, it marked the beginning of a new era. He shared our unwavering commitment to teaching excellence and the recruitment and retention of exceptional educators. Under his guidance, our educational staff flourished, expanding their leadership capabilities and embracing a culture of continuous professional growth, innovation, teaching excellence, and academic rigour. This commitment extended across both our General and Jewish curriculum, ensuring that it remained not only relevant but also engaging for our students.

One of Shua's significant contributions was the transformation of our strategic plan. In collaboration with the College Executive and Directors, he played a pivotal role in reimagining our direction. This effort resulted in the creation of a School Improvement Plan (SIP), which not only built upon the foundation of our 2015-2020 College Strategic Plan but also set the stage for 'Moriah 2030 and beyond,' all anchored in our core values.

During his time at the helm, Shua faced the difficult task of addressing issues of fraud within our institution and the unprecedented challenges of the Covid-19 pandemic.

He guided us through these trying moments with resilience and integrity and we emerged

stronger and more united. During Covid, Moriah's Beyachad platforms became the benchmark for online learning with many schools following our lead.

Shua's long-term vision for the school is exemplified by the generous timeframe he provided for the transition to new leadership. This allowed for a seamless transition and spoke volumes about his commitment to Moriah's continued success. His endorsement of Mira as our new College Principal and his involvement in her transition has been marked by generosity, mentorship, and a genuine desire to see Moriah thrive under her leadership.

In addition to his professional dedication, Shua's personal loyalty to Moriah College is undeniable. As his family relocated to Israel ahead of him, he remained steadfast in his commitment to the College, further underscoring his devotion to our community.

2023 in Review

- 2023 – this is the first year that we seem to be able to be back to normal after Covid – no masks, no RATs and a return to all our normal events.
- That means it's been a year filled with as many opportunities as possible, to bring parents back on to campus, have live audiences for our assemblies, concerts, celebrations, sporting events etc.
- And this meant that we could launch into our **80th celebrations** with full participation from our whole community.

- In our 80th anniversary year we've come together as a school community with pride and strength – and an acknowledgement of where we have come from, how much we have grown, and looking towards our future.
- 80th celebrations started with a birthday party from ELC to Year 12 with all students and staff wearing 80th T-shirts on the anniversary of the day Moriah was founded, 14 February – we celebrated by weaving the 80th theme into everything that we did at Moriah in 2023 including assemblies, new banners and 80th branding everywhere, a community art show, a visit from Naftali Bennett and Ishay Ribo, an incredible whole-of-school photo in Queens Park in the shape of an 80, a series of videos featuring people who have played a part in Moriah's history of the past 80 years (these were paused after 7 October and will now resume, and continue into the beginning of 2024), and an incredible Moriah children's torah dedication.

- We brought back the **House Drama Festival** for the first time after Covid – it was a huge success with great participation from Years 7-12.
- A wealth of sports carnivals, concerts, open days, classroom activities and showcases, displays, celebrations and presentations.
- Some incredible **individual successes**. In Sport, for example, we had two of our

Football players representing Australia – Year 12 student Erin Gordon selected in the Junior Matildas and Year 11 student Aden Green who was selected to play for the Australian Subway Soccerroo Joeys – and Year 11 student Tali Baltineshter who is now the number one junior javelin thrower in Australia!

- Our alumnus, Julia Gutman (class of 2011) won the **2023 Archibald Prize**.
- We welcomed our first **therapy dog** – Quest!
- **Counterpoint** was a highlight for High School – back into the full swing with a team of incredible madrichim.
- Tragically, **7 October** changed everything.
 - We welcomed 30 students from Israel who have repatriated since 7 October for some respite here in Moriah – most of them are returning to Israel and have been incredibly appreciative to be welcomed into the Moriah community and the Sydney community. An acknowledgement to Dalia Ottensooser, Lynda Fisher, Corrine Abrams and Lauren Koseff and our Enrolments & Engagement Team, together with all our educators who have supported these families.
 - Moriah launched into action – our wellbeing teams providing assistance for everyone reeling from the trauma of the Hamas attack and resulting war.

- Our **Jewish Life** teams have created many incredible solidarity events including writing letters to soldiers, Lights of Hope on the first night of Chanukah, challah bakes for the whole community, group tefillah, age-appropriate education about what's happening, and platforms for our community to have access to accurate information. A huge thank you to Rabbi Gad Krebs, Talya Wiseman, Mendy Eskinazi, Debbie Conn, Lee-Ann Morris and Belinda Lax. Thanks also to our EDJE team, Shlichim, Sherut Girls and Hesder boys (although the boys are back serving our country, we look forward to when they can return).
- Our last **Tour Band** was in 2017 – after the 2020 and 2021 planned tours were cancelled due to Covid, we finally had a band on tour in 2023. Moriah Band Tour took the USA by storm and connected our school community with communities in LA, Washington DC, and NYC at a time when bringing communities together is so important. There was also an alumni concert in NYC bringing more than 70 Moriah alumni together from a range of year groups. The Tour Band played to standing ovations wherever they went. Special thanks to Roberta Goot OAM, College Vice Principal, Director of Music and Co-curricular K-12, Chris Wallace, Head of Instrumental Studies and the music department for their vision and tireless efforts to make the Moriah Band Tour 2023 a reality. Tears at Milken School when Hatikvah was sung was truly amazing, and that is what makes Moriah so special and unique.

• Enrolments & Engagement

- We are pleased to have strong enrolments for 2024 with some year groups at capacity and a healthy 10-year enrolment projection.
- Oversubscribed in our Early Learning Centres due to significant investment in engaging deeply with families, a strong product offering and outstanding educational teams – again an acknowledgement to Dalia Ottensooser, ELC Education Leader and Director of Compliance, working closely with the Enrolments team.
- Several Moriah year groups with waiting lists.
- Recently launched our Year 7, 2025 enrolment process with over 50 external families engaged in the interview process. With a full Year 6, 2024 cohort, we are anticipating another full Year 7, 2025 intake.

• Class of 2023, HSC

- 11 All-rounders – and 6 in five or more subjects.

Special thanks to Assunta Di Gregorio – a champion of rigour and quality teaching and learning – for leading and creating a culture of reflection and growth across the High School. Your devotion to our students is greatly appreciated and has not gone unnoticed.

• An acknowledgement of the phenomenal effort of our teachers, support staff, Jewish life and wellbeing teams.

- Our **wellbeing teams** who have been facing the post-Covid fallout with record levels of student anxiety, depression, and the wellbeing challenges resulting from lockdowns

and online schooling – this is documented worldwide, and Moriah is just a microcosm of what's happening in the world – our psychologists and counsellors are doing a phenomenal job, but they are facing challenges like they've never seen before.

- And of course, this is all scaffolded by our incredible **teaching and support staff** who absolutely go the extra mile.

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 2023, 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 include 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.

The 2024/25 guarding rates negotiation has been agreed and concluded with Challenger Security. A further two government grants were made available over the period, with applications submitted to both grants. The first grant was the State Government: **Securing Places for Safe Communities**, which included risk assessment, staff security E-learning and 3D

mapping/emergency response planning, and the second grant was the Federal Government grant co-ordinated by the Executive Council of Australian Jewry (ECAJ): **Enhancing Safety for Jewish Communities**, which included non-armed guarding, minor security infrastructure including the installation or upgrade of security camera systems, access controls, security lighting, and security and guidance.

The College is continuing to ensure any urgent upgrades required are taking place. This year, the College Vice Principal spearheaded renovations to several facilities, including the High School bathrooms, High School staffrooms and Primary School carpeting. These improvements have received excellent feedback. The College now has an upgrade plan in place for the next two years.

The **Covid-19** global pandemic still affects 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 1,600 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 in high demand, with most days at capacity across the centre.
- Our Year K intake remained healthy with three full streams of students. Conversions from our Early Learning Centres continues to be a strategic priority in the Primary years.
- Most year levels in the Primary School continue to maintain strong enrolments, with 24 new enrolments in 2023 in the Primary School (Years 1-6).
- High School enrolments continue to remain strong with 70 new students across Years 7-11. Our Year 7 cohort in 2023 was at capacity given the strong Year 6 cohort that rolled over. We are expecting healthy enrolments in Year 7, 2024, noting that affordability remains a key factor for many families.

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 various enrolment options for families of children enrolled in the three-to-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.
- From 10 July 2023, the Australian Government made positive changes to the way Child Care Subsidy (CCS) entitlements are calculated, resulting in more families being able to access the rebates.
- During 2023, the NSW Department of Education also introduced the Start Strong Fee Relief program, offering families with children aged 4 years and above an annual payment which further assisted families enrolled in early learning centres.

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.

THE MORIAH FOUNDATION

With the generous support of The Moriah Foundation and the JCA, we continue to provide total fee assistance of just over

\$3.5 million annually towards approximately 250 students, which is just over 15% of our student body. This is through a combination of annually assessed financial assistance and longer-term bursary support. The Foundation has provided additional support to expand scholarship programs. For example, we have launched the new All-Round Excellence Scholarship, taking effect for students entering Year 7 and Year 9 in 2024. This is for students who demonstrate outstanding leadership abilities and achievements in Jewish Life, Community Service, Character, and school-related activities. Likewise, in the past year, The Moriah Academic and Music Scholarship campaigns attracted robust applications.

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 Director Ryan Kassel and his team, its board of directors, and, in particular, the Foundation President Judy Lowy OAM for her continued commitment to building Moriah's Foundation, which has, in the 11 years since its establishment, raised more than \$30m for the College.

I commend to you the report of The Moriah Foundation.

ISRAEL STUDY TOUR

In 2023, we planned for Year 10 to participate in a six-week IST including Poland. Unfortunately, IST had to be postponed due to the Israel-Hamas war. We are planning to take Year 11 on a

three-week IST in December 2024 as well as our six-week Year 10 IST in November/December.

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 several 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 refer page 15 for the list of committees and their members.

KEHILLAT MORIAH

Although Kehillat Moriah suspended Shabbat and festival services during 2023 in the absence of a minister, a full range of well-attended Rosh Hashanah and Yom Kippur services took place.

Rabbi Mendel Treitel has now commenced duties as the new Kehillah Rabbi. His appointment paves the way for The Hugo Lowy Synagogue to resume all Shabbat and festival services, as well as bar mitzvah and bat mitzvah celebrations, ufrufs, shabbatonim

and other College religious events and ceremonies.

Long-serving administrator John Lenn has retired, his duties passing to Michelle Kasimov.

SECURITY

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

Special thanks to our **security** team, in particular Geoff Schapiro, Security Lead, and David Thew, Security Manager. They have stepped up in a massive way.

We also thank the **Communal Security Group** for their tireless work in keeping Moriah and our community safe.

A huge thank you to **Linda Tate**, who resigned as Head of PSG at the end of 2023. We thank her for looking after our children and community with passion and care. It is a tough and sometimes thankless job, but Linda executed it with devotion and precision, like clockwork. Despite challenges, and despite an uphill battle of cultural change, Linda persisted and succeeded. Linda has left behind a far better Moriah community security infrastructure, PSG community engagement and a much safer school culture. We thank her not just for coordinating PSG, but for the role she played in empowering and encouraging our parents to be role models of giving back to our community by assisting in keeping our children safe. This is an integral value we aim to instil in our children, a deep sense of communal responsibility. We take this opportunity to sincerely thank Linda for her involvement and commitment to the Parent Support Group (PSG) at Moriah over the past 19 years, and for her tireless work as a Head of PSG since 2013.

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 Chantal Josselsohn and Vice President Loren Kalish for their leadership in 2023.

The P&F held the following events and were involved in the following in 2023:

- Maintained a very successful second-hand uniform shop run by Miri Fridman.
- Regular chesed for families and individuals in need including numerous meal and care pack deliveries.
- Year K Welcome BBQ: organising set-up, food, activities, and clean-up.
- Welcome morning coffee for all class parents to show our appreciation.
- Hamantaschen bake and distribution for all staff and students.
- Pesach Sedarim for Years K-6: undertaking set-up, food, and clean-up.
- Constant Liaison with school psychologist and Wellbeing department to assist children and parents in need.
- Mother's Day activities and gift stalls at the Family Fun Fair and at school.
- Beautiful ladies' night including a pre-Shavuot cooking demonstration by Saranne Chait at The Hub.
- Preparing kosher lolly/party bags for parents who ordered for parties through the P&F.
- Arranged snack packs distributed at the Playing

with Purpose soccer event, funds raised for the Moriah Foundation Bursary Program.

- Arranged, co-ordinated, and served dinner for the students and staff at the end-of-Music-Camp concert.
- Father's Day breakfasts, activities, and gift stalls.
- Packaged apples and honey with a message from Rabbi Krebs for ELC and lower Primary School students.
- Packaged beautiful honey jars, given as gifts to Year 12 families at their siddur presentation.
- Assisted with Year 12 farewell lunch.
- Co-ordinated, sold, packaged, distributed, and delivered beautiful tea towels for Rosh Hashanah, which featured portrait artworks of all Primary School and ELC students.
- Rosh Hashanah morning teas for all Primary and High School staff and delivered platters to ELCs for their staff.
- End-of-term PJ & Hot Dog Day for whole Primary School.
- Arranged volunteers, food, amusement rides, kids' entertainment and activities and merchandise for the 80th showcase event, which was unfortunately cancelled.
- Challah bake assistance for the whole Primary School in solidarity with Israel.
- Teacher & Staff Appreciation morning tea, lunch/dinner for all ELC, Primary and High School staff.
- Guided Year 6 parents with what needs to be done for Year 6 Graduation.
- Donated money to UIA in lieu of a thank you gift to class

parents and sent them each a certificate.

- Costume assistance for the Years K-2 Chanukah concert costumes.
- Year K orientation morning for parents and students.

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 and ASSISA Carnival. They provided and packaged the candlesticks and tallitot for the Year K mitzvah celebration, arranged siddur inscription labels for all the Years 1, 7, and 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 hoodies and end-of-year gifts for Primary School staff from Primary School families, as well as a special collection for Security and Maintenance.

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

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. For 2023, 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 contribution of \$52,415 towards 2023 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 2023 and beyond. I would like to pay tribute to the President of Mount Sinai, Daryn Saretzki, and to Principal Noelene Bellingham for working so cooperatively with our College.

STAFF RECOGNITION

This year, we had a number of staff members who were acknowledged for their 5, 10, 15, 20, 25 and 30 years of service; Julie Zhang, Liat Ravia, Amy Jones, Ravit Adani, Tracy Fischl, Gemma Avner, Nina Challita, Sheena Nadan (Kraa), San Twanabasu, Talia Diamond, Ben Ezzes, Taube Ray, Claudia Harbison, Iliya Hammerschlag, Courtney Karpin, Dee Fittinghoff, Alex Jones, Chintan Patel, Corrina Halpin, Jeannette Segal, Joseph

Rimmer, Morice Levenstein, Rina Marcovich, Ann Crowe, Catherine Kaissis, Dinangkur Kundu, Jessica Efrat, Linda Emsalem, Neil Cohen, Vanessa Di Francesco, Vivienne Mohay, Sarah Vargas, Debby White and Jessica Aronstan.

One of our long-standing staff members, John Lenn, retired after dedicating over 18 years of service. John commenced at the College on 27 October 2005, and contributed greatly to the College and the Kehillah Synagogue and will be dearly missed by Moriah, his peers and the great Kehillah community.

Acknowledgement of Mark Hemphill – Head of High School

We acknowledge Mark Hemphill who left Moriah on 3 November 2023 to take up a Principalship of The Scotts School Albury, close to his parents and family where he grew up. We thank him for nearly three years of fostering a culture of strong relationships between educators, students, and their families.

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

ANNUAL GENERAL MEETINGS

At our Annual General Meetings of Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited, held in May 2023, the following board of directors of the College were elected, unopposed, for a two-year term: Teri Esra, Mark Leigh, Rina Michael, Jacqueline Scheinberg, and Michael Gottlieb.

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

with our Constitutions: President Stephen Jankelowitz, Robbie Blau, Warren Jacobson, Dan Kramer, Daniel Sekers and Dani Sher.

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

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

After serving his full tenure of 13 years, **Mr Oliver Freedman** stepped down from the Board. Oliver's commitment to the College is extraordinary.

Oliver was appointed to the Board in May 2010. He was Vice President from 2013-2014, and Honorary Secretary from 2012-2014.

Over these past 13 years (with 10 director and three office bearer roles being the maximum term he can serve), he has served on 12 different committees including the College Principal Selection (twice), once for the appointment of Rabbi Smukler and the other for the appointment of Mira Hasofer, College Rabbi Selection, Communication, Corporate Governance, Early Learning Centre, Education Consultative, Finance & Audit, Information Technology Consultative and Security & Traffic Consultative committees. He has Chaired the, Enrolment Consultative, Dean of Jewish Life & Learning Selection, Kehillah, Jewish Life & Learning, and Survey committees.

Oliver has also acted as the College's Liaison/representative on the Alumni Association,

Association of Independent Schools, Early Learning and Preschool Liaison Groups and the NSW Jewish Board of Deputies.

Oliver's passion for Jewish education and his unwavering belief that Jewish children belong at Moriah College is second to none. Indeed, Oliver's wife Ramona attended Moriah throughout Primary School, their children Leila and Asher are Moriah alumni, having graduated in 2019 and 2022 respectively, and their daughter Samara is currently in Year 12. Oliver is keenly aware and enormously appreciative of the sacrifices that many families make to provide their children with a Moriah education.

Through his dedication and involvement, Oliver has assisted in enhancing the quality and breadth of Jewish education at the College in many ways. With his mix of commercial expertise, his deep understanding of our community, his profound historical knowledge of College policies and his commitment to Yiddishkeit, Oliver has been an exemplary Chair of the Enrolment Consultative Committee.

His strong conviction to ensure the best possible experience for new and future parents as they become part of the College, has provided valuable assistance in transforming our Enrolments Department into an Enrolments and Engagement Team.

On behalf of the Board of Directors, I thank Oliver for his significant contributions and look forward to his continuing association with the College.

CONCLUSION

As I retire as College President after serving six years in the role, the maximum permitted under

our constitution, and after 17 years on the Board of Directors, most may think that this is a relief for me, but I can assure you that this is certainly not the case.

I feel humbled to have served for so many years. It is truly a great honour and privilege to have served as president of this amazing school.

The responsibility of being a director and especially of being President is great. I have always had tremendous support around me. The position has afforded me the benefit of forming relationships and friendships from which I have learnt and grown.

I would like to acknowledge our CFO Gavin Sher and his finance team who have worked diligently and prudently to manage the College's finances. Gavin has worked closely with the Board, restored confidence and rigour in the financial function, and run a very professional operation.

While we are deeply sorry to see Gavin depart at the end of this year, we are immensely grateful for the generous transition period he has provided. This extended handover exemplifies Gavin's commitment and thoughtfulness, ensuring that our financial stewardship remains strong and uninterrupted.

As we bid farewell to Gavin, we also warmly welcome Lance Rabbie to the role.

I commend to you the report of our Treasurer, Dani Sher. I extend my gratitude to Dani, for the management of our financial governance.

I wish to acknowledge the assistance of Deloitte in carrying out their role as auditors. The level of professionalism and vigilance in carrying out this

responsibility is noted and greatly appreciated.

I thank all my fellow directors, Robbie Blau, Dani Sher, Rina Michel, Teri Esra, Jacqui Scheinberg, Warren Jacobson, Danny Sekers, Dan Kramer, Mark Leigh and Michael Gottlieb for their unwavering commitment and for the spirit of collaboration that has defined our time together. It has been an absolute privilege to lead such a dedicated group of individuals.

I want to acknowledge and thank the many Board members that I have served with over the last 17 years, and to the Past Presidents who have been generous mentors to me along the way. I have worked with so many incredible people over the years and have formed many long-lasting relationships and friendships that have enriched my life. Each of you made an enormous contribution to Moriah College.

Dan Kramer is retiring after five years on the Board. Dan joined the Board in 2019 and has been an invaluable member of our Corporate Governance subcommittee, having chaired this committee for the last four years. On behalf of the Moriah family, I want to thank Dan for his contribution to the College.

I would like to thank Robert Goot AO SC, Chair of the Trustees, and to all our Life Patrons and Trustees for their ongoing support of me as President, for their guidance, and for their undoubted love for Moriah College.

I extend a particularly heartfelt thank you to my deputy president, Robbie, who has served as Deputy President for the entire six years of my Presidency. I record

unequivocally that I would not have been able to fulfil my duties without Robbie's wholehearted support and dedication.

To Daisy Sultana, our Executive Officer to the Board of Directors. Her responsibility for accurately recording minutes, tracking deliverables, and ensuring the implementation of resolutions has been crucial to our governance. Daisy's support has been a cornerstone of my experience on this board, and I am deeply grateful for both her professional excellence and more importantly her personal friendship

My sons, Adam and Daniel, mean the world to me, and these past six years in particular would not have been possible without their unconditional love, support, and encouragement. They have both made many sacrifices to allow me to fulfil this role, and have always conducted themselves with dignity, never allowing my position in the College to affect their relationships with staff or students.

Six years ago, when I was deciding whether to take on the role of President, it was a difficult time, at a personal level. My late wife Brenda (z'l) was very ill; she worked at Moriah and had this deep love and passion for the College, and she strongly encouraged me to take it on. She understood how critical the success of Moriah was and she genuinely believed that I could make a difference. She gave me some wise words of advice,

Understand that leadership is not a popularity contest

Always act with integrity

Lead with conviction

And always have with the College's best interest at heart

Taking on this role is not possible without the love, support and understanding of one's family.

I was truly blessed to have had a wife who understood how important this was. Without Brenda's understanding and tolerance, I would never have been able to serve for so long and so effectively, and I only wish she would have been here to see what has been achieved, and how Moriah continues to go from strength to strength. She would have been so proud!

When I took on the role, I made the commitment to ensure I left Moriah in a better place after my time as President. I do believe that the College is in a better place, and I feel so proud and so grateful.

Grateful to my colleagues on the College and Foundation boards for their commitment to our wonderful school, to our College Executive and our educators for their dedication to our children, to our parents for entrusting the education of their children to us.

And I am proud. Proud of our students, our wonderful school community, and of our Moriah family.

I am proud of the way we have stood by our homeland during this devastating time since the atrocities of the 7th October, the resilience we have shown in the face of the uprising of antisemitism that we have faced and continue to face, and the moral clarity to stand by our values of kindness, respect, responsibility, commitment, and integrity.

So, while there's a lot of uncertainty and still much to be concerned about, I am confident in our future. This confidence is due to the investment we

have all made in our children's education.

Regardless of what comes their way, Moriah students will have clear answers to who they are, what they value, and what Israel means to them.

And ultimately, that is what really matters.

Am Yisrael Chai

STEPHEN JANKLOWITZ
President

BOARD COMMITTEES

The following committees assisted the board during 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, College Vice Principal/Director of Music & Co-Curricular K-12, Chief Financial Officer and 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

Communication

W. Jacobson*, M. Gottlieb, M. Leigh, D. Sekers, (Co-opted Judy Lowy OAM)

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

Corporate Governance

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

Debtors & Fee Support

D. Sher*, R. Blau, (Co-opted Judy Lowy OAM, Marc Weininger), Chief Financial Officer, and Fee Support & 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 & Communications Manager; and Marketing Manager

Enrolment Consultative

J. Scheinberg* and D. Sekers.

By invitation: Head of High School, Head of Primary School, and Director of Enrolments & Engagement

Finance & Audit

D. Sher*, R. Blau, M. Gottlieb, W. Jacobson and Chief Financial Officer

Jewish Life & Learning Consultative

S. Jankelowitz**, O. Freedman**, R. Blau, D. Kramer, R. Michael, (Co-opted Robert Gavshon AM (Life Patron and Trustee and Judy Lowy OAM Foundation President), College Rabbi, and Head of Jewish Life High School)

Nominations

S. Jankelowitz*, R. Blau 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, College Vice Principal/Director of Music & Co-Curricular K-12, and Security Lead

By invitation: Simon Abrams and Carl Sevitt, Communal Security Group Representative, Linda Tate, Head of Parent Safety Group

Survey

S. Jankelowitz*, 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)

M. Gottlieb and J. Scheinberg

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

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 reviewed 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 17 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

- 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
- Years K-2 Choir
- Years 3-6 Choir
- Years 3-4 Art Club
- Years 5-6 Design Club
- Years K-6 Dance
- Country Music Club

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)
- Book Club (K-2)
- Book Club (7-12)
- Lego Club (K-4)
- Write a Book in a Day (Years 5-6)
- Kids' Lit Comp
- J Talk – (Mishna)



Technology/Innovation

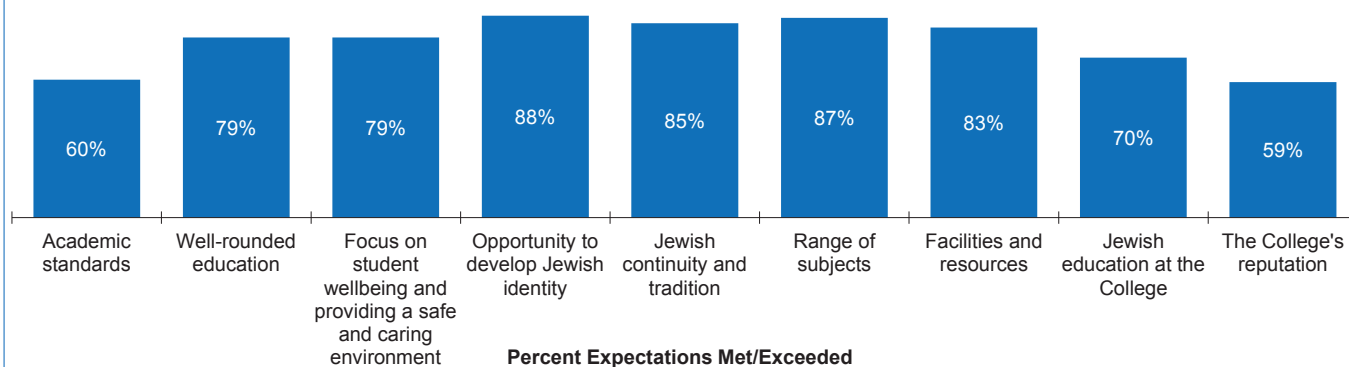
- Young Scientist STEM
- Tech Girls
- Tech Crew – training and ongoing involvement across College events
- Scholars in Entrepreneurship and trip to Israel

SURVEY

In 2023, 94 Year 12 parents and 137 Year 12 students participated in surveys and provided views on areas such as academic performance, student wellbeing, Jewish education, community service, competitive sport, instrumental music, communications and reputation.

Parents

2023 Moriah College Year 12 Parents - Expectations Met/Exceeded - Top 10 (n=94)



A selection of the parents' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their children.

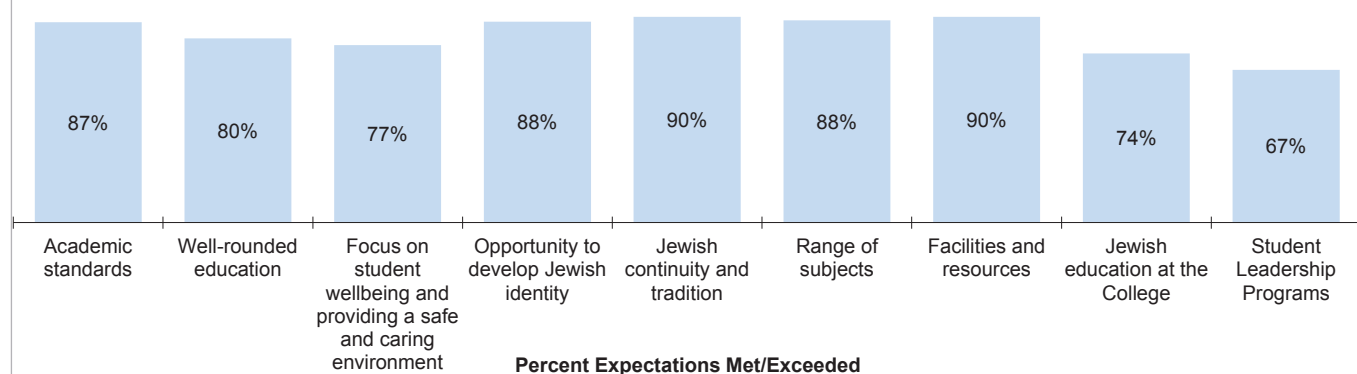
The top five areas are noted below:

1. 60% of parents noted their expectations were met or exceeded in relation to the Academic standards
2. 79% of parents noted their expectations were met or exceeded in relation to a Well-rounded education

3. 79% of parents noted their expectations were met or exceeded in relation to the Focus on student wellbeing and providing a safe and caring environment
4. 88% of parents noted their expectations were met or exceeded in relation to the Opportunity to develop Jewish identity
5. 85% of parents noted their expectations were met or exceeded in relation to the Jewish continuity and tradition

Students

2023 Moriah College Year 12 Students - Expectations Met/Exceeded - Top 10 (n=137)



The top five areas are noted below:

1. 87% of students noted their expectations were met or exceeded in relation to the Academic standards
2. 80% of students noted their expectations were met or exceeded in relation to a Well-rounded education
3. 77% of students noted their expectations

were met or exceeded in relation to the Focus on student wellbeing and providing a safe and caring environment

4. 88% of students noted their expectations were met or exceeded in relation to the Opportunity to develop Jewish identity
5. 90% of students noted their expectations were met or exceeded in relation to the Jewish continuity and tradition

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

2023 Moriah College Year 12 Parents - What do you value most about your association with the College? (Top 5)	2023 Moriah College Year 12 Students - What do you value most about your association with the College? (Top 5)
The College community	The College community
Jewish environment/education/identity/connection	Friendships/connections developed between other students & staff
Friendships/connections developed between students, staff & parents	Jewish environment/education/identity/connection
Safe, caring & supportive environment	Experience at the College
Child's personal growth, development & achievements	Quality, well-rounded education

COUNTERPOINT CAMPS

Our Counterpoint Camp ran for Years 8-12, including a week-long seminar for Year 11 which had not occurred since 2019.

A team of 11 international Madrichim were brought to Sydney for Counterpoint. We also had approximately 40 local madrichim who participated in the various camps including a high proportion of Moriah alumni.

ISRAEL STUDY TOUR (IST)

In 2023, we planned for Year 10 to participate in a six-week IST

including Poland. Unfortunately, IST had to be postponed due to the Israel-Hamas war. We are planning to take Year 11 on a three-week IST in December 2024 as well as our six-week Year 10 IST in November/December.

WELLBEING AND BEHAVIOUR MANAGEMENT PSYCHOLOGY PROGRAMS DELIVERED

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

Psychology Team Overview

There are currently four

Psychologists and one Counsellor working across the College from ELC to Year 12. We are working 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, Simon Milton. We have also had two third-



year psychology students from Macquarie University doing short placements in our department. In January 2024, we will be welcoming our first Master of Psychology student for a six-month placement with our team, and she will be able to provide counselling services to our students under supervision.

Our vision is to have a voice and presence across the College and to ensure more proactive and preventative work for our student body. We have recently re-assessed our roles to meet the changing student needs and the increase of complex mental health presentations. To manage workloads and to prevent over-servicing, we are keeping clinical work short-term, referring to external psychologists for long-term treatment, while also focusing our work on wellbeing programs and parent education.

PSYCHOLOGY PROGRAMS ACROSS THE COLLEGE

Circle of Security Parent Program

The Circle of Security Parenting program is based on decades of research about secure parent-child relationships, and how they can be supported and strengthened. The learning objectives of this program are to:

- Help parents understand their children's emotional world by learning to read emotional needs
- Support the ability of children to successfully manage emotions and to enhance the development of children's self-esteem
- Honour the innate wisdom of parents and their desire for children to be secure

Two courses have been facilitated by Jo Jacobson, Dee Fittinghoff, and Tammy Suchard for parents across ELC to Year 1. The program was highly successful and will continue with two new parent groups in 2024.

Tuning in to Teens Parent Program

Jo Jacobson offered parents of students in Years 5 and 6 the wonderful opportunity to participate in a six-week evidence-based parenting program, developed by The University of Melbourne, called Tuning in to Teens.

Many parents experience parenting as an emotional rollercoaster. The Tuning in to Teens parenting program has a core focus on teaching parents emotion-coaching skills, focusing specifically on the developmental needs of teenagers. It integrates a focus on acceptance/empathy and helping parents to manage their own responses when adolescents reject or push them away as they seek greater autonomy. This course has received fantastic feedback from parents and the psychology team is looking at rolling it out more regularly for all our parent body. Tammy Suchard and Irit Ben-Nissan will be doing Tuning in to Teens training so that we can offer this valuable course to our High School parents in 2024.

Year 6-7 Transition Program

Starting high school is a new experience that can involve many changes for students and can create heightened emotions for both students and parents. This transition team worked on giving parents and students tools and support to navigate this exciting, yet challenging time. The Year 6-7 transition group offered a four-step program for parents and students. This was inclusive of:

1. Talk by Dr Lisa Myers
2. Panel with Q & A made up of Moriah team
3. Tuning in to Teens parenting program being offered this term to Year 6 parents
4. Talks by student leaders to Year 6 students with a focus on what they wish they had known going into High School

5. Transitioned Year 6 to Year 7 2023 – meeting with students and parents, liaising with staff at Moriah and Mt Sinai

ELC-Year K Transition Program

Tammy Suchard and Jo Jacobson have worked closely to ensure smooth transition and handover for Prachim students entering Year K and the following programs have been put in place:

- Transition groups in Term 4 for ELC for students to meet the psychologist and discuss the changes in moving to Primary School
- Parent evening for ELC transition to Primary School
- Handover meetings and observations at orientation for ELC students moving to Primary School
- Individual supports for parents as needed

Moriah Consent Program

In 2023, The psychology team rolled out the second-year modules of our Moriah Consent program. 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 topic and activity were specified with learning intentions, underpinning values, and an experiential activity to imprint the value and thoughts.

Each year group has a psycho-education session with the psychologists and then two sessions with their mentors to expand on the discussion and explore core issues in a smaller space. We found most of our students eager to engage with these topics and asking many questions. The mentors are also getting all the experiential sessions compiled for them with easy access to learning intentions

and all experiential materials available on our Google site:

<https://sites.google.com/d/16m4EOE6XOPBrZIML3RXWpqy6Ac1uMX9I/p/1W8RjQnbO798Ch8DC3LGQTFp49YZHEwr/edit>

Training sessions for mentors have been offered and facilitated by the psychologists and Heads of Stage. We also met with Yocheved Debrow, an expert on Jewish sexuality and intimacy. We are using our Consent program as a pilot study for Yocheved to assist with infusing Jewish and Torah values into the curriculum.

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

The High School psychology team met with Assunta di Gregorio to discuss some changes and adaptations to our one-unit Mindfulness course for Year 11 students, facilitated by Irit Ben-Nissan and Dee Fittinghoff. We have changed the course name to reflect the content and from 2024 it will be called, 'Introduction to Positive Psychology (IPSY)'. This course incorporates positive psychology principles which enable students to discover meaningful relationships, character strengths, daily habits of gratitude, empathy, mindfulness, and kindness and fostering spiritual intelligence and a curiosity for personal and intellectual achievement.

Quest

Our Paw Pal dog, Quest, has been a wonderful addition to our team. She works with our wellbeing team in Primary School, with our psychology team and Learning Support in High School. Quest has been valuable in assisting with individual students as well as being present in various classrooms across the High School. Teachers across the High School have reported that Quest's presence in the classroom has a calming and positive impact on student learning.

Suicide Prevention

In Term 3, we invited Moriah parents to start an important conversation about mental health. We had the honour of hosting Rabbi Shalom Hammer, a world-renowned lecturer and the founder of Gila's Way, which he established in 2019 after the tragic loss of his 18-year-old daughter to suicide. We had more than 300 parents in attendance and Rabbi Hammer spoke from personal experience, helping our community to address mental health awareness, understand the importance of removing stigmas, and recognise signs of suicidal ideation in young people. The psychology team facilitated the evening and gave our parents important resources and tools for managing these conversations with their children.

Men's Mental Health is such an important issue and, together with our High School student leaders, the psychology team organised an incredible Movember event. We engaged four inspiring speakers from our community, who spoke about their lived experiences. This included a book reading from Ryan Abramowitz who has written and illustrated a poignant book in loving memory of his father Joel; Craig Boss, a Moriah parent who shared his courageous story of resilience; and Ryan Kaplan and Hayley Mayer who shared insights drawn from their meaningful work in the Mental Health space.

Jewish Schools Psychology Meetings

Moriah hosted meetings each term with school psychologists from the Jewish schools in the eastern suburbs. As school psychologists and counsellors from our community, we came together from our respective schools to form a support network to share ideas, programs, experiences, resources, challenges and, most importantly, to support our students and each other.

Moriah hosted four meetings this year with great success and will continue to grow this group in 2024.

Podcast – Bite-sized Insights for Parents

Bite-sized Insights was a weekly podcast hosted by Dee Fittinghoff and Rabbi Gad Krebs, which continued for two seasons and is available via the newsletter on Spotify and Apple Podcasts. It is a podcast for parents pooling everything they have learned as parents, educators and professionals and packaged into 15-minute weekly podcasts. 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

Adult Education series enrichment sessions

In Term 1, Rabbi Krebs instituted an adult learning online forum for our community. Dee Fittinghoff facilitated 30-minute online lectures called 'Psychological





tools for unlocking your potential to happiness and success'. These tools are based on our Flourish@moriah philosophy and give adults strategies for enhancing human flourishing, building relationships, practising daily habits, and bringing purpose and meaning into their lives.

NovoPsych Assessment Tool

The High School psychologists utilised NovoPsych software to implement clinical assessment tools for generating 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 11 students have continued for a fourth 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.

EARLY LEARNING CENTRES

In April 2023, we employed Tammy Suchard in a new role as dedicated ELC psychologist. After seven months in the role, it became evident that we needed to rework and review the role because Tammy's skill set as an

educational psychologist was not being used appropriately. Tammy was not conducting any one-on-one interventions with children and was very limited in her clinical work. She received very strict guidelines on her interventions and most communications to parents and staff went through the Head of ELC. All group interventions had to be co-facilitated with an educator and this limited Tammy's ability to work in her full capacity as a psychologist. Despite these limitations, Tammy managed to achieve a Circle of Security parent group, Prachim to Year K transitional groups, and some self-regulation groups in the ELC classroom which she co-facilitated with educators. Tammy was able to conduct some individual parenting sessions and was involved in some teacher and parent conferences and meetings. Tammy has also conducted several informal observations and made recommendations for specific children in consultation with teachers and parents.

From 2024, Jo Jacobson (Years K-2 psychologist) will incorporate ELC into her role and we have planned for this transition with school leaders and within the psychology team.

PRIMARY SCHOOL

In 2023, the Primary School psychologists have achieved the following:

- 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 (screening tool) to assess ADHD and comorbid presentations, and reporting back to parents and staff with recommendations.

- Ongoing wellbeing sessions for ELC-Year 6 and feedback/communication with teachers of 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.
- 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.
- Planning and managing R U OK? Day and Friendship Day initiatives for students.
- Continuation of the Friendship Hub and Lego Club with Rachel Rowan to assist students with social skill development and facilitating the Years K and 5 Buddy program.
- Raising money for Israel and letters for the IDF (upper Primary School students and staff).
- Psychologist attendance at Year 5 camp.



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 liaising 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.
- Attended Personal Learning Plan (PLP) meetings and provided ongoing support to individual students and their families.

The High School team has also been instrumental in writing up guidelines for the College to

assist staff in managing students who present with self-harming behaviours and increased risk.

FLOURISH STRATEGIC FRAMEWORK OVERVIEW AND IMPLEMENTATION

Partnership with The Wellbeing Distillery (Justin Robinson) and Moriah College

Context

To fundamentally create a holistic wellbeing culture at Moriah College, it is now time to embed our Positive Education Program, **Flourish@moriah** across our key stakeholder groups – staff, students, parents, and the wider community.

We believe that a holistic Positive Education Strategy will further define Moriah's unique value proposition – as a preferred school of choice for families and as a preferred employer of choice for staff, with the ultimate goal of increasing both flourishing and learning across our school community.

One of the key components of implementing such a strategy is to unite our staff in speaking a common language; that is, reframing the way in which our Moriah culture is lived and experienced.

Following extensive research with key specialists in the wellbeing field, the College has partnered

with The Wellbeing Distillery (TWD), a specialist provider helping schools, leaders, and educators achieve ambitious wellbeing outcomes through training, wellbeing measurement, practical resources, enhanced pedagogy, cultural change, and high-impact strategy and implementation methodology.

We have developed a triangulated approach to launching this Positive Education Strategy by building a Moriah Wellbeing Task Team comprised of:

- Lauren Koseff, who will guide and inform the strategic planning component of this cultural change program, cultivating executive and leadership support across our ELCs, Primary and High Schools.
- Mandy Meltz, who will provide the educational lens and guide from an educator's perspective; and
- Dee Fittinghoff, who will provide leadership and guidance around the psychological and mental health component of the program.

Aims

- To prevent ill-being and promote wellbeing among our staff.
- To help staff to ignite their passion and purpose in the classroom.

- To empower staff to consistently operate within the "Optimal Range" of human functioning.
- To facilitate a culture change across the College.

Unfortunately, the timeline below was unable to be actioned. Justin Robinson is available to start this process in 2024 and the roll-out will be discussed with our new College Principal, Mira Hasofer.

Proposed Timeline:

Term 4, 2023 - Commence the Flourish staff program and schedule staff talk with Justin in first week in person

- 17 October: Justin Robinson will spend a full day at Moriah. His itinerary will include a College tour in the morning, a meeting with the Executive team and leadership, and he will give a talk to Primary School, High School and ELC staff.
- Tuesday, 17 October: Expressions of interest for TWD course open.
- Tuesday, 24 October: Expressions of interest for TWD course close.
- Wednesday, 25 October: Initial meeting with selected group participants to explain process, give access to TWD Course, and set facilitation and discussion dates over the term.

Term 1, 2024 - Culture of Change

- 24-25 January 2024: Justin Robinson to facilitate Staff Development for entire College for one or two days (ensure this is placed as a priority on the SDD agenda).

PROFESSIONAL DEVELOPMENT

Professional Development Courses attended by the Psychology Team in 2024

- Tuning in to Teens facilitators course
- Circle of Security facilitators course

- Grow your Mind training
- ACT with young people on the Autism Spectrum
- Developing Psychological Flexibility for Teens
- Relationships and Sexuality in Schools Conference
- Seasons for Growth – Grief course
- APS Board Supervisor Training
- Understanding and managing bingeing and purging – School Link
- School refusal – Kylie Walker/ The Young Mind Clinic
- Living and Thriving with ADHD- KYDS
- Mandatory reporting – Implications for practitioners – APS
- Attachment theory workshop – Mirror Psychology
- Treatment for selective mutism in schools – Elizabeth Woodcock
- Working with Trauma in Children & Adolescents using Trauma-focused CBT
- Diagnostic Maturation Model of Attachment – Berry Street
- Justin Coulson parenting course
- Happiness and its Causes conference

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 data collection on the number of students and parents accessing support.

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.

The 2024 Psychology Team will include:

- Dee Fittinghoff (ELC-Y12) P/T
- Irit Ben-Nissan (Years 10-12) F/T
- Tammy Suchard (Years 7-9) F/T
- Jo Jacobson (ELC-Year 2) F/T
- Courtney Karpin (Years 3-6) P/T



OUR ACHIEVEMENTS & GOALS

PILLAR 1 – PERSONALISED, ENGAGED LEARNING

2023 Goals and Priorities

Priorities	Achievements
ELC – YEAR 12	
Personalised Engaged Learning within the context of students at risk	<p>At Moriah College, we recognise the uniqueness of each child and, as such, are dedicated to delivering personalised, high-quality education to all students within a safe, welcoming, and inclusive learning environment. Our core philosophy revolves around the integration of students with varying levels of ability into our school community. Belonging signifies that all students are acknowledged, heard, respected, and given the opportunity to thrive. In 2023, we made a commitment to foster a community that collaborates and learns together, side by side, embracing our diversities, so that every child can learn, grow, and ultimately become the best version of themselves.</p> <p>From the moment of enrolment, learners of all abilities have been warmly welcomed and embraced as valued members of our community. Our procedures and practices consistently honour and recognise that everyone learns in their own way. Inclusion at Moriah College has instilled a sense of wellbeing, supported success, and engendered a feeling of belonging in each student. To realise this, we have provided a variety of personalised support services and programs to ensure that every child has been provided the opportunity to learn, develop a sense of self-worth, and flourish.</p> <p>The process commences with the identification of a need that requires adjustments and continues through to each subsequent year. This ensures ongoing informed support for all students with various abilities from ELC-Year 12. A Personalised Learning Plan (PLP) is co-constructed by the Case Manager, specialists, support educators (where appropriate) and classroom educators to document the pathway of adjustment and intervention for each student. All plans are overseen by the Director of Education Support and Inclusion (DESI) to ensure a standard of care and ongoing targeted, purposeful support and intervention is maintained.</p> <p>All aspects of the whole child's development are considered through this Personalised Learning Plan (PLP). The PLPs document the students' background, areas of difficulty, goals and the adjustments the educators provide, in order to create optimal learning opportunities and social-emotional support to ensure that the personalised goals are achieved.</p> <p>The success of our approach owes much to the dedication and expertise of our teaching faculty. Rigorous professional development opportunities were provided, equipping educators with the tools and knowledge necessary to implement inclusive practices effectively. This investment in our staff has resulted in a more cohesive and supportive learning community that prioritises personalised learning.</p> <p>Collaboration with parents is crucial to our students' success because it creates a supportive partnership between home and school environments. This collaboration enables a holistic understanding of the students' needs, fosters consistency in learning approaches, and promotes a unified effort to address challenges, ultimately enhancing the overall educational experience and personalised outcomes for our students.</p> <p>Beyond academic accomplishments, our personalised approach has highlighted the diverse talents of our students. In sports, arts, or extracurricular activities, every achievement is celebrated – fostering a culture that values and recognises the unique contributions of the individual student.</p> <p>Primary School Intervention</p> <p>Intervention via Education Support teachers and Teacher Assistants continued with dynamic adjustment to meet the needs of students, particularly in literacy, numeracy, and behavioural supports.</p> <p>The team of Education Support teachers has effectively supported and scaffolded the implementation of the classroom curriculum at a pace more accessible to our vulnerable learners. For students who have required a more targeted approach to personalised literacy learning, our education support team has delivered the MiniLit and MacqLit programs successfully and has evidenced the positive impact resulting from these completed cycles of intervention. Furthermore, this year, one of our Education Support teachers completed the Multisensory Structured Language Instruction (MSL) course and is now an accredited teacher.</p>

MSL includes the principles of scientific reading research but goes one step further with addition of the multisensory component. The multisensory component is what makes MSL differ to other traditional reading and spelling programs. The MSL Orton Gillingham approach is considered the golden standard and assists all students including those who have been identified with dyslexia or a related difference. As a result, in 2023, Moriah proudly became registered as an accredited MSL provider.

New High School Personalised Learning Plan (PLP) format

The DESI consulted with the Deputy Head of High School about the formatting and volume of information contained in each PLP. The High School educators found the existing PLPs to be excessively burdensome for practical and effective utilisation. Consequently, the DESI created a more user-friendly format for High School PLPs, maintaining their original intent.

Enrolments

Together, the DESI and Head of Enrolment and Engagement have reformed the enrolment processes in terms of gathering data to assess the social, emotional, learning, and medical needs of our vulnerable students more accurately. With these enhanced processes and procedures, the DESI is positioned to map pathways more successfully for personalised learning.

Transitions ELC-Year 12

Updated Personalised Learning Plans (PLPs) form a critical element in our handover processes across ELC-Year 12. The PLP document has ensured that students' 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.

Visits were arranged prior to the commencement of the 2023 academic year to provide an opportunity for vulnerable students who experienced difficulty with transition for varied reasons to engage in a 'meet and greet' session to further familiarise themselves with their educators and new learning environment, and thereby reduce anxiety.

Transition to High School

The DESI and Head of Stage 4 worked together closely to identify students at risk who required additional support to transition to High School. This included students transitioning from Moriah Primary School as well as from external schools to our High School. The process included additional transition planning meetings with parents as well as opportunities for students to become familiar with the new school environment and key staff members prior to the first day of High School.

Mock Audit

During the January 2023 school holidays, the DESI invited Len Hain (Executive Director, Australian Council of Jewish Schools) to the school to engage in a 'mock audit'. The DESI felt the need to ensure that processes and procedures were in place to capture all required evidence to ratify each student on the Moriah NCCD register. What emanated from the process was a deeper understanding of how the audit process occurs and the key pieces of evidence that auditors will look for. The key findings from the mock audit have been the catalyst to implement change in processes to ensure the effective and streamlined approach to meeting all aspects set out in NCCD guidelines.

Israeli Students

Following the events of 7 October 2023, Moriah College was fortunate enough to be well-positioned to welcome students from Israel. A total of 27 students, ranging from ELC to Year 8, joined us. Moriah employed additional staff members to work with these students as interpreters and ensure that they were included in the Moriah Family. An Israeli social worker with expertise in trauma was also employed and, together with the school psychologists, addressed the emotional needs of these students, offering a personalised approach to support their individual needs, based on their varying levels of trauma and English proficiency, to access the curriculum.

Personalised Learning final reflection

The success of our 2023 personalised learning approach stands as a testament to the unwavering dedication of our entire school community. It has represented our progress, demonstrating that with commitment, collaboration, and a student-centric focus, we have created a personalised learning environment where every student has the opportunity to shine and become the best version of themselves. As we celebrate these achievements, we also acknowledge that our work is ongoing, and we look forward to the continued development of our approach in the years to come.

<p>Personalised Engaged Learning 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) 2023</p> <p>Under the leadership and guidance of the Director of Education Support and Inclusion (DESI), Moriah College has effectively managed and streamlined the processes related to the Nationally Consistent Collection of Data on school students with disability (NCCD). In preparation for the August 2023 census submission, the DESI diligently ensured the inclusion of all students receiving adjustments in the Moriah NCCD register. This encompassed students with diagnosed and/or imputed disabilities across the:</p> <ul style="list-style-type: none"> • cognitive (learning) • social-emotional (behavioural) • physical (and medical), and • sensory (hearing and vision) domains. <p>We maintained accurate records of students on our NCCD register, which were documented on each child's Personalised Learning Plan (PLP). We collaborated closely with parents, caregivers, allied health professionals and other key stakeholders to ensure that our students' needs were met. All students' Personalised Learning Plans (PLPs) were regularly reviewed, updated, and shared with parents and other key stakeholders.</p> <p>To maintain data accuracy and fidelity, the DESI established moderation teams at each year level comprised of key stakeholders. These teams critically examined the profile of each student, making well-informed judgments regarding the appropriate level of adjustment for individual students based on the frequency, intensity, and range of intervention each student received.</p> <p>Additionally, the DESI purposefully developed awareness among staff regarding our obligations under the disability legislation and Moriah's processes, in accordance with the NCCD guidelines. New staff members received targeted coaching to navigate the complexities of NCCD responsibilities, ensuring that every student in our NCCD register had a Personalised Learning Plan (PLP).</p>
<p>Census Data for 2023</p>	<p>In the 2023 academic year, Moriah College recorded a total of 546 students on the NCCD register.</p>
<p>Personalised Learning in the Early Learning Centres (ELCs)</p>	<p>Within the context of our ELCs, personalised learning has been a cornerstone of our approach, recognising the individual needs of our vulnerable young learners at each developmental stage. The DESI has collaborated with the Head of ELCs, ELC psychologist, and classroom educators to capture the profile and needs of our individual students in Personalised Learning Plans (PLPs). Through ongoing observation, we have ensured that each child receives the necessary adjustments and support to thrive. Collaboration with parents has been integral to this process, fostering a strong connection between home and our ELCs. Additionally, the DESI is dedicated to maintaining engagement with educators and parents to share updated PLP as well as upskilling the ELC staff in collecting and documenting data using the PLP structure. As we reflect on the past year, the success stories of our youngest students underscore the effectiveness of the personalised learning provided to lay a firm foundation for their educational journey ahead.</p>
<p>HIGH SCHOOL</p>	
<p>Signature Programs</p>	<p>In 2023, Year 9 students attended the Northern Territory (NT) trip; however, Year 10 students were not able to attend their IST trip. The Scholars in Entrepreneurship trip to Israel and the Technion program were also cancelled.</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 2023.</p>

PRIMARY SCHOOL	
<p>English</p> <p>Continue to improve teaching and learning in English using the Science of Learning, purposeful practice, explicit teaching, and retrieval practice. The 2023 focus is on writing alongside a consolidation of morning routine, phonological and phonemic awareness, phonics, and spelling. All staff attended PD both during school hours and after to ensure the development of high-quality and targeted teaching and learning required for the delivery of the new K-6 English curriculum.</p>	<p>All General Studies educators completed a cycle of learning, implementation, feedback, and improvement related to using the block planner in writing, leveraging this process to create high-quality texts.</p> <p>Teacher programming was guided by an external coach and a Learning Leader to ensure the scope and sequence of grammar and correlating writing forms were addressed using the block planner.</p> <p>Whole texts were developed using:</p> <ul style="list-style-type: none"> • Cold writing tasks to assess student capability and focus areas for teaching • modelled writing to teach exemplars in areas of need • An unaided final writing task called a 'hot write' to assess student achievement. <p>Educators were also coached in how to assess writing using the NAPLAN rubric to ensure moderated assessment across the year levels and assist with instruction. A mandated clear developmental scope and sequence for the new Writing curriculum K-6 has been mapped using Justin Caban Training 24/7 in conjunction with the Learning Leader and Deputy Head of Primary School - Teaching and Learning.</p>
<p>Spelling and Phonological awareness</p>	<p>Students in Year K used the SRA phonological awareness program to ensure a thorough grounding in this area during the first semester of school. For the remainder of the year, the students followed an evidenced-based synthetic phonics program, 'Get reading right', to ensure a good foundation in spelling.</p> <p>In order to improve spelling, particularly across Years 3-6, a 20-minute spelling/literacy session was introduced after breaktime. The Spelling Mastery program was utilised across Years 3-6. This direct instruction program ensured that teachers delivered the program according to a scripted narrative.</p>
<p>Mathematics</p> <p>The new Mathematics curriculum was unpacked with staff to review practice and audit achievement and new goals.</p>	<p>In alignment with the newly-adopted NSW Mathematics syllabus, through professional development and professional learning team meetings, the Primary School successfully integrated its core principles into the Mathematics programs. Teachers continued with a mandated maths lesson framework. This included:</p> <ul style="list-style-type: none"> • A warmup and review of previous knowledge. This included number talks which were further improved by integrating technique building to address specific number combinations. • Explicit instruction of new knowledge combined with modelling according to the requirements of the gradual release of responsibility; I do, we do, you do. • Students completed activities in the final phase of their lessons which required them to apply their knowledge learnt at differentiated levels of complexity. • Final phases of lessons always included a review of learning and a preview of the next steps in learning. <p>This model of teaching enabled students to achieve an 80% mastery rate among students for 80% of the time, ensuring a solid grasp of new content before progressing. Within this context, the Essential Assessment program was used to generate data and personalise teaching to address specific student knowledge gaps or difficulty with skill acquisition.</p> <p>The evidenced-based program Oxford Maths was introduced for Years K-4 mandating consistency in pedagogy across year levels. The content proved to be misaligned with the NSW syllabus but teachers provided adjustments to enable appropriate teaching. Automatic recall was facilitated using a range of technology platforms. This was evidenced as successful because of accurate student application across contexts.</p> <p>Mathspace proved to be unsuitable for the students in Years 5 and 6 and was used to a limited extent. Years 5 and 6 used Transum and White Rose Maths as guiding programs for students. This assisted to provide educators with a guided program which consolidated student skills and understandings and also made provision for differentiation. Hot Maths was used in Years 4-6 as a resource to create assessments to provide additional rigour, identify high-performing students and earmark those requiring ongoing consolidation. Problemo continued in 2023 as a resource used to educate and challenge students from Years 3-6 in their problem solving and capability to work mathematically. Matific was trialled this year as a digital reinforcement of classroom teaching. However, this proved to be unsuccessful and will be replaced by Mathletics which is aligned with the new syllabus.</p>

Special intervention programs	Intervention has continued via a dedicated educational support teacher across Years K-3 and teacher differentiation from Years 4-6. This model is proving effective for the second year in a row.
Professional Development (PD) The key focus area for 2023 pertained to improving the writing aspect of English and NSW curriculum-aligned Maths practice. Best practice taken from professional learning was implemented into programs during professional learning team meetings and could be tracked in program documentation.	English and Maths Instructional leaders and specialist teachers joined professional learning team meetings. All team members utilised an improved professional learning team framework to document their meetings. The use of data to inform teaching is improved continuously and can be evidenced with outcomes and programs and the way the learning experience meets students' needs. Major focus areas: <ul style="list-style-type: none"> Professional development in writing and to consolidate morning routine using Justin Caban from Training 24/7. Number talks using specific techniques. Problem-solving techniques and strategies aligned with the NSW Maths curriculum.
The increased focus on explicit instruction is correlated with a reduced intensity in inquiry learning and the launch cycle.	All programming and professional development instruction through 2023 centred on explicit instruction, repetition of learning to secure information into long-term memory, and a gradual release of responsibility evident in lesson structure. Educators were trained in building student knowledge in a layered approach. They also learnt specific teaching strategies to be utilised during the modelled teaching phase of the process. These included: <ul style="list-style-type: none"> Instruction Explanation 'Think Aloud' – Which gives students insight into the self-talk behind learning.
Consolidation of teaching and learning process balanced with digital technology and its role in future-focused education.	Specialist educators consolidated the Moriah College program in the digital technologies and ICT general capability using their scope and sequence. Students continued to use technology when it was the best strategy and process for the learning experience. Of great benefit were the multimodal film studio, one-to-one student device program, and student and teacher use of eLY as a class page to locate resources, share learning moments which can be likened to an e-portfolio, and centralise continuous assessments and students' behaviour and academic performance badges. This is indicative of the movement away from Google Classroom into a platform with greater security.

PILLAR 2 – STUDENT WELLBEING

2023 Goals and Priorities

Priorities	Achievements
HIGH SCHOOL	
Restructure facilitated a shift towards the integration of academics and wellbeing	In 2023, the Wellbeing Team restructure facilitated a shift towards the integration of academics and wellbeing, recognising their inextricable connection. This portfolio, in addition to focusing on student wellbeing initiatives, also focused on tracking and monitoring students' achievements and performance across all stages. The Heads of Stage worked together on schoolwide initiatives, promoting a focus on the holistic care of students, emphasising autonomy, and encouraging independence across the three stages. These were always framed on the basis of our College values of respect, commitment, responsibility, integrity and kindness.

<p>Improved Targeted Programs</p>	<p>During daily mentor sessions, targeted programs were run by mentors with different themes running through the terms.</p> <ul style="list-style-type: none"> • Year 7 had the themes of: respectful relationships, consent, social inclusion, growth mindset, respectful relationships, and goal setting • Year 8 had the themes of: character strengths, goal setting, assessment planning, belonging, conflict resolution, and giving back • Year 9's focus was on the introduction to The Rite Journey. The underlying principles of this program are: young people need good adult role models in order to transform into successful, contributing adults; young people need to have important conversations with trusted adults about the issues that concern them; young people need to go through various rites of passage – challenges, ceremonies, celebrations – to mark the transition from childhood to adulthood; and young people need to experience failure which is essential to experiencing success. In Year 9, the focus is on the first two questions of The Rite Journey program: 'who am I?' and 'what do I have to offer?' In addition to this, a program on healthy masculinity was delivered to the Year 9 boys. A program on the issues relevant to adolescent girls, including self-esteem, body image, and the influences of social media on both these was delivered to the Year 9 girls. • Year 10's Rite Journey focus was on the following questions: Is there something more? What is my purpose and what do I have to give? Year 10 students focused on preparation for the Israel Study Tour, including aspects of psychological health and ill-health; educating the students about the signs of psychological ill-health, conversations about self-injury and suicide. • Year 11 explored the themes of: organisation strategies, managing change, leadership, dealing with disappointment, and juggling stress management. • Year 12 explored the themes of: Motivation, study timetables, effective study habits, gratitude and keeping connections. <p>In addition to the daily connection students have with their mentors and the programs run in daily mentor sessions, students had the opportunity to engage in a range of initiatives that were delivered to students throughout the year with the aim to enhance student wellbeing outcomes.</p>
<p>PRIMARY SCHOOL</p>	
<p>The Primary School's central focus for 2023 has been on growing students' self-regulation and social and emotional mental health. Positive Education taught through the Growing Moriah Minds program has been successfully driven by the Wellbeing Team and delivered by the General Studies educators. Student Development (Wellbeing and Mental Health)</p> <p>Improved Wellbeing and Behaviour Management systems and processes to manage diverse student body, K-6.</p> <p>Prevention-focused and targeted intervention for those in need, while addressing the impacts of trauma and social challenges K-6.</p>	<p>Student Social and Emotional Development in Moriah Primary School</p> <ul style="list-style-type: none"> • The Growing Moriah Minds Wellbeing Framework was more clearly defined for staff, incorporating wellbeing practices and behavioural expectations. • Explicit teaching of social competencies for students. • Create and supply resources based on NSW Wellbeing Framework for Schools. <p>Implementation of Growing Moriah Minds</p> <ul style="list-style-type: none"> • In Term 1, educators and Years K-6 students were introduced to the program. • At different stages in the year, staff supported by Wellbeing Team deliver supplied lesson content centred on developing student awareness of their brain and its relationship to emotions, behaviours, social skills and competencies. • Strength-based education and interventions were prioritised each term in Years 5 and 6. • Educators increased their skill to deliver socioemotional teaching and learning during daily 5-minute morning sessions. <p>Professional Learning was provided to increase knowledge in the following areas:</p> <ul style="list-style-type: none"> • Neuroscience and its impact on behaviour, social connection and emotional wellbeing. • Self-regulation strategies using the Grow Your Mind brain analogies. • Strategies to support teachers to be co-regulated so that by modelling their own regulated behaviour they can teach students to self-regulate. <p>Repair strategies to enable students to regain their position in the peer group.</p>

Positive Education: Social and Emotional Learning Data	<p>Wellbeing data collection and analyses:</p> <ul style="list-style-type: none"> • Data captured using grade, class, and individual behaviour analysis on eLY and in grids. Behaviours tracked which enabled proactive student growth programs and the implementation of well-substantiated consequences. • By capturing badges on eLY for positive behaviour and tracking records of transgressions, patterns were identified in student behaviour. • Behaviour improved in certain instances and targeted interventions were provided where necessary. • Proactive interventions provided for at-risk students.
Online Wellbeing Badges, Shields and Merit Certificates	<ul style="list-style-type: none"> • Positive Education online Wellbeing badges and shields were created in recognition of, and to celebrate students' social and emotional growth. • The badging system forms an accumulative record of a student's positive behaviour profile throughout their Primary School years. • Badges received recognised that a student consistently displayed exemplary behaviours reflective of the five school values – Kindness, Integrity, Respect, Commitment, and Responsibility – and were underpinned by the 24-character strengths. • Data collated and trends identified revealed a gradual increase in the consistency of badges awarded across K-6 in comparison to rewards given in 2022. • Students and parents were able to access badge profiles on the student eLY profile pages.
Streamlining the Behaviour Management process. Restorative practices – used to guide dysregulated students – empowered educators to manage and grow students to become more self-regulated, responsible and respectful.	<p>Behaviour Management Processes</p> <p>Key Focus:</p> <ul style="list-style-type: none"> • Educators and Wellbeing Team identified an increased need to support students with emotional and behavioural dysregulation as well as anxiety. <p>Management Process:</p> <ul style="list-style-type: none"> • Behaviour Management processes used to promote development of social competencies and self-regulation were streamlined. • Educators used a shared frame of reference, well-defined set of expected behaviours and restorative practices to promote equity, respect and inclusion. • Students who breached the policy engaged in transparent impactful restorative practices. • Student reflections and intervention records were uploaded to a central point on eLY and enabled improved data collection and tracking. • The data generated aimed to identify patterns of student behaviours and increase consistency in responses to misconduct. • Strong connections built between parents, Wellbeing Team, educator and child to increase safety and support. • Students reflected on their behaviours and interactions and that they are guided towards best practices in accordance with the behaviour management policy. • Students who breached the policy engaged in transparent, impactful, restorative practices.
Identifying, managing and supporting Anxiety and promoting Emotional Agility	<p>Professional Development undertaken to manage anxiety and promote emotional agility</p> <ul style="list-style-type: none"> • Increased incidents of student anxiety K-6 were reported. • The Wellbeing Team reported a significant increase in the number of students requiring support with friendship conflicts, emotional dysregulation, school performance and school refusal concerns. • Educators engaged in Professional Development sessions and learned practical strategies to support students to build resilience, calm their anxious brains and build solid neural foundations that lead to emotional agility. • Mindful breathing sessions, built into the Student Development lessons helped regulate students. <p>Quest: Moriah's Paw Pal</p> <ul style="list-style-type: none"> • In Term 3, Quest, our Moriah Paw Pal, joined the Wellbeing Team and assisted with student regulation and increasing wellbeing. • Quest has started visiting classrooms during learning sessions and 1:1 therapy sessions with the psychologists, to promote academic learning and social engagement. <p>Response to the war in Israel:</p> <ul style="list-style-type: none"> • Two Hebrew-speaking aids and a social worker joined the Wellbeing Team to support new Israeli students who entered Moriah Primary School in Term 4. • Age-appropriate facts about the war were shared with the students across Years K-6.

Transition Programs	In 2023, we continued our transition programs, including the Year K and Year 5 buddy program, and integration days for new students joining the College in 2024.
Vulnerable and at-risk students At-risk students were identified, and their specific needs addressed; and individual programs were created, implemented and monitored.	<ul style="list-style-type: none"> Vulnerable students were tracked and monitored, and interventions were provided where needed. Support programs were also offered. Child Protection and online webinars – Rowena Thomas (Amazing Me) delivered targeted curriculum lessons across K-6 linked to the PDHPE sessions.
At-risk student guidelines, safety plans and Risk Assessments revised	At-risk student safety plans and Risk Assessment Process and templates revised <ul style="list-style-type: none"> Creation of Moriah College Primary School Guidelines for Responding to students who are presenting with self-harm and/or suicidality. School processes and referral pathways were identified, and a multi-tiered system of support provided. Safety Plans for vulnerable students were revised.
PILLAR 3 – PASSIONATE, QUALIFIED, CARING, HIGH-CALIBRE STAFF	
2023 Goals and Priorities	
Priorities	Achievements
HIGH SCHOOL	
Professional Growth for Heads of Department (HODs)	All High School HODs participated in a series of Professional Growth sessions delivered by the Deputy Head of High School. 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 & Learning to develop an individual leadership growth plan which was evaluated at the end of the year.
Professional Growth for teaching staff	All 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. Each HOD then worked with every member of their faculty to develop their individual personal growth plan. HODs and staff members recorded this PGP in the online Professional Growth Portfolio.
Peer Professional Learning Opportunities	Throughout 2023, further to whole staff professional development days, staff delivered and participated in faculty-based Day 8 Professional Learning Teams. HODs created professional learning opportunities for their faculty colleagues to build collective efficacy, focusing on the skills required, especially in preparing for the implementation of syllabus reforms.
PRIMARY SCHOOL	
Performance enhancement and performance reward	All staff received targeted professional development for education in both teaching instruction and socioemotional neuroscientific education. Professional development has two components, the first of which involves the sharing of instruction and the second providing opportunity for implementation and review and feedback on the impact on practice. This is evidenced in the writing implementation and teacher observation across the year levels as well as in the five-minute wellbeing sessions delivered by teachers after the July PD run by Julia Delaney. High-performing educators are recognised during staff briefings and are given time benefits to share best practices, gather data for dissemination, or explore their areas of interest in depth. Additionally, they receive acknowledgment through the Primary School's leadership program.
Experienced Teacher and Leadership Program	The ISTAA-endorsed Experienced Teacher program has gained significant traction across the College. It is supervised in the Primary School by a leading experienced teacher and, to date, four educators have achieved this status and five are in process with a high success rating. This ensures that high-performing educators are retained at the Primary School. They know they are valued; they receive additional remuneration and they are supported through this process by the College. A tier-three leadership program has been implemented in the Primary School to recognise high-performing educators, offering them leadership opportunities while allowing them to continue their teaching roles to varying extents. The team leaders from K-6 completed their two-year term of office successfully at the close of 2023 and assumed a greater coaching role for team members during this time. Additionally, the Learning Leader K-6 and Student Growth Coordinator completed their first year in the field with high degrees of success as described below.

Student Growth Coordinator	<ul style="list-style-type: none"> The appointment of a Student Growth Coordinator as an addition to the Primary Wellbeing Team has helped enact the Moriah Wellbeing vision. Leadership experiences and pre-teen emotional growth sessions have been the key benefit. Offers support to educators with student wellbeing, behaviour management, and focusing on teaching and learning. Co-taught wellbeing sessions and supported students' social and emotional regulation, with a focus on restorative practices to resolve conflicts and restore relationships (Years 4-6). Collaborated with parents to foster a positive partnership between school and home.
Learning Leader K-6	<p>The Learning Leader was appointed to work alongside the Training 24/7 coach, with a particular focus on implementing writing improvement strategies in the Primary School.</p> <p>The Learning Leader was instrumental in reinforcing strategy and technique and the implementation of pedagogy and practice in the classroom via teacher observation, modelling and co-teaching.</p> <p>The Learning Leader supported replacement educators by upskilling them on practices associated with the Science of Learning in English and during morning routine K-6.</p> <p>This lead role assisted low-performing staff to improve classroom management strategies and teaching and learning techniques to meet the needs of children across a continuum of capability.</p> <p>One key performance area was that of data analysis and finely-grained data with meaningful narratives which inform teaching and learning was produced for staff, for board reports, and to underpin programming and planning.</p>
Attraction, Induction, and Retention of Staff	<p>The Head of Primary School worked closely with the recently-configured People and Growth Team. A well-documented strategy was designed to track staff movement and the process of interviewing candidates and employing suitable practitioners. A high level of collaboration was achieved to source potential candidates and determine suitability for the position. All positions were promptly filled with highly suitable candidates, resulting in a record-low staff turnover in 2023.</p> <p>A process of surveying staff and listening to the needs of all individuals was well managed through 2023. Key changes that resulted were the streamlining of administrative processes which were identified as stresses for staff, and the provision of additional time by reducing inter-teacher support so that staff could complete the all-important data mining, administrative requirement and parent and student contact without compromising their work-life balance.</p>
PILLAR 4 – COMMUNITY ENGAGEMENTS & PARTNERSHIPS	
2023 Goals and Priorities	
Priorities	Achievements
HIGH SCHOOL	
Practicum Teachers	In 2023, we continued to provide Education students (mostly fourth-year candidates) the opportunity to complete their final practicum in the High School. This continues to be well supported by staff who understand the need to contribute to the profession.
Fundraising	Our High School students continue to raise unprecedented funds for organisations such as Movember, Pink Breakfast, and Canteen. In 2023, we were once again among the nation's highest fundraising school for Movember.
Raising Student Awareness	Our SLC members have organised outstanding informative assemblies in support of RUOK? Day, Movember (Men's Mental Health), and White Ribbon Day (Domestic Abuse).

PRIMARY SCHOOL

Parent Panels, connections and education Parents were upskilled about academic, wellbeing, and social trends that impacted the development of their children. A proactive stance was assumed to ensure their children were socially, digitally, and emotionally responsible and safe.	Parent education sessions: <ul style="list-style-type: none"> • Rowena Thomas (Amazing Me) provided a parent session on managing difficult conversations with your child, dealing with social media, puberty, and consent. • Parent talks about transitioning to Senior School were provided (Dr Lisa Myers). • Support, advice, and guidance for parents (in relation to guiding their children) experiencing distress regarding the war in Israel. For example, Head of Primary School delivered online presentation. • Parent-child keychain initiative (Jewish House Kids) helped connect and transition Kindy students. • Parent transition evenings to inform and later transition parents from Early Learning Centre education into formal Primary School education. • Training 24/7 parent education evening to inform parents on the importance of arriving at school on time and the meaning of morning routine in terms of the Science of Learning and foundational knowledge.
Assemblies and Showcase Events	Parent involvement in all assemblies and showcase events has been prioritised and has been well attended. Student voice has been highly evident in the student-run Moriah Minute and the student hosting program. Moriah College's 80th birthday celebration provided online and face-to-face opportunities to share both academic and arts-based performances. Culturally-based events which highlighted our Jewish values and actions were refined and celebrated by attendees from multiple generations. This included the Mitzvah and Siddur presentations, Project Heritage, and Jewish festival rituals.
Psychological and emotional safety and parent communication	The Primary School prides itself on understanding the importance of building trust and honouring the feeling of dependence that parents have on their Primary School educators. To this end, the educators are trained to listen to parents, replay what they have heard, and use data and research to inform subsequent discussion and ultimately solutions and outcomes. Parent voice is provided through different online and face-to-face pathways, inclusive of mandated and incidental parent/teacher/leader meetings. Harmony and collaboration are evident throughout the Primary School. Additionally, psychological safety is provided for both parents and students through visible signs of perimeter school security, reliable contacts in the event of child upset or conflict and prompt, thorough responses when concerns arise. The entire staff work as a well-oiled machine to feed into the needs of the child, which are always recorded on the eLY platform or in personalised learning plans and programs.
PILLAR 5 – SUSTAINABILITY	
2023 Goals and Priorities	
Eastern Suburbs Banksia Scrub (ESBS) – remnant vegetation of great environmental significance.	As a result of the dedicated efforts of two staff members (Teresa Rede and Nicole Lewis) and a few students, there continues to be an increasing amount of regeneration of site-appropriate plants in the ESBS. In 2023, data was collected on the number of different species in the ESBS in order to make comparisons over the last 10 years of rehabilitation work. The internal pathway has been maintained to enable the continued use of the ESBS as an important educational resource with numerous links to curriculum across a variety of subject areas. Green Maintenance has assisted with works requiring specialised equipment. The ESBS requires a significant investment of time, care, and attention beyond what is currently dedicated if there is to be any chance of reversing its status from Critically Endangered. This responsibility must be taken seriously. Opportunities to facilitate this need to be put into effect immediately, such as ongoing involvement of all staff and students in bush regeneration works and investment in College and broader community education.

MAJOR INITIATIVES IN LEARNING & INNOVATION IN 2023

HIGH SCHOOL

- In Years 7-12, students participated in **Consent Education** programs, delivered in partnership with the psychology team, Heads of Year, Heads of Stage and mentors.
- Following the events in Israel and the increase in antisemitism in Australia, Years 7-11 had a **special briefing** provided by the Moriah Security Team and CSG, addressing face-to-face antisemitism. Lynzi Bennun, Digital Director for the Executive Council of Australian Jewry, provided a session on how to respond to antisemitism online. As part of this briefing, questions from students were collated and addressed.
- Parents were invited to a session presented by Nic Newling and a representative from HeadSpace, where they were provided with insights and tools to support their teenagers with their mental health.
- Years 8-12 all attended a Counterpoint camp during Term 3.

Stage 4

- Year 7 Orientation Camp was a successful and bonding experience for Year 7 students, and a positive start to their High School journey.
- The local Youth Engagement Officer visited Stage 4 for proactive discussions on Youth Anti-Violence.
- Stage 4 had cybersafety sessions led by ySafe, focusing on fostering positive online presence, managing digital footprints, practising respectful communication, and understanding the impact of social media on mental health, behavior, and engagement.
- Safe Partying workshops were addressed by ElephantEd with Year 8 to empower students to make informed and safe decisions regarding drugs and alcohol.
- Respectful Relationships workshops delivered by ElephantEd with Year 7 to support: positive communication, understanding friendships, enhancing empathy and self-awareness, as well as putting things into perspective.

- Body Image in the digital world: workshops on the differences between real life/online advertising, influencers, social media posts, and the use of digital clipping tools to 'perfect' images and the impact of this on teen mental health and body image.
- Stage 4 students also had a bespoke session with the Butterfly Foundation on body image specifically, and the impact of visuals on their developing self-confidence, and the differences between health, fitness, and body image as psychological constructs.
- Participation in National Action against Bullying Day. Ongoing discussions on inclusion and College values. Mentors went through the school policies on inclusion with students.
- Courage to Care with Year 8: program aims was to inspire students to incorporate 'Upstanding' behaviour into their everyday lives and empower them with strategies for doing so.
- Year 8 participated in study skills workshops – specifically on note-taking techniques – delivered by Elevate Education, a team of young, inspiring, and motivated university students, which was extremely beneficial for Year 8 students, who found the sessions helpful in preparation for their half-yearly exams.

Stage 5

- Year 9 boys heard from James Cummins of the Positivity Project, who spoke about positive expressions of masculinity.



- Year 9 girls heard from Ruby Riethmuller of Womn-kind who spoke about: establishing boundaries, finding your voice, optimising wellbeing, and knowing where to seek mental health support.
- Forty-four Year 9 Students participated in the Adam V'Adama Northern Territory Program during the July holidays.
- Year 9 students participated in a careers program during Term 4, including sessions on how to compile a CV, interviewing skills for job interviews, and general career-development discussion.
- Year 10 students heard from Nic Newling who spoke about his own struggles with mental health and the importance of seeking support; they heard from Jewish Care who delivered the program 'Strong Students, Strong Minds'; they heard from the Sydney Jewish Museum who delivered the program 'Ethics and Ending Othering'. Year 10 students participated in a Study Skills and Exam Preparation Workshop delivered by Elevate.
- Years 7-9 heard from Glen Gerreyn, at the end-of-year Activity Week, outlining the key elements of Hope and discipline, and how students can use their vision to set achievable targets and continue to grow and achieve, as learners, groups, and a school community.
- Years 7-9 heard from Jake Biggs on how to maximise their learning, engagement, and motivation through

healthy eating, strong sleep cycles, regular physical activity, and helpful stress-management techniques.

- Four Year 10 students participated in the Sci-Tech 2023 Summer Program at the Haifa Technion.

Stage 6

- Year 11 heard from the Black Dog Institute – as part of the Mental Fitness Program, hearing from an elite athlete, Danielle Spitty, who shared her experiences and techniques on how to train the brain to deal with daily stresses without the feelings of overwhelm, upset or worry.
- Year 12 heard from the Kidman Centre – as part of the Coming Back Stronger program, that aims to proactively help students to get back on track with studies through the provision of evidence-based psychological strategies that improve motivation, energy, focus, and optimism for the future.
- Glen Gerreyn from the HopeFULL Institute spoke with Year 11 about the leadership effect, awakening the leader inside and helping students understand the most obvious way to lead is by leading themselves.
- Students in Stage 6 participated in the Mission Australia Youth Survey – results of which direct future wellbeing programs. The school continues to work with the Black Dog Institute on the Future Proofing Programs.
- Year 12 students participated in an end-of-year program leading up to graduation,

fostering reflection and forward-thinking. During this time, they wrote letters to their future selves, expressed gratitude, and created time capsules. The program also captured a theme of giving back to the community where students ran a toiletries drive to make packages for Jewish House. Students were given time to be together and finish their final weeks of Year 12 in a positive way.

- Year 12 graduation allowed each mentor to present speeches on each of the individuals in their mentor group, highlighting their achievements and the contributions they have made to the College.

Improving Student Behaviour and Respect

This continued to be our major focus in 2023 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 so issues were addressed more promptly. In an effort to maintain a single demerit system which captures all infringements into one system, the technology infringement process was further refined at the end of the year to ensure only a single demerit is issued for any technology infringement.

We have experienced an improvement in student behaviour and respect, and 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 2023. 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.

Day 8 Program

In 2023, our Day 8 Program (every second Wednesday) continued with a semester-based model. During this 80-minute afternoon program, the students participated in a wide variety of co-curricular activities; and the staff were either allocated to supervision or in faculty-based professional learning. The staff swapped in Semester 2, and the student program took on a greater wellbeing focus, allowing for further opportunities to broaden the educational offering for students across Years 7-10.

Day 8 - 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.

Day 8 - Teacher Professional Learning Teams (PLTs)

During these Wednesday afternoons on Day 8, the teachers have participated in faculty-based Professional Learning Teams, some of which were NESA accredited, and all were led by their teaching peers. The PLTs have allowed for development of new syllabus resources and understanding best practice.

The explicit time for professional learning was appreciated by the teaching staff and was highly successful. Jewish Studies was afforded both semesters

in faculty-based professional learning to accommodate their curriculum change.

Exam Feedback Sessions

We have continued to refine our exam structures for Years 7-10 in 2023. 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 2023, we continued to provide 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

Creation of a Data Dashboard

The Primary School administered standardised assessments to identify students' strengths and weaknesses, and to track longitudinal data. Challenge: As the data from each of the standardised assessments was stored on several different platforms and was not easily accessible, the educators did not utilise the data effectively. Educators and school leadership were unable to access a full profile of each individual student, class or cohort.

In partnership with IT, the Deputy Head of Primary School and the Learning Leader refined a data dashboard using the software Power BI.

Phase 1 (Term 1) the data was collated from the standardised assessments and displayed visually for educators in the first iteration of the data dashboard. Student personal profile, medical alerts, learning plans and communication alerts were also included. Tabs to expand detail on standardised testing and longitudinal data were integrated.

Phase 2 (Term 2) the data dashboard went live to staff following a successful trial and staff were trained on utilising the information. This incorporated links to school-based data which included:

- Semester reports
- Specialist reports
- Target data

Phase 3 (Term 3) allowed educators and leadership to view displays of class and cohort data with a single dashboard. This has assisted in greater analysis of longitudinal data to identify trends in the Primary School. AAS and NAPLAN were updated to ensure congruence with the latest adjustments in standardised testing.

Moriah Minute

The Moriah Minute is a student-centred initiative which utilises multimodal digital presentations to communicate school news and celebrate student behaviour and strength-based performance using child narrative. For each assembly, a team of three Year 6 students collaborates with our Digital educator to produce a five-minute filmed segment called The Moriah Minute.

Bat Mitzvah program

The College Rabbi commenced a Bat Mitzvah program with girls in Year 6. This series of educational sessions culminated in each participant presenting a key thought to an audience and receiving a blessing from a parent.

OUR PERFORMANCE

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

HIGHER SCHOOL CERTIFICATE RESULTS 2023

A total of 147 students completed HSC examinations in 2023.

A further:

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

HSC 2023 Major Achievements – State Rankings

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

- 7th and 11th in Biology
- 2nd in TVET Business Services
- 2nd, 4th and 5th in Classical Hebrew Continuers
- 2nd, 3rd and 4th in Classical Hebrew Extension
- 2nd in Modern Hebrew Continuers
- 11th in English Standard
- 8th in PDHPE
- 2nd in Studies of Religion II

Nominations for Major Works

In 2023, nominations for the Creative and Performing Arts were received in:

- English Extension 2 **SHOWCASE**
- Design and Technology **ONSHAPE**
- Dance **CALLBACK**
- Drama **ONSTAGE**
- Music **ENCORE**, for Performance and Composition. Congratulations to Jacob Koseff for the selection of his composition.
- Visual Art **ARTEXPRESS** - Congratulations to Rachel Romm for the selection of her work for exhibition.

COMPARATIVE DATA 2016-2023

Subject	Moriah % Bands 5 & 6 / Bands E3 and E4	NSW % Bands 5 & 6 / Bands E3 and E4
Ancient History 2023	91	33
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 2023	80	32
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 2023	76	36
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 2023	87	38
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 2023	45	47
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 2023	100	100
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 2023	57	47
Design and Technology 2022	60	47
Design and Technology 2021	83	55
Design and Technology 2020	93	47
Design and Technology 2019	85	47
Design and Technology 2018	75	47
Design and Technology 2017	87	43
Design and Technology 2016	38	41
Drama 2023	100	60
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 2023	100	49
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) 2023	94	67
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) 2023	69	13
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 2023	100	94
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 2023	100	86
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 2023	67	30
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 2023	44	42
Geography 2022	58	42
Geography 2021	56	44
Geography 2020	50	42
Geography 2019	81	43
Geography 2018	62	43
History Extension 2023	100	85
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 & Technology 2020	82	32
Information Processes & Technology 2019	80	35
Information Processes & Technology 2018	70	37
Information Processes & Technology 2017	100	30

Information Processes & Technology 2016	94	82
Legal Studies 2023	100	43
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 2023	62	50
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 2023	81	72
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 2023	88	86
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 2023	51	32
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 2023	100	100
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 2023	89	35
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 2023	100	69
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 2023	100	85
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 2023	100	96
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	100	35
Personal Development, Health and Physical Education 2023	76	31
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 2023	89	39
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 2023	90	45
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 2023	80	35
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 2023	80	49
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 2023	73	46
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 2023	100	66
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 2023	33	27
Business Services Examination 2022	80	32
English Studies Examination 2022	50	0
Mechanical Technology Automotive Examination 2021 (TAFE)	0	13
Dance 2023 (Bradfield College)	100	69
Dance 2022	100	66
Dance 2019	100	54
Dance 2018	100	55
Chinese Continuers (NSW School of Languages)	100	70
French Continuers 2020 (Open High School)	100	64
French Continuers 2018 (Open High School)	100	64
French Beginners 2021 (NSW School of Languages)	100	51
French Beginners 2017 (Open High School)	100	44
German Continuers 2022 (Open High School)	100	56
Portuguese Continuers (NSW School of Languages) 2023	100	67
Portuguese Continuers (NSW School of Languages) 2022	100	71
Portuguese Continuers (NSW School of Languages) 2021	100	77
Russian Continuers 2018 (Open High School)	100	95
Russian Continuers 2017 (Open High School)	100	95
Spanish Beginners 2019	100	36
Spanish Beginners 2017 (Open High School)	100	48

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.

2023 HSC POST SCHOOL DESTINATIONS

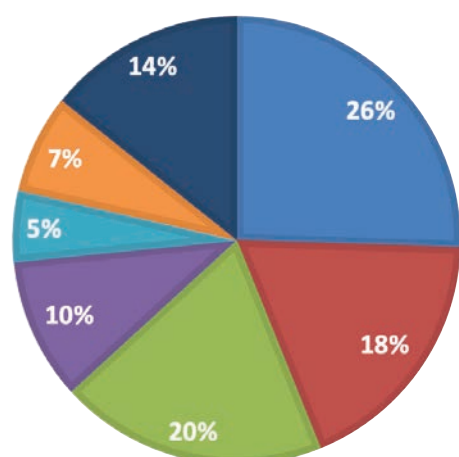
Of the 133 students who received an ATAR at the completion of Year 12 in 2023, 127 received a Main Round offer to tertiary education providers, providing Bachelor courses. By the third round, 212 offers were made to students. Moriah College also had an outstanding 114 early entry first round offers before HSC examinations.

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

Summary by Course:

Commerce/LAW/Business – 25%
 Medical/Health/Sport Science – 18%
 Engineering/Math – 19%
 Construction/Architecture/Design – 10%
 IT/Computer science – 5%
 Arts/Education – 7%
 Psychology/Communication – 14%

COURSES

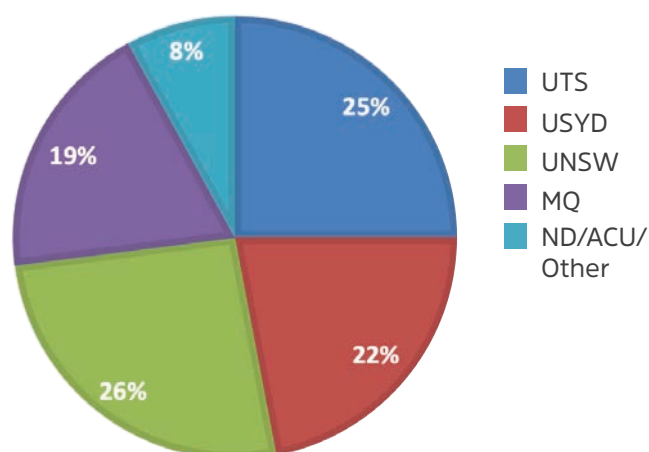


■ Business / Commerce / Law
 ■ Engineering / Math
 ■ Medical / Health / Sport Science
 ■ Construction / Architecture / Design
 ■ IT / Computer Science
 ■ Arts / Education
 ■ Psychology / Communication

Summary by University:

UTS – 32/127
 USYD – 28/127
 UNSW – 33/127
 Macquarie – 24/127
 ND/ACU/Other – 10/127

UNIVERSITIES



RECORD OF SCHOOL ACHIEVEMENT (RoSA)

One student was issued with a Record of School Achievement.

NAPLAN: YEARS 7 & 9, 2023

In 2023, 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 reading and writing skills into the teaching programs.

NAPLAN: YEARS 3 & 5, 2023

NAPLAN is an annual assessment for Australian students in Years 3, 5, 7, and 9, evaluating literacy and numeracy skills. The assessment aids parents, educators, and policymakers in tracking individual and national progress against standards, supporting schools in identifying improvement areas. NAPLAN tests cover reading, writing, language conventions, and numeracy. They supplement teachers' assessments without replacing them, offering insights into students' achievements and areas needing attention. In 2023, they took place in March instead of May.

In 2023, NAPLAN assessments used four bands to denote proficiency levels and communicate performance: Exceeding; Strong; Developing; and Needs Additional Support. These levels offer clearer insights into students' achievements in each NAPLAN area, helping educators determine whether students are meeting expectations for their current stage of schooling and enable targeted support for those who need it to progress effectively.

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

Summary of Year 3's Performance:

- **Reading:** 82% of students performed above national average with 35% of students exceeding. An area that was identified as "Needs improvement" was "identifying directly-stated information", particularly when the question uses synonyms for what is said in the text.
- **Numeracy:** 88% of students performed above national average with 43% of students exceeding. Students performed particularly well in Number and Algebra as well as Representing Whole Number.
- **Writing:** 86% of students performed above national average, with 18% of students exceeding. A need has been identified for further improvement in "Audience" (the writer's capacity to orient, engage, and persuade the reader) which will assist in advancing the students' writing.
- **Spelling:** 83% of students performed above national average with 24% of students exceeding. Areas needing improvement are "Correctly spelling two-syllable word with the suffix '-ful'" and "Identifying and correcting errors in two-syllable word with /ay/ spelled ai; ay; a_e".
- **Grammar and Punctuation:** 83% of students performed above national average with 26% of students exceeding. An area needing improvement is that of "Identifying two matching sentences using quoted and reported speech".

Summary of Year 5's Performance:

- **Reading:** 69% of students performed above national average, with 43% of students exceeding. A need for improvement was identified in "interpreting character motivations".
- **Numeracy:** 81% of students performed above national average with 38% of students exceeding. An area needing improvement was identified within the "Measurement and Geometry" focus.
- **Writing:** 87% of students performed above national average, with 40% of students exceeding.
- **Spelling:** 75% of students performed above

national average, with 34% of students exceeding. Areas for improvement were located in "identifying and correcting errors in a multisyllabic word with unusual spelling pattern" and "Correctly spelling a three-syllable word with single consonant at the syllable join".

- **Grammar and Punctuation:** 79% of students performed above national average, with 35% of students exceeding. Further improvement is needed in the "use and purpose of quotation marks".

ACADEMIC REPORTING

PRIMARY SCHOOL

An improved iteration of the Primary School Semester report was completed for all Years K-6 families to locate on eLY. The report aims to provide clear, unambiguous information on each child's performance across all Key Learning Areas (KLAs) 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, along with the degree of student capability in each area
- a final general comment to summarise the student's profile across the curriculum

The major change to the report was the inclusion of a comparison table of grades achieved in each KLA in the year level which accompanied the box and whisker diagram to identify comparative student performance.

Informal Continuous Reporting

Parents receive a continuous flow of learning moments which document their child's learning journey inclusive of the success and challenges across the year. This resembles an e-portfolio and

is also available as evidence of student progress and performance.

Checkpoints

Snapshots of student performance (formative and summative) are recorded in eLY, utilising marking keys, commentary, and rubrics at key points in the students' learning experience. This correlates with backward-by-design programming and assessment and indicates where the students have acquired mastery of core skills and understandings to inform next steps in teaching and learning. This is unavailable to parents at the moment.

HIGH SCHOOL

Years 7-10 Assessment and Reporting

Throughout 2023, 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 term.

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. These exams were conducted as exam blocks under formal exam conditions. Years 7-9 do so in small class groups, while Year 10 students are offered the chance to experience exams in the larger gymnasium.

Assessment Notifications

As part of our focus on better preparing students for assessments and exams, the Heads of Department continued to ensure that all 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

Years 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 overview about each student's overall academic performance.

FORMAL PARENT-TEACHER INTERVIEWS

Formal Parent/Teacher interviews were conducted online via Teams across Years 7-12 in Semester 1. This online 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. The criteria for these interviews included providing parents with a narrative detailing the global profile of their child, encompassing their 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

In 2023, NESA implemented many reforms into the accreditation process at Moriah. The most significant change is that principals are no longer required to attest to a staff member's maintained proficiency at the end of the maintenance cycle. Instead, teacher's will attest to their own proficiency and NESA will confirm the maintenance based on this self-attestation and the NESA-accredited PD evaluated in the teacher's eTAMS account.

Another change is that Elective PD will no longer be uploaded onto the teacher's eTAMS account.

Proficient teachers are now solely responsible for maintaining a personal elective PD log throughout the maintenance period and an additional 12 months for compliance. Teachers have access to a sample log they can use from the accreditation page on eLY.

These reforms have been communicated to staff and reinforced under the accreditation tile on eLY.

It is still mandatory that all teachers complete 50 hours of NESA-accredited PD across the five years of maintenance. In 2023, we supported our staff by running 16 NESA-accredited PD sessions across the ELC, Primary School, and High School that met the priority areas of Curriculum/ Early Years Framework and Child/ Student Mental Health.

In 2023, 13 staff members across the College gained proficiency, and four gained Experienced Teacher accreditation. An even larger number is expected

to complete the proficiency process in 2024 and begin the Experienced Teacher process.

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/EPIPEN 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

In 2022-2023, the Student Leadership Council, consisting of College Captains and Vice Captains, as well as Captains for House, Sport, Communications, Student Representative Council, Performing Arts and Jewish Life and Zionism demonstrated great student leadership. The SLC members 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, Vice Captains, and other SLC students organised and participated in High School Assemblies, contributed to Moriah Foundation events, and represented Moriah at numerous external events. These leaders

gave willingly of their time and were admirable ambassadors for Moriah. Mrs Wiseman, Mrs Thomas, 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 2022-2023. 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. Years 11 and 12 students also enjoyed the opportunity to lead younger students in activities such as sport, chess, drones, and drama during the Day 8 Program.

As participation in Sport continued to increase in 2022-2023, 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 the Year 12 Class of 2023 year group continuing to raise money for a range of different charities.

PROFESSIONAL LEARNING 2023 (K-12)**TEACHING & LEARNING**

The learning activities below are in addition to staff attending individual professional learning days delivered by external providers.

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Adjustments/NCCD & Life Skills Program	All HS Staff
Building Empathy Through Art - David Labkovski Project	Opt-in Twilight
Consent Labs	All HS Staff
Cyber Security	All HS Staff
Data Analysis	All PS Staff
Developing Best Practice and Wellbeing Strategies in the Classroom	All HS Staff
How to use Data: 'Know Thy Student'	All HS Staff
iTalam functional Language Part 3	All PS Ivrit Staff
iTalam workshops	All PS Ivrit Staff
Leveraging AI Technology to Enhance Teaching and Learning	All HS Staff
Maths	All PS GS Teachers
Mentor Training Across the Stages	All HS Staff
Mini COGE course	Selected PS Staff
MiniLit and MacqLit courses	Selected PS Staff
MSL course (dyslexia)	Selected PS Staff
Principles of Good Writing (and Reading) Part 1	All HS Staff
Principles of Good Writing (and Reading) Part 2	All HS Staff
Principles of Good Writing (and Reading) Part 3 The Role of AI	All HS Staff
Principles of Good Writing (and Reading) Part 4	All HS Staff
Reports - Requirements, Process, and Practice	All PS Teachers
Strategies and processes	PS Teacher Assistants
Students with Diverse Learning Needs	All HS Staff
Training 24/7	All PS General Studies Staff
Consistent and Effective Feedback to Improve Student Learning and Attainment and Unpacking Health and Movement Sciences	All PE Staff
Growth and Change in Social Science	All Social Science Staff
High Impact Teaching Strategies in History	All History Staff
Literacy in Music	All Music Staff

STUDENT WELLBEING

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Growing Moriah Minds: Julia Delaney - Whole School Approach to Social, Emotional, and Wellbeing Learning in the Primary Classroom	All PS Staff
Hey Sigmund: Karen Young - The Brain-based Classroom. The Neuroscience of Calm, Connection and Co/Self-regulation	All PS Staff
Nick Newling: The Champions - Understanding and Dealing with Mental Health	All PS Staff
Positive Education (Student SEL Development) and Behaviour Management Reflection	All PS Staff
Rowena Thomas: Amazing Me - Dealing with awkward or difficult conversations with our children	Parents Year 5 and Year 6 and all PS Staff
Wellbeing Conference	Head of Stage

COMPLIANCE & ACCREDITATION

PROFESSIONAL LEARNING ACTIVITY	Participating staff
AITSL Standards Impact Statement	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 PS General Studies and Educational Support Staff
Epilepsy & Anaphylaxis Training	All HS & PS Staff
Experienced Teacher PD	Selected PS 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	All HS & PS Staff
Orientation to Accreditation Provisional/Proficient Teachers	All new HS & PS Teaching Staff
Policy Briefing	All HS Staff
Security Briefing	All HS Staff
Senior First Aid Training	Selected HS & PS Staff
Supporting Teachers Through ET Accreditation	Accreditation Coordinator & Supervisors
The Professional Growth Portfolio	All HS Teaching Staff

OTHER

PROFESSIONAL LEARNING ACTIVITY	Participating staff
Edval Training	Selected PS staff

OUR STAFF

People & Culture



YEAR IN REVIEW

As we reflect on the accomplishments in 2023, we extend our heartfelt gratitude and appreciation to our employees and thank them for their contribution in making a positive everyday difference.

Our employees have demonstrated unwavering dedication, creativity, and resilience in delivering high-quality education and support services to our students. Their commitment to fostering a nurturing and engaging learning environment has made a profound impact on the lives of our students and to the overall success of our school community.

The People & Culture team has played a pivotal role in supporting the College's mission and values and fostering a positive work environment conducive to employee growth and student success.

Throughout 2023, we have spent a significant amount of time coaching and developing our leaders to foster a positive high-performing culture while reducing overall employee turnover.

Key appointments in 2023 included the College Principal, Director of Finance & Operations, and the Kehillat Moriah Rabbi. We also successfully launched a new digital recruitment platform which will allow us to strategically build a talent pool to support succession planning across the College.

We continued to ensure we had the right people, roles, and structures in place to meet the goals of the College. This included a key focus on ensuring employee costs remained stable, while being able to provide our employees with a more substantial wage increase to meet market demands and, in turn, support a more conservative increase in school fees than our competitors.

Our focus on employee engagement and wellbeing remained high with the launch of **Thrive@Moriah**. This program offered employees a chance to reflect on their wellbeing and bring the best versions of themselves to the College each day. Wellbeing initiatives will continue to be promoted throughout 2024.

In 2024, we will look forward to supporting our new College Principal, Mira Hasofer, in her vision and the continued success of the College.

I would also like to express my profound appreciation for the amazing People & Culture team, which includes Human Resources and Payroll. Their invaluable support was instrumental in making our achievements possible.

Our Staff

Moriah College employed a staff complement of 376 (Early Learning-Year 12), including two teaching employees who have declared themselves as Aboriginal or Torres Strait Islander.



Workforce Composition as at December 2023		
Staff Categories	Actual	Full-Time equivalent
Teachers (High School)	111	100.52
Teachers (Primary School)	69	65.39
Teacher (ELCs)	16	12.59
Total Teachers:	196	178.5
Non-teacher*	173	141.72
Executive Team	7	7
Total Workforce for 2023:	376	327.22

* Inclusive of Teachers Aids, Finance, Enrolments, Engagement, People & Culture, IT, Foundation, Facilities & Maintenance, Canteen, Kehillat Moriah and various Admin teams



KAREN HIRST
Director of People & Culture



OUR STUDENTS

STUDENT ATTENDANCE RATES

For whole school student attendance rates, please refer to the school's data on the My School website

www.myschool.edu.au

Year Level	Annual Attendance Rate %
Kindergarten	95.87%
Year 1	95.78%
Year 2	95.49%
Year 3	95.23%
Year 4	93.13%
Year 5	93.27%
Year 6	93.43%
Year 7	92.90%
Year 8	92.09%
Year 9	91.73%
Year 10	90.67%
Year 11	94.96%
Year 12	95.36%
Overall	93.61%

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 for any 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. When a student's rate of absence approaches 30 days within the last 100 days, the Heads of Year alert the parents, and a FACS report is generated.

In Term 4, 2023, a formal attendance requirement was

also introduced into the Stage 6 Assessment Policy.

Primary School

Student attendance is recorded on Synergetic by the class teacher during roll call every morning. The receptionist emails parents/guardians who have not contacted the School to confirm the child is away. The parent or guardian is asked to either call or email, explaining their child's absence, and the School follows up where explanation of an absence has not been received from parents. Absences are monitored and parents are contacted, or a meeting held, to resolve non-attendance.

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

STUDENT RETENTION RATE AND POST SCHOOL DESTINATIONS

The retention rate for the 2023 cohort was 97% – four students left to go to another school, and one student moved back overseas to America.

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 2023)

Moriah College is an independent, co-educational Modern Orthodox Zionist Jewish school, which prides itself on providing the highest standard of Jewish education, that fosters within students a strong sense of Jewish identity, academic excellence, and

a deep sense of responsibility to community.

Within the ethos of a Modern Orthodox Jewish Day School, Moriah College attracts students from various backgrounds, contributing to the richness of the school's cultural demographic. Students at Moriah College learn to respect differences and honour their shared Jewish values.

This fosters an inclusive and harmonious learning environment.

The College has total full-time enrolments for Years K-12 of 1415 students, with a relatively balanced ratio of boys to girls (735 boys and 680 girls). Including the Moriah College Early Learning Centres, the total full-time equivalent enrolments for 2023 was 1605.

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

www.moriah.nsw.edu.au

DIFFERENTIATED LEARNING AND ENRICHMENT OPPORTUNITIES FOR HIGH POTENTIAL LEARNERS 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
- Gateways Challenge

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, Codebreaking, Art and Poetry, Science, English, Ideation, Creative Producers, Cartography and Legacy. 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 2023. 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.
- We were happy to support 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.
- The da Vinci Decathlon returned as a live event at Knox Grammar School – our students competed at the College in small groups, and eight teams competed against other teams from NSW.

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 30 minutes each week in each class.
- 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. Susan Duffy and Steph O'Sullivan 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 2023, 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 Years 5 and 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.

The Deputy Head of Primary School, Gifted and Talented Leaders, 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 centre 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, ongoing conversations about inclusion and College values, and mentor-led discussions of the College policy with junior students were key components of our anti-bullying initiatives.

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 them that the world is built on kindness. Students are required to complete 40 hours of community service each 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 they exhibit 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.

Students are rewarded for accruing merits, while

accountability measures and consequences are in place for receiving demerits. Information about the merit/demerit system, including details of consequences and rewards, is available on eLY and is explained to the students during mentor sessions.

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 2023, we saw several dynamic initiatives and interactive interventions delivered to students to enhance student wellbeing outcomes. This was in addition to the daily connection students have with their mentors and the programs run in daily mentor sessions.

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. Participants heard from well-renowned presenters Matt Carruana and Trent Southworth. Both live, online events were well attended.

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 about 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 to 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. Skilled educators and facilitators conducted a program debrief, exploring the relevance of these issues in the students’ lives. They prompted introspection on questions such as ‘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 such as 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 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 DRIVES

The 2023 Primary School charity program focused on teaching students the rewarding nature of giving back to others while making an impact in the world.

These charity drives were designed to strengthen students’ skills of empathy, generosity, and compassion as part of their personal growth program. Experiences enabled students to give of their time, of their physical objects, and money, and to use their skills and talents to perform Gemilut Chassadim or acts of kindness.

STUDENT LEADERSHIP REPORT High School

Students can showcase their leadership skills and values in various ways across the High School.

Year 9 students are 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.

Year 10 students participated in Hadracha training provided by EDJE madrichim. This took place during the Day 8 program and culminated in a Shabbaton. Eight Year 10 students accompanied Year 8 students on Counterpoint. This allowed them to enact the skills learned during the Hadracha program.

Project leadership opportunities included:

- **Supporting Year 6 Integration to High School:** This new initiative was an opportunity for Year 11 students to work with Head of Stage 4 to support the transition for students from Year 6 to Year 7.
- **Supporting junior High School Students:** Year 11 students had the opportunity to provide support to Years 7 and 8 students, as the Heads of Year had flagged students who needed some senior mentorship.
- **Year 10 students formed a committee to help raise funds for IST.** They worked on various initiatives with the Moriah Foundation, including a running a raffle for parking

spots on campus and a raffle for a signed Matilda's jersey. After the postponement of the IST program, the Year 10 fundraising committee, along with Ryan Kassel, decided to continue to raise funds which would be contributed towards supporting soldiers in the aftermath of October 7th.

- **Pink Breakfast:** The Pink Breakfast Conveners raised over \$20,000 for charity at this year's Pink Breakfast event.
- **White Ribbon Committee:** Students were invited to make white hair bows and white ribbon pins to raise awareness of violence towards women.
- **Year 11 Jersey Committee:** Students designed the 2024 Year 12 jersey.
- **A very successful TEDx Youth event** supported by members of the 2022 SLC was held in Term 1.
- **The Stage 6 Flourish committee** attended a student-run wellbeing day at Knox College.
- **Year 10/11 Graduation Committee:** Supported staff to plan, assist, usher, and decorate a beautiful Graduation ceremony and dinner for Year 12 students.
- **Orientation Camp:** Year 12 student leaders (Student Leadership Council) and selected Project Leaders attended and led Year 7 Orientation Camp activities and supported staff to ensure strong connections and belonging.



- **Year 7 leadership opportunity:** For the incoming Year 6 to Year 7 cohort, our current Year 7 students were able to put themselves forward to volunteer to support and speak to Year 6 students at their Orientation Day in Term 4.
- **Year 7 students volunteered to speak** at the Year 5 Mount Sinai parent event.
- **Staff and students elected a Student Leadership Council** of 18 members – four School Captains, four House Captains, two JLZ Captains, two Performing Arts Captains, two Sport Captains, two Communication Captains, one SRC Captain, and a Social Action Captain. Following the election, the students received induction and training, and were met with once a week, both individually and as a team. The SLC, in the last semester of the year, organised activities such as:
 - o School Assemblies.
 - o Tu B'Av activities.
 - o White Ribbon Awareness – including organising a volleyball game where all players made a pledge and signed a ribbon, which will be on display.
 - o Movember fundraising and awareness – including a raffle, a move for Movember campaign, and for the first time, a very successful Movember Talks evening and BBQ.
 - o Various activities including a BBQ to raise funds for Israel (UIA).
 - o Whole-school Prayers throughout Term 4, including prayers for the IDF, those in captivity, and everyone affected by the current conflict.
 - o Thank You to all teaching staff on World Teachers' Day – involving the SRC.
 - o An inaugural Leadership

afternoon tea inviting leaders from schools around the eastern suburbs to connect and discuss initiatives and leadership portfolios. This initiative will continue moving forward.

- **Year 10 transition into Stage 6 leadership** was formalised this year. Year 10 students were invited to attend an Ethical Leadership Day at the Jewish Museum and given the opportunity to reflect during the Yachad program, so that they can build experience and opportunities towards their leadership portfolio.

Primary School

- **Year K and Year 5 Buddy Program**
The Year K and Year 5 student Buddy Program continued through 2023 with its purposeful design to help students develop healthy relationships. The program enhances students' social interaction skills and works as a support network for new students entering the College.
- **Year 5 and Year 6 Student Leadership Camps**
The Year 5 and Year 6 camps included programs to develop teamwork skills, personal strengths, and provide experiences through which students enhance their leadership competencies and uncover leadership potential. Students engage in activities which promote their conflict resolution skills and encourage them to work in collective partnerships. The camp activities help students build decision-making, problem-solving, organisational and time-management skills. Students are encouraged to understand, assess, and reflect on their behaviours and social interactions, and consider the impact those behaviours and interactions have on themselves and others.

• Project Heritage

Project Heritage continued in 2023, led by the General Studies team leader, and included all Jewish and General Studies teachers. It was based on programs from Yad Vashem and Beit Hatfutsot (Diaspora Museum) in Israel and included an introductory activity called 'in my pocket', which integrated visual arts into learning. Students commenced their education by understanding the Kindertransport and then moved into an understanding of 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 antisemitism, including current antisemitism that they were experiencing, alongside the rise of Nazism. They developed Israel and Jewish advocacy narratives and presented their learning in different exhibits. The key difference with this year's learning experience was that it culminated in a whole-year level stage presentation, which included every child's voice and mapped their learning journey. The final products evidenced the benefits derived from hearing survivor testimony and reflecting on the values of resilience, family, and tradition. The power of this close identity with the roots of each child's being, and current approach to life, was obvious in the insight and promise that they brought to the statements of who they are and who they will become.

HOUSE REPORT

High School

House Activities

House Activities in 2023 continued to foster a sense of team spirit and House identity in the High School.

Drama Festival

- A very successful Drama Festival was held in Term 2.
- In each House, students were elected to produce and direct a play. Cast members were drawn from all Years across the High School.
- Students were responsible for costumes, sets, lighting, and managing their allocated budgets, in addition to producing and directing the plays.
- This provided an opportunity for students to collaborate across year groups and enhanced student cohesion, engagement, and commitment.

MDA event – Hillel

- A very successful MDA event was held, which included sporting activities for the High School students to further raise funds for the MDA.

Pickleball Tournament

- The Sport Captains coordinated a very successful Pickleball tournament to encourage House spirit during lunchtimes.
- Student participation across all year groups facilitated strong House connection and belonging.

Swimming/Athletics Carnival

- The School Swimming Carnival at the start of the year and the Athletics Carnival in Term 3, provided an opportunity for students to compete in sport, both at competitive and participation levels.
- The Carnivals also provided an opportunity for House Captains to promote student engagement and competition across the Houses, which increased school spirit.

Primary School

In 2023, four events were held, during which, House points were calculated.

- The **Swimming Carnival** was held on Thursday, 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, Herzl was declared the winning House.

- The **Cross Country Carnival** was the next House competition on the calendar. It was held on Wednesday, 3 May at Queens Park. The winning House at this Carnival was Akiva.
- The **Athletics Carnival** was held on Wednesday, 2 August at ES Marks Athletics Stadium. The winning House at this Carnival was Akiva.
- The **Moriah Gymnastics Competition** was held on Thursday, 21 September in the Railea Moss Assembly Hall. 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 2023, the winning House was Akiva.

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, while debating, public speaking, and Mock Trial, along with a variety of other offerings, equip 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 2023, the team was organised by Ms Gaby Lang and coached by Mr Robert Goot AO SC and former student Jema Roozendaal.

Mock Trial is an interschool courtroom competition that is conducted by the NSW Law Society and sponsored by the University of Sydney Law School. The competition is a practical means of introducing students to the law, with school teams competing against each other as either the prosecution/plaintiff or as the defense. A team consists of six students who roleplay 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 2023, 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 format of the Mock Trial competition was changed in 2023 to be wholly online. In addition, there was no non-scoring round this year, which means that there were only three non-elimination rounds.

The three scoring rounds were held in a round-robin. The first trial took place in April against Montgrove College, and our team was victorious as the Defence.

Round 2 was fraught with problems in 2023. Firstly, the other side forfeited, and we were allocated another school to compete against and granted a time extension, given the initial forfeit. Then, on the day of the trial, the Magistrate cancelled, and the Trial was unable to proceed. This was disappointing for our team who had spent considerable time preparing. Under the circumstances, both teams were given a “win”, but with no points difference (and this ultimately can affect a team’s ability to make it into the non-elimination round).

In the third and final Trial, Moriah lost by a mere three points (213 to 210) against Pymble Ladies College, which unfortunately cost us a place in the final rounds. The top 32 teams progressed 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 11 – Sarah Uriah and Joshua Waine

Year 10 – Ryder Hurwitz, Rachel Sarakinsky, Jessica Want, Becky Sonnabend, and Mia Handel

We have already held try-outs among the Year 9 cohort and have chosen our team for 2024. Moriah is looking forward to competing again.

CHESS

High School Chess

In 2023, High School Chess classes took place on campus during Tuesday lunchtimes, led by a professional coach. Up to 10 students, ranging from Year 7 to Year 10, attended the coaching sessions.

Primary School Chess

In 2023, Primary School Chess classes took place on campus during lunchtimes, led by a

professional coach. Up to 10 students, ranging from Year 2 to Year 6, attended the coaching.

DEBATING

High School

In 2023, we continued with coaches from Masters Academy. Coaching was made available to students on Wednesday morning before school from the beginning of the year. Formal coaching continued through until the end of Term 3 as the students were very involved.

HICES Debating

Moriah entered three teams in this competition, one in the middle division (Years 7-8), one in the Senior Division (Years 9-10), and 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 still held online, which proved challenging. Scheduling of debates within the suggested timeframes was difficult due to clashes with individual schools’ calendars. Most debates went ahead as planned with minimal cancellations.

Jewish Inter-School Debating Day

This competition has not returned since Covid restrictions were enforced.

Primary School

In 2023, our Primary School Debating team, comprising of students from Years 4-6, participated in weekly training sessions with our coach from Masters Academy.

Moriah participated in the IPSHA weekly debating competition with the Moriah Debating team visiting other schools, and Moriah College hosted some debates for visiting schools.

We participated in the IPSHA Debating Gala Day in October held at Mt Sinai Primary School, 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 xxx 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 2023 were:

Early Stage 1: **Madison Hersch**, *The very angry kid*

Stage 1: **Samuel Penn**, *When I was born*

Stage 2: **Andy Lipsitz**, *Why parents should not tell their children to clean their rooms*

Stage 3: **Zachary Penn**, *Money doesn't equal happiness*

Stage 4: **Joshua Lapedus**, *Everyday Racism*

Stage 5: **Milla Wolman**, *In the midst of darkness, light persists – Ghandi*

Many thanks to Miranda McCallum and Assunta di Gregorio who adjudicated the Grand Final.

SPORT

HIGH SCHOOL

It was an exceptional year for Moriah sport, with all programs operating at full capacity in 2023. We had the highest number of individual students involved in non-compulsory representative sport, making the sport program one of the largest non-compulsory programs in NSW. This is a significant achievement for our school. Below is an overview of the main components of this year's High School Sport program.

Sporting snapshot

Moriah's notable achievements in 2023 (31 Championships won in 2023):

Basketball	Oz Tag	Futsal	Tennis
AICES Schools Cup Div 3 Girls Champions	East's Boys Champions	Opens Girls FNSW Eastern Suburbs Regional Champions	CDSSA Opens Boys Champions
CDSSA Girls Cup Champions	East's Girls Champions	14s Boys FNSW Eastern Suburbs Regional Champions	CDSSA Junior Boys Champions
CDSSA Girls League Champions		Int Boys SSC Champions	
CDSSA 15s Boys Cup Champions		Junior Girls JDS Champions	
JDS Junior Boys Champions		Chag Ha Cup Boys Champions	
JDS Junior Girls Champions			
St Catherine's Year 7A Champions			
St Catherine's Year 8/9A Champions			
St Catherine's Year 8/9B Champions			
St Catherine's Senior Div C Champions			
East's Basketball League 14B Champions			
East's Basketball League 16A Champions			
East's Basketball Winter League Opens Girls Champions			
Swimming	Football	Netball	Rugby
CDSSA Opens Champions	WSW Private Schools Invitational Champions	St Catherine's Senior Div A Champions	Chag Ha Champions
CDSSA Overall Champions		High Performance League 14A Champions	Horwitz Shield Junior Boys Champions

2023 snapshot of sports:

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

SPORT (total participation numbers, total teams)	STUDENT NUMBER BREAKDOWN	COMPETITION(S)
Athletics (62 students)	Juniors - 33	CDSSA Athletics Championships
	Intermediates - 19	AICES Regional Championships
	Seniors - 10	NSWCIS Championships
Basketball (252 students, 50 teams) Easts Basketball League – 23 Teams (14 Boys & 9 Girls) St. Catherine's Competition – 10 Teams (Girls) – CDSSA CDSSA Basketball League – 2 Teams (1sts Boys & Girls) Trinity Challenge – 1 Team (1sts Boys) CDSSA Championships Tournament – 6 Teams (1sts Boys & Girls, 2nds Boys, U15 Boys Div 1, U15 Boys Div 2, U15 Girls) AICES Basketball Cup – 2 Teams (1sts Boys & Girls) JDS Tournament – 4 Teams (U14 Boys & Girls Div 1, U14 Boys & Girls Div 2) Sydney Schools Shootout – 2 Teams (1sts Boys & U14 Boys)	Junior Girls - 49	St Catherine's Cup League Sydney Schools Cup League JDS Championships House Championships
	Junior Boys - 89	Easts Basketball League Sydney Schools Cup League JDS Championships House Championships
	Intermediate Girls - 28	CDSSA Championships St Catherine's Cup League Sydney Schools Cup League House Championships
	Intermediate Boys - 50	CDSSA Championships Easts Basketball League Sydney Schools Cup League House Championships
	Senior Girls - 11	AICES Schools Cup CDSSA League CDSSA Championships St Catherine's Cup League House Championships
	Senior Boys - 25	Trinity Challenge Newington Classic AICES Schools Cup CDSSA League CDSSA Championships House Championships
Cricket (30 students, 2 squads)	Junior Boys - 17	NSW Schools Wiburnd Shield
	Senior Boys - 13	NSW Schools Douglas Shield
Cross Country (55 students, 6 teams)	Moriah squad - 55	CDSSA Association Championships
	Moriah students selected at association level (CDSSA team) - 18	AICES Regional Championships
	Moriah students selected at regional level (AICES team) - 1	NSWCIS Championships

Football (113 students, 11 teams)	Junior Girls - 21 Intermediate Girls - 16	Peninsula Cup League CDSSA Championships National Bill Turner Trophy
	Senior Girls - 7	NSW CIS Cup CDSSA Championships
	Junior Boys - 28 Intermediate Boys - 24	Peninsula Cup League WSW Private Schools Invitational National Bill Turner Cup Peninsula Cup League CDSSA Championships
	Senior Boys - 17	NSW CIS Cup Sydney FC 1st XI Cup CDSSA Championships 2023 National Independent Schools Invitational tournament – South Australia
Futsal (107 students, 16 teams)	GIRLS - 43 Junior - 25 Intermediate - 11 Senior - 7	NSW All Schools State Championships NSW All Schools Regional Championships Sydney Schools Cup League
	BOYS - 64 Junior - 28 Intermediate - 21 Senior - 15	NSW All Schools State Championships NSW All Schools Regional Championships Peninsula Cup Futsal League Sydney Schools Cup League
Netball (121 students, 30 teams)	Junior Girls - 64	TAFE NSW All Schools Cup St Catherine's Cup League AICES Schools Cup CDSSA Championships High Performance League JDS Championships
	Intermediate Girls - 47	TAFE NSW All Schools Cup St Catherine's Cup League AICES Schools Cup CDSSA Championships High Performance League JDS Championships
	Senior Girls - 10	TAFE NSW All Schools Cup St Catherine's Cup League CDSSA Championships High Performance League JDS Championships

Oz Tag/Touch Football (138 students, 25 teams)	Junior Girls - 26	East's Oz Tag League CDSSA Touch Championships JDS Championships Beach Touch Australia Schools Championships
	Junior Boys - 22	East's Oz Tag League CDSSA Touch Championships JDS Championships Beach Touch Australia Schools Championships
	Intermediate Boys - 29	East's Touch League CDSSA Touch Championships Beach Touch Australia Schools Championships
	Intermediate/Senior Girls - 43	East's Touch League CDSSA Touch Championships Beach Touch Australia Schools Championships
	Senior Boys - 18	East's Touch League CDSSA Touch Championships Beach Touch Australia Schools Championships
Rugby (54 students, 3 squads)	Junior Boys - 25	David Horwitz Cup
	Intermediate Boys -15	David Horwitz Cup
	Senior Boys -14	AICES Schools Cup David Horwitz Cup Chag Ha Cup
Swimming (44 students, 3 squads)	Moriah squad - 44	CDSSA Association Championships
	Moriah students selected at association level (CDSSA team) - 30	AICES Regional Championships
	Moriah students selected at regional level (AICES team) - 1	NSWCIS Championships
Tennis (68 students, 4 teams)	Moriah squad - 24	CDSSA Championships AICES Schools Cup
	Intraschool participants - 44	Moriah Intraschool Cup

In summary:

- **151 Moriah team squads** across all sports
- **976* student representations** in Moriah squads (*number represents sum of students across all sports, where a student may be involved in more than one sport)
- **103 students** representing Moriah at **various representative levels** (more detail below in individual accolades)

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

SPORT	NUMBER OF CDSSA REPRESENTATIVES
Athletics	28
Baseball	1
Basketball	5
Cross Country	18
Football	15
Netball	1
Rugby	3
Swimming	30
Touch Football	2

- **AICES** (Association of Independent Co-Educational Schools): **15 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).

SPORT	NUMBER OF AICES REPRESENTATIVES
Athletics	3
Baseball	1
Basketball	1
Cross Country	1
Football	7
Softball	1
Swimming	1

- **NSWCIS** (NSW Combined Independent Schools): **Four Moriah representatives** (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).

SPORT	NUMBER OF NSWCIS REPRESENTATIVES
Athletics	1
Baseball	1
Football	2

- **NSW All Schools (NSWAS): One Moriah representative** (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).

SPORT	NUMBER OF NSWAS REPRESENTATIVES
Football	1

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

SPORT	NUMBER OF AUSTRALIAN SCHOOLS NATIONAL REPRESENTATIVES
Football	1

(National selection is representative of every school across Australia)

In conclusion

Truly a year to be proud for Moriah, with record number of participants involved, our first ever interstate program tour for Football, and outstanding levels of achievement across the program.

The Duke of Edinburgh's International Award program report for 2023

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 2023, Moriah College had the following number of students actively participating in each level of the Award:

Year Group	Bronze	Silver	Gold
Year 12			63
Year 11			43
Year 10		47	
Year 9	109		

Completing the Award at any level is always a challenge that requires students to show resilience and determination. Fortunately, we were able to run most of our Adventurous Journey program this year, despite having to change our Adventurous Journey provider part-way through the year.

SPORT PRIMARY SCHOOL

In 2023, 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 in sport.

Co-Curricular Sport

The Co-curricular Sport program continued in 2023. 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 2023, students were able to participate in a wide variety of sports, including swimming, gymnastics, athletics, high jump, AFL, rugby league, 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.

Thursday afternoon interschool sport was offered to all Years 5 and 6 students. AFL (boys), Touch Football, Netball (girls), Soccer, Tee Ball and Cricket were played throughout the year. Moriah is generally very successful in the Super 6 and Super 5 competitions. In 2023, Moriah won the boys' Super 5 Touch Football and Super 5 Soccer competitions.

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

- Four students (two girls, two boys) qualified for the Combined Independent Schools (CIS) Tennis Competition.
- One student qualified for the Boys' CIS Basketball Competition.
- Two students qualified for the CIS Girls' Soccer Competition.
- Two students qualified for the CIS Boys' AFL Competition.
- Nineteen students qualified for the CIS Swimming Carnival, one of whom (Mia Spiro) qualified through to the NSWPSA (state) Swimming Carnival.
- Seven students qualified for the CIS Boys' Soccer Gala Day, one of whom (Amitai Kadar) then qualified through to the NSWPSA Tournament.
- Three students qualified for the CIS Girls' Netball Competition, one of whom (Awen Hiroti) then qualified through to the NSWPSA Tournament.
- Twelve students qualified for the CIS Cross Country Carnival.
- Seventeen students qualified for the CIS Athletics Carnival, two of whom (Madison Cohen and Awen Hiroti) then qualified for the NSWPSA Carnival. Madison qualified for the Semi-finals of the 10-year girls' 100m event, narrowly missing out on the Final.

Moriah Primary Sports Carnivals

Moriah held the Primary School Swimming Carnival in February, Cross Country Carnival in May and Athletics Carnival in August. All events ran smoothly with high levels of engagement and participation from Moriah Primary School students. It was pleasing to see so much parent and community support for the sporting events.

For Years K-2 students and their families, the K-2 Sport Carnival offers younger students the opportunity to participate in a sports event. Due to bad weather, the students in Year K were unable to experience the event this year. Students in Years 1 and 2 participated, and Year 6 students were given the opportunity to assist on the day as part of their leadership program.

The Moriah Primary School House Gymnastics Competition was held in Term 3 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 2023, Moriah Primary School entered teams into numerous sporting competitions that were organised for Primary School students. Moriah Primary School participated in:

- The AFL NSW Paul Kelly Cup – Moriah Primary entered two boys' teams and one girls' team into the competition. This competition was cancelled due to inclement weather.
- 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 eight teams into this regional competition across four age groups. One team won their competition and three teams qualified through to the state championships. Of those three teams, two won the state championships and one made the Semi-finals.

- The Netball NSW Mixed Netball Gala Day – Moriah Primary entered five teams into this competition at Heffron Park Netball Courts. Two teams qualified through to the Sydney metro finals at Netball Central, Homebush.
- The IPSHA Gymnastics Competition – Moriah entered teams into the Women's Artistic Gymnastics Level 1, 2, 3 and 4 competitions at Sydney Gymnastics and Aquatic Centre, Rooty Hill.
- The afternoon ASISSA Interschool Futsal & Basketball tournaments – Moriah entered two teams, coached by High School Leaders, into a boys' futsal tournament and a mixed basketball tournament on Monday afternoons at Emanuel School during Terms 2 and 3. The tournaments were a huge success with positive feedback from students, coaches, parents and teachers.

Lunchtime Sport

In 2023, many activities were available for children to participate in during lunchtimes.





Throughout the year, the Inter-House 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 participated in several different sports and are coached by specialist coaches who are experts in their field. In 2023, Moriah students participated in a four-week Cricket program run by Cricket NSW, a four-week Hockey program run by Hockey NSW 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, soccer, cross country and Tee Ball.

Moving Forward

Moving forward, Moriah Primary Sport is continually looking to adapt and improve the sporting program. Areas identified for improvement include offering more opportunities for participation in external sporting competitions outside of school hours. Based on the interest in the after-school interschool competition at Emanuel, there is a desire for more opportunities for non-elite level children to participate.

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.

SPORTING OVERVIEW

Primary School

SPORT	NUMBER OF CHILDREN	COMPETITION(S)
Athletics	All Years 3-6 students and Selected Year 2 students	Athletics Carnival
	72	ASISSA Athletics Carnival
	17	CIS Athletics Carnival
	2	NSWPSSA Athletics Carnival
	15	Morning Athletics Club
Badminton/Table Tennis	25	Morning Sport group
Basketball	6	ASISSA Basketball Trials
	1	CIS Basketball Trials
	16	ASISSA Afterschool Basketball competition
Cricket	61	ASISSA Interschool Cricket
	10	Morning Cricket group
Cross Country/ Running	All Years 3-6 students and Selected Year 2 students	Cross Country Carnival
	65	ASISSA Cross Country Carnival
	12	CIS Cross Country Carnival
	20	Runners Club
Dance	15	Senior Dance Crew
	15	Intermediate Dance Crew
	15	K-1 Dance Crew
	15	Yr2 Dance Crew
Futsal/Soccer	64	Futsal Regional Championships
	11	ASISSA Soccer trialists
	7	CIS Boys Soccer Gala Day
	2	CIS Girls Soccer Trials
	1	NSWPSSA Soccer Tournament
	All Years 5 & 6 students	ASISSA Interschool Soccer Competition
	16	ASISSA After-school Futsal competition
Gymnastics	35	Morning Sport group & Moriah Gymnastics Competition
	16	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 & 6 Girls	ASISSA Interschool Netball
Touch Football	All Years 5 & 6 Boys & Girls	ASISSA Interschool Touch Football
Sport Carnival	All Years K-2 Students and Year 6 Helpers	K-2 Sports Carnival
Swimming	All Years 3-6 Students and	Moriah Swimming Carnival
	Selected Year 2 Students	Moriah Swimming Carnival
	45	ASISSA Swimming Carnival
Tee-ball	135	ASISSA Interschool Tee Ball
Tennis	6	ASISSA Trials
	4	CIS Trials
	30	Morning sport tennis group

MUSIC

HIGH SCHOOL

Music Enrichment Classes in Years 7 and 8

Classroom Music continues to offer Music enrichment to facilitate and extend students who have demonstrated a high level of musical aptitude. These classes assist in musical development, enhancing students' abilities through composition, performance and aural training.

Year 9 Jazz Workshop

The workshop acts as a medium for students to express their improvisation skill through performance. Led by professional musicians, the workshop aligns with the Term 4 Year 9 topic of Jazz. The improvisation focus aligns with the Instrumental Department's Jazz Ensembles and the need for improvisation skills within these ensembles.

High School OnShow

The live concert serves two main purposes. Firstly, it provides parents, relatives and friends the opportunity to hear the culmination of almost a decade of instrumental training. Secondly, it provides students with a chance to perform their HSC repertoire in preparation for the NESA exams. The concert showcases performances and compositions from the three NESA Music courses: Music 1, Music 2, and Music Extension.

Composition

Moriah College continues to demonstrate a high level of compositional ability. In 2023, six students received HSC Encore nominations for Art music works from genres including string quartets, woodwind quartets, piano solos and duets. It is a mandatory requirement for Music 2 students to submit a composition to NESA, and

an impressive 66% of our Music 2 class members were nominated for this prestigious award.

Performance

Dean Berman and Adam Sher were nominated for HSC Encore. Dean's four drum kit pieces were deemed exemplary, showcasing his exceptional performance skills on the drums. These skills were prominently displayed in our Symphonic Wind Ensemble, Senior Jazz Band, and during the USA Tour performances. Adam performed one piece on the trumpet and sang two pieces for his HSC. He also played the trumpet in our Symphonic Wind Ensemble, Senior Jazz Band, and during the USA Tour Band. Adam was featured on the USA Band Tour as one of the vocal soloists with his wonderful rendition of 'Sinatra in Concert', a highlight of the tour.

CO-CURRICULAR MUSIC

HIGH SCHOOL

Year 12 Graduation

Omri Weininger performed *Ariel's Hands* on Bass Clarinet for the 2023 graduation. Omri excelled in all areas of the Music 2 course and his Bass Clarinet work engaged the graduation audience with its hypnotic rhythms, jazz licks, and funky backing track.

Our Junior Jazz Band performed outside the Railea Moss Assembly Hall during the dinner break.

Founders Assembly

Year 12 student Adam Sher sang a beautiful arrangement of *Avinu Malkeinu* for solo voice and Chamber Orchestra by the Australian composer Nigel Westlake at the Founders Assembly on Friday, 3 March. Adam was accompanied by an Ensemble consisting of our most advanced

Moriah students and professional musicians. This was an enriching experience for the Moriah students as they worked closely and played alongside professional musicians.

Primary and High School Reconciliation Week assemblies

The Primary School Choir performed *Recognise* by Paul Jarman for the Primary and High School reconciliation assemblies.

Term 1 Awards Assembly

Our Symphonic Wind Ensemble gave an Australian premiere performance of *Three Latin Dances* by Jeff Tyzik at this assembly on Friday, 31 March.

Term 2 Awards Assembly

Our Senior Jazz Band performed *Sing, Sang, Sung* by Gordon Goodwin, featuring Year 12 Music Scholar Orli Lechem for the Term 2 awards assembly.

Years 7- 9 Prize Afternoon

Year 9 student Samuel Goodman was the recipient of the 2023 B'nai Brith Musical Excellence Grant. For this reason, Samuel was chosen to perform a solo piano piece as the Musical item for the Year 7-9 Prize afternoon.

Year 10 Prize Afternoon

Our Wind Orchestra performed *Gershwin Classics* at this function. It was their first performance as a newly-formed group.

Senior Jazz Band performance for Zionist Council Yom Ha'atzmaut Concert and Carnival

The Senior Jazz Band represented Moriah on Sunday, 30 April at the Entertainment Quarter, Fox Studios. This was the first Moriah performance for our new Jazz Band conductor Simon Sweeney. Simon has a wealth of experience, and

he has proved to be a very valued addition to the Instrumental Music Department.

Paul Jarman commission for 80th Anniversary

Our students were extremely fortunate to work closely with Australia's leading Choral Composer Paul Jarman on the composition of a work to celebrate Moriah's 80th Birthday. Our Symphony Orchestra rehearsed the accompaniment during Term 1 and recorded it on Sunday, 21 May. Small groups of our best vocalists from Year 3 to Year 12 had vocal rehearsals with the composer on three Sundays during Semester 1, then recorded the vocal parts for the commissioned work on Sunday, 6 August.

This project also took advantage of our Sound Technician Scott Christie's skills and expertise. The final audio recording is something that all of the students and staff should feel extremely proud of.

The film will be released at a date to be determined.

CO-CURRICULAR MUSIC

PRIMARY SCHOOL

PRIMARY SCHOOL – YEARS K-2

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 3.

YEARS 3-6

Assembly Performances

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

Foundation Performances

The Music Department organised two performances for Foundation and Foundation Circle events in 2023. Year 12 students Omri

Weininger, Adam Sher, and Dean Berman entertained guests on Tuesday, 14 February. Jonah Samuels (Year 10), Ben Herman (Year 9), and David Kless (Year 8) provided entertainment on Tuesday, 21 March. Both Jazz Trios were very well received and appreciated by guests at the functions.

JCA Major Donor function

Year 6 student Olivia Sekers performed at the JCA Major Donor function at the Art Gallery of NSW on Sunday, 30 April.

Primary School Choir

Our Primary School Choir gave numerous performances during the year including for the WIZO Annual Fundraising Event and for the Torah dedication at Moriah on Friday, 3 November.

Year 6 Graduation

A number of Year 6 students performed solo or small group pieces as part of this function.

INSTRUMENTAL PROGRAM YEARS 1-12

Moriah musicians/vocalists continued to make important contributions both inside and outside the College. In 2023, 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, Choirs and several small ensembles. For the 2023 school year, we added Tour Band and Tour String Orchestra to our existing list of Ensembles. These groups rehearsed weekly on Sundays and also rehearsed during school holiday blocks.

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 Primary School String Quartet performed with Shirley Politzer for the Year 1 Siddur presentations in Term 2. All Year 1 children sang with the quartet.

Instrumental Concerts

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

Mount Sinai College

As we were on tour this year, the Wind Orchestra – which usually travels to Mt Sinai College to perform for the school community and assist with recruiting/building the Mt Sinai Instrumental Music program – was unable to go. We hope to resume this in 2024.

Barker Concert

On Wednesday, 10 May, our Symphonic Wind Ensemble and 2023 Tour Band travelled to Barker College to perform in a shared concert with the Barker College Bands. This Concert was very well attended by both Moriah and Barker families and was a great opportunity for the Moriah students to meet and perform with students from another school with shared interests.





Moriah and Barker College both have very strong Instrumental and Band programs and now have a long history of sharing concerts. We plan to continue to foster this mutually beneficial relationship into the future.

IPSHA Symphony Orchestra

For the first time in our Instrumental Music program, we formed a Primary School Symphony Orchestra with 65 students from Years 3-6 to perform in the IPSHA Music Festival on Wednesday, 23 August. Very few (if any) schools in Australia have Primary School Symphony Orchestras with full instrumentation, and we were the only school to put forward a Symphony Orchestra for the 2023 IPSHA Festival. As it was not possible to add weekly rehearsals during the school week due to venue and equipment restrictions, the IPSHA Orchestra rehearsals mostly took place on Sunday afternoons in Term 3 prior to Tour group rehearsals. The Moriah IPSHA Symphony Orchestra was conducted by our Head of Strings Tracy Lynch and received a rousing response from the capacity crowd at the Town Hall.

Recruitment Night

Our IPSHA Primary School Orchestra performed for our Year 2 students and parents at our annual Recruitment night on Thursday, 17 August in the Moshe Triguboff Auditorium. This was a great opportunity for the IPSHA

Orchestra to have a practise performance prior to representing Moriah at the Sydney Town Hall.

Trumpet performances at Anzac and Remembrance Day commemorations

Our Head of Brass Debbie English organised for Moriah Trumpeters Samara Freedman, Adam Leizer, Adam Sher, Eli Orski, and Moriah Graduate Erez Silberman to perform The Last Post and Reveille at several 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
- NSW Association of Jewish Service & Ex-Service Men & Women Remembrance Day (Jewish Museum)

2023 Tour Band and Orchestra

Our Tour Band, consisting of 50 students, and String Orchestra with 15 members, were formed late in the 2022 school year and commenced rehearsals in March 2023. Students and staff committed to weekly rehearsals every Sunday afternoon during term-time, and to one-week rehearsal blocks during the April, July, and October school holidays.

We invited our Concert Band to perform for parents and the touring group on Sunday afternoon in Term 2, and the IPSHA Orchestra performed for parents and the touring group on a Sunday afternoon rehearsal in Term 3.

The Ensembles presented a "Farewell Concert" for the Moriah Community on Thursday, 2 November to a sold-out Auditorium and standing ovations.

Our Band Tour members departed on Sunday, 5 November to perform at concerts in LA, Washington, and New York. We were extremely proud of the way all of the students performed and conducted themselves and have received very positive feedback from the students and their parents.

The Tour concluded on Sunday, 19 November, with students arriving back in Australia on Tuesday, 21 November.

AMEB Exams

Early in the 2023 school year, we were advised that Moriah had earned a place in the Top 10 Schools in NSW based on our AMEB results in 2022. Our 2023 exam entries and results were again strong with many students gaining Honours and High Distinction results.

Music Scholarships 2024

Moriah Year 6 student Olivia Sekers and Mt Sinai College Year 6 student Noah Model were awarded Music Scholarships to commence in 2024.



Music Scholars' Concert

We were able to hold a live Music Scholars' Concert with an audience in the Moshe Triguboff Auditorium on Thursday, 16 March for the first time since 2019 (due to Covid restrictions). This was very well attended, and the audience enthusiastically supported the high standard of musical performances.

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 2024.



MUSIC CAMP 2022

Our Annual Music Camp was attended by more than 400 students in 2023 and was a tremendous success. Pleasingly, the Camp was the first to be free of Covid complications since 2019. For the second year running, the final Camp Concert was held in the Moshe Triguboff Auditorium and thanks to the skills and expertise of Scott Christie and Donna McCulloch, was live-streamed to an audience around the world.



End-of-Year Primary School Ensembles Concert

After the “Celebrate 80” event was cancelled at short notice due to the war in Israel, a Primary School Concert/Assembly was organised for the afternoon of Friday, 3 November. All of the Primary School Music Ensembles and Primary School dance groups who were due to perform at “Celebrate 80” had the chance to perform in front of all Years K-6 students and parents. Approximately 200 students performed. For the Music staff, this came at a particularly busy time as we had the Band Orchestra Tour Farewell Concert the previous night, the Torah Dedication on the same day, and we departed for the Band Orchestra Tour two days later.



OUR COMMUNITY

School policies, including Anti-Bullying

OTHER COLLEGE POLICIES

During 2023, 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, 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 the Grade Leaders are central to the lives of the students.

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

Quality relationships form an important element of wellbeing. Conflict is a natural part of relationships and students need to be taught means of resolving conflict. Restorative practices underpin our management of challenging behaviours. The College has a whole-of-

school approach to behaviour management, which is based on the Jewish concept of teshuva. This is based on an optimistic view of human nature that sees the true essence of each person as good. The word 'teshuva' literally means 'return' and is used to describe the concept of 'repentance'.

CHILD PROTECTION

The impact of child abuse and neglect on children can result in a legacy of physical and/or psychological disabilities, which are carried into adult life. The impact is severe because of the vulnerability and dependency of children.

The College staff members have a duty of care and must take action upon becoming aware of harm, or the potential of harm, to any student. The safety, protection, and wellbeing of all students is of paramount importance here at the College.

This policy sets out the responsibilities of employees of the College (as defined in Section 2, below) for child protection and processes that must be followed in relation to child protection matters. This policy applies to all employees (as defined in Section 2, below) including contractors and volunteers. Employees who fail to adhere to this policy may be in breach of their terms of employment, or contracts of engagement.

This policy deals with child protection in the context of the following distinct but complementary areas:

- The Working with Children regime (Section 3)
- Reportable Conduct of Employees (Sections 4.1 and 7)
- The Mandatory Reporting regime for children at risk of serious harm (Sections 4.2 and 8)
- Child Protection generally (Section 5)
- Training (Section 6)
- Criminal Offences (Section 9)

The Child Protection Policy & Procedures is published on eLY.

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, victimization, 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 the Wellbeing Program 'Growing Moriah Mads' 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 policies and procedures and the Code of Conduct – Parents and Students are 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. These policies and procedures can be found on eLY, the College's LMS system.

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.

In the High School, Heads of Year and/or Heads of Stage 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 the Primary School, incidents of misbehaviour are immediately dealt with by either the teacher, the Deputy Head of Student Development and Behaviour Management, the Student Development Coordinator, or the Head of Primary School. Parents are notified. This is followed by a process of repair or restoration.

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. In the High

School, parents/students are asked to speak to the Head of Year if they have concerns. In the Primary School, parents are asked to speak to the class teacher, and this may be escalated, if necessary, to the Deputy Head of Primary School. Staff members are asked to speak to their Head of Department or their Primary School Year Coordinator. Other staff should speak to their 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.

The Complaints & Grievances Policy is published on eLY.

During 2023, 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 2023:

Policy	Comments	Access to full text
Complaints & Grievance Policy & Procedures	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Guidelines for Resolving Complaints – Staff	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet (eLY)
Credit Card Policy	Minor review 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)
Debtors Policy	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

Inclusion Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Personal Devices	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Psychological Services Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
SaaS Procurement Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet (eLY)
Whistleblowers Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet
Whistleblowers – Advice to Staff	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet
Work Health & Safety Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet

OUR FUTURE

The Moriah Foundation Report



2023 was a year we never thought we would witness in our lifetime.

We are all devastated by the unspeakable atrocities perpetrated on October 7 in Israel, followed by the wave of antisemitism that has swept through the world. None of us will rest until our hostages are returned safely.

Moriah College and The Moriah Foundation stands staunchly and proudly alongside our brothers and sisters in Israel, and our heroic IDF, united in our unwavering belief in Israel's right to exist, right to defend herself, and her citizens' right to live in peace.

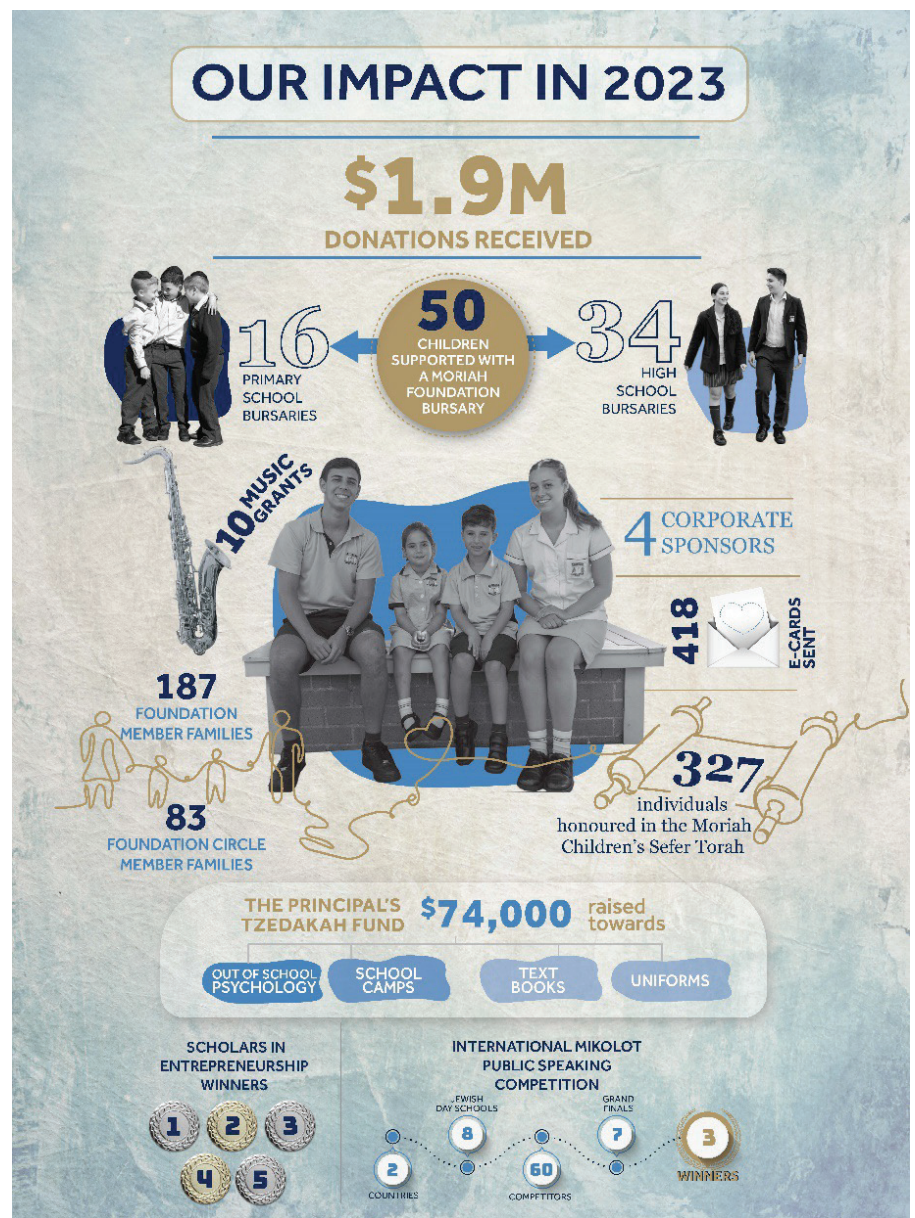
Since October 7, our school community has been raising money for victims of terror in Israel, praying for the safety of our hostages, and the people of Israel, providing age-appropriate updates to our students, and welcoming and supporting repatriated Israeli families into our Moriah family. We have been bolstered by the support of many of our Jewish and non-Jewish

friends, and by the unity and strength shown by our incredible community.

The confronting situation in Israel and around the world has reminded us evermore of the importance of providing our

students with an excellent Jewish and general education, so that they can graduate as engaged, upstanding, knowledgeable Jews who will live Jewishly with a deep sense of pride in their Jewish identity, an enduring bond with

Our impact in 2023



Israel, and a commitment to contribute positively to the world around them.

We are determined to continue to support as many Jewish children as possible to receive a Moriah education and to secure the long-term sustainability of Moriah College.

Unfortunately, due to the war, our students were unable to travel to Israel at the end of 2023 for the transformative IST trip or The Moriah Scholars in Entrepreneurship Program sponsored by Kelly+Partners. But, in a wonderful display of care and compassion, our students donated the funds they had raised for IST to victims of terror in Israel.

In 2024 we are planning an ambitious Capital Appeal to raise funds to replace more than half of our ageing High School facilities with two new multi-storey buildings that will significantly enhance the educational opportunities available for our children. We hope that you will be part of this exciting transformation and will provide you with more details throughout the course of 2024.

Changes to The Moriah Foundation board

After thirteen years of distinguished service, Mrs Cheryl Bart AO retired as Director of The Moriah Foundation effective 12 May 2023.

Cheryl attended Moriah College graduating in 1976 and was a champion debater, school captain and dux of the school, attributing her schooling at Moriah, including her strong year level cohort and outstanding teachers who continually challenged her, for laying the foundation for her many incredible achievements as a lawyer, company director and chairman.

As a proud alumnus, and later, parent of the College, Cheryl

wanted to give back to the school and welcomed the opportunity to join The Foundation Board at its inception in 2011.

For the last several years, Cheryl served as both Honorary Secretary and Chair of the alumni committee.

With her strong background in corporate governance, Cheryl was instrumental in supporting The Foundation to operate professionally and in accordance with best practice. She provided mentorship, and wise and considered guidance and counsel throughout her time on the board.

In reflecting on her director role, Cheryl said "I am a proud alumn and past parent of Moriah, and strongly believe in all that Moriah has to offer. My own education at Moriah was foundational in every aspect of my life. Being on the Foundation Board and giving back to Moriah was an act of love."

On behalf of The Foundation Board, we thank Cheryl for her significant contribution, and we wish Cheryl all the best in her future endeavours and look forward to continuing to benefit from her expertise, passion, wisdom, guidance and support for many years to come.

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 whilst 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 83 Moriah families who joined The Circle in 2023. 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 2023, The Moriah Foundation supported 50 Jewish children to receive a Moriah College education (16 Primary School and 34 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 Moriah's opportunities.

The Moriah Foundation Music Grants

The Moriah Foundation received two generous music grants in 2023, 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 2023 B'nai B'rith Hetty Hardy Instrumental Music Excellence Grant was available to encourage committed and talented Moriah High School students to further

their Instrumental Studies and to strive for musical excellence.

We extend a warm Mazal Tov to the 2023 winner of the grant, Year 9 student Samuel Goodman.

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.

Peter and Jenny Wohl initiated the fund in 2014, to ensure that no child misses out on school activities or additional therapies they may need due to financial barriers; and the Wohl's continue to support the fund each year.

In 2023 proceeds from The Moriah Foundation e-cards were allocated to The Principal's Tzedakah Fund. In addition, many Foundation Circle Members chose to allocate part or all of their donation to the fund to help our families meet the cost of school related expenses.

Importantly, the fund also supported our children's emotional wellbeing and resilience, funding out of school psychologist services for children in need of support, where the families could not afford to cover the cost.

Gifts In Wills

There are a significant number of families in our community who are desperate to bring their children to Moriah but simply cannot afford to do so.

After providing for your loved ones, we are appealing to as many supporters of Moriah as possible to consider leaving even a small percentage of your estate to Moriah, or a designated amount as a gift, which will help future generations of children to come to Moriah to become proud, upstanding,

and knowledgeable Jewish graduates, imbued with our modern orthodox Zionist values.

It is an enduring legacy that will ensure your values and beliefs live on and ensure the continuation of a strong Jewish community. We are extremely grateful to all who have done so.

Please contact Ryan Kassel on rkassel@moriah.nsw.edu.au | 0410 315 546 for a confidential conversation about how you can make a difference, without impacting your living standards today.

Trusted Advisors' Lunch

The Moriah Foundation launched the Trusted Advisors' network in 2022 to raise awareness among practitioners about the very real needs of our Moriah Foundation, our reliance on bequests for our future sustainability and the life-changing impact our donors are making to the lives of our children and their families.

It was wonderful to come together for our 2023 Moriah Foundation Trusted Advisors' Network Lunch, warmly hosted by our longstanding corporate sponsors, the Commonwealth Bank of Australia.

Our esteemed guest of honour, Gina Cass-Gottlieb, Chair of the Australian Consumer and Competition Commission spoke about protecting consumers and small business from the harms of social media.

We are incredibly proud of our association with Gina as a past parent and friend of Moriah College, and wish her continued success in her important role of supporting fair trade, ensuring the proper functioning of Australian markets and protecting the interests and safety of consumers.



Mandi Jacobsen, Zoe Hillman, Rebecca Finkelstein, Ann-Laure Alia



Bruce Fink OAM, Simon Singer, Robert Phillips



Giora Friede, Michael Henley, Nechama Bendet



Judy Lowy OAM, Gina Cass-Gottlieb

The Moriah Scholars in Entrepreneurship Program

The unique and much 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



Back row (L-R): Chelsea Roth, Kelly Aronson, Elijah Jones, Samuel Kaplan, Judah Ratner, Joshua Waine

Front row (L-R): Sarah Uria, Candice Herman, Shira Gottlieb, Jesse Bailison, Laila Margolis

of practical business solutions to real-life societal issues.

In 2023, 12 short-listed applicants presented a range of highly innovative business solutions to help people live better lives and solve global problems.

Our 5 successful Moriah 2023 Scholars - Shira Gottlieb, Candice Herman, Elijah Jones, Chelsea Roth and Joshua Waine - will travel to Israel when it is safe to do so, on a week-long study trip to learn about the innovation ecosystem that exists in Israel.

They will meet with successful entrepreneurs from small, medium and large start-ups, potential financiers of start-up businesses, and will tour major universities, with the opportunity to receive invaluable constructive feedback on their innovative ideas.

Thank you to our expert panel of judges.

- Wayne Baskin, Co-Founder/CTO of Superhero
- Marc Freeman, Director and Co-Founder of CAMILLA AND MARC
- Camilla Freeman-Topper, Director and Co-Founder of CAMILLA AND MARC
- Peter Ivany, Executive Chairman of IIG
- Nicky Jackson, CEO and Founder of Range Me

Mikolot: Voices of the Future Public Speaking Competition

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

In 2023, sixty participants from 8 schools took part, and 3 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.

Mazal tov to Sarah Uria (Moriah College), Elijah Jones (Moriah College) and Meira Eppel (Leibler Yavneh College), who came first, second and third respectively.

Thank you to our expert panel of judges.

- Sorella Abrahams, CEO & Founder of Abrahams Tent and the Soul Centre
- Rabbi James Kennard, Principal of Mount Scopus Memorial College
- Paul Rubenstein, Partner at Arnold Bloch Leibler & NSW Chairman of AIJAC
- Allegra Spender, MP Federal Member for Wentworth



Back row (L-R): Samuel Gewer, Michal Goldberg, Allegra Spender MP, Sacha Rubenstein, Sorella Abrahams, Rabbi James Kennard, Sarah Uria, Paul Rubenstein

Front row (L-R): Livia Lazarow, Elijah Jones, Meira Eppel

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.

Foundation Member Cocktail Party with former Premier of NSW the Hon. Dominic Perrottet

It was a great pleasure to hear from former Premier of NSW, Dominic Perrottet at The Moriah Foundation Member Cocktail Party in February 2023, sharing his support for parental choice and independent, faith-based schooling, and the importance of parent involvement.

Mr Perrottet spoke about remembering and learning from the past, including the horrors of the Holocaust and responded to questions from the audience.



Sharon Vidor, Ervin Katz, Julie Roseberg



Ilana Moshal, Lynda Fisher, Martin Moshal



Orit Freiberg, Judy Lowy, Lauren Fink, Lisa Goldberg

Foundation Circle Cocktail Party with parenting expert Dr Justin Coulson

Foundation Circle Members and current Moriah parents came together at our annual Foundation Circle Cocktail Party to learn about the work of The Foundation and to hear from parenting expert Dr Justin Coulson, who spoke about 'Carrots and Sticks - Better ways to draw boundaries with your kids.'

Much needed funds raised by the Foundation Circle in 2023 went towards The Moriah Foundation Bursary Program - assisting more Jewish children to receive a Moriah education, and The Principal's Tzedakah Fund - supporting families with expenses such as school uniforms, school camps, textbooks and therapies.



Rozanne Blumenthal, Nicky Jackson, Terri Lederer, Asaf and Pam Amber



Michelle and Adrian Falk, Manny and Carli Skurnik



Allan Grigg, Zorick and Vivianne Toltsan, Milli Grigg

The Moriah Foundation Grandparents Club

The Moriah Foundation Grandparents Club (GPC) is a wonderful way for our grandparents, great grandparents, and special friends to remain connected to Moriah life.

Grandparents Club Members receive regular updates about Moriah and are invited to special events throughout the year, where they meet with other grandparents, hear from our educational leaders, and learn about the important work of The Moriah Foundation.

We were thrilled to host our grandparents and special friends on campus for our annual Moriah Foundation Grandparents Club event to hear firsthand insights from our College leadership - Rabbi Yehoshua Smukler, Mark Hemphill, Lynda Fisher and Rabbi Gad Krebs.



Anita and John Ingster, Debbie Staub



Yvette Pillemer, Judy Lewis, Vici Vogel, Lyn Freitag, Anita Simons



Rabbi Yehoshua Smukler, Nicky and Peter Franks

Private viewing of the 2023 Archibald Wynn and Sulman Prizes

The Moriah Foundation hosted its annual private viewing of the Archibald, Wynne and Sulman Prizes for Foundation Members, Foundation Circle Members and Grandparents Club Members, who had the opportunity to hear from Maud Page, Deputy Director and Director of Collections of the Art Gallery of NSW.

It is always such a privilege to have the gallery to ourselves, and 2023 was extra special - with the winner of the Archibald Prize being Julia Gutman, Moriah class of 2011, for her extraordinary portrait of singer song writer, Maud Page, titled "Head in the sky, feet on the ground".



Robbie Blau, Ryan Berelowitz, Rabbi Gad Krebs, Michael and Kerry Gottlieb



Gil and Jackie Baron, Natalie and Josh Persky



Karen Gutman, Judy Lowy

An insightful evening at The Lowy Institute Dinner

We were privileged to host our annual Moriah Foundation Lowy Institute Dinner and hear from Lowy Institute Executive Director, Dr Michael Fullilove AM, in discussion with our esteemed guests, Senior Fellow for East Asia, Richard McGregor, and former Australian Ambassador to Moscow, Peter Tesch. The panel discussed China, Russia and Ukraine and how the United States is responding to these challenges.

Foundation President Judy Lowy OAM reflected on the challenging economic times and thanked our donors for supporting our Moriah families who require assistance, while also bringing exceptional opportunities to all our children. Judy also spoke of the need to upgrade our buildings and facilities, and the ambitious and exciting capital campaign launching in 2024.



Thea Weiss, Sharon Green & Bambi Blumberg



Arlene Schwartz & Brian Schwartz AM



Daniel Sekers, Rhett Kessler, Ryan Kassel & Lance Rosenberg

Celebrating Mr Triguboff AO on his 90th birthday

Our Moriah Primary School and staff gathered in the Moshe Triguboff Auditorium for a special birthday tribute to Mr Harry Triguboff AO on the occasion of his 90th birthday.

Mr Triguboff has been a generous benefactor of Moriah College for many decades, dedicating a number of Moriah College buildings including The Moshe Triguboff Auditorium, The Harry Triguboff Jewish Studies Building and The Harry Triguboff Family Corner House as well as supporting a number of other important projects.

Mr Triguboff was a big hit with the Primary School students, delivering a message to be proud of being Jewish, to know that they are the next generation who will carry on our peoplehood, to treasure friendships made at school, learn from each other and feel fortunate to be able to go to Moriah.

Welcoming our Moriah Children's Sefer Torah

The Childrens Sefer Torah was written in honour of Moriah's 80th Birthday, paying tribute to the thousands of children Moriah has educated to date, and the children who will join our Moriah family in the future.

We are so grateful to the Sekers family and the many members of our Moriah family who donated and participated in this important mitzvah of writing the Sefer Torah.

All our children, from early learning to Year 12, will regularly connect with our new Torah, and learn about its central importance to Jewish life.

Responding to Antisemitism Webinar

The Moriah Foundation hosted a Zoom event in November with Alex Ryvchin, co-CEO of the Executive Council of Australian Jewry, discussing rising antisemitism and how to respond, as well as how to grapple with the shameful hatred we have been exposed to since October 7.

Alex shared that although there has been a colossal spike in antisemitism since October 7, the scourge of antisemitism has been shaped over centuries. It is a coordinated campaign that conditions the public to see Jewish people as villains, the source of misfortune and is an assault on our right to safety. Alex provided invaluable advice on how to respond to antisemitism.

The Moriah Foundation together with Year 10 Moriah students raised critical funds for victims of terror

The Moriah Foundation together with our Year 10 Moriah students embarked on a fundraising raffle to help support families unable to pay the full cost of the once in a lifetime Israel Study Tour.

However, in response to the tragic events in Israel, the campaign was redirected to support victims and families impacted by the attacks in Israel.

The raffle offered entrants the opportunity to win a much sought after 2023 World Cup Matilda's jersey, signed by the

entire team. We are deeply grateful to Football Australia for their meaningful support, donating the coveted 2023 World Cup Matilda's jersey, and congratulate Year 8 Moriah student Emily Wise, who won the unique and special prize.

With our community's support, the raffle raised \$26,000 which supported Keren Hayesod UIA to provide Chanukah camps to 171 children who were dispersed from the Gaza perimeter community of moshav Netiv HaAsara.

Acknowledgements

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

Cheryl Bart AO retired as Director of The Moriah Foundation on 12 May 2023 after thirteen years of distinguished service. We wish Cheryl all the best for the future and are grateful that she has expressed a desire to remain involved with our Foundation.

I extend my appreciation to Foundation Director Ryan Kassel, Foundation Manager Andy Berelowitz, and Foundation Assistant Jodi Velasco. They have led the Foundation with professionalism, commitment, and tireless dedication and I am so grateful for their support.

Thank you to our corporate sponsors, Arnold Bloch Leibler (ABL), Commonwealth Bank of Australia, Kelly + Partners, and LGT Crestone as well as our community partners, Youth 2 Israel, Keren Hayesod, and the JCA for their generous support.

Thank you to our Foundation Members, Circle Members, grandparents club, alumni, and friends for your support. Together we will continue to invest in our precious children, the future of our community.

With heartfelt prayers for peace in Israel and around the world.

With my warmest wishes,

JUDY LOWY
Foundation President

ENROLMENTS & ENGAGEMENT REPORT



Year in Review – 2023

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 2022 strategic priorities lay the foundation for setting our goals and objectives in 2023. These included:

- Maintaining a positive engagement culture to retain & attract families.
- Maximising ELC enrolments through increased parent engagement and partnerships.
- Increasing Primary and High School enrolments in some years, through targeted campaigns to fill vacancies in select year groups.
- Developing a holistic engagement framework to further enhance brand awareness and advocacy.
- Refining our 10 Year Projections Model to further inform strategic decision making.

2023 Pride & Accomplishments

On behalf of the Enrolments and Engagement team, I am

proud to report on the significant efforts of our team results, represented through our many accomplishments throughout the year:

- Total student enrolments at the start of the 2023 academic year represented 1,598 students. This included 198 new students (89 new ECC/ELC students and 109 K-12 students).
- While overall enrolments were slightly lower than 2022, we maintained a healthy pipeline of enrolments despite the challenges many families experienced with increased financial pressures in an ever-changing economic climate.
- The Enrolments and Engagement team continued to engage deeply with parents across all year groups with a continued focus on a warm, welcoming, and inclusive approach to all current, prospective and new families.
- In collaboration with our Early Learning teams, we invested deeply in parent engagement across ELC's, fundamentally changing the experiences

of many parents – this was reflected in filling our 3 centres to capacity, an exciting time for renewal of young families choosing Moriah College for their child's early learning education.

- ELC families experience a 'taste' of our ELC's in action where future families were invited to observe our ELC classes on a given day. This initiative was well received by our future families, further enhancing our demand for places across our three ELC campuses.
- Our Yad b'Yad initiative, in its second year of operation, continued to offer young families with a point of communal connection, resulting in well-attended and interactive, play based activities for children aged 0-2 years. This initiative has connected young families, parents and grandparents with the possibility of a Moriah-focused future, with many families applying for places for their 2 and 3 year-olds.
- Our Primary School Open Day was extended into morning





and twilight sessions, to further accommodate working parents and those with young children. Year 6 Primary School student ambassadors proudly represented the College in sharing with families all that is on offer, from a student's perspective, in our vibrant Primary School.

- We extended invitations to current and prospective Year 5 and 6 families to experience a 'taste' of what to expect in High School. These 'Taste of High School Tours' provided parents and students with the interactive experience of touring our High School, visiting classrooms and hearing from Year 9 student ambassadors about their experiences in the early years of High School.
- We offered insightful and informative Year 7 Information evenings to Mount Sinai parents, siblings and alumni families to assist in the transition to High School, helping parents anticipate the significant 'shift' from Primary to High School.
- We continued to promote an outstanding engagement experience for new families through a customised onboarding program for every new student, ensuring a smooth transition into their respective year groups.
- A focus on investing in high performing students enabled us to increase our investment in Academic Scholarships, with 13 new scholarships offered and accepted, thereby increasing attraction and retention of talented students.
- We launched a new scholarship category, the All-Round Excellence Scholarship, to validate and acknowledge strong performing students across a range of strength areas, including Jewish life, leadership, innovation, the creative arts and sport. A total of 6 students were awarded this new scholarship for entry into Year 7 2024 or Year 9 2024.
- In 2023, we experienced an increased intake in Year 7 students. 31% of our student body enrolled from the public-school sector and 8% of the student body enrolled from other Jewish Day Schools.
- We continued to see strong trends in immigration, which assisted in filling many year groups to capacity. Our strong onboarding program successfully integrated all overseas students into their respective cohorts, with many families expressing deep gratitude for the hand holding and care along the journey of relocation.
- We connected more deeply with Moriah stakeholders, through personalised cards celebrating important life cycle milestones – the birth of a child and grandchild, Bnei Mitzvot, engagements and weddings. We acknowledged deep loss in our community as well– of loved ones to our families. These points of connection served to remind our stakeholders that they will always remain part of the Moriah family.
- We successfully extended team collaboration by creating a broader 'Engagement' team focus. This initiative offered Enrolments & Engagement, Marketing and Communications, The Moriah Foundation and the P&F, to further align stakeholder messaging.
- Our unique value proposition was reframed through more targeted Marketing & Communications and refreshed social media campaigns, showcasing the unique opportunities on offer across the College.

With the generous support of The Moriah Foundation, 50 students were supported through the Bursary program, including six new bursaries awarded to students who joined the Moriah Family in 2023. This assisted 16 Primary School students and



34 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 2023, 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 2023, 61 students were awarded a scholarship, some of these were

carried forward from previous years. This comprised 50 Academic Scholarships (Years 5-12), 10 Music Scholarships (Years 7-12) and 1 All Round Scholarship

Future Plans & Initiatives

As the College enters its 81st year, the Enrolments & Engagement team remain committed to building a community that is engaged and aligned with our core purpose – to make Jewish children proud of who they are and what they can achieve.

Moriah College proudly represents students who imbue a wide range of strengths across all areas of College life – academic, creative arts, sports and co-curricular.

In 2024, we plan on continuing to:

- Engage meaningfully with current and future families with the aim of positively impacting College culture.
- Invest in deep engagement in our ELC's to build a healthy enrolment pipeline for next 3-5 years.
- Offer as many school eligible children the opportunity to enrol into Year K, and offer support where possible to make this a reality for tens of families.
- Invest in academic scholarships to attract and retain high

performing students, which will sustain strong HSC Results.

- Promote our value proposition through on point Marketing & Communication.
- Make informed decisions about structure and streams, to ensure class sizes remain small enough to promote personalised teaching & learning.
- Review future investments in bursaries and fee support to ensure sustainability, with a special focus on attracting children into the Primary School.

Together with our team, we look forward to nurturing the many established relationships, as well as creating new relationships with our families. It is through community connectedness and a deep sense of belonging that we remain committed to the College and its cause.

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 a collection 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. As more records are now maintained electronically, the number of physical records is reducing.

The College's Facilities and Maintenance Team has done a wonderful job installing new shelving in the archives office, allowing for more storage space in the storeroom to house the archives collection.

Archival projects

Cataloguing the archival collection has continued throughout the year and there are now 132 series listed. Personal collections that have been donated are being added to the Archive Manager database, allowing for more effective discovery while adhering to the archival principles of provenance and original order.

The College is in the early stages of implementing Pixivity, a new media management platform to manage the school's large collection of photographs. With ethically-designed face recognition, intelligent tagging, and built-in consent features, this new system is based on protecting the privacy of our school community and enabling efficient and accurate discovery.

The project to arrange uncatalogued print photographs is ongoing and these have been placed into appropriate archival albums, ensuring they are preserved for the future. More historical photographs have been professionally digitised this year and this will continue into 2024.

All College yearbooks (including Ka'ari and Jo'ari) were digitised this year, allowing the contents to be searched electronically. Board Minute books were also digitised so that the content can be accessed without handling the original records, some of which are very fragile. School newsletters and magazines will be next as part of the digitisation strategy.

Another batch of film footage stored on obsolete analogue media from the audio-visual collection dating back to the 1980s has been professionally digitised. More media will be sent for digitisation in 2024 and beyond until all audio and film footage has been completed. Work has progressed on adding metadata and descriptions for each item.

The Archivist, together with the College Vice Principal, researched and supplied historical photographs and ephemera to support a film project reflecting the College's .

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.

There are now 800 objects listed on the eHive museum database, and work continues to photograph the remaining objects and add them to the database. During 2023, several 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.

There is now a dedicated space for large framed items in the Archives storeroom after the Facilities and Maintenance Team built bespoke shelving.

Around 60 research questions and enquiries have been answered throughout the year from both internal and external inquirers.

Moriah Heritage Focus Group

The Archivist worked with Jewish Studies Staff to create museum exhibitions in the school, curating and displaying historical objects to celebrate the College's 80th anniversary.

KIRSTIN COX
College Archivist

COMMUNICATIONS REPORT



The Communications and Media Team supports the entire College, providing a range of services including the creation of content across a range of media, media liaison, copywriting, proofreading, photography, videography, the management of student image use permissions, the management of printed and digital communications including EDM and social media, and a range of general communications requirements.

Some of our 2023 highlights include:

MORIAH'S 80th

This was an incredibly exciting year and a wonderful milestone to celebrate. The soft launch of our celebrations took place on Tuesday, 14 February – the day that the College opened its doors in 1943, as the North Bondi Hebrew Day School and Kindergarten, at the Shya Redelman ELC site on Glenayr Ave and featured the following:

- Thanks to the efforts of Ryan Kassel and Danny Sekers, JCA came on board to co-sponsor a t-shirt for every student and staff member from ELC to Year 12.

- We ordered 2000 Freddo frogs to distribute to every student and staff member. The Freddos were each wrapped in a cardboard sleeve that depicted '80 things we love about Moriah' over 34 different designs.
- Everyone received cookies with an 80-logo donated by Felicia's catering.
- Lunchtime in the High School and Primary School featured music by students and the EDJE Team with dancing and singing, and face painting.
- Our digital notice boards revealed historical images collected by Archivist Kirstin Cox, who also set up a wonderful 80 years of Moriah exhibition in the Simons Family Foyer of the Moshe Triguboff Auditorium.
- Uncle Velvel organised a special morning tea at the Glenayr Ave ELC, with Hanni Chalmers OAM as the special guest, along with her husband Paul. Hanni was one of the students in the first class in 1943.

There were many other 80th anniversary initiatives – one that was directly linked to the

Communications Team was the whole school photo. Every student and staff member from ELC to Year 12 came together in Queens Park to take a photo in the shape of the number 80.

80 IN 80 VIDEOS

We created a unique social media campaign, which aimed to feature 80 individuals from the who had a unique impact on the school during the College's history. The idea was to feature one each day for 80 days, leading up to our Moriah Festival – the community celebration planned for the end of 2023. This video campaign was enormously successful especially with Alumni, who appreciated hearing the many incredible stories. Sadly, October 7 and the ensuing war interrupted this campaign, and the festival was cancelled. We hope to continue featuring these stories on our media platforms when appropriate.

COMMUNICATING WITH FAMILIES

Keeping families connected and informed in a timely, reliable manner is one of our key strategic objectives. Email and eLY continue to be



where most parents look for Moriah information. In 2023 we upgraded the eLY experience for parents, streamlining the dashboard icons and adding features to elevate the user experience. We also re-vamped the Newsletter format slightly. Readership continues to be high.

We significantly improved our communications process for all new families joining our school. Understanding the importance of a smooth transition, we focused on using eLY to provide timely and comprehensive information to ensure families felt welcomed and well-prepared.

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. We are never short of content and our staff members are getting much better at sending us classroom content.

HSC REPORTING

As always, the focus of our HSC reporting was to ensure that we were showcasing the cohort's overall achievements rather than just the academic success. A series of infographics was rolled out on social media and in our Newsletter daily, in the lead-up to the release of HSC results, starting with early offers for university then an emphasis on co-curricular involvement, charity/fundraising/community service involvement, leadership activities, and Gold Duke of Edinburgh participation. The Academic Success post was positioned last. The engagement and feedback were unanimously positive with many stakeholders remarking on how impressive the cohort's statistics were across co-curricular and academic areas. 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.

TEAMWORK

As we said farewell to Rabbi Yehoshua Smukler at the end of the year, we reflected on his incredible support and trust. His leadership and friendship have been invaluable, and his contributions will be deeply missed by all.

Huge thanks go to Elyse Chiert, Marketing Manager for her support. Elyse joined Moriah in 2022 and her creativity and ingenuity is a great asset to the College. The move to introduce a dedicated Marketing Manager alongside the role of Communications Manager has impacted the space in a very positive way.

Heartfelt thanks also go to Communications Team members Amy Jones and Chaya Gutnick, whose diligence and expertise contribute enormously to ensuring reliable and effective communication and engagement with our community, enhancing the success and impact of all that we do.

YVETTE SHER
Media & Communications
Manager

MARKETING REPORT



In 2023, our marketing efforts cantered around five key areas: reminding families why Moriah is the school of choice, creating advocacy for the College, nurturing a feeling of belonging, showcasing Moriah's offerings, and raising awareness while enhancing positivity both internally and externally. These focal points guided our strategies to strengthen community bonds, highlight the unique benefits of our school, and foster a supportive and enthusiastic atmosphere among current and prospective members of the Moriah family.

CELEBRATING MORIAH'S 80TH BIRTHDAY

In 2023, our primary objective was to commemorate Moriah's 80th birthday while showcasing our school's journey over the past eight decades. There were many celebrations throughout the year, here are some of the highlights that marketing was involved in:

- We unveiled a new logo and updated all school collateral to reflect the significance of this milestone.

- Collaborating on a Moriah Art project, students, parents, grandparents, and Montefiore residents created artwork depicting the chaggim. These beautiful pieces adorned new banners in the high school, with current and historical school photos from corresponding chaggim.

- In collaboration with the JCA, we designed 80th celebration T-shirts featuring our anniversary logo alongside the JCA logo. Every student and staff member received one, and they were proudly worn during our celebratory day.

- Our website featured a dedicated 80th anniversary page, featuring the numerous celebratory events held throughout the year, along with the popular "80 in 80" videos, created by Communication team.

- A highlight was the special High School assembly attended by Naftali Bennett and Ishay Ribo, infusing the school with ruach and pride. Marketing was involved in securing Ishay Ribo for this event and spreading his music throughout the school before and after his appearance.

- To enhance our school's appearance, we added signage to windows and stairs with Hebrew and English inspirational words, showcasing Moriah's vibrant colours and branding.

- Introducing strategically placed directional signage, we aimed to streamline campus navigation for visitors, new students, and guests, supported by a new

detailed campus map tailored for the enrolment team.

- As part of the 80th celebration, our role was devoted to promoting awareness of a new Sefer Torah, offering families the opportunity to purchase a letter in this important of our heritage.



BRANDING & COLLATERAL:

- The introduction of our 80th anniversary logo replaced all logos across all collateral across the college.
- The artwork featured on the 80th anniversary banners were used to create a collection of greeting cards. These cards with student artworks, are regularly sent to families, alumni, and staff to mark various occasions, enriching our connections with the Moriah community on a weekly basis.
- The presentations showcased during open days at the ELC and Primary school were updated to accurately reflect

our comprehensive offerings. The brochures distributed during these events were also revised, ensuring consistency and coherence in our messaging across all communication channels.

MARKETING AND PR:

We prioritised highlighting our unique qualities within the school to showcase them to the wider community. Examples of initiatives aimed at spotlighting Moriah include the Community Challah Bake, the Voices of Moriah-Am Yisrael Chai video, the hostage tefillah service in the high school, and the joint Jewish schools photo for Yom Ha'atzmaut. Marketing efforts have strategically amplified these events with videos and photos that compellingly tell their stories. These initiatives serve as highly effective forms of community outreach, contributing to positive branding for Moriah.

- Our marketing strategy for ELC Open Days introduced the concept of "Taste of our ELCs," allowing families to experience our ELCs in action. Interactive sessions in the classes of Uncle Velvel and Vanessa (our ELC Hebrew teacher), where parents could partake in a lesson were initiated. This shift in approach provided a more engaging and impactful experience compared to traditional tours of an empty ELC on Sundays.
- The Keshet Parparim initiative, designed to invite parents of Parparim students to the Primary school to engage in an activity in the Primray school

to get a sense of what Moriah can offer. The events were postponed as it was due to take place just after October 7.

ENGAGEMENT MARKETING:

Ongoing engagement marketing ideas are to encourage families to actively participate in our programs. Our initiatives, such as "Coffee Catch-ups on Campus," have been warmly received, especially within the music department, generating enthusiastic feedback and high participation. Additionally, Moriah staff members enjoy monthly "Coffee Catch-ups" organised by the People & Culture team, celebrating employees' birthdays and fostering a sense of community within the school.

YAD B'YAD:

We celebrated Yad b'Yad's first year with weekly events that have maintained strong momentum, attracting a regular audience of parents and grandparents. The presence of Moriah educators has contributed to its popularity and has exposed these families to the talent within Moriah. Our ongoing commitment to Yad b'Yad's success has yielded strong engagement from parents and grandparents, facilitated by the dedicated efforts of Kim Silver, our Yad b'Yad coordinator together with the Dalia Ottensooser and the ELC staff.

As we bid farewell to Rabbi Yehoshua Smukler, we wish to highlight two significant initiatives spearheaded by him during 2023: the Voices of Moriah song and

the Sefer Torah dedication. These endeavours have been pivotal for our community, leaving a lasting impact and embodying Rabbi Smukler's dedication and vision during his tenure.

Karin Shagrin provided invaluable support to the Marcomms team towards the end of 2023, aiding in the coordination of specific programs such as Keshet Parparim and the 80th showcase event. While they were regrettably cancelled due to the events on October 7th, we wish to acknowledge the significant contributions Karin made to our team during her time at Moriah. Her historical role in our organisation will be remembered and appreciated even after her departure.

As we continue to work closely with Yvette Sher and her team, we benefit immensely from their expertise. Yvette's daily guidance is invaluable, helping navigate complex communication challenges and ensuring that our messages are clear, consistent, and effective.

Marketing remains dedicated to collaborating with our stakeholders to elevate and showcase Moriah's offerings. Our strategic focus on engagement marketing continues to evolve, ensuring our programs resonate and inspire active participation within our community.

ELYSE CHIERT
Marketing Manager

OUR FINANCES

Treasurer's Report



Despite the many challenges of 2023, Moriah College maintained financial stability. The strength of enrolments into 2024 and beyond suggests that the improved quality of the total offering is attractive to the community and therefore provides confidence in our long-term financial sustainability.

After the tragic events in Israel on October 7, and the unprecedented rise in antisemitism in Sydney, Australia, and globally, we recognise the importance of maintaining and growing our Jewish communal institutions. Moriah College features prominently as one of our NSW centres for promoting Modern Orthodox Zionist values and supporting our Jewish heritage and culture.

2023 CONSOLIDATED RESULTS

This Annual Report incorporates the audited consolidated financial results for the year ended 31 December 2023 for Moriah War Memorial College Association and its Controlled Entities.

For the financial year ended 31 December 2023, the College and its Controlled Entities reported a consolidated surplus of \$3.36m (2022: \$5.86m surplus). This result is achieved on a consolidated total revenue base of \$66.32m (2022: \$66.60m equivalent).

2023 DEBT POSITION

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 2023 year-end, total principal repayments of \$13.40m have been repaid with a balance of \$18.0m remaining.

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.

The financing costs relating to the facility borrowings were \$0.8m for 2023, which is considerably less than the annual rent which would have been payable under a rental agreement.

For the year ended 31 December 2023, at both the half-year and the full year, the College complied with all banking covenants.

CAPITAL INVESTMENT

In the 2023 year, the College invested \$4.0m in a range of capital upgrade projects which included: ELC playground and outdoors upgrades, Primary School upgrades and refurbishments in the reception area, boardrooms, and toilets and amenities, High School upgrades to sports areas, staff rooms, new lockers, and toilet and amenities, College-wide investments in IT firewall upgrades, improved security alert communication systems, visitor managements software, roofing improvements and repairs, switchboards, security bollards, and air-conditioning.

The College continues to view its IT investment as a priority and is committed to providing students and staff with all the necessary IT tools and applications required to drive educational excellence.

FINANCIAL ASSISTANCE

Fee Assistance applications for 2023 increased largely due to inflationary pressures and interest rate rises. This trend continued with applications for 2024, with further inflation and interest rate rises throughout 2023 impacting many families significantly and presenting challenging conditions for many.

ACKNOWLEDGMENTS AND THANKS

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 200 students continue to receive the benefits of being enrolled at the College.

Thank you to 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 all our respective Board members for their efforts and commitment in carrying out their duties for the College.

The College gratefully acknowledges the 2023 contribution from the JCA. We acknowledge and thank the NSW State and Australian Federal governments for their funding support across special needs, general, security grants, and capital improvement grants.

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. Thank you to all the students, parents, staff, donors, supporters, and P&F and PSG volunteers for making and

continuing to make Moriah the exceptional place that it is.

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

As Stephen Jankelowitz completes his maximum term as President, I want to acknowledge his extraordinary contribution to the College, steering it through challenging times and ultimately to the strong position it is in today. Wishing Stephen much success going forward.

LOOKING FORWARD

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 Modern Orthodox Zionist ethos and values and promoting our Jewish and Hebrew curriculum offerings.

I would like to encourage us all to support this year's Capital Appeal as much as we possibly can to invest in the future of Moriah, the success of the next generation of Sydney and NSW Jewish students, and ultimately the strengthening of the Jewish nation globally as we make a stand against antisemitism and the right to practise and strengthen our beloved culture and values.

A final word of prayer for the return of all the hostages taken captive and still held in untenable conditions in Gaza for more than 220 days, for the safety and security of the IDF carrying out their defence for the State of Israel, a full recovery to all those injured in battle and through terror, and much comfort and strength to the families of all those who have fallen in the defence of Israel, as well as all the innocent victims murdered simply for being Jewish and living in the land of our ancestors.

Am Yisrael Chai!

DANI SHER
Treasurer