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Introduction

2015- The year in Review

Educating the youth of today for a world that is changing so swiftly and preparing them for careers that may not have been thought of yet, is a huge responsibility for all at Sholem Aleichem College. As educators we face challenges of finding our way in a new, exciting, uncertain and challenging world. We need to embrace rapid technological change, while remaining true to ourselves as caring, sharing human beings.

With this in mind, we need to ensure we are offering a quality education that prepares our children for the future. An education where we instil a love of learning, exploration, collaboration, risk taking, global citizenship and yet, keep our children grounded, respectful and ethical. We strive for all to have a strong sense of their Jewish identity, a love for Judaism and Yiddishkeit. We encourage them to be proud of who they are and to be a member of a warm, diverse and inclusive community, continually supporting and nurturing each other.

We have been encouraging our students and staff to think about thinking. How can we think outside the box? How can we improve our thinking? How can we come to understand our thinking? How can we think visibly, tangibly, creatively, collaboratively, individually, collectively, originally, and above all… excellently!

Within this report, I will outline the wonderful curricula and co-curricula opportunities our students at Sholem Aleichem received in 2015. It has been a busy but fulfilling year in the classroom, sport fields, on the stage and in the wider community.

This year was the rolling out of our School Educational Improvement Plan. This was developed over 18 months with the senior leadership team attending many retreats, staff input and feedback from parents, students and staff. This plan spearheaded our focus and goals for 2015 and gave us clear direction for our educational offerings, our curriculum, assessment and school structure. This year was the first year of our 3 year detailed plan.

Our theme in 2015 has been “I see, I think, I wonder”, and amidst the hectic pace that defines 21st Century schooling and modern life in general, could we have had a more apt theme for a Primary and Preschool than one which encouraged the children to take a breath, to pause for a moment and reflect – to see, to think, to wonder.

I was inspired to create this theme on my trip to Harvard University in 2014, when the focus was very much on visible thinking and how the thinking habits and patterns that we instil into young children can make such powerful difference to their later growth and development. We were delighted to have Karen Morrison work with us as a consultant in this area and I was particularly pleased at how she worked with our Head of Curriculum and teachers who embraced and integrated this important concept into our overall learning framework.

As a specialist provider of pre and primary school education, the College takes great care in striving to strike the right balance between our children’s potentially boundless engagement with technology and its myriad benefits and their emotional wellbeing that many parents would see as potentially undermined by excessive solo engagement with the ever present ‘screen’. To this end our “I see, I think, I wonder” theme provides a wonderful balance within a technologically driven society. This being said, the College, as always, remains at the forefront of the technological changes in education, with technical innovation and development being imbedded across all aspects of the curriculum.
as we work closely with ISV specialist Linda Cutting, whom I also met at Harvard, in expertly integrating technology into our classrooms and curricula.

A tremendously exciting area for me this year has been our overall school improvement plan, and our building program including new classrooms, discovery areas and workspaces. These new spaces will help facilitate our continued growth and expansion and goes hand in glove with our commitment to technological innovation and progress.

As you would expect in such a dynamic and exciting environment such as Sholem Aleichem College, 2015 has been a year filled with many wonderful and memorable highlights.

In March, the College was proud to be an integral part of the In One Voice festival which returned to Melbourne after an absence of many years. Our students sang beautifully on the central stage and we were delighted to be so closely involved with this magnificent event shared throughout the Jewish community.

As part of our 40th Anniversary Celebrations, we laughed, we smiled, at times we almost cried, and of course we kvetched with leading international Yiddishist, Michael Wex. In front of nearly 200 people at the Classic Cinema, Michael had us literally falling in the aisles with laughter as he regaled us with his wonderful Yiddish tales and insights.

The College was delighted to welcome back New York based award winning filmmaker Mike Feurstein to film the eighth chapter in his internationally acclaimed series ‘How to Unmake a Bully’. The series has been a huge success with audiences and critics, young and old, as it uses the power of film to shed light on the issue of bullying and how it affects young people.

This opportunity provides myriad learning experiences and outcomes that are derived from the filmmaking process. Students learn important life skills such as leadership and how to improve interpersonal relationships. They build on their skills of communication, patience and peer support as the stresses and challenges of being part of a film crew are explored and endured. Working in front of a camera is also a wonderful way for children to build confidence and hone public speaking skills.

Our Business Breakfast was again a wonderful success and it was perhaps a tribute to the high standing the College holds within the community that our guest speaker was the Victorian Deputy Premier and Minister for Education, James Merlino.

Amidst so much to see, think and wonder about at Sholem this year, perhaps my favourite event of 2015 was our annual concert. In our true Sholem style, we presented an adapted version of the Mikado – in our traditional combination of English, Hebrew and Yiddish. The students were outstanding as they shone brightly on stage, singing beautifully, dancing wonderfully and delivering their lines with confidence and charisma. This year’s sets and costumes were particularly eye catching as the colours and themes of Imperial Japan were so vividly brought to life.

The production of such a magnificent event as the Mikado epitomises so many of the wonderful pillars upon which the success of Sholem is built. The quality and excellence of everything we do shone so brightly, the students and teachers worked so hard as a team, the commitment and talent were unmistakable, and it delivered a trilingual experience in English, Hebrew and Yiddish – what could be a more enjoyable or beneficial school experience than that?
The professional development of our staff is a major priority at the College. This year saw many PD undertakings including individual teacher trainings and group sessions held on site featuring leading educational experts. A PD session particularly close to my heart was the Mindfulness for Teachers program for our Primary Staff. The program offered dual benefits. Firstly, it enhanced staff wellbeing at a time when teachers are certainly feeling the stresses and demands of modern schooling. Secondly, it served a potential platform for bringing further mindfulness activities into the classroom as a way to enrich the both the emotional intelligence and the academic performance of our students.

Many of the highlights of the year of course came through our Jewish life, learning, culture and identity. From the weekly Shabbes assemblies to the joyous Chaggim, so central to our calendar and to everything in between, our Jewish life is central to everything we do at Sholem and provides the raison d’etre for our very existence.

At the end of such a rich and full year, there are of course so many people to thank.

To my staff, a heartfelt thank you for your tireless efforts, your amazing devotion, your abounding enthusiasm, your continued commitment to professionalism and excellence and the quality of the care and nurture you give to our students.

To SAPCA, a sincere thank you for your tremendous efforts that make a huge difference to the school at so many levels. You produce such an amazing carnival year in year out, you raise such valuable funds for the college, and you make a unique and highly valuable contribution to the fabric of both our College and our community.

To our parents, grandparents, friends and supporters, thank you so very much for all that you do in contributing to the warm, supportive and inclusive nature of our College community and for your generous donations, time and money that enable us to continue to provide the very highest levels of educational excellence to our students.

And lastly, to our students - from our youngest pre-schooler to our senior graduating class - thank you from the bottom of my heart for your enthusiasm, your smiles, your warmth, your commitment to learning and for simply being yourselves. You make it all worthwhile and it is indeed an honour and a privilege to be entrusted with the responsibility of guiding your vital early steps in a lifelong journey of learning and discovery.

This report has been distributed to the community via email, our school app, a link in the school newsletter and on our school website.

Staff

In 2015, Sholem Aleichem College Primary School employed 1 principal, 14 full time, 21 part time (total direct and indirect throughout the year) teaching, 4 part time aides and 9 administration staff. The Principal, Helen Greenberg, has completed her 9th year in the role.
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Qualifications 2015</th>
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<tbody>
<tr>
<td>Anne Gawenda</td>
<td>B.Arts</td>
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<tr>
<td></td>
<td>Dip Ed</td>
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<tr>
<td>Connie Karangelis</td>
<td>Dip. Media and Communications</td>
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<td></td>
<td>B. Arts/Journalism</td>
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<tr>
<td></td>
<td>Grad. Dip. Primary Ed.</td>
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<tr>
<td>Constantine Roubos</td>
<td>B. Dental Science</td>
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<tr>
<td></td>
<td>B. Ed</td>
</tr>
<tr>
<td>Deb Samuel</td>
<td>B Ed</td>
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<tr>
<td></td>
<td>Dip T,</td>
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<tr>
<td></td>
<td>Cert Adv coaching</td>
</tr>
<tr>
<td>Dvora Zylberman</td>
<td>B.Arts/Ed. (Arts)</td>
</tr>
<tr>
<td>Einat Orbach</td>
<td>B Arts</td>
</tr>
<tr>
<td></td>
<td>Grad. Dip. Ed (Primary)</td>
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<tr>
<td></td>
<td>Post Grad. Cert. in Ed. Studies</td>
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<tr>
<td>Elissa Grynagas</td>
<td>B.Ed (Primary)</td>
</tr>
<tr>
<td>Freydi Mrocki</td>
<td>Dip. Teach</td>
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<td></td>
<td>VIT Yiddish</td>
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<tr>
<td>Helen Greenberg</td>
<td>B.Arts</td>
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<td></td>
<td>Grad. Dip. Ed</td>
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<tr>
<td>Itai Michaelsohn</td>
<td>M.Ed and Applied Linguistics</td>
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<tr>
<td></td>
<td>Post Grad Cert Ed</td>
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<tr>
<td></td>
<td>Ba East Asian Studies</td>
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<tr>
<td>Joanne Davis</td>
<td>B.Arts</td>
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<tr>
<td></td>
<td>Dip Ed.</td>
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<tr>
<td>Joel Halperin</td>
<td>B.Art</td>
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<td></td>
<td>Dip. Ed</td>
</tr>
<tr>
<td>Laura Uhe</td>
<td>B. Arts</td>
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<tr>
<td></td>
<td>Dip Ed</td>
</tr>
<tr>
<td>Madelyn Bryner</td>
<td>Master Primary Teaching</td>
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<tr>
<td></td>
<td>B. Arts</td>
</tr>
<tr>
<td></td>
<td>Dip Music (Piano)</td>
</tr>
<tr>
<td>Mandy Rajch</td>
<td>B.Ed (Primary)</td>
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<tr>
<td>Maureen Carroll</td>
<td>Dip T</td>
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<td></td>
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<tr>
<td>Merav Carmeli</td>
<td>Master Jewish Studies</td>
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<tr>
<td>Michael Grossman</td>
<td>B.Arts</td>
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<td></td>
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<tr>
<td></td>
<td>Dip Immigration Law</td>
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<tr>
<td>Michelle Nachsatz</td>
<td>Dip T</td>
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<td></td>
<td>B.Ed</td>
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<tr>
<td>Miriam Chester</td>
<td>Dip DN</td>
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<td>VIT Yiddish</td>
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## Attendance & Satisfaction rates

### Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalie Samuel</td>
<td>B.Ed</td>
<td>Dip. Modern Languages</td>
</tr>
<tr>
<td>Pearl Sclarr</td>
<td>Dip Ed</td>
<td>B.Ed</td>
</tr>
<tr>
<td>Rebecca Yacobovich</td>
<td>B.Ed (Primary)</td>
<td>B.Arts</td>
</tr>
<tr>
<td>Reyzl Zylberman</td>
<td>B.Arts/Ed. (Secondary)</td>
<td>B.Arts</td>
</tr>
<tr>
<td>Robyn Klein</td>
<td>Dip T</td>
<td>B.Ed</td>
</tr>
<tr>
<td>Sally Holzer</td>
<td>TPTC</td>
<td>B.Arts</td>
</tr>
<tr>
<td>Samantha Kirzner</td>
<td>Dip Com Serv</td>
<td>B.ECE</td>
</tr>
<tr>
<td>Selina Rutko</td>
<td>B.Ed(primary)</td>
<td>M.Ed</td>
</tr>
<tr>
<td>Sharlene Wertheimer</td>
<td>Dip Teach</td>
<td>Grad Dip Sp.Ed</td>
</tr>
<tr>
<td>Simone Sann</td>
<td>B Ed (Primary)</td>
<td>M. Ed (Spec. Ed)</td>
</tr>
<tr>
<td>Tammy Bolaffi</td>
<td>B. Ed</td>
<td>Dip Children’s services</td>
</tr>
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<td></td>
<td></td>
<td>Cert 3 Children’s Services</td>
</tr>
</tbody>
</table>

### Teaching staff attendance rate was high with similar rates as the previous year. General staff attendance overall was good with a part time staff member only working during term time due to personal family situation. Once again, we undertook a survey of all staff and in general they felt Sholem provides a positive working environment (93.8%), valued
and respected (81.3%), and supported (84.4%). Of course, this will have a positive impact on our students and their performance. Also, on many occasions, informal feedback was sought. Staff opinion was also gleaned at staff appraisals. The staff felt Sholem is definitely an excellent working environment, with many opportunities to become involved in professional learning.

**Students**

The total school days in 2015 – 187 and 183 for Prep

The average attendance rate:

- Prep – 96.7%
- Grade 1 – 94.4%
- Grade 2 – 95.6%
- Grade 3 – 97.3%
- Grade 4 – 96%
- Grade 5 – 96.3%
- Grade 6 – 99.2%

Once again, our attendance rate for students attending Sholem Aleichem College was excellent. Unfortunately lateness to school is an issue that we are constantly addressing.

Students from Grade 2 to 6 were surveyed in October 2015. Students once again feel happy and safe, have good interpersonal relationships with their peers and teachers, and enjoy coming to school. They feel appropriately challenged and satisfied with their learning and are enthusiastic and engaged learners.

**Parents**

A survey was conducted in October 2015, seeking parent feedback on various aspects of the College. In 2014, we once again conducted a survey with our parent body. This 102 page independent report on parents’ views and overall satisfaction levels was delivered by K2 Consultants. They were examining our sense of community, communication, school reports and parent teacher interviews, teachers and teaching, leadership, wellbeing centre, special education, behaviour management and other various topics. Parents resoundingly support the warmth and caring nature of the school and commented highly on the professionalism and excellence of the homeroom teachers. They endorsed the small class sizes and the breadth of curriculum offered at the school. They would like to see an improvement in communication and an expansion of the facilities. It was extremely pleasing to hear that all families that completed the survey stated that their child or children were happy and wanted to go to school each day. Parents generally feel confident in the way issues are dealt with between children, leadership and administration.
We will take comments from parents on board and will review our processes, always with an eye for improvement as we did this year. The comments have included making the school reports more user friendly and clearly highlighting students specific strengths and challenges, streamlining communication and developing a College app. We have reviewed and improved our calibre of Hebrew staff.

Parent comment “It’s a wonderful school-so much is heading in the right direction”.

**Curriculum**

The questions we have been pondering over the past year have been: How can we create routines and learning that create a culture of innovation and thinking within our classrooms and the school? What are the learning and routines that contribute to this culture shift?

We want to have a positive impact on our students to help them become lifelong learners and innovators. We want to prepare them to become solvers of problems we don’t even yet know exist and prepare them for jobs that haven’t yet been created.

We acknowledge that education needs to change and access to technology is part of the equation. Our shift has been: how can technology help improve our learning and how can we use it creatively as part of the curriculum?

We also wanted our classrooms to become places of intellectual stimulation- where learning can be developed by students who can think, plan, create, question and engage as independent learners and thinkers. Our total emphasis in 2015 has linked into Visible Thinking (for both teachers and students). We began our journey of creating learning environments that show how thinking can be made visible through the use of effective questioning, listening, documentation and facilitative structures called “Thinking Routines.” These routines help scaffold and support one’s thinking and by applying these processes, thinking becomes visible as learners’ ideas are expressed, discussed and reflected upon. This is an ongoing learning journey for both students and teachers.

As a result of our Strategic Planning, it was decided to streamline the professional development of staff to align with the direction of the College. In 2015, the focus was on ‘thinking’ & ‘peer visitation’. The idea of ‘thinking’ filtered through into our PLC’s and professional reading. All staff received a copy of ‘Making Thinking Visible’ by David Perkins as a resource and together we worked on ways to promote engagement, understanding and independence for all learners through thinking strategies.

Karin Morrison, a co–author, gave all staff an introductory talk about thinking and returned as a mentor during the year.

Jolly Phonics/grammar was extended into Grade 2 for 2015 with the Grade 3 and 4 teachers beginning to familiarise themselves with the program for future years.

The Geography component of the Australian Curriculum was included in 2015. It was integrated into the Units of Inquiry.

The College piloted the Prime Mathematics in Grade 1. This is a program that has been adapted from the Ministry of Education, Singapore and is based on effective teaching and learning practices of the global top performing countries in Mathematics. It was reviewed in Term 4 and continued into Grade 2.
The Feuerstein program was continued in Years 1, 2, 4 and 5/6 focusing on enhancing students’ cognitive functions to improve decision making, planning and flexible thinking, and help participants gain confidence in their abilities to achieve their potential.

Technology continued to be seen as an everyday part of each classroom with teachers integrating the use of interactive whiteboards, computers, iPads and software programs into their teaching.

Planning Days: In 2015, at the end of each term, we decided to give teachers from all departments a half day student free time allotment to plan with each other for the upcoming term. This proved to be extremely beneficial for collaboration with teams and across department planning as teachers had the opportunity to sit with colleagues to plan and integrate curriculum for next term.

**Reporting and Assessment**

**Assessment**

A major focus of the staff this year is improving assessment.

The staff continued to work collaboratively to refine a whole school scope and sequence of assessment to ensure that there is uniformity throughout the school and we are using best practice.

Accurate and comprehensive assessment of student performance aids in establishing open communication, guides student learning, assists in establishing future directions and helps to identify areas of excellence, as well as those areas in need of support and assistance.

We acknowledge that students learn best when they are challenged by learning which is engaging, exciting, relevant to life and appropriate to their stage of development and readiness. Therefore, it is important to gather and store information about student progress, so we can improve student learning by accurately determining current performance as well as areas of future need and development.

Our Assessment includes a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection.

We have established the whole-school assessment schedule for teachers which includes a variety of assessment strategies providing multiple sources of information about student achievement. These include standardised and class tests, on line testing, assignments, projects, portfolios, performance observations, discussions and involvement in state wide standardised testing processes such as NAPLAN.

Teachers use the data they collect to make judgements about, and report on, student achievements and future learning.

A New assessment format was developed in the area of Writing Genre for Grades 2-6
Reports

A new report format was the focus of Term 2 for the Curriculum Department. Planning and formatting a report that reflected the outcomes from the National Curriculum, AUSVELs and relevant to Sholem Aleichem College was paramount. This was collaboration with staff and the ICT Department. Using the new reporting format, student achievement and progress was reported by comparing students' work against a standards framework of syllabus outcomes through a number of checklists for each subject area. Reporting this way provided more meaningful and useful information to the parents and provided information on student achievement and progress which will set the direction for ongoing teaching and learning. The standards did not alter and we still use the same A – E rating. This rating system is in line with both National and State indicators of learning success.

The Learning Outcomes statements explicitly describe the various skills and concepts that have been, or will be, taught at each year level and in every subject area. These checklists are in line with the new Australian Curriculum, AusVELS and our school’s specific educational goals. These directly reflect what has been taught in each classroom.

Professional Development

- All staff participated in the annual CPR refresher. A number of staff attended a session on fire safety and use of extinguishers, while others were tutored in the use of defibrillators.
- A half-day session on Jolly Phonics/Grammar was attended by all generalist teachers.
- Jolly Phonics/grammar has been extended into Grade 2 for 2015 with the Grade 3 & 4 teachers beginning to familiarise themselves with the program in future years.
- Curriculum Organiser- this is an online curriculum tool for teacher planning and assessment. Darryl Brooks spoke to staff on how to best use the system and navigate its many advantages.
- Karen Milkens-Hendry provided a whole day seminar on: Classroom Observation- a model for effective professional learning
- Brad Felstead gave a 3 hour workshop on Mindfulness and managing stress.
- Michelle Nachsatz: Book Week art activities
- All Staff: Anaphylaxis training
- Con Roubos & Reyzl Zylberman: Peer mediation
- Dvora Zylberman: AUSVELS languages
- VCE examiner
- Staff conference day- visible thinking with Karin Morrison
- Staff PD sessions with Linda Cutting on Technology planning and using apps in the classroom
- Whole staff update of anaphylaxis training
- New Teachers Institute (for new staff)
- Jolly Phonics (for new staff)
- Michelle Nachsatz attended a number of PD’s on coding, STEM and Maker Space
- Staff followed the assessment scope & sequence for testing and reporting
Jewish Studies

Our Jewish studies program continued to grow and expand. In many ways the program defines what is special about our school. It is a living, breathing program that we adapt to the changing times but that has certain core values that do not change. These values add up to a Yiddishkeyt that is rich in history, language and traditions.

It was a beautiful year of yomtoyvim, festivals and commemorations. The joy and understanding that the children bring to all our events is wonderful to see whether it is the fun of Purim, the importance of the Seyder or the earnestness and sadness of the Holocaust Commemoration. Tsedoke featured heavily in our Shabes simkhes and all yomtoyvim as usual. There is always a special place in our program for Holocaust Commemoration and, apart from the participation by our Grades 5 and 6 students in the communal ceremony, all the children at our school took part in a program to introduce them without trauma to Holocaust studies. This program includes a visit every year by a survivor who talks to the upper classes and answers their many questions.

The focus for this year was to work on the Scope and Sequence document and to complete the Jewish Studies segment. The wealth of knowledge and expertise that this session uncovered was commented on by all. The department worked together on gathering all the information and then Dvora Zylberman entered that wealth of information into a document on the system.

The school musical was an unusual and lovely event with a version of The Mikado – by Gilbert and Sullivan-- performed on two evenings. Despite the challenges, existing translations of the Hebrew and Yiddish songs were found and those that could not be found were translated by staff.

The performance theme continues every year with local appearances by the children at events at the Classic Cinema, the final meeting of the Mitvokh Klub and of course the Robert Blackwood Communal Holocaust Commemoration. It culminated with the end of year presentation evening with all choirs shining and all orchestras impressing. The evening ended in true Sholem style with a wonderful performance and farewell from the grade sixes written and directed this year by Reyzl Zylberman.

In line with the generalist report format, the work on the Jewish Studies reports was carried out and used once in the December reports. Seeing the reports in action raised some issues which will be resolved before the next report time in June of 2016. The new reports however now match the generalist reports with lists of outcomes which cover the skills the children are learning, in both languages and in Jewish studies. The new reports list the outcomes then have a sliding scale to show where the children are up to from ‘beginning’ to ‘mastered’. There is still provision for a short personal comment at the foot of each report.

Modern language programs require many resources and our teachers are constantly sourcing, devising, creating and developing new resources for their students. This includes digital as well as activities, games and posters and new books.

Staff changes are an inevitable part of any workplace. After attempting to return to work, Etty Arbel decided due to her failing health to resign. She was replaced for two terms by Raya Berman, an experienced teacher with both Hebrew and Yiddish language in her repertoire.
Raya Berman was not a long term solution for our Hebrew studies because she did not wish to work more than very part time. We began the search for a full time Hebrew teacher and were successful in finding Itai Michaelson. He began work in Term 4 and immediately became a creative and dynamic team member of the Hebrew group.

At the end of the year, Madeline Bryner left and planning for 2016 changed so that Merav Carmeli and Itai would cover all Primary Hebrew classes and preschool as well.

Yiddish staffing was stable in 2015.

An in-service was organised with a consultant who is expert in the Tal Am teaching method to help Merav and Itai become more familiar with the way Tal Am works and many resources were ordered from Canada to ensure the smooth running of this excellent program.

At the end of the academic year, the JS office was renovated to create a real work space for all JS teachers. Seven extra desks were built in and the renovation created more storage space.

The health and continuing growth of the Jewish day schools is absolutely crucial to the future of the Melbourne Jewish community. Sholem Aleichem College is a unique school and a sort of beacon for a diversity within the Jewish Day school system that has to cater for a range of parents who express their Jewishness in a number of different ways. No other school fosters the sort of Yiddishkeyt that our children are taught to love and take with them into their lives as proud Jews. Sholem feels like family to everyone who visits us. They see the warmth that envelops our children, the quality of the teaching, the commitment by the staff and by the school community in general to our core values and the pride our children feel for their Jewish history, their Jewish traditions and in the unity of the Jewish people.

Informal Jewish Education

2015 marked the third year of our Informal Jewish Education program at Sholem Aleichem College. Our school has maintained a high standard of yontef celebrations, attempting to engage all our students.

Following on from our last college AGM, our College held its first Tikun Leyl Shevues. Parents and students from Grades 4-6 were invited to come to school in the evening and participate in learning activities, as is the tradition on Shevues.
The event showed us that there are students from a range of year levels who are enthusiastic about participating in this event, as well as several parents. We look forward to building on this event in future. We held a special school assembly and collected a lot of fruit and vegetables for a food bank. The students were also given some chocolate milk as a special mikhik treat.

At the end of Term 2, our school used our Senior Soiree as an opportunity to collect gold coin donations for the Big Umbrella. This organization was brought to our attention by one of our school parents, Bindy Mushin. We were able to raise $137.55.

Our Jewish Film Club, which was run for Grades 3-6 students, created a film which was entered into a competition called One Team One Goal. It is a film competition run by the AFL and the Victorian Government to promote diversity. Our students prepared an excellent film, demonstrating how our school promotes diversity. Our Jewish Film Club also began working on a documentary project about the history of Sholem Aleichem College, which will be completed in 2016. The students have already interviewed some of the day school’s first students and are looking forward to interviewing some of the school’s first teachers and founders.

To celebrate the 40th birthday of our day school, we instituted the weekly competition 40-40, I See. The students were sent on a weekly scavenger hunt over ten weeks to find the plaques hanging around our school that honour some of our school’s important figures. For the first time, students were encouraged to actively look for these names and learn about these important figures in our school’s history. Students across the school participated in the competition, with three final winners sharing the prize.

In the lead-up to Rosh Hashone and Yom Kiper, apart from giving our students apples and honey, we also continued our tradition of setting up a post box where students could send letters of apology to other students or teachers. It was very successful and our Jewish Studies captain, Layla Carmeli-Wolski, delivered each letter.

We were overwhelmed by the generosity of our school community when toys came flooding into the Jewish Studies office for Mitzvah Day. The toys were collected for refugee children and were donated through Stand Up (formerly Jewish Aid Australia). Our students also made toys for the refugee children in Jewish Art Club, understanding that a positive way to help someone can involve time and effort, not simply donating money.

Our school was buzzing with activities for Khanuke. Jewish Studies staff lit candles each day with their students, students were treated to ponchkes and we held dreldl-spinning competitions and craft activities at lunch times throughout the eight days.

With assistance from SKIF, our school enjoyed a whole day of activities for Purim in 2016, including a round-robin of activities and a music workshop with a rock-band. We had a successful year of shalakh mones collections for the local food bank.

We have celebrated Sholem Aleichem’s birthday in style by, once again, inviting Mr Con Roubos, dressed as Sholem Aleichem, to speak to the children at our birthday party assembly. Our students performed pieces by and about Sholem Aleichem and enjoyed eating some fabulous birthday cake, prepared by Cathy Taylor, one of our talented parents. We asked all students to dress up as Sholem Aleichem or as a character from a Sholem Aleichem story and bring in a gold coin to donate to the National Yiddish Book Centre. This year, we will also mark Sholem Aleichem’s 100th yortsayt with a
writing competition and we will be reading one of his stories with the children, as was requested in his will, on the day of his yortsayt.

In 2016, we held two Peysakh seyders: a junior seyder and a senior seyder. Our Grade 6s led our school seyders with such pride and maturity. We are, as always, grateful to our parents who assisted us greatly with the preparation of food for our seyders.

We held a Yom Hashoah assembly for Grades 3-6. Our students have shown how mature they are and their respect shown for the assembly is commendable. Each year, we invite a survivor to share their experiences with the Grades 5/6 students. This year, the students heard from Danielle Charak. The students listened carefully and respectfully as she shared her experiences and answered the students’ questions.

On Yom Ha'atzmaut we were, once again, joined by Hashy and Habo for a day of fun activities, including our very own Israeli dancing lessons.

In and amongst this all, we have been involved with professional development training to help implement our upcoming Peer Mediation program.

Finally, a quick note of thanks to last year’s Jewish Studies captain, Layla Carmeli-Wolski, who was a wonderful contributor to our program. Our program was enriched by the energy and dedication of our Jewish Studies captain Layla Carmeli-Wolski. Layla, who is a proud Jewish Studies student, showed great responsibility throughout this year, helping with a variety of projects, from MCing our Purim Parade to announcing the 40-40, I See winners each week. We would also like to welcome this year’s Jewish Studies captain, Ruby Berman. A thank you, as always, is owed to Anne Gawenda and Helen Greenberg for their support of our program.

We are continually searching for new and engaging ideas for our students, which will be supported by our new Jewish Studies captain for 2016. We are sure that this year will prove to be another successful year for the program.

Residential Programs

Our camps provide our middle year and senior students the opportunity to:

- enhance self-esteem, self-worth and confidence
- provide the opportunity for personal challenge and achievement
- create a sense of community and bonding with peers and teachers
- encourage teamwork and communication
- kindle an interest in the natural environment
- offer experiences not necessarily available to children growing up today in city and suburban environments

Grade 3 went to Phillip Island. The purpose of this camp is to give our students a unique beach/ocean experience. It is also a significant opportunity for our students to develop both their personal and social skills and confidence. Our students:

- Fed pelicans at San Remo
- Visited the Nobbies
• Had the experience of seeing the penguins in the evening
• Enjoyed outdoor education activities
• Participated in beach activities
• Visited the Koala Conservation Centre

Year 4 had a historical experience at Beechworth. The camp offered the students the opportunity to discover some history of early Australia and enjoy the architecture and historical sights of regional Victoria. Some of the activities included:

• Gorge Walk
• Poetry, Folk Songs & Bush Dancing
• Courthouse
• Burke Museum
• Telegraph Station/ Police Paddocks
• History of Cobb & Co Talk
• Campfire
• Gaol Unlocked Tour
• Blacksmith Demonstration
• Billy Tea and Damper tasting
• Ned Kelly Light & Sound Show

The Grade 5 & 6’s attended camp at Charnwood in week 4 of Term 1. It was felt that having camp early in the year would give students across both levels the opportunity to socialise and bond as a group. Activities all centred around cohesive group cooperation:

• Low ropes/Initiatives
• Adventure Sports
• Bushwalking
• Canoeing
• Abseiling
• Bike riding
• Rogaining

**Technology**

**Technology**

Each year, Technology is becoming more intrinsic to the teaching at Sholem Aleichem College.

We have now reached the stage where the iPads, SmartBoards and computers in the classrooms are intrinsically embedded into most aspects of learning and teaching, with teachers having a wealth of resources “at their fingertips” which they apply to a variety of classroom activities.
It is also apparent that many teachers are now regularly creating lessons which fall within the upper two levels of the SAMR model.

This has been achieved by: the teachers becoming more comfortable with the devices; help being given to them during the lesson planning stage and strategic inservicing and training.

**Training**

A unit, taken by Lynda Cutting from ISV, has had the biggest whole school impact thus far. These workshops and planning sessions were practical and gave time to the teachers to reflect and experiment with a variety of activities. The fact that we combined these with our Visible Thinking curriculum made them even more relevant.

Edutech: Helen and I went to a two day conference in Brisbane. This was a fantastic way to be introduced to cutting edge technology like MakerSpaces and 3D Printers. There was also a vast array of retailers to meet and create relationships with.

Trident Technology Conference: Helen, Dianne, Robyn and Michelle attended this 2 day conference. It was a great opportunity for the 4 of us to experience new technology and strategically plan for the future. We invited to make a 1min movie for a competition. Our entry won and we now have a Virtual Reality Headgear and the Samsung phone to run it. The value of this was around $1000.

SmartBoard: Various staff has attended sessions highlighting the new SmartBoard software. As a result, we purchased a license for the whole school. The software can be utilized by teachers of all subjects and is great for engaging students and having them collaborate with each other. As a result of attending one of these sessions we won a new interactive SmartBoard and the trolley it is attached to. The value of this was around $5000.

**Makerspace**

The face of technology in education is in the process of completely altering. It is no longer enough for a school to say that the students are using a variety of devices on a daily basis, this is just expected. Technology is now about designing, creating and problem solving – it is about innovation.

To this end, we now have the birth of the MakerSpace movement.
Makerspaces are places where tools, projects, mentors and expertise come together in a rich learning environment. Makerspaces are all about exploration, discovery, creation, building and trying new things. They are spaces where students are able to let their curiosity take over and engage in science, engineering and tinkering.

Often described as a mash-up of industrial technology, textiles, science and art, makerspaces can offer a wide range of activities such as: woodworking; electronics; sewing; robotics; simple construction; coding; digital fabrication and videography.

Last year was spent time planning, purchasing and researching for our own MakerSpace, putting us at the cutting edge of education in Australia.

Some of the resources we purchased for use in the MakerSpace are:

- LittleBits – magnetically connected electrical circuitry
- Various craft resources
- 2 3D Printers and a variety of filaments to go with them
- RaspberryPi’s and various connecting components
- VR Head Gear – won at the Trident conference

General Purchases

We have purchased the following items throughout the last financial year:

- 11 desktop computers
- Two large computer monitors for Dianne and Tina
- 5 laptop computers for staff
- 3 new SmartBoards...plus 1 we won, and new associated software
- 2 portable SmartBoard trolleys for the 2 new rooms
• 2 * 3D printers for the MakerSpace
• 2 * apple T.V.’s to attach in the portable classrooms.
• A Brightsign to attach to the monitor outside the kindergarten. This monitor was in Gr4 and has been moved to the entry of the kinder so kinder photos can be displayed on it
• LittleBits – class set
• A charging trolley
• A bridge has been built between Kadimah and school
• SmartBoard licence for NoteBook

Classrooms

Each class room has at least 4 computers, a SmartBoard and direct access to a class set of iPads. The class systems are designed in a way that enables each teacher to mirror the screens of Apple devices onto their large screens. This allows the students to share their work.

All students have Skoolbo accounts whilst the Preps, 1’s and 2’s also have Bug Club and Mathletics accounts. All students from Grade 4 have their own login, email address and access to their personal digital diary, app4students.

Library

The library houses 10 computers with bilingual key boards, a large interactive screen and 5 laptops. These are constantly being used by both staff and students.

From the library, the students can access the VCAA Online Testing program. This is government run initiative which enables you to test students, either according to a particular level, or in a way that increases in difficulty, until the students have found their own benchmark.

Digital Citizenship Program

We have designed and implemented a Digital Citizenship program which runs from Prep through to Grade 6, building on the skills as the children mature.

The areas covered are:

• Internet Safety
• Privacy and Security
• Relationships and Communication
• Cyber Bullying
• Digital Footprint Reputation
• Self-Image and Identity
• Information Literacy
• Creative Credit and Copyright
As the Grade 4’s have just acquired their own iPads, they also began their school year with a unit of work that carefully looked at the School Technology Policy and User Agreement.

**Creative Arts**

Students at Sholem Aleichem have had a wonderfully creative year in the art room this year. The art program has helped enrich their learning across all areas of the curriculum, as art activities were integrated into Jewish and General Studies. Students used their weekly art lesson to explore new techniques and media, beautify the school environment, enrich their units of learning, and learn to express their feelings and ideas through making art works.

Some of the highlights of 2015 were:

Year 6 Sholem students entered the annual Bnei Brith Art competition. Their work was on display at the Glen Eira Town Hall, and it was wonderful to see their paintings exhibited in such a professional and well-attended forum.

Two Year Five Sholem students won first prize at the Giant Challah Bake art competition, with their work entitled “What Shabbat Means to Me”. Their names were announced in front of three thousand people!

Students had opportunities to further their painting skills in a fun and messy way when they helped paint the back drops for the annual college musical. They also helped sculpt the props.

All primary students took home a ceramic artwork which they sculpted from scratch. The pieces were fired and glazed and they looked magnificent.

Grade 3 students made beautiful, intricate Chinese dragon sculptures as part of their inquiry into multiculturalism.

A big focus in 2015 in Art was creating and responding to the elements of art by seeing and using colour, line, space, texture and shape. Students used these elements not only in their own art works, but were encouraged to see how other artists used them too. They developed new skills new in painting, drawing, collage, watercolour painting, construction, textiles and printmaking.
Music

Music at Sholem Aleichem College is continually growing and evolving.

To welcome our new parents, some of our talented students entertained an appreciative audience at our annual Welcome Dinner.

During the first week of school, the Grade 3 children were introduced to our ensemble instruments. At a special evening, they were given the opportunity to play violins, clarinets, flutes, cellos and percussion. They were then asked to choose their favourite one, with the understanding that they will continue playing that instrument for four years.

I am pleased to report that the children have enjoyed their lessons, and they have progressed extremely well with their playing this year. The instrumental group has performed at assemblies, and the Celebration Evening. I look forward to their continued growth and further enjoyment.

On Sunday 14th March, the combined choir of children from Grades 4-6, sang at the inaugural In One Voice celebration. Once again, our children sang with passion and beautiful pitch. What a magnificent performance!

The Senior Years’ choir was invited to join the children of the other Jewish day schools in a combined schools choir. They sang at the annual Yom Hashoa Commemoration which was held on Wednesday 15th April, at the Robert Blackwood Hall.

On Wednesday 20th May, the senior choir performed at the Classic Cinema. This was an evening organized to celebrate Sholem Aleichem College’s 40th Birthday.

Michael Wex, a Canadian novelist, was the guest speaker.

It is with much pride that I witness many more children audition for the annual music Soiree, each year. This indicates the growing love and dedication to studying an instrument both within and outside the school.

This year, once again, we held two separate performances as the number of children wishing to perform was far too great!

As usual, we were treated to these wonderfully talented children who performed with professional precision and obvious enjoyment!

“If you want to know who we are”…… we are the talented kids from SAC!

Our concert this year was the very ambitious Mikado Opera. From the wonderfully delivered lines of our senior years, to the melodious presentations of each class, this musical was outstanding! The well-known songs were sung in three languages, and the choreography executed by each child brought nachas to every audience member.

The children were accompanied by Tomi Kalinski and a wonderful band made up of our instrumental teachers.

Mazel-tov to everyone involved.
Sholem Aleichem’s School Performance Report | 2015

On Sunday 15th November, children from Grade 4 performed at the annual Mitzvah Day. They sang beautifully, performing songs from the Mikado.

The Celebration Evening was held on Monday 14th December at the St Kilda Town Hall.

All the classes performed songs in Yiddish, Hebrew and English, celebrating the festival of Chanukah.

Grade 5/6, Grade 4 and Grade 3 school ensemble groups played, showing their growth and musicianship. What a wonderful performance!

**PE and Sport**

PE and Sport continued to grow in 2015 at Sholem Aleichem College. The College had more participants than ever in a range of S.S.V. interschool sport events. SAC students were involved in Tennis, Soccer, Cross Country, Netball, Basketball, T-Ball and Cricket. There is no doubt that the students at the college are becoming increasingly motivated to participate and compete in a range of sporting events. Students from Prep to Grade 2 are now seeing their siblings participate and are excited at the prospect of participating in events when they get to the senior years of primary school. In Basketball, we managed to reach the Division 2 mixed Grand Final where we eventually succumbed to a much larger school (De La Selle) by only three points. During all events, Sholem students are always discussed by other school staff as being so well mannered and displaying such fair sportsmanship.

In 2015, we saw a range of AFL programs implemented into the school. Programs including; AFL 9’s Jewish Cup player visits, Auskick, footy tipping competitions, relevant class curriculum and match day tickets. The match day experience allowed a number of families across the Sholem community free tickets to experience a game of their choice.

Two staff members were recognised for their hard work in 2015. Joel Halperin was awarded the 2015 Victorian Primary School AFL Ambassador Award for helping to implement these AFL programs into Sholem. Reyzl Zylberman was recognised by the AFL as AFL Multicultural Ambassador of the Year for the South East Region for her work within the multicultural department of the AFL. Reyzl was one of the key organisers of the first AFL 9’s Jewish Cup and it proved to be a hugely successful day for all. Some of her other projects included a charity project involving communities in the Northern Territory, engaging the Jewish community through the AFL’s Multicultural Schools Program and providing opportunities for members of the Jewish community to attend football games throughout the 2015 season.

Within Health and PE lessons, the PE teachers continued to deliver relevant, engaging and fun lessons. In the junior years, the aim was to develop and improve the students’ basic and more complex motor skills. In Grades 2 and 3, 4, 5 and 6, the classes moved to implement previously learnt skills to a range of games and sports.

2015 saw the continued success of the annual swimming program held at Starfish Swim School. All Grades participated and there was very positive feedback from the sessions.

Finally, the annual Sports Day saw a successful restructure. It was held at the Sandringham Athletics Club which proved to be a popular venue for the school. The Prep to Grade 2 students continued to participate in fun events whilst the Grade 3-6 students enjoyed participating in the Track and Field activities. Following this, the school went across the road to the neighbouring park to enjoy a fun filled, barbeque packed with music, sporting activities and a giant playground. It was a fitting way to celebrate PE and Sport in 2015 and proved to be a successful day all-round.
Student Leadership Opportunities at Sholem

Our Assistant Principal, Con Roubos, worked closely with staff and students to further develop leadership opportunities for our students.

At Sholem Aleichem College, the Student Leadership Program aims to develop leadership, team work and organisational expertise amongst students by providing opportunities for students to display these management skills in a range of activities at classroom and school level. Student Leaders are expected to set a strong, personal example to other students by their manner and actions, both in and out of class.

Furthermore, these positions give students an opportunity to develop personal leadership skills; they encourage students to have a voice in the ongoing development of their school; and provide student involvement in a range of activities throughout the school.

College-Wide Leadership Roles

College Captains

Our 2015 College Captains are Macy Tofler and Jessica Hyams. As role models, our College Captains act with care and courtesy and reliability; show empathy towards others and act as good friends would; use manners and basic good grace when dealing with other students and adults; treat others fairly, honestly and keep their dignity in tact; show self-discipline and control of their feelings and actions. The Captains are given support on how to become a student leader and build the following attributes: responsibility, reliability and trustworthiness; they are sociable and act like a good friend should; they work well with others; are capable of doing the job; and are positive and enthusiastic. Our School Captains also coordinate and run the School Representative Council.

House Captains

House Captains are sports leaders who assist to organise their House sports teams and equipment. They endeavour to build positive team spirit and attitude. They also assist teachers to organise House Days and Fundraising events. We have four houses and four house captains for each house. The captains of each house are as follows:

School Area Captains

These College-wide roles allow the students to work with the staff member who has the overall responsibility of that area within the College. The students selected for these positions assist the respective teachers to promote and develop school events and clubs focusing on the following five areas of school: Jewish Studies, Information Technology, the Arts, Community and Sport.
**Classroom-Based Leadership Roles**

**Class Captains**

Each term, two class captains are selected by their teachers. Class captains are leaders of their respective classes and act as role models. They also coordinate class meetings in which their fellow students have the opportunity to discuss various school issues. These issues are then relayed to the Student Representative Council (SRC) meetings held twice a term.

Other class captain duties include: promoting the 10 Values for a Lifetime, which are a strong foundation of school life at Sholem Aleichem College; representing their school by being a spokesperson on occasions involving guests to their school, class, excursions/incursions and other school or class functions; promoting a positive attitude to their classmates with all social and academic issues; communicating effectively, in particular, speaking, listening and writing; acting as the liaison person for SACPA Activities & Events e.g. Hot Dog Day, Icy Poles; and assisting the classroom teacher.

**ELFFs**

Each week, an Environmental Leader For the Future (ELFF) is selected by the classroom teacher. These students are responsible for taking the Classroom Attendance Roll; and are responsible for classroom sustainability issues e.g. lighting, computer shutdown, windows, air conditioner.

**Learning Support**

The Learning Support team aims to support all students with special needs from Preschool to Year 6.

As issues arise with students’ learning, identification and support becomes the responsibility of the class teacher together with the Learning Support team.

When a student is identified as not progressing at the class level, he/she is referred to Sharlene Wertheimer, Special Education coordinator, for assessment and a feedback meeting with parents and teachers is held to discuss assessment results and ascertain whether there is any need for further intervention with outside professionals. Should these students require support, the College has different support programs in place to accommodate the varying learning needs.

**Online Assessment**

The online diagnostic testing across all year levels was successful and will remain in place for this year. The assessments used were PAT Maths, PAT Comprehension/Reading, PAT Spelling and PAT Vocabulary. All students were assigned tests and completed them online with teachers being able to access the results immediately. The results will be transferred to the SPA (Performance Analyser) to inform teachers with their planning.

Alternate Online Assessments were also used (different from the PAT group of assessments) and this further information will provide teachers with information on the progress of the students in their classes.
Student Support

Four Support programs are offered to relevant students

Gap

This is designed specifically for students who have not reached the benchmark reading level. Structured and systematic teaching of basic reading skills is provided.

Bridges: Numeracy and Literacy

This program is targeted to students from Prep to Grade 6 who require extra support with literacy and numeracy acquisition. Students may be withdrawn from the classroom to work either individually or in small flexible groups. Support is offered only when required and students may enter and leave the groups as necessary.

ESL

This program targets students whose home language is not English.

During 2015, ESL support was offered to a small group of students who had arrived from Israel through the year. The ESL teacher was Danielle Barouche and she used the “Gogo loves English” program. The students made excellent progress and after a short period were conversing with their peers.

Enhancement Program

This program which caters to students who have been identified as high achieving or talented is coordinated by Con Roubos. The program allows students to work with like-minded peers on a curriculum specifically designed to cater to high achieving, independent learners and was delivered by Mr. Roubos. Programs focussed on Tournament of the Minds, the Big History project through Bill Gates foundation and Mars Exploration at Victorian space Centre.

NAPLAN

The NAPLAN tests were held in May. Results indicate that we are working at above the State Level. In fact, our results were outstanding with students performing considerably higher than national level and compared to other similar schools.

Funding

A change in the funding model meant that funds for students with needs was included in a lump sum paid to the school for all programs and no longer targeted to a student for a set period of time. However, State funding applications were resumed and applications were forwarded to ISV for students requiring speech therapy.

Jewish Schools Integration Program (JSIP) continues to fund students based on the previous funding model and provided support for 18 students.
General

There are now 15 assistants employed at the College. They perform an essential role of supporting students under the direction of the class teacher. Many of the assistants have attended courses which provide specific training for children with autism and others have participated in courses specifically designed to provide the assistants with knowledge and skills to support students with a range of difficulties, on an academic, social and emotional level.

As the numbers of children increase, so does the amount of students with needs. There are many students who have been identified with specific learning disabilities/difficulties and eighteen of them have received funding from JSIP (Jewish Schools Integration Program). Five students have qualified for funding from the State government for children with Language difficulties and unfortunately for some students, although they experience difficulties, their scores on assessments disqualified from receiving funding.

Individual Learning Plans (ILP’s) are developed for all these students with needs in order to monitor their progress in achieving short and long term goals. Parents will be requested to provide input into these plans.

With the continued support of the teachers and relevant outside professionals, the Learning Support department aims to provide our students with all the assistance they require to access the curriculum.

Naplan Results

Sholem Aleichem College participates in the annual NAPLAN assessment.

Below are the NAPLAN 2015 results:

Yellow=State

Red=School
Your attention is drawn to the following assessment area(s) where your school varied significantly from the State:

SPACE

GRAMMAR & PUNCTUATION

State
School

Key:
- National
- State
- School
- Individual Results for Groups less than 10
- 90th percentile
- 75th percentile
- 50th percentile
- 25th percentile
- 10th percentile
Reading: Students ABOVE the State and National Minimum Standard 100%

Writing: Students ABOVE the State and National Minimum Standard 100%

Spelling: Students ABOVE the State and National Minimum Standard 100%

G&P: Students ABOVE the State and National Minimum Standard 100%

Numeracy: Students ABOVE the State and National Minimum Standard 100%

Writing/Structure: In 2015 the genre for writing task remained a persuasive piece.
Sholem Aleichem’s School Performance Report 2015

Spelling

Numeracy

Scaled Score Means by Year

National
State
School

Year
YEAR 5

Your attention is drawn to the following assessment area(s) where your school varied significantly from the State:

NUMBER   SPELLING

Reading: Students ABOVE the National Minimum Standard 100%
Writing: Students ABOVE the State and National Minimum Standard 100%
Spelling: Students ABOVE the National Minimum Standard 100%
G&P: Students ABOVE the State and National Minimum Standard 100%

Numeracy: Students ABOVE the National Minimum Standard 100%

FIVE YEAR TREND

Reading

![Five Year Trend Chart](image-url)
Sholem Aleichem’s School Performance Report | 2015

Writing

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Grammar and Punctuation
Numeracy

Our Year 3 results in 2015 were significantly high. Grammar and punctuation, together with space, were noted as significantly higher than national and State average. Our students performed exceptionally well. In all areas, even though the national and state average has remained basically constant over the last 5 years, Sholem’s results have increasingly improved and in some areas markedly. Reading and Punctuation were off scale and writing showed improvement. These curriculum areas have been a strong focus area in our curriculum development and it is pleasing to see such improvement in ability across the year level.

The Year 5 results in 2015 were truly impressive. This was the first year we had two streams. It was noted that number and spelling were significantly higher than State results. All areas, including reading, writing and structure, punctuation and grammar, and spelling showed significant improvement in the five year trend.

Summary

Our Year 3 results in 2015 were significantly high. Grammar and punctuation, together with space, were noted as significantly higher than national and State average. Our students performed exceptionally well. In all areas, even though the national and state average has remained basically constant over the last 5 years, Sholem’s results have increasingly improved and in some areas markedly. Reading and Punctuation were off scale and writing showed improvement. These curriculum areas have been a strong focus area in our curriculum development and it is pleasing to see such improvement in ability across the year level.

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Finance Report

Once again, we have had a solid financially successful year. Our financial systems and processes are well established and our expenditure has been carefully controlled. At no point have we had to compromise our educational offerings to our students, our professional development of our staff and our facilities that our staff and students enjoy.

Our administration and finance team continue to work effectively under the guidance of Dianne Rich, our Business Manager. Our close partnership with the Kadimah and Habonim is an exciting time to work together and share resources and staffing. As we forge links in the administration with Kadimah, the bond between the 2 entities is moving closer.

Our finance and administration team consists of Hailey Hobbs, our Office Administration Officer and my Personal Assistant, Fiona Thai, Assistant to the Business Manager, Tina Mu, Finance Officer, Despina Frederikos, Preschool Officer, Brad Felstead, Marketing/Fundraising Officer and Maya Feldman, Enrolment Officer. It is a small team who are diligent, thorough and professional.

This year we also received donations and bequests that will assist us with growing the school and providing a wonderful Jewish education to our children. We also received a donation of land from Irene Pletka and a substantial bequest from Don Marejn. It is through such generous gifts that we can further plan for the future of our College.

Thank you to the administration team for helping us achieve another financially successful year.

Marketing and Development Report

Fundraising

The College was very successful in its Annual Appeal, especially given the increasing competition within the fundraising space for Jewish Institutions. Our key supporter base at both the major and smaller levels proves to be extremely loyal and this reflects both the strength of our community and the unique place we hold within the Yiddish world.

Hard copy mail outs continue to be a mainstay of our appeal marketing campaign with a full mailout sent to the school’s entire data base. Real estate boards were put up, print ads were employed in The AJN and Leader and for the first time social media were used to support the appeal.

Supporters had the option of being able to donate to any of the following: Building Fund, Scholarship Fund, Library Fund, Jewish School Fund.

A new protocol for thanking donors will be implemented, in line with suggestions by Council.

A review was put in place of the College’s bequests program. The view is to further strengthen its role in line with the establishment of a foundation to improve the College’s capacity to raise funds from major donors.

Grants: A further review of available grant funding was undertaken. Whilst many grants specifically preclude school applications, or are designed primarily for non-school applicants, a number of options were identified. In conjunction with the Kadimah, a successful grant proposal was put in to the Glen Eira Council to run an intergenerational project.
The project was very successful bringing together our young learners with senior members of the community. Meetings were held with senior staff members to highlight potential opportunities for projects that could attract grant funding in an extremely competitive environment. Funding was also obtained for sporting equipment through the Sporting Schools program.

**Crowdfunding**

We are investigating the use of crowdfunding as a source of potential revenue for either:

1. School initiated charity drives – where funds will then be allocated outside the school.

2. Unique opportunities within the school – eg. purchase of equipment, a scholarship for needy families, unique professional development for staff, or experiences for students.

**Marketing**

A detailed Marketing and Fundraising plan for 2015 and beyond was prepared and delivered to Council.

Key areas of the plan included:

- Overall branding of the College
- Print strategy
- Digital strategy
- Annual appeal
- Establishment of a Sholem Foundation

Two key recommendations were a rebranding of the College and also the establishment of a College foundation for major capital fundraising purposes.

The rebranding process began late in 2015 including a very strong pitch from Adrian Elton Creative a well-known and highly respected advertising executive and creative who has worked extensively on campaigns for many Jewish organisations, including Bialik and Mt Scopus.

The AJN still remains the primary print medium for reaching our target demographic. We have been extremely successful in obtaining major coverage in the quarterly education supplements.

We are substantially outspent by the other major Jewish Schools which makes it difficult for us to consistently get placement in the front pages of the paper. We have invested considerable effort in further developing our personal relationships with the education feature writer (Zoe Kron) and key photographer at the paper (Peter Haskin). This has resulted in the school receiving excellent written and pictorial coverage in the AJN.

The College continues to invest in advertorial for the quarterly education supplements, and our stories are now being featured more prominently in these supplements.
Digital Strategy

The College is expanding its digital marketing strategy

Key elements include:

1. Increase reach of video tour of school
2. To increase targeted organic traffic to Sholem website
3. Boost conversion rates in terms of traffic to inquiry ratio
4. Improve Sholem’s ranking for relevant keywords
5. Implement SEO plan
6. Build competitive advantage in online search space
7. Investigate expanded presence on Facebook, Instagram, Twitter, etc.
8. Investigate building of a Sholem app.
9. Build YouTube presence for school

We continue to use real estate boards to promote major events and important initiatives of the school such as the Annual Appeal, Business Breakfast, enrolment campaigns, Open Day, and more.

Greater emphasis has been placed on generating high quality photographic images for school promotion. Photographer Corey Wright has been engaged on a regular basis, and his work in capturing the ethos and spirit of the school and its students have been excellent.

A video tour of the school has been produced to increase enrolments and serve as a digital introduction to the school. The video features an introduction by the Principal and numerous presentations by students. It emphasises key selling points of the college including academic excellence, broad extracurricular activities, strong Jewish values and traditions, exceptional teaching staff and the strength of the broader Sholem community.

Open Day was held in early May and was very well attended. The genuine appreciation by visiting parents of the school’s key strengths in terms of academic excellence, Jewish values and community spirit was keenly evident. A special mention should be made for the exceptional way in which Senior Years students acted as ambassadors for the school on the day.

The 2015 Yearbook underwent a major revamp in 2015 with a move to full colour throughout the book. Graphic design training was provided by Little Fish to teachers who felt underskilled in this area, leading to a much more unified look across the magazine and an overall improvement in quality. The cost of full colour printing was only marginally above B/W printing and a substantial ‘wow’ factor to the magazine.

The In One Voice concert and street festival returned to Melbourne after a long absence.

The school was heavily involved in the festival.

We were the only Jewish school to have a dedicated marketing presence at the festival. A marquee was established with banners, posters, and flyers being utilised to promote SAC, as well as a computer screen displaying our tour video. The tent was fully manned by staff and SACPA volunteers all day.
The SAC choir performed on center stage and delivered a wonderful performance in English, Hebrew and Yiddish to showcase our talents, a photo of which appeared on the cover of the AJN.

Events

As part of our 40th Anniversary celebrations, we delivered a night in concert with internationally acclaimed Yiddishist Michael Wex. Over 200 people attended this event, held at the Classic Cinema, and followed by coffee and cake provided by the College. The college promotional video was also screened at the start of the event. It was a great PR exercise for the College and also a good money earner.

In Term 4, we staged a world premiere screening at the Classic Cinema of the Snitch, Tattle and Tell, the 8th instalment in the Unmake a Bully Series. The film was shot featuring Sholem Students and was extremely well received. It was also supported by two shorts, also made by Sholem students.

In November, the College held its 40th Anniversary Alumni Event. This was a tremendous exercise in community building. Extensive effort was put into establishing a strong Alumni data base that was used for the event and can also be exploited into the future both in terms of further Alumni events and broader marketing and fundraising opportunities. A wonderful night was had by all, and it provided a great opportunity to show how far Sholem has developed in just 40 short years.

Our annual Business Breakfast was once again held at Carousel Receptions. This is an extremely popular event and it ran smoothly and successfully.

A deliberate attempt was made to have a high profile lead speaker, and we were proud to have Deputy Victorian Premier and Minister for Education James Merino as our guest. Whilst providing gravitas and kudos for the event, James, as a non-business speaker proved to be a much harder ‘sell’ in terms of ticket sales, and it was only after much effort that numbers were able to be brought close to 2014’s peak.

The annual College Carnival was held in November. The weather was beautiful and this perhaps contributed to the exceptionally high turnout. Although this is a SACPA event, the broader school was very well represented with students helping to man the stalls. Many non Sholem families also attended, providing the college with an excellent opportunity to engage with the broader community.

The School Concert for 2015 was The Mikado. The production was performed in Sholem’s unique style of English, Hebrew and Yiddish, and would have been one of the very few, if not the only time a fully staged version of some of Gilbert and Sullivan’s most famous tunes has been delivered. The students performed with gusto and aplomb and the concert was well received by the audiences.

Celebration Evening 2015 was once again one of the highlights of the school year. There was a great ambiance in the room and a truly memorable graduation class delivered a wonderful presentation. It was a professionally executed evening than ran very smoothly and was highly enjoyed by the audience.

Regular internal events such as the Annual Staff Lunch, Staff Welcome Breakfast, and New Parents Welcome Dinner were all run with great success and were very well enjoyed by participants.
The Friday before Father’s Day, saw the school hold its annual Father’s Day Breakfast which was attended by over 80 dads and a proved a great opportunity for congratulating our dads on all the wonderful things they do.

**Revenues for 2015**

**Income**

a. Total revenue $2.920m (100%)

b. Fees Charges and Parent Contributions $840k (29%)

c. Government Grants Recurrent $1.469k (50%)

d. Government Grants Capital $137k (5%)

e. Donations and Appeals $474k (16%)

**Expenses**

a. Total Expenditure $2.542m (100%)

b. Salaries and Salary On Costs $2.002m (79%)

c. Teaching Expenses $332k (13%)

d. Occupancy Costs $168k (7%)

e. Finance Costs $8k (0%)

f. Depreciation $12k (0%) (market value method)

g. Bad and Doubtful Debt Expense $17k 1%)
New and enhanced curricula and co-curricula activities

In 2015, the students were provided with a wide range of extra-curricular activities for students. We are proud and determined to offer programs that are designed to ensure that students receive a well-rounded education that helps them to grow and develop both inside and outside of the classroom. The focus is “a whole person” approach. The activities have included but are not limited to:

- The Grade 5 & 6 boys competed in SSV soccer and reached the semi-finals.
- The Grade 5 & 6 netball team competed in and won in the interschool competition.
- We hosted 2 student teachers for their practicum rounds.
- Visible Thinking was the year focus for the school and PLC foci aligned with this.
- SSV- Cross Country Competition.
- Body Safety Awareness Education Program.
- The Grade 3-6 students successfully competed in interschool basketball competitions.
- Students were challenged through the Enhancement Program and competed very successfully in the Australian Maths Competitions.
- Our NAPLAN results indicated that all the students at Sholem scored well above the National average in all areas.
- PLC teams met to discuss Visible Thinking and further implementation in the classroom.
- Concert – the Mikado.

Excursions/Incursions

- Grade 5 & 6 students attended the National Leaders Conference.
- Grade 2 spent the morning back in a class in the Early 1900’s with an incursion run by the Ripponlea Trust.
- Grade 4 attended an incursion on Erosion and Changes to the earth’s surface.
- Grade 1 spent the day at Ripponlea as part of their history component.
- Grade 3 – the Planetarium.
- Grade 1- IMAX theatre: Bugs in 3D + a bugs and wildlife exhibition.
- Preps- zoo.
- Grade 5/6 – Holocaust Museum.
- Intergenerational Project with the Grade 2’s.
- The Prep classes studied “My Community” and had visits from the Fire Brigade.
- As part of their science unit, Grade 1’s participated in an incursion on “Light & Sound”
- Grade 2’s visited the Gould League to learn more about “Water”.
- Grade 2 science incursion on forces (push and pull).
- Grade 3 excursion to the Jewish News.
- Grade 1 excursion to Ripponlea House for history.
- Grade 2 science incursion on forces (push and pull).
- Grade 3 excursion to the Jewish News.
- Grade 1 excursion to Ripponlea House for history.
Programs

- Swimming program
- Multicultural Football Initiative
- Life Education Van
- HUSH Body Safety Awareness Education Program. - Aimed at learning body awareness and protective behaviours and attempting to understand and navigate the puberty years
- Alcohol Awareness Program (Grade 6)
- Peer Mediation Program (Grade 5)
- Book Week Program with activities including a parade, reading sessions in the library, art activities and book night and a visit to the Glen-Eira Library.
- Participation in Jump Rope for Heart day, football clinic, CPR & lifesaving training
- Grades 3-6 participated in a multicultural sports program which has run over 6 weeks and culminated in a sport carnival involving schools from all religious and social backgrounds.
- Students were challenged through the Enhancement Program and competed very successfully in the Australian Maths Competitions and attended Tournament of the Minds and chess competitions
- Many students throughout the school participated in the Premier’s reading Challenge- a wonderful incentive to encourage reading and a love of literature!
- The Read like A Demon program, an initiative by the Melbourne Football Club was once again introduced into the Grades 3s, 4 and 5/6 classes to further involve students in reading. ‘Read like a Demon’ (RLAD) is a literacy program that offers students an opportunity to participate in reading and writing workshops with the Melbourne Football Club.
- Prep Health Screening Program
- Bridges program (Yiddish, Hebrew & English) for students requiring extra assistance
- Digital Citizen Program for Prep to Grade 6
- Continuation of mathletics- interactive maths computer program from Years 2-6
- Prep transition program
- Instrumental program for Grade 3 to 6.
- Lunchtime and After school programs-chess, soccer, art

Highlights

- Annual school athletics carnival
- Jewish Youth group activities at school
- School concert two performances-Mikado
- Graduation.
- Community presentations and involvement
- Sport participation in the Multicultural Cup Finals and Regional basketball finals, cricket
- Mitzvah Day- Our large, community based Tsodekah program.
- Giving programs
- Involvement in inter-school sports competitions
School camps
Participation in the Literacy and Numeracy Week
Sport clinics
Performances by choir/orchestra at public functions
Musical Soiree
Yom Tov celebrations
Joel Halperin became AFL ambassador of the Year
Reyzl Zylberman received the Multicultural Ambassador Award

Other

Upgrading school policies
Professional development seminars/conferences
Support meetings with director of Curriculum and learning support coordinator for all generalist staff
Extension of byo iPads for Grade 3-6, class sets Prep to Grade 3
Extension of Professional Learning Communities (PLC) for staff
Ability groups across LOTE subjects

Foci for 2016

Theme for 2016 will be connect, extend and challenge ourselves
Implement year 2 of the SAC School Improvement Plan- with close look at data driven information to inform our teaching and planning, and to assist with differentiation in the classroom
Extend and connect our visible thinking and enquiry curriculum with the use of technology
Challenge ourselves to .......
 Improve the standard and expectation of uniform wear
Ensure a Special Ed Department that is accessible and its programs and staffing meet the needs of our students
Complete the Scope and sequence in all areas of the Jewish Studies department
Have an effective activity calendar
Extend prime maths program into Grade 2
Develop Strategies for staff to communicate effectively with parents
Improve the transition programs and increase of preschool into primary numbers
Continue to embed technology into programs and upskill staff
Develop student profiles in Prep
Refine and implement our assessment schedule
Embed and make more purposeful our Values for a Lifetime
Develop global citizens
Increase student numbers
Improve student outcomes
- Enhancing Jewish identity, languages and culture
- To be at the cutting edge of educational research and implementation
- To finalise masterplan, building program and strategic plan for SAC
- To develop closer working links with the Kadimah
- Develop closer links with alumni
- To ensure the safety - physical and general wellbeing of the staff and students - through Risk Management and OHS processes and documentation and that this is relevant and up to date
- Planning for the future growth of the College - facilities, staffing, etc.
- Expanding iPads and increase technological understanding and pedagogy
- Continuation of program for Year 4 to 6 to BYO iPads
- Finding new ways to market our College
- Incorporate visible thinking and enquiry learning into curriculum
- Continue to embed technology into programs and upskill staff