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Introduction

We are pleased to be able to report to you on various aspects of College performance for the above period. The scope of the information is prescribed by the Department of Education, although we have provided analysis on additional areas of performance which we feel are of interest to our particular community.

Mount Scopus Memorial College is the oldest, and the largest, Jewish Day School in Melbourne, attracting students from all sectors of the Jewish community.

It is a traditionally high-achieving school, regularly placed amongst the top ten Victorian schools for VCE results. At the same time we strive to provide our students with opportunities for all-round personality development, Jewish knowledge and experiences to enable them to develop their own Jewish identity, and a sense of communal responsibility to the school, the region and beyond.

The outcomes detailed in this report reflect well on the College and its students, and many of the indicators reflect continuing improvement from the previous year. We hope that these results testify to the College’s ongoing growth and endeavour to provide the highest quality education and development for our students.

Workplace Composition (all staff)

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous composition</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Other Classifications:

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>47%</td>
<td>50%</td>
</tr>
<tr>
<td>Part time</td>
<td>53%</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>61%</td>
<td>65%</td>
</tr>
<tr>
<td>Non-teaching</td>
<td>39%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Staff Attendance (teaching staff only)

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of days attended per teacher</td>
<td>186</td>
<td>183</td>
</tr>
<tr>
<td>Total number of teacher days</td>
<td>195</td>
<td>192</td>
</tr>
<tr>
<td>Percentage of total teacher days attended</td>
<td>95.39%</td>
<td>95.50%</td>
</tr>
</tbody>
</table>
Retention of Teaching Staff

Teaching staff as at 31 December 2015: 199  
Teaching staff as at 31 December 2014: 200

Retention of 2014 teachers to 2015

Retention of 2013 teachers to 2014

Teacher Qualifications

Please note that the vast majority of our teaching staff hold more than one degree or diploma.

<table>
<thead>
<tr>
<th>Types of Qualifications</th>
<th>No of teachers holding qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Applied Science</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>48</td>
</tr>
<tr>
<td>Bachelor of Law, Commerce and Economics</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor of Education and Teaching (Early Childhood, Primary and Secondary)</td>
<td>85</td>
</tr>
<tr>
<td>Bachelor of Music, Fine Arts, Performing Arts</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor of Science, Maths, English, Social Science, Engineering</td>
<td>12</td>
</tr>
<tr>
<td>Higher Diploma, Graduate Diploma, Post Graduate Diploma and Diploma of Education, Teaching and Early Childhood</td>
<td>116</td>
</tr>
<tr>
<td>Diploma, Graduate Diploma of Special Ed, Psychology, Special Education, Student Welfare</td>
<td>23</td>
</tr>
<tr>
<td>Masters (Arts, Counselling, Mathematics, Science, Psychology)</td>
<td>21</td>
</tr>
<tr>
<td>Teaching Certificates, Training, Degrees</td>
<td>11</td>
</tr>
</tbody>
</table>

Teacher Qualifications 2015
Expenditure and Teacher Participation in Professional Learning

Number of teaching staff participating in professional learning activities for the year: 223

Description of activities:

Total expenditure on professional learning for teachers and ancillary staff: $371,721
Average expenditure per teacher on professional learning: $1,667

Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>99.82%</td>
<td>99.87%</td>
<td>99.64%</td>
<td>99.75%</td>
</tr>
<tr>
<td>Year 1</td>
<td>99.81%</td>
<td>97.18%</td>
<td>95.71%</td>
<td>96.95%</td>
</tr>
<tr>
<td>Year 2</td>
<td>99.52%</td>
<td>96.88%</td>
<td>95.65%</td>
<td>97.29%</td>
</tr>
<tr>
<td>Year 3</td>
<td>99.22%</td>
<td>97.30%</td>
<td>96.64%</td>
<td>95.85%</td>
</tr>
<tr>
<td>Year 4</td>
<td>99.62%</td>
<td>97.20%</td>
<td>95.58%</td>
<td>96.43%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.53%</td>
<td>96.01%</td>
<td>98.66%</td>
<td>98.38%</td>
</tr>
<tr>
<td>Year 6</td>
<td>97.90%</td>
<td>96.01%</td>
<td>98.09%</td>
<td>98.00%</td>
</tr>
<tr>
<td>Year 7</td>
<td>95.83%</td>
<td>94.70%</td>
<td>97.93%</td>
<td>97.79%</td>
</tr>
<tr>
<td>Year 8</td>
<td>94.38%</td>
<td>94.13%</td>
<td>99.11%</td>
<td>99.25%</td>
</tr>
<tr>
<td>Year 9</td>
<td>94.49%</td>
<td>94.95%</td>
<td>99.52%</td>
<td>99.15%</td>
</tr>
<tr>
<td>Year 10</td>
<td>93.00%</td>
<td>93.56%</td>
<td>98.61%</td>
<td>99.08%</td>
</tr>
<tr>
<td>Year 11</td>
<td>95.41%</td>
<td>95.65%</td>
<td>98.95%</td>
<td>99.29%</td>
</tr>
<tr>
<td>Year 12</td>
<td>97.09%</td>
<td>96.45%</td>
<td>98.78%</td>
<td>99.41%</td>
</tr>
<tr>
<td>Average for year</td>
<td>97.09%</td>
<td>96.18%</td>
<td>97.99%</td>
<td>98.20%</td>
</tr>
</tbody>
</table>

Overall attendance remains steady from 2014 to 2015. Holidays during term continue to adversely affect students' learning.

Process for Management of Non-Attendance

Attendance rolls are kept and maintained at offices of all Heads of Campus, and entered on the College information system. The rolls are updated twice daily.

- Attendance is checked twice daily
- Attendance is monitored and absences from school or class are identified daily
- Unexplained absences are followed up
- Parents are notified of unsatisfactory attendance
- Unsatisfactory attendance is recorded on students’ enrolment or student services files
Proportion of Year 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks, including changes in benchmark results from 2014 to 2015:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar and Punctuation</th>
<th>Spelling</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>2015</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>% change from 2014 to 2015</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>97.73</td>
<td>100.00</td>
<td>98.86</td>
<td>100.00</td>
<td>98.84</td>
</tr>
<tr>
<td>2015</td>
<td>98.04</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>% change from 2014 to 2015</td>
<td>+0317</td>
<td>0.00</td>
<td>+1.14</td>
<td>0.00</td>
<td>+1.16</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>98.91</td>
<td>100.00</td>
</tr>
<tr>
<td>2015</td>
<td>100.00</td>
<td>100.00</td>
<td>99.01</td>
<td>98.02</td>
<td>99.01</td>
</tr>
<tr>
<td>% change from 2014 to 2015</td>
<td>0.00</td>
<td>0.00</td>
<td>-0.99</td>
<td>-0.89</td>
<td>-0.99</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>100.00</td>
<td>99.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>2015</td>
<td>97.85</td>
<td>96.97</td>
<td>98.97</td>
<td>97.94</td>
<td>100.00</td>
</tr>
<tr>
<td>% change from 2014 to 2015</td>
<td>-2.15</td>
<td>-2.03</td>
<td>-1.03</td>
<td>-2.06</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Value Added Programs

The College provides a considerable number of programs for students in need of extra support, for gifted and talented students, and co-curricular programs. A few examples of each are listed below:

Primary School

Extension Programs for Gifted and Talented:
- Advanced Mathematical Thinking
- Extension groups in Mathematics, Hebrew and Art
Value Added (cont’d)

- Enrichment clusters for all students, including:
  - Badminton
  - Basketball
  - Bike riding
  - Book club
  - Chess
  - Choir
  - Coding
  - Colouring in groups
  - 20-20 Cricket
  - Decoupage
  - Dodge ball
  - Drama
  - Early morning activities (breakfast, running, swimming)
  - Electronics
  - Girls’ football
  - Gardening
  - Global games
  - Hip Hop dancing
  - iPad club
  - Israel club
  - Jewelry making
  - Kite flying
  - Knitting
  - Lego play
  - Netball
  - Pet club
  - Piano lessons
  - 3D printing
  - Robotics
  - Rock band
  - Rockets club
  - Ruach
  - Scrapbooking
  - Self defence/karate
  - Scrap-booking
  - Skipping
  - Soccer - indoor
  - Soccer - outdoor (girls)
  - Solar vehicle challenge
  - Speech and language pathology
  - Sports Buzz
  - Swap card club
  - Swimming
  - Table tennis
  - Tennis
  - Touch rugby
  - Violin classes
  - Water polo
  - Yoga
Value Added (cont’d)

Student Services

Provision of services for:
- improved self-esteem and confidence
- conflict resolution skills
- coping strategies
- greater resilience
- perseverance
- increased empathy and tolerance towards others
- improved organisational skills
- improved social skills

Wellbeing programs, including
- Alcohol and Your Child program (JCCV)
- Body esteem program for Year 6
- Inclusive program for children with special needs
- Puberty program
- Relationship management aka ‘Restorative Practice’, under SFPS Positive Relationships Policy
- ‘Secret Agency Society’ intensive wellbeing and social skills program in Years 3, 4 and 5
- Speech and language pathology
- Year 4 and 5 small group Friday Sport program, developing interpersonal skills and social connections.

Informal Jewish Educational Activities, including:
- Model Sedarim preceding Pesach.
- Lunchtime Ruach Dancing and programs including shiurim (lessons/discussion groups) on topics such as Israel and the weekly Parasha.
- Our Informal team attends all our camps and together with Year 10 Madrichim, ensures a uniquely Jewish atmosphere together with planned educational programs become part and parcel of the camping experience
- Special activities on days such as Purim and Yom HaAtzmaut
- Ceremonies for Yom HaShoah, and Yom HaZikaron
- Special activities preceding all Jewish festivals e.g. – Yom Yerushalayim, Shavuot, Rosh Hashana, Succot, Chanukah and more.
- Special Spiritual ‘Selichot’ - tour during high holy days.
- Special Tefillah classes and activities designed to stimulate and engage our children with prayer and teach them ‘Synagogue’ skills.
- Tikkun Leil Shavuot
- Year 6 Achrayim program – encouraging students to take responsibility in all facets of their lives – Jewish life and Israeli Kesher
- Year 6 Shabbatonim providing our students with a unique and authentic group Shabbat experience.
- Jewish and Israeli atmosphere in the School on a day to day basis
Value Added (cont’d)

Secondary School

- Careers guidance and counselling
- Community Service program, including volunteering
- Cyber safety workshops
- Drug Education
- E-Learning program (coding and robotics courses etc)
- English Support classes at Years 8, 9 and 10
- Thinking Skills including Da Vinci Decathlon for Year 7
- Additional English help is offered as an elective to those students experiencing significant difficulties acquiring English skills
- Feuerstein (thinking skills) Program for selected students in Years 7, 8 and 9
- Hebrew Immersion program for Years 7 and 8, including camps
- Homework Club
- Integration program
- Master Talmud program for Year 7 and 8
- Mathematics enrichment and extension, Interschool Games Days, Australian Maths Challenge for Young Australians, University of Melbourne Mathematics Competition, Maths Olympiad, Introduction to Problem-Solving Techniques, Informatics Competition.
- Mecha1nech Program, providing pastoral care and life skills for our students, which enables them to make responsible and well educated choices for their careers and every-day life.
- Personal project work (in conjunction with MYP)
- Science and Technology enrichment, including Victorian Solar Vehicle Challenge, and Japanese kite science for Year 8 elective group, Astronomy Club, Einstein's Relativity Group)
- Speech and Language Pathology
- Sport, athletics, swimming, skiing and outdoor education programs including interschool sport
- Study Skills Workshop before exams
- VCE in-school tutorials from VCE teachers
- Vocational Education and Training (‘VET’) studies in various subjects, which contribute to VCE as Unit 1/2 level. VET enables the College to cater for individual student needs and to assist in preparing students for life beyond Secondary School and can prepare students for completion of an Australian School Based Apprenticeship (‘ASBA’)
- Year 9 Job Ready Program
- Year 10 Morrisby Report vocational testing
- Year 10 – Students may study VCE Hebrew Units 1 and 2 and/or VCE Maths Methods Unit 1 and 2
- Years 10 -11 Career Awareness Morning
- Year 11 University Experience Morning at Deakin
- Year 11 – Students may select from a range of subjects from VCE Units 1 – 4
- Years 11-12 University Information Sessions
- Year 12 – Students may study Tertiary Hebrew from Melbourne University, but taught at Mount Scopus Memorial College
- Welfare Counselling
- Wellness Centre
Value Added (cont’d)

- Work experience
- Year 6 and 7 (combined) Student Services Camp to assist transition of selected students
- Year 8 Tasmania Camp
- Year 9 Cambodia Trip
- Year 10 Israel Experience (Ulpan)
- Year 11 Conference (Shiluv)

Year 9 ‘Achshav Initiative’ including:

- A full day Real First Aid Training - Level 1 First Aid Training Program
- Five day City Cite program
- Community service projects/activities at the Kitchen Garden and Volunteering with younger students at GBH
- Farm Day
- The ‘Reach’ Foundation workshops on confidence and self-esteem and gender empowerment
- Volunteering with Emmy Monash Aged Care
- Volunteering with the RSPCA
- Cambodia Trip (learning about Asia)
- Yorta Yorta Beyachad Trip (learning about indigenous history and culture)
- Zionist seminar
- Relationships education with Family Planning Victoria
- Workshop with Australian Youth Climate Coalition
- Job Ready program – resumé writing and interview skills
- Workshop on racism in sport

Informal Jewish Educational Activities, including:

Assemblies
Beit Midrash
Building Bridges (Interfaith) Year 11
Chagim programs and celebrations
Chevruta learning
Community service and volunteer programs
Early morning Israel history sessions
Early morning Girls Prayer Service
Friday morning minyan and breakfast
Friday morning Tzedakah collection
Friday night Scopus minyanim
Guest speakers
Hamakom – Hebrew language centre
Hebrew and JS Tutorials with the Sherut girls
Israel news update
Israel Kesher Captains
Jewish community liaisons
Kesher Israel Club
Value Added (cont’d)

Lunchtime and after school Shiurim
Lunchtime guest speakers
Monthly Oneg Shabbat program
Optional Shiurim for VCE students in study periods
Roslyn Smorgon Outreach Program (Interfaith) Year 11
Scopus Minyan on all Chagim
Shiurim and meals at the Sherut girls’ home
Student leadership activities
Tikkun Leil Shavuot
Values Education program - Midah of the Month
Year 8 Derech classes
Year 8 Hebrew Immersion camp
Year 8 JS mock weddings
Year 8 Israel Game program
Year 9 Netzigim Leadership
Year 9 and 10 Camps
Year 10 Hadracha Leadership training and activities
Year 11 Shiluv Conference
Year 11 and 12 Shabbatonim
Youth Movement Programming

Co-curricular programs, including

- Captain Portfolio committees (SRC, Social Action, Jewish Life, School Spirit)
- Captains’ lunchtime activities
- Debating
- Early morning choir
- English week
- Girls’ and boys’ gym
- Global Challenge
- LOTE week
- Opus student magazine
- Performing Arts week
- Rostrum Voice of Youth
- School Captains and Student leadership
- Science Club
- Science week
- Scopus Radio
- Tech Minions
- Youth in Philanthropy program
- Community Science programs at Scopus and with other schools and early learning centres.
Senior Secondary Outcomes

The information below gives the Year 12 median results (i.e. the score achieved by the middle student in each group, irrespective of the higher or lower scores achieved by other students) in each VCE and VET subject.

- There were 113 Year 12 students in 2015, one of whom withdrew from the college prior to the end of the year, leaving 112 students.
- 100% of Year 12 students of 2015 attained a VCE Certificate.
- Eight Year 12 students undertook a Vocational Education and Training subject in 2015 – 7.1% of the total number of Year 12 students. Of the Year 12 students who graduated in 2015, 68 of them (60.7%) had already completed a VET course in 2014.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean</th>
<th>Median Raw Score</th>
<th>Median Scaled Score (approx)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>40.6</td>
<td>42.0</td>
<td>43.0</td>
</tr>
<tr>
<td>Biology</td>
<td>31.7</td>
<td>33.5</td>
<td>34.5</td>
</tr>
<tr>
<td>Business Management</td>
<td>32.5</td>
<td>31.0</td>
<td>27.0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>33.7</td>
<td>33.0</td>
<td>37.0</td>
</tr>
<tr>
<td>Dance</td>
<td>35.0</td>
<td>35.0</td>
<td>33.0</td>
</tr>
<tr>
<td>Dutch</td>
<td>34.0</td>
<td>34.0</td>
<td>39.0</td>
</tr>
<tr>
<td>EAL</td>
<td>38.0</td>
<td>38.0</td>
<td>39.0</td>
</tr>
<tr>
<td>English</td>
<td>39.9</td>
<td>41.0</td>
<td>40.0</td>
</tr>
<tr>
<td>French</td>
<td>36.0</td>
<td>35.0</td>
<td>44.0</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>38.4</td>
<td>38.0</td>
<td>35.0</td>
</tr>
<tr>
<td>Hebrew</td>
<td>26.7</td>
<td>26.0</td>
<td>36.0</td>
</tr>
<tr>
<td>History</td>
<td>41.1</td>
<td>41.5</td>
<td>41.5</td>
</tr>
<tr>
<td>Japanese</td>
<td>44.0</td>
<td>44.0</td>
<td>51.0</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>39.0</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Maths - further</td>
<td>35.6</td>
<td>35.0</td>
<td>33.0</td>
</tr>
<tr>
<td>Maths - Methods CAS</td>
<td>35.2</td>
<td>35.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Maths - Specialist</td>
<td>40.1</td>
<td>41.0</td>
<td>51.0</td>
</tr>
<tr>
<td>Subject</td>
<td>Mean</td>
<td>Median Raw Score</td>
<td>Median Scaled Score (approx)</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------</td>
<td>------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Media Studies</td>
<td>34.2</td>
<td>35.0</td>
<td>32.0</td>
</tr>
<tr>
<td>Music Performance</td>
<td>33.0</td>
<td>33.0</td>
<td>33.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>33.5</td>
<td>34.0</td>
<td>32.0</td>
</tr>
<tr>
<td>Physics</td>
<td>33.3</td>
<td>29.5</td>
<td>31.5</td>
</tr>
<tr>
<td>Psychology</td>
<td>37.1</td>
<td>37.5</td>
<td>36.5</td>
</tr>
<tr>
<td>Religion and Society</td>
<td>37.4</td>
<td>38.0</td>
<td>38.0</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>36.7</td>
<td>43.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>40.9</td>
<td>40.5</td>
<td>40.5</td>
</tr>
<tr>
<td>VET Engineering</td>
<td>43.0</td>
<td>43.0</td>
<td>37.0</td>
</tr>
<tr>
<td>VET Equine Studies</td>
<td>22.5</td>
<td>22.5</td>
<td>19.5</td>
</tr>
<tr>
<td>VET Hospitality</td>
<td>27.8</td>
<td>28.0</td>
<td>24.0</td>
</tr>
<tr>
<td>VET Multimedia</td>
<td>36.0</td>
<td>36.0</td>
<td>31.0</td>
</tr>
<tr>
<td>Visual Communications</td>
<td>36.7</td>
<td>32.5</td>
<td>29.5</td>
</tr>
</tbody>
</table>

Overall median across all subjects: 37.0
Overall mean across all subjects: 36.76

Proportion of Year 9 Students Retained to Year 12

<table>
<thead>
<tr>
<th>Number of Year 9 Students at End of 2012</th>
<th>Number of Cohort Leaving After 2012</th>
<th>Number of original Cohort Remaining at End of 2015</th>
<th>Percentage of Original Cohort Remaining at End of 2015</th>
<th>Number of Cohort Entering After 2012</th>
<th>Number of Year 12 Students at End of 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>6</td>
<td>101</td>
<td>95.33%</td>
<td>8</td>
<td>112</td>
</tr>
</tbody>
</table>
Post-School Destinations of Year 12, 2015

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of VCE students on record</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>VCE students completing program over three years</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Students withdrawn from MSMC but remaining on VCE records</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total number of students completing VCE in 2015</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>Students who did not apply for courses</td>
<td>1</td>
<td>(0.00%) *</td>
</tr>
<tr>
<td>Workforce</td>
<td></td>
<td>(0.00%) *</td>
</tr>
<tr>
<td>Overseas study</td>
<td>1</td>
<td>(0.00%) *</td>
</tr>
<tr>
<td>Students who applied for tertiary courses</td>
<td>112</td>
<td>(100.00%) *</td>
</tr>
<tr>
<td>University</td>
<td>107</td>
<td>(95.54%) *</td>
</tr>
<tr>
<td>Private</td>
<td>1</td>
<td>(0.89%) *</td>
</tr>
<tr>
<td>TAFE</td>
<td>3</td>
<td>(2.68%) *</td>
</tr>
<tr>
<td>No offer (chose not to change preferences)</td>
<td>1</td>
<td>(0.89%) *</td>
</tr>
<tr>
<td>Number of applicants who have enrolled</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Number of applicants who have deferred their studies</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Number of applicants who have not enrolled</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

* Represents a proportion of the total number of VCE completers in 2015

Parent, Student and Staff Satisfaction

Results from surveys conducted among parents and Year 12 students during 2015. Results are shown on a scale of 1 to 5, with 5 indicating highest satisfaction, and 1 indicating lowest:

Parent Survey key findings:

- General quality of education 4.22
- My child has been happy at school 4.36
- Teachers are stimulating and engaging 4.11
- My child receives the individual attention they need 3.85
- College communicates about my child’s progress 3.58
- The College has effective leadership 4.08

- Overall satisfaction on these issues 4.03
Parent, Student and Staff Satisfaction (cont’d)

Student Satisfaction key findings:

- General education received 4.54
- Jewish education received 4.26
- Preparation and support for VCE 4.30
- Overall facilities 4.30
- Co-curricular and enrichment activities 3.95
- Informal learning opportunities and camps 4.40
- Opportunities for community involvement 3.84
- Opportunities for religious involvement 4.19
- Opportunities for student leadership 3.70

- Overall satisfaction rating on all above issues 4.16

Staff Satisfaction

Surveys were not conducted in 2015. The report on 2016 satisfaction levels will be published in next year’s report.
Income (broken down by funding source) and Expenditure for the Year Ended 31 December 2015

Rabbi James Kennard
Principal