



Cheder

חינוך על טהרת הקודש

Annual Report

For the Year Ended 31 December 2021

Cheder Levi Yitzchok Inc.
ABN 63 423 263 810



From The Principal

INTRODUCTION

The purpose of Cheder Levi Yitzchok's annual report is to provide our parent body, the broader community, and the state and federal governments with an overview of our school performance in accordance with the Australian Education Act 2013 as well as the Australian Education Regulations 2013. The annual report informs of updates, achievements, statistics and other relevant information.

In 2021 Cheder Levi Yitzchok added a second girls' class. The first group of girls had entered a Prep class in 2020.

Although the past years have been challenging, Cheder has striven to continue to deliver quality education throughout lockdowns and despite staffing absences. As the school continued to face the challenge of remote learning in 2021, the Cheder staff responded with creativity, ingenuity, and determination to provide the very best education for our students.

The Cheder is proud of the achievements of its staff and students and looks forward to further growth, development, and sustained high performance in all areas as the school builds its future.

VISION

Cheder Levi Yitzchok is an independent, private Jewish school, inspired and guided by the teachings of the Lubavitcher Rebbe. The school forms part of a worldwide network of institutions affiliated with the Chabad Lubavitch movement. We are dedicated to providing '**Chinuch Al Taharas HaKodesh**' for every child. Through their learning, prayer and social interactions, the students are imbued with Jewish and Chassidic values and guided to a faithful lifestyle of Torah and Mitzvos, illuminated by the teachings of Chabad Chassidus, and to selfless community service.

'Chinuch Al Taharas HaKodesh' means education which promotes G-D consciousness, faith and a spirit of holiness in all aspects of the school's curriculum and pedagogy, including general or secular studies.

MISSION

In a child-safe environment, Cheder Levi Yitzchok aims to offer education which:

- provides uncompromised holistic instruction (Chinuch) with a particular emphasis on Talmud, Halacha (Jewish law) and the teachings of Chabad;
- facilitates character development, Yiras Shomayim (reverence of G-d) and a passion for lifelong learning;
- addresses the spiritual, moral, cognitive, vocational, physical, social and communal dimensions of students;
- fosters a lifestyle of selfless devotion to others;
- assists each student to discover and develop his own unique strengths;
- supports a happy, safe, inclusive and personally validating learning environment;
- operates in partnership with the parents and members of the CLY community;
- emphasises the role of teachers, who through role modelling reflect the values and ethos of Chabad philosophy;
- provides a wholesome environment shielded from the potentially harmful influences of some aspects of current society;
- upholds important Australian values and adheres to Australian curriculum requirements; and
- prepares our students to continue the cherished tradition of Jews as valuable and law-abiding contributors to Australian society.

Underpinning this, we aspire to contribute to, and accelerate, Moshiach (the coming of the Messianic Age), described by Maimonides as an era in which the sole occupation of mankind will be to know G-d, and a time when "we will grasp the knowledge of the Creator according to the full extent of human potenti

OBJECTIVES

Cheder Levi Yitzchok's goals are to be:

- focused on a clear identity associated with the Rebbe's wishes;
- a provider of excellent education: academic and life skills;
- a safe environment within a warm and dynamic community;
- a place which nurtures communal contributors;
- professional and systematic; and
- an employer of choice to attract and retain suitably qualified and skilled staff.

VALUES

- Ahavas Yisroel (love of our fellow and compassionate treatment of him, such as we would wish ourselves treated).
- Yiras Shamayim (reverence of the Almighty in all that we do).
- Selfless community service.
- Lifelong learning.



Professional Engagement

The Cheder employs staff of various backgrounds. Together they form a remarkable team of educators and administrative staff committed to creating meaningful learning opportunities for our students.

Efforts are made to induct staff who are unfamiliar with the Cheder community culture with its protocols and practices.

The Cheder staff, regardless of individual background or previous knowledge of the culture which underlies the school's mission, play an integral role in bringing the Cheder mission and values to life for the students.

In 2021 staff worked to improve curriculum programming, planning and implementation which resulted in clear benchmarks and goals to support our students in achieving their optimal results. Considerable effort was invested in our integrated studies program, which fuses government curriculum requirements with the school's mission for awareness of the Divine in all learning, collectively created and delivered by registered teachers and Rabbis.

COMPOSITION OF STAFF EMPLOYED AT THE SCHOOL

	Full-Time		Part-Time			
	Male Head Count	Female Head Count	Male Head Count	FTE	Female Head Count	FTE
Teaching Staff						
Principal	1	0	0	0	0	0
Teaching Staff	1	1	3	1.44	5	3.34
Non-Teaching Staff						
Specialist Support	0	0	0	0	0	0
Administrative and Clerical	1	2	1	0.50	2	1.28
Building Operations, Maintenance and Other Staff	1	0	0	0	0	0
TOTAL STAFFING	4	3	4	1.94	7	4.62

Note: Cheder does not currently employ any staff who identify as Aboriginal or Torres Strait Islander.

TEACHER QUALIFICATIONS, REGISTRATIONS

Name	Qualifications	Registration
Cotter, M	Diploma of Teacher (Primary) Graduate Diploma Special Education – Early Childhood Bachelor of Education	VIT
Glassman, S	Diploma of Judaic & Secular Studies Diploma of Teacher Training Bachelor of Education	VIT
Kazatsky, Y.	Bachelor of Arts (Psychology) Bachelor of Teaching (Primary) Grad Dip Early Childhood Teaching	VIT
Laine, M	VIT Permission to Teach	PTT
Linton-Smith, M	Bachelor of Education (Primary)	VIT (Provisional)
Lorenz, C	Bachelor of Disability Studies Graduate Diploma of Primary Education	VIT
Platkowski, N	Bachelor of Education (Primary)	VIT
River, S	Bachelor of Education (Primary) TESOL Certificate, London UK Certificate in Positive Psychology	VIT
Sabbach, B	Diploma of Childhood Education	VIT
Stott, D	Bachelor of Ministry Master of Teaching (Primary)	VIT
Y Rosenfeld		VIT
Withers, M	Diploma of Primary Teaching Bachelor of Education	VIT

PROFESSIONAL DEVELOPMENT

Cheder values re-investment in our staff through professional development, which included the following during 2021:

- BSB40520 Certificate IV in Leadership and Management
- Child Protection Training 2021 - CompliLearn
- Cooperative Learning Workshop – Kanga Australia
- First Aid & Anaphylaxis Training – Hatzola
- Mandatory Reporting – Sarah Dunn, ISV
- Mandatory Reporting and Other Obligations – Dept of Education
- Principal Executive Network – Residential Program
- Teacher Mentoring - Menachem Foundation
- Toe by Toe Literacy Program - Reading Connections
- Various ISV Professional Development Sessions
 - HR Conference
 - New Business Managers Program

Student Outcomes

At Cheder we strive for each individual to grow and thrive personally and academically. Through their learning, prayer and social interactions, the students are imbued with Jewish and Chassidic values and guided to a faithful lifestyle of Torah and Mitzvos.

STUDENT CHARACTERISTICS

In 2020 Cheder achieved registration as a co-educational school. In 2021 Cheder consisted of a girls' Foundation and Year 1 Class totaling 31 students and a boys' program that operated across Foundation to Year 8 with 100 enrolments.

Total student enrolments across the school in 2021 were 131 students in years Foundation to Year 8.

NATIONAL ASSESSMENT PERFORMANCE

The National Assessment Program – Literacy and Numeracy (NAPLAN) is administered by the Victorian Curriculum Assessment Authority (VCAA) for students in all states of Australia in Years 3, 5, 7 and 9 to provide a measure of student numeracy and literacy on an annual basis.

As a result of Covid related restrictions in 2020, NAPLAN testing was cancelled Australia wide.

The percentage of Cheder's students who achieved at or above the National Minimum Standards, i.e., performing at levels at or higher than expected for that year level, in the NAPLAN testing over the previous three years is represented below.

	Reading	Persuasive Writing	Spelling	Grammar / Punctuation	Numeracy
2021					
Year 3	100	100	100	100	100
Year 5	100	93	86	100	93
Year 7	100	93	87	93	100
2020					
No testing undertaken due to Covid-19					
2019					
Year 3	80	100	75	100	100
Year 5	92	85	90	100	100
2018					
Year 5	100	100	100	100	90
Year 7	100	100	100	100	100

STUDENT ATTENDANCE

Grade	Attendance
Preparatory (Boys & Girls)	91.97%
Year 1	90.21%
Year 2	88.25%
Year 3	90.84%
Year 5	87.46%
Year 6	80.82%
Year 7	85.02%
Year 8	79.53%
Average	86.76%

EXTRA-CURRICULAR OFFERINGS

Many of the school's extra-curricular offerings were unable to occur during 2021 due to Covid-19 restrictions, including the much-anticipated mid-year upper school camp and excursions school-wide.

Programs that did proceed included the following.

- Adass Israel Matza Tour
- Chesterfield Farm
- Double Sofer Incursion
- Farbrengens
- Melbourne Zoo
- Melbourne Observation Wheel
- Mornington Water Activities
- Proactivity – Sports Incursion
- Sports Group Fitness Sessions
- Sportzbuzz – Weekly Sessions



Health And Wellbeing

COMMITMENT TO CHILD SAFETY

Cheder has a commitment to Child Safety that disseminates from the School Advisory Board and throughout the organisation. This is supported by Cheder's Statement of Commitment to Child Safety:

*Cheder Levi Yitzchok is committed to the **safety and wellbeing** of all children. The primary focus of our care and decision-making will be to protect every child from harm including all forms of abuse. Cheder Levi Yitzchok has a zero tolerance for child abuse. Cheder Levi Yitzchok is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard.*



Feedback From Key Stakeholders

Cheder is committed to continuous improvement and understands and appreciates the importance of feedback from our key stakeholders in our development. The feedback and views of our stakeholder groups are regularly sought through a range of mechanisms.

PARENT/STUDENT FEEDBACK

Feedback from parents is obtained through regular email communication between teachers and parents, Bi-annual Parent-Teacher interviews, information nights, and many extracurricular programs and events that allow parents to interact with school staff on a regular basis.

Our permission forms for events and excursions offer opportunity for comment, and our families often include mention the warmth and care of our staff and our approach to caring for the individual needs of every student.

As a small school, the principal and his team are accessible to families, providing opportunities for ad-hoc communication and feedback.

Students have opportunity to provide feedback during their school sessions, in individual student and teacher meetings, and when engaging with our leadership team.

*“Dedication of the school to **follow the Rebbe's teachings** and give this passion to the students.”*

*“Devotion of teachers for **each child's** emotional and academic growth.”*



TEACHER FEEDBACK

Regular whole school and departmental meetings are held, providing avenues for staff to provide feedback on curriculum, student management and processes across the school. The Cheder has an open, warm, and cooperative culture which supports staff in providing constructive feedback to help achieve improvement.

*“.. **support for each** other is wonderful. Nothing is too much to help each other out. Feedback is given kindly with clear expectations for improvement.”*

Throughout the year staff are invited to meetings with their direct manager and are provided with opportunity to discuss issues relating to their role and experiences. This includes what is important to them, how supported they feel in their roles, their job satisfaction and whether they would recommend Cheder to their friends as an employer of choice. Staff have identified self-fulfillment and a healthy atmosphere to be essential characteristics for job satisfaction, with recognition and acknowledgement being good to have, but less important. The vast majority of staff feel very satisfied working for Cheder.

Exit interviews provide staff who are leaving the school with the opportunity to provide feedback on the reasons for their departure and to share observations about their time on staff. Feedback is shared with the Principal and the Executive Committee for consideration as to how potential improvements could be made.

*“Common goal amongst everyone.
Kodesh and Chol staff working together. **One team.**”*



Facilities Upgrade

In 2021, Cheder enjoyed substantial enrolment growth of 25% from 2020, which challenged the resources of the school. The premises at 12 Chapel Street were never intended to house both a Boys and Girls Program. However, the establishment of the Bnos Chana Program for girls was driven by Cheder families seeking a learning program and school environment focused on the teachings of the Lubavitcher Rebbe, for their daughters.

The organic growth of the Cheder boys' school will require occupation of all the classroom spaces in the existing building by 2023. As a result, the primary goal in 2021 was the identification of a suitable new site to accommodate the Bnos Chana Program. This was achieved with the acquisition of an adjoining property at 94 Alma Road in October 2021 to accommodate the Bnos Chana school for girls.

In February 2022, a planning permit was granted for the renovation of the property's two heritage buildings to accommodate classrooms for Prep to Grade 4, and construction of a new building for Grade 5 and above. The new building will provide an assembly/indoor recreation and sport room, an art room, a kitchen facility, classrooms and a rooftop breakout space. This will enable enrolments in keeping with projected growth.

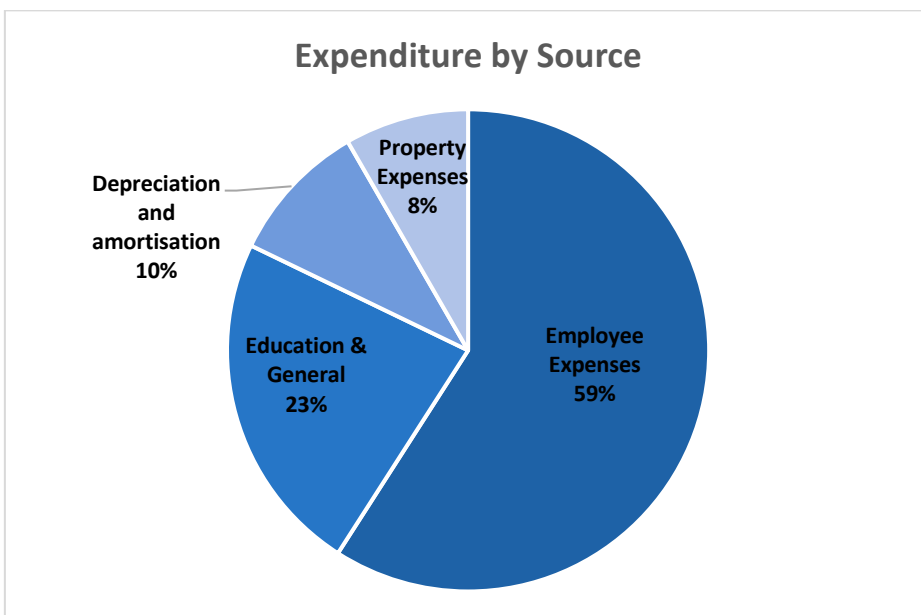
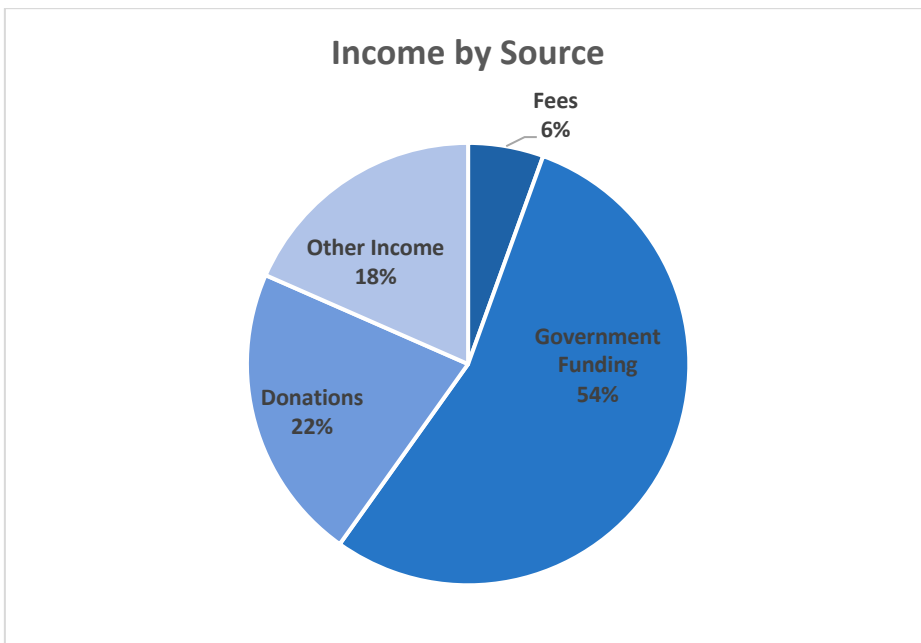
It is expected that the girls' classes, Prep to 3, will relocate to the renovated buildings during the second semester of 2023.



Finance

Cheder Levi Yitzchok Inc is a not-for profit organisation and is registered with the Australian Charities and Not-For-Profits Commission (ACNC). The School Advisory Board and Executive team adhere to relevant commercial business practices to manage the finances of the organisation in an effective and compliant manner. The School undergoes an independent annual audit to ensure that the financial management and governance of the School are maintained in accordance with the ACNC requirements. Any end of year surplus is applied to facility development and improvements to the educational offering.

These charts indicate sources of income and expenditure for the 2021 calendar year.



Cheder Charitable Funding

The Cheder seeks philanthropic funds from the community to enable the provision to the Chabad community of the best possible learning environment and facilities. The Cheder oversees the operation of the following Deductible Gift Recipient Funds and is grateful for any and all donations received.

Cheder Scholarship Fund

Established to award scholarships to students (or future students) of Cheder for the purpose of promoting the education of the recipients, on the basis of merit and equity.

Donations can be made to:

Account Name:	Cheder Scholarship Fund
Bank:	ANZ Banking Group
BSB:	013-606
Account No.:	2344-50987

Cheder School Building Fund

Established and maintained to provide financial support for the acquisition, construction and maintenance of Cheder's school buildings.

Donations can be made to:

Account Name:	Cheder School Building Fund
Bank:	ANZ Banking Group
BSB:	013-606
Account No.:	2252-41446

Cheder Public Library Fund

Established to operate the Cheder Public Library.

Donations can be made to:

Account Name:	Cheder Public Library Fund
Bank:	ANZ Banking Group
BSB:	013-606
Account No.:	3071-15814

