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Cheder
חינוך על טהרת הקודש



Annual Report

For the Year Ended 31 December 2025

Cheder Levi Yitzchok Inc.

ABN 63 423 263 810

INTRODUCTION

From The Principal

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.

During the 2025 school year, Cheder Levi Yitzchok continued to strengthen and develop its operations under the leadership of the Heads of School: Rabbi Menachem Cohen for the boys' stream at Cheder Levi Yitzchok, and Rebbetzin Chaya Winner for the girls' stream at Bnos Chana.

Throughout 2025, the school remained actively engaged in ongoing compliance, governance and school improvement work. This included continued refinement of policies, procedures, reporting pathways, curriculum documentation, student support processes and safety practices. The school also continued to strengthen its approach to child safety, including training and awareness for staff, students, parents and school leadership.

In response to heightened safety and security concerns affecting the broader Jewish community, the school also reviewed and strengthened a number of practical security measures during the year. This included further attention to site access, communication procedures and additional security support, including the use of guards at key times where required. The Bnos Chana fence was also replaced.

The education sector continues to face significant challenges due to the ongoing shortage of qualified teachers. As a small religious school, Cheder experiences these pressures acutely, particularly when seeking staff who align with our values and educational mission. Despite this, our permanent teaching staff, aides, administration team and casual staff have shown strong commitment, flexibility and care. We sincerely thank them for their ongoing dedication to the students and to the broader Cheder community.

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In the Cheder boys' learning stream, Rabbi Mendel Cohen and Rabbi Yehoshua (Shua) Laufer continued in their leadership roles as Head of School and Head of Learning. Together with the teaching team, they continued to strengthen both the Kodesh and General Studies programs, with a focus on clearer curriculum

structure, stronger classroom routines, improved student engagement and a more consistent approach to assessment and reporting.

A key area of development in 2025 was the expansion of streamed learning across the High School Kodesh program. This allowed students to be placed more appropriately according to their learning level, skills and readiness, while still maintaining high expectations and a strong focus on growth. The school also continued to refine its approach to ongoing periodic reporting, with the aim of giving parents clearer and more regular insight into student progress.

Cheder Levi Yitzchok continued to strengthen and enrich its curriculum through several key initiatives:

- Expansion of streamed Gemara learning across the High School Kodesh program, supporting more targeted instruction and student growth.
- Continued development of the Chumash curriculum, with a clearer and more scaffolded approach to skills, comprehension and independent learning.
- Continued implementation of the UFLI literacy program in the early years, supporting decoding, fluency and early reading development.
- Ongoing refinement of the Maths scope and sequence, improving continuity and alignment across year levels.
- Further development of the Integrated Studies curriculum, bringing together Geography, History, Civics and Citizenship into a more connected learning program.
- Ongoing use of standardised testing and internal assessment to support data-informed teaching and student progress tracking.
- Continued strengthening of Yiddish and Chassidische cultural learning, giving students broader exposure to language, history and Jewish identity.

Beyond formal academic learning, the student experience was further enriched through a strong calendar of Chabad chagim, school events, excursions, incursions and hands-on learning experiences. The school also continued to improve the camp experience and wider student programming, including Shluchim initiatives and a student trip to New York to visit the Rebbe's Ohel and 770. These opportunities helped strengthen student connection, engagement, responsibility and pride in their Yiddishkeit.

The Head of Student Services continued supporting teachers with student wellbeing, learning adjustments and educational support resources. This work remains an important part of ensuring that students are supported appropriately and that teachers have the tools and guidance needed to meet a range of learning and wellbeing needs.

We remain committed to ongoing growth across all areas of the school, with a continued focus on developing enthusiastic and engaged learners, strengthening our Kodesh and General Studies programs, and maintaining a warm, safe and supportive environment for students, staff and families.

And, in Bnos Chana girls' learning stream, key curriculum and programme developments included:

- The launch of a targeted Chumash curriculum training programme for teachers in the younger year levels. This two-pronged training module focuses on strengthening teachers' Hebrew grammar and textual mastery, while also enhancing classroom teaching practices and methodology.
- Preparation for the 2026 introduction of Hebrew grammar as a stand-alone subject in Grade 6, aimed at enhancing students' textual skills and Hebrew language mastery as they develop their Chumash learning.
- A continued focus on developing and maintaining Kriah (Hebrew reading) skills, with marked improvement in accuracy and fluency evident across all year levels.
- Expansion of the Yiddish language programme, with students being introduced to language structures and basic vocabulary.
- Continued development of the SELM (Social Emotional Learning and Middos) programme. This programme runs on a two-year cycle, with 2025 marking Year One. Topics include understanding emotions, developing empathy, team-building, leadership skills, and taking responsibility for one's actions.
- Continued implementation of the UFLI literacy programme from Prep to Grade 2.
- Introduction of the Numicon Maths programme from Prep to Grade 2.
- Ongoing development of curriculum and resources for the new Grade 6 class, which will commence in 2026.
- Strengthening of resources within the Learning Enhancement programme, including increased support for assistants and ongoing collaboration with teachers to facilitate differentiated learning.
- Ongoing use of annual standardised testing to support data-informed instruction and effective tracking of student growth.
- A strong focus on creative development through drama, music, and performances within the school and for parents.

Beyond formal academic learning, the curriculum was enriched by:

- A vibrant calendar of Chabad special days and events, fostering joyful learning and meaningful connection to Yiddishkeit and tradition.
- A wide range of excursions, incursions, and hands-on learning experiences that contribute to student engagement and holistic development.
- Preparation for the 2026 launch of our yearly 2-week Swimming Programme, allowing students to develop their swimming skills in small groups

Facility improvements were focused on the Bnos Chana building, where extensive renovations transformed the upper floor into modern, light-filled classrooms, offices, and breakout learning spaces.

We remain committed to ongoing growth across all areas of the school, with a focus on fostering enthusiastic, engaged learners and a supportive environment where staff feel valued and fulfilled to be part of the Cheder community.

Sincerely,

Eliezer Kornhauser

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 potential."

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.



Cheder Levi Yitzchok Staff

TEACHER QUALIFICATIONS, REGISTRATIONS

All teaching staff at the Cheder Levi Yitzchok registered school hold teaching qualifications recognised by the Victorian Institute of Teaching. Many of our teaching team hold additional qualifications in related areas such as psychology, learning disorders and Jewish Studies.

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	3	2	1	0.8	8	5
Non-Teaching Staff						
Specialist Support	0	0	0		3	1.7
Administrative and Clerical	0	3	0	0	3	2
Building Operations, Maintenance and Other Staff	0	1	2	1.7	0	0
TOTAL STAFFING	4	6	3	2.5	14	8.7

Casual Staff are excluded from the above table.

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

PROFESSIONAL ENGAGEMENT

The Cheder staff group comprises a remarkable team of educators, support staff and administrative staff committed to creating meaningful learning opportunities for our students.

The school has an induction program for staff who are unfamiliar with the Cheder community culture, its protocols, and practices.

Regardless of individual background or previous knowledge of the culture which underlies the school's mission, all staff play a part in bringing the Cheder mission and values to life for the students.

Throughout 2025, the school continued to develop its integrated studies program, seamlessly combining government curriculum requirements with its mission to foster an awareness of the Divine throughout all learning. The program is collaboratively designed and delivered by Rabbis and registered teachers.

PROFESSIONAL DEVELOPMENT

Cheder is committed to fostering a culture of continuous professional growth and development for all staff. Recognising that each staff member brings unique strengths, experience and professional aspirations, the school provides a range of development opportunities designed to support both individual growth and the strategic priorities of the school.

Professional learning is informed by regular performance and development discussions, feedback and ongoing communication. Throughout the year, staff participated in a variety of learning opportunities, including in-house workshops, external conferences, mentoring, professional networks and online learning. Collaboration and the sharing of effective practice are actively encouraged, supporting a culture of continual improvement that strengthens teaching, leadership and student outcomes.

Cheder values empowerment of our staff through professional development, which included the following during 2025:

- Child Protection Training 2025
- First Aid & Anaphylaxis Training – Hatzola
- Mandatory Reporting and Other Obligations – Dept of Education
- UFLI Literacy Instruction
- Various ISV Professional Development Sessions
- New Business Managers Program
- Child Safe Standards including Ministerial Order 1359
- Privacy Law – Implications for schools
- Dyslexia SPELD training
- ADHD training
- AI and the impact on school environments



Student Outcomes

At Cheder we strive for each student to grow and thrive spiritually, emotionally, 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.

The school continues its focus on an integrated program of learning, which fuses Torah learning with the Victorian curriculum requirements.

STUDENT CHARACTERISTICS

Total student enrolments across the school in 2025 were 169 students in years Foundation to Year 10.

In 2025 Cheder consisted of a girls' program operating from Foundation to Year 5 totalling 77 students, and a boys' program that operated across Foundation to Year 10 with 92 students.

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. It is imperative all Cheder children sit the NAPLAN test as it is part of our reporting practices.

The NAPLAN assessment is a snapshot of each child's results in one given test per curriculum area. Whilst NAPLAN results are informative, we prefer to assess our children on a whole range of activities. We have a diverse range of learning styles and capabilities and we strive to cater to all needs by using multiple intelligences to guide our teaching.

The percentage of Cheder's students who achieved at or above the National Minimum Standards, i.e., performing at or higher than expected standards for that year level, in the NAPLAN testing in 2025 is represented below. The 2025 test was performed on paper.

Note there was no Year 5 class in 2024.

Note there was no Year 9 class in 2023 or 2025.

	Reading	Persuasive Writing	Spelling	Grammar / Punctuation	Numeracy
2025					
Year 3	94	94	88	82	81
Year 5	95	75	67	81	90
Year 7	81	31	50	62	93
2024					
Year 3	95	72	60	48	72
Year 7	70	50	40	70	90
Year 9	66	60	71	71	85
2023					
Year 3	79	80	63	63	72
Year 5	69	38	67	50	71
Year 7	66	67	90	80	80



STUDENT ATTENDANCE

Our school takes a comprehensive approach to managing student absence, leveraging technology to streamline the process. All attendance is diligently tracked in our school management system. Absences predominantly arise due to illness, injury and family commitments. In the case of extended absences, we proactively query parents to gain insight into the reason for the absence and as necessary, to provide support. Additionally, we emphasise the importance of proactive communication from parents by reminding them to notify us in advance via email for any planned trips or absences.

By maintaining open lines of communication, we aim to maintain accurate attendance records, address prolonged absences, and ensure that parents are actively engaged in their child's attendance management. This approach fosters a collaborative partnership between the school and parents, promoting a positive and consistent learning environment for all students.

Grade	Attendance	Attendance including explained variances
Foundation	91%	96%
Year 1	91%	96%
Year 2	91%	96%
Year 3	90%	96%
Year 4	83%	92%
Year 5	89%	95%
Year 7	85%	90%
Year 8	80%	86%
Average	88%	94%

EXTRA-CURRICULAR OFFERINGS

Cheder Levi Yitzchok believes in providing a well-rounded education that extends beyond the traditional classroom setting. Our philosophy for identifying opportunities for culturally aligned extracurricular activities, including events, programs, incursions, and excursions, is centred around fostering experiential learning, creativity, and support personal growth through character development and social interactions. We actively seek out a diverse range of opportunities that cater to the varied interests and talents of our students.

These opportunities are carefully selected to inspire curiosity, expand horizons, and provide students with valuable life experiences outside the classroom. By embracing an holistic approach to education, we strive to empower our students to discover their passions, build resilience, and develop a curiosity that will serve them throughout their lives.

Program offerings during 2025 included the following:

- Kew Traffic School
- Collingwood Children's Farm
- St Leonards Shabbaton
- Fire Department Visit
- Fruit Picking Excursion
- Science Incursions
- Hatzolah Incursion
- Bee Incursion
- Bakery Excursions
- Sports Days



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 the school's children. The primary focus of our care and decision-making will be to protect students from harm including 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.*

STUDENT HEALTH AND WELLBEING

Cheder Levi Yitzchok prioritises the health and well-being of students and staff. We provide support to students, addressing their social, emotional, and academic needs. Regular communication is maintained to keep staff, parents and students updated on policies and important information. We organize student wellbeing sessions, creating a safe space for students to express their concerns and seek guidance. Additionally, we actively encourage and value feedback from both students and staff, providing opportunities to recommend enhancements to our programs. By fostering a caring and inclusive environment, we aim to ensure the holistic wellbeing of our school community.



STAFF

Cheder Levi Yitzchok places great importance on the health and wellbeing of our staff. We understand that staff wellbeing directly impacts their ability to support our students effectively. To support our staff, we have an induction process, followed by scheduled regular team meetings and a planning day at

the start of term, providing a platform for collaboration, sharing ideas, and addressing any concerns. We also hold appreciation events to recognize and celebrate their hard work and dedication. Moreover, we prioritise their wellbeing by providing avenues for seeking support, such as open conversations with a manager or colleague. Additionally, we offer professional development opportunities that focus on balancing the role of an educator, promoting work-life balance, and self-care strategies. By investing in the wellbeing and professional growth of our staff, we ensure a supportive and thriving learning environment for both our educators and students.

Feedback From Key Stakeholders

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



PARENT/STUDENT FEEDBACK

Feedback from parents is obtained informally 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 periodic basis.

Permission forms for events and excursions offer opportunity for comment, and our families often include mention of 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 opportunities to provide feedback during their school sessions, in individual student and teacher meetings, and when engaging with our leadership team.

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, and cooperative culture which supports staff in providing constructive feedback, which helps school leadership to make improvements where applicable.



The year staff are periodically 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-fulfilment 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.

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

Facilities Upgrade

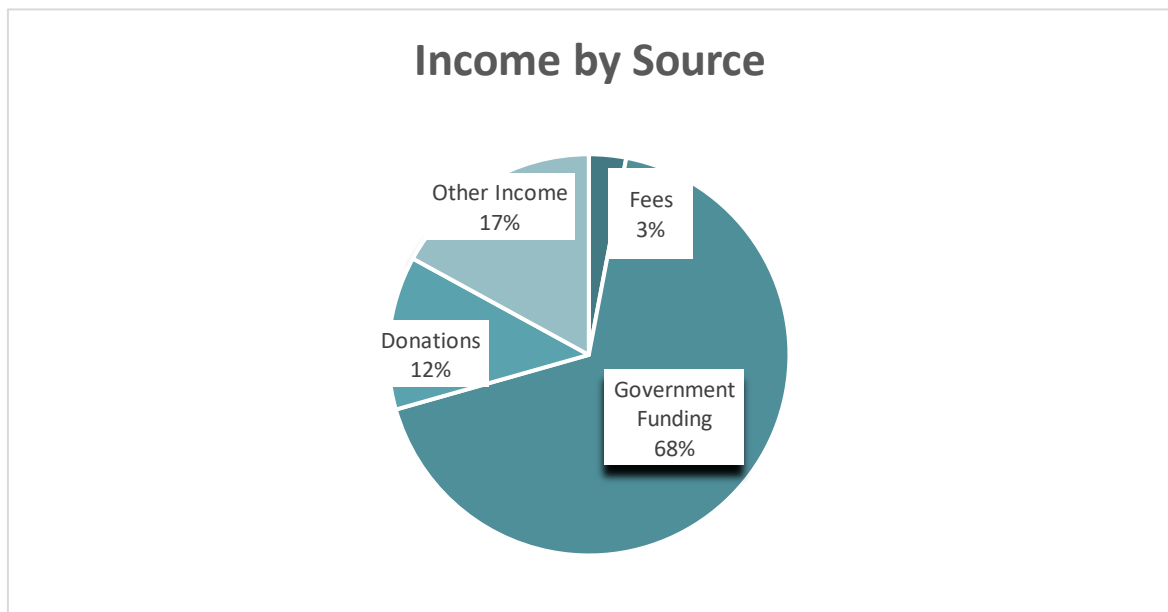
An extensive renovation was nearing completion in late 2025, to transform the first floor of Bnos Chana into 4 classrooms, with additional offices and meeting spaces. The renovation captured the historic elements of the building, adding modern classroom amenities such as electronic whiteboards and energy efficient LED lighting, with calming views across Alma Park from the eastern facing classrooms. A new security fence was installed around the Bnos Chana property, in a similar style to the 12 Chapel St fence, providing enhanced security for the property.



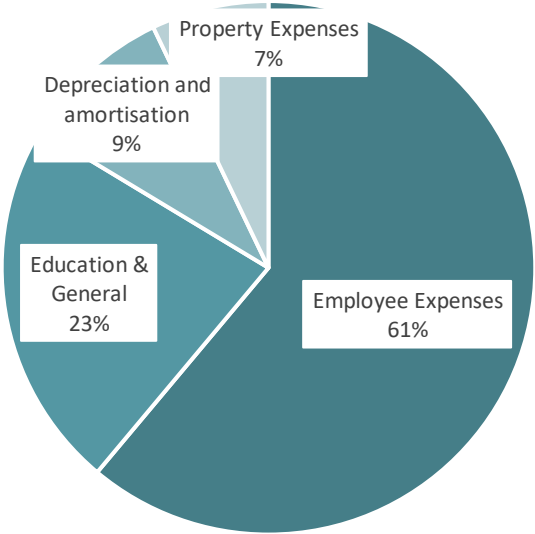
Finance

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 Leadership 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 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 2025 calendar year.



Expenditure by Source



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