



# Yeshiva College Cheder Chabad

ABN 14 129 848 595  
36 Flood Street (PO Box 18) Bondi NSW 2026, Australia

## YESHIVA COLLEGE CHEDER CHABAD ANNUAL REPORT 2020



## Table of Contents

	Page
<b>A message from the Executive Director</b>	3
<b>A message from the Principal</b>	4
<b>School profile</b>	6
<b>Student outcomes in standardised national literacy and numeracy testing</b>	7
<b>Student performance in state-wide tests and examinations and Senior secondary outcomes</b>	8
<b>Professional learning and teacher standards</b>	9
<b>Workforce composition</b>	10
<b>Student attendance and management of non-attendance</b>	11
<b>Post-school destinations</b>	13
<b>Enrolment policies and characteristics of the student body</b>	14
<b>School policies</b>	17
<b>School determined improvement targets</b>	18
<b>Initiatives promoting respect and responsibility</b>	19
<b>Parent, student and teacher satisfaction</b>	20
<b>Summary of financial information</b>	22

## Message from the Executive Director

This year provided many challenges for the College community, but also showcased what a united and supportive community we are part of. To have our looming fears about the spread of COVID become realised, quickly transfer to remote learning and then thrive with our learning shows the flexibility and strength of Yeshiva College Bondi.

Assisting us with this once in a lifetime situation was the appointment of our new Principal and CEO, Mr Duncan Kendall. Mr Kendall over the last 2 decades taught at Trinity Grammar School and then The Scots College. At Scots, Mr Kendall commenced as a classroom teacher, and then took on various leadership roles over the years culminating in the last position of Assistant Head of Prep.

Despite all of the events, at Yeshiva College we still strive to provide the best Jewish and secular education. Our updated and flexible learning spaces also allow for our students to concentrate on their learning and reach our goal of providing the best Jewish and Secular education.

I thank the staff at Yeshiva College for their endless commitment and dedication. They have worked extremely hard to ensure that the students are engaged in their learning and holistic growth. I also thank the parents for their faith and confidence in the school's ethos and assistance in our various events.

A special thank you to our patron and life-governor Mr Harry O. Triguboff AO, wishing him good health and continued success.

Yeshiva College continues to have engaging space for students to learn in and be immersed in rich educational experiences. We continuously strive to reach the standards set for us by our dear Rebbe who's teachings continue to be our guide

Regards

Rabbi Dr Dovid Slavin



## Message from the Principal

First of all, I must thank my college staff and community for their patience and understanding in 2020 as we all responded to this once in a lifetime experience. I have been overwhelmed by the sense of community and support since starting at Yeshiva. This very sense of community has proved to be our best asset and tool to overcome the challenges that have occurred and will present themselves possibly moving forward.

At Yeshiva College we are proud that we were able to be crucial partners during this time. The school's first responsibility is the wellbeing and pastoral care of our children and the need to feel comforted and loved is still crucial. How students felt during this time will stay with them long after the memory of what that they experienced during semester one is gone.

Our college strives to deliver a world class Jewish Education based on the strong foundations of the Torah. We also promote excellence in education and a love of lifelong learning in the 21st century world, an essential blend for nurturing remarkable young Australian Jewish leaders who will serve the Chabad cause at home and internationally. A high priority for our college is the identification of students' learning styles, and how best to inspire and support their learning by implementing specialised programs. A range of specialised teaching methods have been introduced this year to ensure we develop students' skills and prepare them to participate in a rapidly changing world, which will allow them to contribute to Australia's future development and prosperity. Our school has a strong focus on supporting the learning of students with unique needs, implementing effective individual learning programs designed to cater for the specific needs of the child.

Our purpose is to ensure children learn, grow, question, and discover the amazing world around them in the best environment possible established upon a strong Torah foundation. To create this environment, developing and supporting their teachers and leaders is critical. For staff to be active role models in the process of being a lifelong learner is so powerful to our students. As learning is an appetite, we are dedicated to ensuring each staff member feels successful, capable, and celebrated as they engage in this journey. Evidence of this has been upskilling and implementing a new knowledge base at Yeshiva College Bondi –

1. Foundational understanding of a Culture of Thinking / Inquiry-Based learning
2. Using Emotional Intelligence (EI) in everyday teaching (PDHPE 'Mood Meter' from Daniel Goleman to help students with their increased emotions/developments).
3. Inquiry based learning in teaching programmes (Maths Problem Solving introduced into our Mathematics teaching for the first time).
4. Pastoral Care methods of Peer Mediation, Shared Concern and Restorative practice.
5. Framework and implementation of Seven Steps to Writing Success (NAPLAN preparation for 2021)

Term 4 also allowed for us to experiment and enjoy our journey with Experiential learning. Experiential learning, as the name suggests, is the process of learning through experience. Experiential learning theory was originally proposed by psychologist David Kolb who stressed how experiences influence the learning process for the better. Kolb defined experiential learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming the experience."

Now more than ever, it is crucial that Yeshiva integrates new learning techniques to help prepare our students for the future they will encounter. Rote and didactic learning styles have ruled the education system since the industrial revolution. With both these approaches, the child plays a relatively passive role in the learning experience and does not ensure a positive outcome. Over the years, experiential learning has proven through research to have a wide range of benefits that contribute to a child's development.

1. Students can better grasp concepts
2. Students have the opportunity to be more creative
3. Students have the opportunity to reflect
4. Students' mistakes become valuable experiences
5. Teachers have observed improved attitudes toward learning

Learning Experiences from Term Four included -

1. Years 4 - 8 went on a History excursion to see the city and how Sydney has developed over time. This was for our History Unit where we have been looking at how significant individuals, groups and events contributed to changes in our community over time. This was experienced first-hand when we explored the Queen Victoria Building, Strand Arcade and Hyde Park Barracks. This assisted in development of their skills of historical inquiry and communication.
2. Years 2 - 9 students enjoyed healthy activity when trained in Krav Maga Self Defence over a 3 week period.
3. Toon Creations - Expert illustrator and Graphic Design specialist showcasing how to create different illustrations for Creative Arts.
4. Chanukah themed week where we designed Chanukah themed Candle Decorating, designed and created a label for a Chanukah Olive Oil bottle and Mesivta boys conceived, planned, organised and hosted their own Chanukah Dinner with speakers and live music organised. This involved the businesses and people they serve Jewish Outreach to whilst on Mitzviom

If we can improve and make achievements such as these in a unique year such as 2020, the year 2021 will offer many wonderful opportunities.

Mr Duncan Kendall



## **School Profile**

Please see the link: <http://www.myschool.edu.au/>

Website: <https://yeshivacollege.nsw.edu.au/>

Yeshiva College offers a Torah-centred curriculum. The General Studies program is taught to a high standard in line with the NESA syllabus outcomes. All learning is presented within a Jewish framework. The school operates on an extended daily timetable to allow sufficient time to satisfy NESA curriculum requirements.

The school follows Jewish Chassidic Orthodox traditions, ethos and practice. The school has a boys' department separate from the girls' department; the school participates in many community programs to encourage other Jewish people to connect to their Jewish heritage. The behaviour management system is based on Torah values. This system guides a person to refine and govern his or her every act and feeling through wisdom, comprehension and knowledge.

The parent body is composed of Rabbis, Jewish Community leaders and other community members who want their children educated at a very high standard of Jewish education. The majority of students live in Sydney's Eastern Suburbs.

Throughout the year, the students plan events, offer presentations and provide support to many Jewish community centres, displaying and strengthening their leadership qualities.

Yeshiva College strives to achieve a high standard of education that encumbrances the cultural and religious heritage of the students and orthodox parents/community, while achieving a high standard of NESA expectations.

BS"D

## **Student outcomes in standardised national literacy and numeracy testing**

Due to COVID-19, NAPLAN testing did not occur in 2020.

## Student performance in state-wide tests and examinations and senior secondary outcomes

Yeshiva College Primary, for years K – 10 is a Registered but not Accredited School. Yeshiva College students are not eligible to sit for the NSW Record of School Achievement (RoSA) or the Higher School Certificate (HSC). The parents are informed of this fact at the point of Enrolment, in Annual Reports, in annual emails or in newsletters and curriculum documents.

## Professional learning and teacher standards

Yeshiva College staff includes teachers at the following levels of qualifications delivering the KLA outcomes:

<i>Level</i>	<i>Number of staff</i>
(i) Having teacher education qualifications from a higher education institution within Australia or as recognised within AEI-NOOSR guidelines 5	5
(ii) Having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications 4	2
(iii) Not having qualifications described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 and as a 'teacher' during the last five years in a permanent, casual or temporary capacity	1



## Professional Learning 2020 (K-10)

Activity
Online Child Protection Awareness Training course (NSW Govt, Dept of Education)
Professional Development presentation with Rabbi Gourarie on Positive Discipline
Kaizen method presentation by Mr Kendall - to improve our everyday practices and call out inefficiencies in any of our procedures. Differentiation / Powerful reflection / annotation - The power and purpose and not just a compliance practice.
Different pastoral strategies by Mr Kendall - <ol style="list-style-type: none"> <li>1. Resortration - Peer Mediation Method: Used for tension / misunderstanding between students.</li> <li>2. Shared Concern method - Deal with pastoral care issues in a sensitive manner and where there may be a power imbalance.</li> <li>3. Difficult Conversations - To encourage a constructive and transparent staff, we learnt and modelled the strategies of managing difficult communication scenarios</li> <li>4. Daniel Goleman's Emotional Intelligence - Helping students manage their emotions and anger.</li> </ol>
To prepare for remote learning during COVID lockdown -  <b>MrNorth</b> - <i>Google Website design, implementation and maintenance for Remote Learning and further differentiation moving forward.</i> <b>Rabbi Daddon</b> - <i>Using ZOOM calls to benefit your teaching practice.</i> <b>Mr Morris</b> - <i>Alternative technological platforms we can introduce / integrate to our sites.</i> <b>Rabbi Deray</b> - <i>Creating and distributing Videos/MP4's for our students + possible forum chats.</i> <b>Mr Kendall</b> - <i>Professional Excellence and Broken Windows Theory.</i> <i>- Inquiry learning tools, Harvard University Thinking Routines.</i> <i>- Effective annotating for differentiation and responding to students needs / interest and effective / immediate feedback</i>
Individual weekly Programming and Resource Sessions
Registration Requirements for all Schools – Principal & Head of Curriculum
Child Protection Training by EduCARE
Staff meetings to plan, collaborate and share resources and ideas
Curriculum Registration Requirements – Head of Curriculum
Welfare Sessions on strategies for individual student improvement plans with AIS consultant – all Staff
Jewish Studies Curriculum planning meetings – Head of Department

## **Workforce composition**

<http://www.myschool.edu.au/SchoolProfile/>

The workforce at Yeshiva College comprises 7 staff members who are responsible for delivery of the NSW Education Standards Authority Key Learning Areas Outcomes. We also employ other practitioners who deliver Jewish Studies classes.

The proportion of full time staff retained in 2020 was 90%

0% of our staff are of indigenous descent.

## Student attendance and management of non-attendance

Student attendance rates in the year **2020** are listed in the chart below:

Year Level	Male Attendance Rate %	Female Attendance Rate %
<b>Kindergarten</b>	95	94
<b>Year 1</b>	95	76
<b>Year 2</b>	95	92
<b>Year 3</b>	N/A	N/A
<b>Year 4</b>	98	96
<b>Year 5</b>	93	86
<b>Year 6</b>	93	N/A
<b>Year 7</b>	N/A	89
<b>Year 8</b>	96	93
<b>Year 9</b>	90	N/A
<b>Year 10</b>	N/A	N/A
<b>School Overall 2019</b>		91
<b>School Overall 2018</b>		90
<b>School Overall 2017</b>		89

### Management of non-attendance – Unexplained Absence

Unexplained absence is where a student has been absent without a note prior or after the absence from a doctor or a parent. When a child has had unexplained absences for 30 days out of 100 the following procedure is required:

Reception will notify the Principal in writing immediately once the absence exceeds 20 days out of 100. The Principal will then undertake the following steps:

- a) Contact the parent/guardian by phone
- b) If unsuccessful send email to parent/guardian
- c) If contact is successful the Principal will begin discussion and seek to identify issue/s that are causing absence so that the correct policy can be implemented to rectify the problems.
- d) Should a student be absent for more than 30 days in 100, the Principal will access the Keep Them Safe website (on [www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au)) and determine whether a report is required.

### Management of non-attendance – Unsatisfactory Absence

Parents are responsible for the regular attendance of students at school. Principals and school staff, in consultation with students and their parents, will attempt to resolve problems of non-attendance.

A student is considered to have an unsatisfactory school attendance when they have:

- regular absences without explanation (despite follow-up from the school)
- regular absences and explanations provided by parents are not accepted by the Principal, or
- extended periods of absence without an explanation or the explanation is not accepted by the Principal. An extended period of absence may be consecutive or irregular patterns of non-attendance

Should a student be identified as having unsatisfactory school attendance the first point of resolution is for the Principal to contact the parents/guardian by phone to resolve the issue. If this does not create a positive result the following actions may take place as decided by the Principal:

- Meeting with student and parents
- Development of an attendance improvement program with the student and parents
- Referral to a counsellor
- Requesting and sharing information and working collaboratively with other government and non-government agencies

In managing attendance concerns consideration should be given to whether the pattern of unsatisfactory attendance may be on its own or with other risk factors impact on the safety, welfare or wellbeing of the student. In this instance, contact will be made with Family and Community Services.

Unsatisfactory attendance is defined in two ways – continued late arrival to school and continual absence. If a student arrives at school after 10.00am 3 days in a row the administrative officer will notify the Principal. The Principal will then contact the parent/guardian to discuss the situation and see if resolution can be made or if further action is required.

If a student is ill for 3 days in a row the administrative officer will contact the family to obtain further information on the status of the student. This will be emailed to the Principal who will determine what follow up is required.

## Post-school destinations

We had 100% of our Year 10 students leave to enter further Torah learning and / or to do secondary or tertiary or VET studies locally or interstate.

These post-school destination figures are consistent with previous years.



## Enrolment policies and characteristics of the student body

### Characteristics of the Student Body

Yeshiva College will accept applications for enrolment from any family looking for an education based upon the specific teachings of Lubavitch, a Chassidic branch within Judaism. Yeshiva College Bondi caters to students whose families seek a very high standard of Jewish education. By achieving NSW Board of Studies Key Learning Area outcomes primarily through the teaching of Integrated Jewish Studies, the college provides higher quality and quantity of Jewish Studies than other schools in NSW.

We welcome and consider all enrollment applications. We process applications to the interview stage, at the discretion of the Principal, only after all enrolment forms have been completed and the payment of any enrolment application fee is received. Yeshiva College, within the parameters of our Chabad framework, complies with Government enrolment requirements.

At Yeshiva College, we believe that learning is enhanced when the values of the home and school are aligned and when home and school support each other. Therefore, Yeshiva College requires that all parents allow their child to engage in the full life of the school, with due consideration to the child's abilities and background. This includes spiritual, academic, physical, cultural, off-site and social events. Families (including grandparents) of new students are encouraged to enter fully into the life of the school through participation in school programs, events, excursions, camps and assistance plans, and through involvement in school activities as appropriate.

Yeshiva College values the richness of individual difference, justice and compassion, confidentiality, harmony between the needs / desires of children and the resources / context of the school, procedural fairness and the interaction of children with exceptional talent and those who experience learning challenges.

Enrolment of students relies upon considering the welfare of the whole school community, the school's ethos and the capacity of the school to cater for the individual needs of an applying student.

Applications from Aboriginal students will be processed in the same way as any other application. Students from different faiths are expected to attend all scheduled classes.

### Special Needs Applicants

The college will accept enrolment applications from students with special needs. These needs may be learning giftedness or challenge, physical talent or difficulty. As part of the enrolment process, the school will be forthright in indicating whether it is able to meet a child's needs. The assessment procedure for students with special needs will assist in understanding:

- The anticipated needs of the individual student throughout their schooling
- The anticipated resources and costs required to meet those needs
- The individual program required to meet those needs
- The school's capacity to provide those resources and individual programs
- The impact of meeting those individual needs on the existing class and school community

The school may not be able to meet the needs of all prospective students in the short or long term, and hence, may decline enrolment. Any decision of the school to decline enrolment is final.

### Enrolment Policies

Enrolment is at the discretion of the School Board. Maintenance of class sizes is at the discretion of the School Board. The Board has the capacity to accept students on pastoral grounds, even if the student does not fulfil all prerequisites. If there is no available position in a class, the child is placed on a waiting list. The school will contact parents promptly when a position arises.

Enrolment to Year K is subject to the minimum age of students as determined by the State Government or at the discretion of the School Board and subject to individual circumstances. The starting age for Year K students is five years old as at 30 June in the year of admission. All Year K applicants must be assessed

for requisite development and skills by a member of the Infants' educational team at Yeshiva College. A staff member meets with the prospective student to explore school readiness, literacy skills, numeracy skills, social skills, academic ability, areas of giftedness, special needs and a variety of other relevant issues. Exceptions to the starting age will be at the discretion of the school.

If there is a vacancy in a class, an offer of enrolment will be based on the following factors and always at the discretion of the School Board or its representatives:

- the applying student is from a family with a sibling who attends or has attended Yeshiva College Bondi;
- the applying student is from a family who is known as a member of the local Jewish community;
- the applying student is from another family who agrees to actively support the ethos of Yeshiva College.

Yeshiva College will, when possible, seek to accommodate those families for whom the school fees would impose a financial burden. Any requests for financial assistance, payment plans or fee relief will be made to the School Board at the time of application for enrolment. Applicants might be asked for immediate and regular proof of financial difficulty. The School Board's decision in these matters is final.

Yeshiva College reserves the right to terminate the enrolment of a student who undermines the school's ethos, engages in serious, unacceptable behaviour, repeatedly disrupts learning, jeopardises the welfare of other students (see Suspension and Expulsion Guidelines in the school diary) engage in activities which contravene Jewish law.

One term's notice in writing of intention to withdraw enrolment from the school is required. If not provided, a term's fees are required (or the proportion of the term in which notice is not provided before the withdrawal). A position will not normally be reserved for a student who leaves the school temporarily. Any changes to this procedure are at the School Board's discretion.

Advertising for enrolments may occur from time to time as needed. Any advertising will forthrightly and clearly declare the school's Lubavitch ethos.

Enrolment Requirements

All enrolment applicants must present:

- a completed Enrolment Application for each child
- the non-refundable Enrolment Fee per application
- each child's original birth certificate, immunisation records, copies of previous school reports (if applicable)
- the Marriage Certificate of parents
- enrolment in our before and after care programs
- the Centrelink Customer Reference Number (CRN) of the child, the CRN and birth date of the parent who is linked to the child at Centrelink (Human Services).

In addition, all applicants are required to contact Centrelink regarding assessment and registration for any relevant government child care benefits for their child(ren) attending Yeshiva.

Our printed enrolment information includes required enrolment details, agreement to enrol the student simultaneously to the Before and After School Care programs at Yeshiva, guidance information about our school, (such as books and supply list, uniform code, etc.) and about beginning school (for Year K applicants). In order for the application to be considered, the non-refundable Enrolment Application fee must accompany the application.

Permission for the school to consult third parties regarding a child whose family is applying for enrolment will be sought in writing with due consideration to discrimination, privacy and other relevant laws.

Parents may appeal the decision to decline enrolment by lodging a written appeal with the School Board. The School Board's decision is final.



## **School policies**

School policies are upgraded and revised on the agreed upon timeframe. Seldomly, policies are updated at an earlier time to align with new legislation or to clarify old guidelines.

College Policies for Enrolment, Student Welfare, Anti-Bullying, Discipline, Child Protection, Privacy, Parent Code of Conduct and Complaints and Grievances are available in soft and hard copies at the College office.

### *Student Welfare / Discipline*

At Yeshiva College, we consider it a big part of our mission to train students in self-mastery and about making good choices. We also highly value teaching good communication skills.

Our behaviour philosophy at Yeshiva is based on the Lubavitcher Rebbe's Discourse called, Principles of Guidance and Education, which advocates empowering students with the skills and knowledge to lead their lives in a responsible, mature and moral manner.

### *Anti-Bullying*

At Yeshiva College, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and students, staff and parents all share a responsibility for preventing it from occurring.

This policy builds on the Yeshiva College's Safe and supportive Environment Policy and Behaviour Management and Discipline Policy to provide clear procedures and strategies to prevent, reduce and respond to bullying.

### *Complaints and Grievances*

Yeshiva College's Complaints and Grievances Policy describes the expected procedure for complaints of parents, staff and students. All complaints and grievances are treated with Procedural Fairness.

## School determined improvement targets

In our Annual Report of 2019, we set targets (listed in the column to the left in the chart below). The right column gives a comment about the progress since then.

School Determined Improvement Targets	In Progress
Work with AIS School Improvement Team to determine school priorities	Ongoing
Ongoing Teacher training	Ongoing
Upgrade the library to become a resource centre and an area of learning and a place to develop the enjoyment of reading and exploring knowledge.	Ongoing
Upgrade Scope and Sequence documentation across all areas of learning	Ongoing
Complete upgrade of onsite facilities	Substantially Completed

In the coming year, the goals we aim to achieve along with finalising the above goals are as follows:

School Determined Improvement Targets
Increase Professional Development of Staff & hiring additional NESA accredited teachers.
Upgrade of Physical Barriers, Security Lighting, CCTV, Swipe Access Control and Armed guards.
Strategic Plan to Increase School Pride and Increase Number of Students
Quality Improvement and Development plan for Writing Skills & ITC literacy.
Enhance ITC literacy and resources.

## **Initiatives promoting respect and responsibility**

A 'student of the week' award is presented to students who display respect towards peers, teachers and environment and for overall diligence and punctuality and acknowledged at weekly assemblies. Annual awards include 'Role Model of Good Middos', awarded to students who excel in good character traits, especially kindness and respect.

Our vibrant Tzivos Hashem Program has progressed in quality and student participation. New additions include a large screen in the foyer, which displays promotions and updates for Tzivos Hashem, an electronic scanning station where students can scan their cards which they receive from teachers for kind behaviour and for fulfilling daily missions, which promotes self-motivated learning and responsibility.

A middos tovos initiative was introduced in various classes which encourage positive speech, positive outlook and care for each other, promoting mutual kindness and respect. The students grade themselves and earn stickers and prizes.

The senior students mentor the younger students to learn leadership skills. They also role model mature behaviour.

Our students are also called upon often to go out in the wider community to offer religious services like blowing the shofar on Rosh Hashanah as well as reading the megillah on Purim. The high school students produce a quality weekly magazine on the Parsha of the week, as well as a few interesting stories. These are distributed to Jewish Businessmen and businesses weekly, enabling Jewish pride and traditions to be spread to the wider Jewish community. Students regularly go to visit hospitals and old age homes to cheer up the residents and patients with Jewish songs and activities. They also help to prepare, cook and pack parcels for the wider community at Our Big Kitchen and volunteer at Chabad Houses with events. These activities educate and model students on how to think of others and use their talents, skills and resources to assist others.

## Parent, student and teacher satisfaction

### Parent Satisfaction

*"Despite the many obstacles of the year, as a family, we have been reassured of the commitment and care of the college towards our children and the community."*

*"The new energy and focus has been very welcomed, especially after the challenges at the start of the year, makes me look forward to seeing what can happen next year".*

*"My sons joined Yeshiva at the beginning of the year and they love going to school. Due to the enthusiastic and passionate staff, my sons' knowledge has increased tenfold and their self-confidence has skyrocketed!"*

*"Cheder Chabad's approach to education is refreshing and unique. The emphasis is on character development and personal growth. The academic curriculum always has a personal component to it and encourages the children to think about the moral lessons being taught. Teachers display a love for each individual child. They consider the individual child's learning style when planning lessons. School is a fun and exciting place with lots of opportunities for the children to excel both within the classroom and beyond. The staff is professional and warm making the school a second home. Thank you for creating an environment where kids feel safe being themselves."*

*"I have a number of children in Yeshiva College, some who have completed Yeshiva College and children in other schools as well.*

*I love that Yeshiva has a community feeling of belonging, a very strong sense of identity and that my children have come through their years of schooling with a clear direction in life. In my experience this clarity of individual purpose in graduates is unique to Yeshiva College. Along the way they have gained in many specific areas. They have developed a very high level of text based skills and critical thinking. They've learned to navigate difficult subjects and work on their own. They've been given the opportunity to be involved in international competitions and push themselves in their own achievements. Their successes are encouraged and celebrated at every level in the school community. The school is a nurturing environment in a way I have not seen in any other school.*

*Yeshiva engenders a sense of responsibility in the students as they grow older, particularly bringing into their awareness the younger students that are looking up to them. They develop leadership skills and learn to access creativity and compassion in mentoring. By extension this encourages them to behave with integrity and strong moral values and to be role models to the world. Yeshiva encourages individuals to become leaders."*

*"I have always felt that every child is an integral and necessary part of the school that is loved, appreciated and nurtured. I believe the children feel that as well. It is a very niche school catering for a tiny demographic and we are lucky to have access to the education it provides"*

## **Teacher Satisfaction**

*"Having a new set of eyes to see the excellence of what we do at Yeshiva has been very reassuring, but also to see new opportunities and directions is very exciting."*

*"The students' engagement in secular studies and the vital part it does / will play in their lives puts the students in a great position."*

## **Student Experience**

*"We still do work in the classroom and in our books, but I really like how we get to go out and see our knowledge in the real world and explore / test our ideas."*

*"The last week of school can be really hard sometimes, but I really liked how at the end of the year we went to explore the city and see how Sydney changed over time. We explored the Rocks, monuments, the Star of David in the tiles of the QVB and learnt of the important role the Jewish community had in Sydney's development."*

Recent Alumni - *"I am so grateful for the authentic Torah education that I received at Yeshiva Cheder Chabad. I am grateful for the foresight and perseverance that my parents had in establishing and facilitating my education. I am now accepted to the best University in Israel, Hebrew University. On the grounds of my deep philosophical, theological studies and analytical skills. And most importantly my leadership skills that were ingrained in me during my school years. I have now gone on to run an organization called step up which provides education and nutrition the key factors for success for women and children who have escaped from South Sudan and are now finding refuge in Ethiopia. After much hard work we were able to form a collaboration with plan International, the United Nations department of humanitarian work to further our work. To Change the statistics of a woman being more likely to die in childbirth than to graduate primary school. All thanks to an education that taught me to believe in myself to never give up, to put %110 of myself into whatever I do, to think critically and take action and lead. What I did receive at the cheder is something that would be very difficult to find outside of it. A strong foundation of Judaism. A great amount of knowledge in both the breadth and depth of chassidus, the inner dimension of the Torah. A deep love and connection to the Lubavitcher Rebbe and his outreach. The Rebbe, our ultimate role model who has and continues to inspire me to take on initiatives where others turn a blind eye."*

## Summary of financial information

<b><u>Income</u></b>		
Fees and Private Income	\$656,763	42%
State recurrent grants	\$150,092	10%
Commonwealth recurrent grants	\$765,784	48%
Total	\$1,572,639	

<b><u>Operating Expenditure</u></b>		
Employment Expenses	\$671,478	44%
Non Salary	\$853,224	56%
Total	\$1,524,702	