



Moriah College

בית ספר הר המוריה



**ANNUAL REPORT AND 2025
FINANCIAL STATEMENTS**



Moriah College

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ANNUAL REPORT AND FINANCIAL STATEMENTS

**Moriah War Memorial College
Association and its controlled
entities**

**Moriah War Memorial
College Association**
ACN 000 049 383

**The Moriah War Memorial Jewish
College Association Limited**
ACN 003 214 560

**Moriah College Building Fund &
Moriah War Memorial Fund**

TRUSTEES

Mr R Goot AO, SC (Chairman)
Mr R N Simons OAM
Mr R Gavshon AM
Mr D Goulburn OAM

LIFE PATRONS

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Mr R Goot AO, SC
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The Hon. Justice S Rothman SC
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Mr M Gottlieb

TREASURER

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HONORARY SECRETARY

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Ms T Esra
Mr W Jacobson
Mr M Leigh
Mr G Pinshaw
Mrs J Scheinberg
Mr D Sekers
Dr David Taub

COLLEGE PRINCIPAL

Mrs Mira Hasofer – B.Ed (Hons)
M.Ed

COLLEGE VICE PRINCIPAL and DIRECTOR OF MUSIC & CO- CURRICULAR K-12

Mrs Roberta Goot OAM - ATCL;
AmusTCL

HEAD OF HIGH SCHOOL

Mr Ryan Gill - BSc (Hons.), PGCE,
MEd
(Appointed January 2025)

HEAD OF PRIMARY SCHOOL

Mrs Lynda Fisher - B Prim Ed Wits
University

PRESIDENTS PARENTS' & FRIENDS' ASSOCIATION

Mrs Chantal Josselsohn

AUDITOR

Deloitte Touche Tohmatsu

QUEENS PARK ROAD, BONDI JUNCTION
NSW 2022

ANNUAL GENERAL MEETING
THURSDAY, 28 MAY 2026

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Our HISTORY / WELCOME

Welcome

Moriah College is an independent, co-educational modern Orthodox Jewish school, which prides itself on providing the highest standard of Jewish education.

Offering Preschool, Primary, and High School education, Moriah aspires to achieve consistently excellent academic standards. Year after year, our HSC results are up there with the best.

Moriah College also embraces the belief that education does not stop at academic learning. A knowledge of our Jewish traditions, ethics and family values, a positive commitment to modern Judaism and a love for the State of Israel help to ensure our young people become caring, active, responsible members of the community.

History

Founded in 1943 by the Late Mr Abraham Isaac Rabinovitch, Moriah College is an independent, co-educational Modern Orthodox Jewish Day School, providing the highest standard of secular and Jewish education from Preschool through to HSC level.

In 1951, when Moriah opened its Vivian Street, Bellevue Hill campus, it was a Primary School of 26 students and four teachers. Today Moriah, with a total

enrollment in excess of 1800 is one of the leading Jewish Day schools not only in Australia, but of the English speaking world.

On 13 April, 1994, Moriah College's High School moved from its Vivian Street, Bellevue Hill premises to the new High School constructed at Queens Park. On the same day, our Primary School (Years 3-6) also moved on to the Queens Park site and in so doing, the Late Abraham Rabinovitch's dream that one day Sydney would have a Jewish Day School "which would rival any in the wider Community", was realised.

Mission Statement

"Moriah College aspires to achieve excellent academic standards by promoting the intellectual, spiritual, moral, social and physical development of the students. We strive to foster critical thought, cultural interests, tolerance, social responsibility and self-discipline. The total development of all our students remains our overall concern - helping them to proudly realise their full potential as Jews, and as Australians."

Educational Goals

Moriah not only aspires to achieve excellence in academic standards, but maintains and promotes among its students an awareness of and a feeling for

Jewish traditions and ethics, an understanding of and a positive commitment to Orthodox Judaism and identification with and love for Israel.

Moriah creates a stimulating and caring environment for each student, provides a rich Jewish social and cultural experience and offers wide-ranging support services for its students, including support programs for children with special needs and careers information and advice.

Dual Curriculum

Moriah College offers a dual curriculum of Secular and Jewish Studies. It provides secular education, which exceeds the standards required by the various New South Wales authorities. At the same time, it provides a comprehensive and enriching Jewish Studies curriculum, faithful to the College's founding philosophy.

Both curricula are compulsory and the College views the dual system as embodying the totality of the learning experiences to which the student is exposed.

The educational program at Moriah College recognises the individual needs and interests of the students as well as the needs of the Community - maintaining a balance between the need to preserve and the need to respond to social, economic and cultural change.

Board of Directors

Moriah College is operated by the Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited.

Under its constitutions, the Associations' Board of Directors are responsible for the direction, control, decision making and development of the College. Membership of the Associations is available to any person of the Jewish faith, other than teachers employed by the Association.

In broad terms, the Board of Directors are required to formulate and develop College policy, arrange funding of the College's operations, present the College to the Community at large and to make known the ethos, aims and objectives of the College.

The Board of Directors comprises members of the Board. The College Principal and the Chief Operating Officer attend meetings of the Board. Life Patrons (appointed under the old Constitution) can attend meetings of the Board. Those appointed under the current Constitution have the right to attend at least two meetings of the Board of Directors in each year between successive Annual General Meetings, at the invitation of the President.

There are three general areas of responsibility of the Board of Directors:

- The responsible management of the College on behalf of Members of the Associations and the realisation of the objectives of the Associations.
 - Development and assessment of overall policies.
 - The selection of the College Principal, Vice Principal, Dean of Jewish Life and Learning and the Chief Financial Officer, and also representation in the selection and appointment of Heads of Schools.
- Delegated to the College Principal is the responsibility for interpreting and implementing the aims and objectives consistent with the ethos of the College and the policies formulated by the Board. The College Principal is given authority, inter alia for:
- The operation of the College within a policy framework set down by the Board and within the budgets approved by the Board.
 - Engagement and dismissal of teaching staff and providing them with direction, management, guidance and supervision.
 - The determination of the teaching practices, which are to be applied in addition to the educational opportunities to be offered.
 - Spiritual and pastoral care of and overall guidance to, students and the disciplinary practices which are to apply.
 - Generally maintaining high morale and school spirit of both pupils and teaching staff within the College.

Further information regarding the school context that is publicly available including student numbers, student background, school staff, enrolments, senior secondary outcomes and VET can be found at the My School website www.myschool.edu.au or the College website www.moriah.nsw.edu.au

Our SCHOOL

College President's Report



It is my privilege to share my second report as President of Moriah College. As I stated last year, the role of the Board of Directors is to ensure that the strategy we agree upon with the College Executive team is delivered effectively and successfully. Our job is to protect the continuity of our ethos and to ensure that the school is well-funded, and the team is well resourced. This means that we are committed to empowering our College Executive to employ and retain the best teachers and team and provide all the physical resources necessary to give our students outstanding educational experiences.

The horrific act of terror at Bondi Beach on Dec 14 shook us deeply and cast a heavy shadow over the end of 2025.

Our community is mourning lives lost, holding the wounded in our thoughts and prayers, and supporting those who are in pain.

While words feel inadequate, it is precisely at times of sorrow and uncertainty that the strength of our community, and the people within it, become most visible. It is in this spirit that I write to you now.

On behalf of the Moriah College Board of Directors, I extend my warm thanks to our entire staff for the extraordinary commitment, care and professionalism shown throughout 2025. The team is the heart of our College and I sincerely acknowledge all that they do.

This year, more than ever, we have been reminded that Moriah is not simply a workplace. It is a family. One that has faced complexity, challenge and uncertainty together, while continuing to move forward with purpose and strength.

I wish to thank **College Rabbi, Rabbi Gad Krebs, Head of Jewish Life-High School, Talya Wiseman**, and our Jewish Life team for the many opportunities created this year for students and families to come together, hear exceptional speakers, and learn how to advocate confidently for Israel beyond our school walls. Through education and open discussion, we support our students to understand antisemitism and to actively challenge it with knowledge, clarity and courage in their lives outside of school.

Across the College, there was much to be proud of. As we all know, there is still much to do and in this context, and I am very excited that early in 2026, we launched our new five-year strategic plan and began the next chapter of our campus redevelopment.

In **Early Learning**, the introduction of the new learning educator role has strengthened

support for each child's growth. Our Transition into Kindergarten program remains a great strength, giving children confidence and readiness for Primary School, and the ongoing visits between ELC and Primary have helped build familiarity and connection for parents and students alike.

In **Primary School**, students deepened their identity and connection to tradition through the Bat Mitzvah Program and Project Heritage. There has been outstanding progress in English through explicit instruction, alongside the launch of the Hebrew phonics program described below.

Over the past year, Moriah College has made a deliberate and strategic investment in strengthening Hebrew reading in the early years. Beginning in Kindergarten and Year 1, students are now supported through a structured, phonics based approach that builds strong decoding skills, fluency, and confidence in Hebrew from the outset. This explicit focus has allowed students to develop solid foundations in reading while fostering enjoyment, pride, and a growing sense of competence in Hebrew. Importantly, assessment data indicates clear improvements in accuracy, fluency, and retention, with students demonstrating increasing consistency and confidence in their Hebrew reading skills, reinforcing Moriah's commitment to Hebrew literacy as a cornerstone of Jewish identity, connection, and belonging.



Students also shone across sport, debating, dance and music, discovering talents and embracing new opportunities

Across Years 7 to 9, students engaged in enrichment programs focused on community problem solving, innovation challenges with Technion, leadership panels and acts of chesed through Kinder World at Our Big Kitchen. Sporting achievements were strong, with a special mention to the boys who finished runners-up in the Bill Turner Cup, and our student-led Movember campaign raised more than \$27,000 for men's health.

2025 also saw our inaugural Illuminate event, Drama Fest, and 12 HSC showcase nominations across Design and Technology, Drama and Music.

Looking ahead, enrolments remain strong across the College. Our ELC enrolments for 2026 reflect both growth and loyalty from sibling and alumni families, and Year 7 enrolments are exceptionally strong. I wish to particularly acknowledge Marietta Ross, Lynda Fisher, the

ELC and Primary School teams for strengthening connections across the College, as well as our enrolments and engagement team for their tireless work.

WELCOMING THE PRESIDENT AND FIRST LADY

Early in 2026, we were honoured to host His Excellency Mr Isaac Herzog, President of the State of Israel and First Lady Mrs Michal Herzog at Moriah College.

After a warm welcome from our Primary School students, the President and First Lady joined our High School students, and students from all Sydney Jewish Day Schools in a deeply moving assembly, featuring music, dance and heartfelt stories shared by those personally affected by the Bondi Beach terror attack. It was a privilege to listen in on a Q&A session with our guests, and hear their reflections on leadership, resilience, and the importance of Jewish education and community. In closing, the President and First Lady left our students with messages of strength, unity, and hope,

encouraging them to stand tall, stay connected to their identity, and be proud Jews, always and without apology.

QUEENS PARK REDEVELOPMENT PROJECT

Early Contractor Involvement (ECI) phase completed

We moved into a critical phase of the Queens Park redevelopment, with early contractor involvement (ECI) phase completed in February 2026. As part of the ECI phase, Buildcorp (our preferred contractor) has worked closely over the past several months with the College and key stakeholders on an extensive Value Management (VM) phase to review and further develop the design and plans, ensuring an optimal balance of cost, value, amenity and quality.

The collaborative review process, including input from WTP (the quantity surveyor), has now been completed and will ensure the project is affordable and will deliver an exceptional learning environment for our students, staff, and families.



Early Works phase commenced in Term 1, 2026

The Early Works phase of the project commenced in Term 1, 2026, which comprised the reorientation of Gate 4 on York Road (ELC entrance), the inclusion of an on-site High School pick-up and drop-off zone, upgrades to storm water management, and some legacy construction changes, as per the State Significant Development (SSD) approval. Importantly, the Early Works phase has been carefully planned to minimise disruption to daily school life, allowing teaching and learning to continue smoothly.

The Early Works was the first phase required to be completed before we commence construction of the new building.

My sincere thanks to Teri Esra, Michael Gutman and Roberta Goot for their leadership, and to Judy Lowy and the Foundation team. Thanks to the generosity of our community, over \$72 million has been raised to begin this ambitious redevelopment. It is an extraordinary achievement, with more still to do.

GOVERNANCE

The Board's Corporate Governance Committee has continued to review and update the College's policies to ensure that they are current, compliant and in line with best practice.

BUILDING & INFRASTRUCTURE

In 2025, the Facilities & Maintenance team, led by John Kertesz, continued to deliver exceptional service across the College, overseeing daily operations, campus logistics, and all exam, event, and camp set-ups. The team also managed locking and alarming the premises, deliveries, and a wide range of support tasks.

Working with the Vice Principal, the department oversaw building

and infrastructure repairs, as well as all statutory, reactive, and preventative maintenance across the main campus and ELCs.

During the year, re carpeting works continued on one level of the Primary School, while multiple areas across the campus were temporarily relocated in preparation for demolition ahead of the new building development

We thank John and his team for their outstanding contribution.

ENROLMENTS

Moriah College enrolls around 1,600 students from Early Learning to Year 12, making it one of the largest Jewish day schools in the Southern Hemisphere.

Enrolment demand remains strong across most year groups:

- Early Learning Centre enrolments remained strong with all 3 centres at or near capacity, reflecting continued high demand for our Early Learning offering.
- Growing Year K intake remains a key strategic priority, with affordability continuing to impact family decisions.
- Primary School enrolments remain solid, with strong enrolments across Years 1–6.
- High School enrolments remain steady, with 41 new students joining the College in Year 7.

We continue to refine and build on our product offering noting that affordability continues to impact enrolment decisions.

Overall enrolment stability reflects the strength of our educators, a commitment to high-quality, future-focused teaching and learning, the dedicated work of the Enrolments and Engagement team, and growing parent

confidence, particularly considering rising antisemitism, which is influencing more families to choose Moriah for a safe and values-aligned Jewish education.

I commend to you the report of the Director of Enrolment & Engagement.

THE MORIAH FOUNDATION

With the generous support of The Moriah Foundation and the JCA, we continue to provide total fee assistance of just over \$4 million annually towards approximately 250 students, which is just over 18% of our student body. This is through a combination of annually assessed financial assistance and longer-term bursary support.

The impact of the Foundation is significant in the lives of the many families who otherwise could not afford a Moriah education, as well as the entire Moriah Family, which is benefiting from a more sustainable and affordable school.

I commend to you the report of The Moriah Foundation.

ISRAEL STUDY TOUR

Israel Study Tours was a major highlight, with both Year 10 and Year 11 travelling to Israel, and Year 10 also travelling to Poland. More than 250 students were immersed in their story and identity in ways no classroom can replicate. My own highlight was being at the airport when the first group departed. My family thought I was there only to see our son Matthew off as he embarked on his new adventure in San Francisco....little did they know!

We extend sincere thanks to the amazing team that led IST, **Talya Wiseman, Rabbi Krebs, Catherine Kaissis, Victoria Zalloua**, and the entire team of teachers and Madrichim. We thank **Michelle Kasimov, Belinda**

Lax, the Jewish Life and EDJE teams for their invaluable work behind the scenes in preparing for IST. Their dedication, care and tireless efforts have made a lasting impact on our students and the entire community. I thank them for their commitment and for shaping such a memorable and meaningful experience for everyone involved.

We acknowledge the unwavering commitment of the security team - Geoff Shapiro, Dinel Ben David and Adiv Hayon, and thank them for their 24/7 vigilance and personal sacrifice in ensuring the safety of students and staff throughout the tour. Thank you too to the CSG for their support and assistance.

Five students also travelled to Israel through the **Scholars in Entrepreneurship Program**, and I thank the Foundation, Y2i and all supporters who ensured that no student missed out on IST for financial reasons. Kol hakavod

BOARD COMMITTEES

I am pleased to once again report that our board members continued to play an integral role in the success of Moriah College. Many of our board committees have co-opted additional members to enhance their relevant expertise. Co-optees can also provide a path for potential board members to engage in a specific area in which they are interested and thereby gain experience in Moriah College matters. This year, we welcomed Caryn Sandler as a co-opted member of our Corporate Governance Committee.

Board sub-committees offer a unique forum for staff members and lay leaders of the College to come together to address specific aspects of the running of the College. I would like to thank all committee members for their contributions. Chairing a committee, as several board members have done, requires a

significant amount of additional work. I offer special thanks to all those who have chaired committees this year.

Please refer to page 15 for the list of committees and their members.

KEHILLAT MORIAH

After successfully re establishing the full range of Jewish services at Kehillat Moriah, under the leadership of Rabbi Mendel Treitel, we strengthened the Kehillah's role as a vibrant community hub. This was particularly evident in our engagement with young families, supported by well attended monthly Family Shabbat services and celebrations for Jewish festivals. These programs brought together families from Moriah College and the broader Jewish community who were seeking meaningful connection within a welcoming kehillah.

This growth was reflected in



lifecycle events held during the reporting period. In the first two years, the Kehillah hosted two Bar Mitzvahs and one Bat Mitzvah, with a further six Bar and Bat Mitzvah celebrations successfully conducted during the year.

SECURITY

Safety and security at all campuses remained a high priority throughout the year.

- The security environment impacting the College throughout 2025 remained consistently high risk, reflecting the broader threat landscape affecting the Sydney Jewish community. This period followed the continued global and local repercussions of the Israel– Hamas conflict, with no indicators of threat reduction across the year.
- The devastating attack carried out by two terrorists in Bondi Beach on 14 December 2025, will be remembered as Australia’s most tragic act of terrorism. 2025 began with a surge of Anti-Semitic graffiti and firebomb attacks and concluded with a direct assault on the Jewish community, indiscriminate of age or gender. While this terror attack underscores the evolving and unpredictable security threat and security landscape we face in Sydney, it strengthens the security department’s resolve to protect all our students, staff, visitors and contractors who enter and stay on campus. We remain steadfast in applying hard learned lessons to build a security posture that is stronger, smarter and unwavering in its commitment to the safety and protection of each student.
- Despite this sustained threat posture, the College

maintained operational continuity, ensured student and staff safety, and continued to mature its security capability through governance, infrastructure uplift, supplier transition, and enhanced training.

- Across 2025, the College recorded 45 security related incidents, the majority involving antisemitic verbal abuse, gestures, suspicious activity, and intelligence gathering.
- 2025 demonstrated both the strength, robustness and resilience of the security plan. Significant milestones included the changing of security service providers with a smooth transition and ended with two-year groups attending IST, the first in three years.

Our gratitude extends to our security team, Geoff Shapiro, Dinel Ben-David and Adiv Hayon, whose commitment and personal sacrifice ensured student safety throughout IST and across our campuses every day, as well as to CSG for their support.

We also thank the **Communal Security Group (CSG)** for their tireless work in keeping Moriah and our community safe.

A huge thank you to members of the **Parent Safety Group (PSG)** for assisting in keeping our children safe.

PARENTS & FRIENDS

The Parents & Friends (P&F) is a vital part of the Moriah Family. The P&F does wonderful work in maintaining grass-roots relationships with our parents. We are grateful to President Chantal Josselsohn for her leadership in 2025.

In 2025, the P&F:

- Operated the second-hand uniform shop and facilitated

ongoing fundraising merchandise sales locally and internationally.

- Provided extensive *chessed* support to families, including meals, care packs, wellbeing assistance, and charitable fundraising initiatives.
- Supported key Jewish lifecycle, cultural and calendar events across the school, including Purim, Pesach, Yom Ha’atzmaut, Rosh Chodesh and the High Holy Days.
- Delivered whole-school and cohort-specific events, including welcome activities, open days, concerts, camps, orientations, and milestone presentations.
- Organised major community celebrations and appreciation events, including Mother’s Day and Father’s Day breakfasts and staff recognition initiatives.
- Supplied hospitality for numerous school events, meetings and programs throughout the year.
- Contributed financially to the Moriah Rise Up Capital Appeal on behalf of the parent community.

In addition to these events, the P&F assisted at all school activities requiring support. They organised the weekly Primary School canteen volunteer roster, coordinated Primary School class parents, and operated the drinks, snacks and sushi stand at the Primary and High School Cross Country and Athletics Carnivals, as well as the ASSISA carnivals (selling to other schools as well as Moriah). They prepared Shabbat packs, provided and packaged candlesticks and tallitot for the Year K Mitzvah celebration, arranged siddur inscription labels for the Year 1, Year 7 and Year 12 presentations, and organised tallitot and siddurim for all new students and

for students in Years 1, 7, 9 and 12. The P&F also managed the Year 6 hoodies, the end-of-year gift collection for Primary School staff from Primary families, and a dedicated collection for security and maintenance staff.

JEWISH COMMUNAL APPEAL (JCA)

I extend our thanks to the JCA and its President Ian Sandler and CEO Alain Hasson for their continual support of the College. For 2025, the College received an allocation of \$1.64m from the JCA. The College expresses its gratitude to the JCA and the community at large for this funding, which is allocated to students requiring learning support and to the provision of financial assistance. I urge all parents of the College not just to donate to the JCA, but also to become involved with the JCA in some capacity. The work of the JCA is vital to many organisations in our community, Moriah included.

MOUNT ZION

I would like to thank Professor Leon Simons and his fellow Trustees Michael Greenfield, Dr Lilliane Goodman, Dr Suzanne Morris, and Shoshana Eisner for their generous assistance to the Moriah Foundation in launching the Bursary Program with a significant contribution of \$52,296.11 towards 2025 bursaries. The College is grateful for the support and the spirit in which it works with Mount Zion Trustees.

MOUNT SINAI COLLEGE

Moriah continues to enjoy a warm and constructive relationship with our feeder school, Mount Sinai College, where we welcome a large number of Mount Sinai students into our Year 7 cohort. We look forward to building and enhancing this relationship in 2025 and beyond. I would

like to pay tribute to the President of Mount Sinai, Stefanie Schwartz, and to Acting Principal Garron Forman for working so cooperatively with our College.

STAFF RECOGNITION

This year, we recognised staff celebrating 20, 25, 30 and 35 years of service, as well as welcoming new leaders, **Marietta Ross** – Head of Early Learning, **Sue Foxcroft** Head of Student Life, **Eileen Pretorius** – Digital Learning Leader, **Ryan Gill** – Head of High School and **Sarah Zinkin** – Head of Learning and Teaching.

We farewelled colleagues moving on to new chapters: **Lauren Koseff** – Director of Enrolments and Engagement – after serving almost 14 years in a range of roles across the College. We wish her every success. We also honour the extraordinary legacy of **Uncle Velvel**, who made Aliyah after more than four decades of devoted service. Additionally, we thank long-serving staff **Rob Weiss**, **Lynn Bornstein** and **Jeff Cohen** for their decades of dedication.

ANNUAL GENERAL MEETINGS

At our Annual General Meetings of Moriah War Memorial College Association and The Moriah War Memorial Jewish College Association Limited, held in May 2025 the following board of directors of the College were elected, unopposed, for a two-year term: Teri Esra, Michael Gottlieb, Mark Leigh, Rina Michael and Jacqui Scheinberg.

In addition to the above directors, the following directors continued their term until the next Annual General Meetings of the Associations, in accordance with our Constitutions: Robbie Blau (President), Warren Jacobson, Gary Pinshaw, Daniel Sekers, Dani Sher and David Taub.

Mazal tov to all the directors on their appointments.

At the same Annual General Meetings, **Mr Robert Simons OAM** was acknowledged for his 60 years of association with the Company.

Robert's journey began in 1965 when he joined the College Board, continuing the proud legacy of his grandfather, father, and uncle – all deeply involved in shaping the Moriah we know today. His commitment to Jewish education, despite not having had a Jewish High School experience himself, speaks volumes of his vision and values.

As President from 1984 to 1989, Robert oversaw some of the most transformative years in our history. He led with precision, humility, and extraordinary tenacity – from building critical infrastructure and securing major naming commitments, to overseeing the tender and transition of the Dover Heights site and laying the groundwork for our current High School campus.

His fingerprints are everywhere – the Moshe Triguboff Auditorium, the Hugo Lowy Synagogue, the Simons Family Foyer – all stand as enduring tributes to his leadership.

Robert was instrumental in key appointments, like that of Principal Lionel Link, and navigated complex negotiations with care and conviction. His passion for Israel helped establish the Year 10 Israel Study Tour – now a cornerstone of our Jewish life program since its inception in 1974.

Even after stepping down as President, Robert has remained a Life Patron, Trustee, mentor, and role model. Through six decades, he has been a guiding force – always with his heart set firmly on the future of Moriah.

Robert's legacy is not only in the buildings and programs he helped create, but in the lives



he shaped - including his own children and grandchildren.

On a personal note, I have always sought and valued Robert's advice and guidance. He is a man of few words around the boardroom table. When he does share a view, though, I always know that I will learn something, and he will impart an immensely valuable insight.

We honour Robert's vision, service, and passion and we thank him for everything he has already done

CONCLUSION

I commend to you the report of our Treasurer, **Dani Sher**. I extend my gratitude to Dani, for the management of our financial governance.

I wish to acknowledge the assistance of **Deloitte** in carrying out their role as auditors. The level of professionalism and vigilance in carrying out this responsibility is noted and greatly appreciated.

I thank all my **fellow directors**, Dani Sher, Michael Gottlieb, Rina Michael, Teri Esra, Warren Jacobson, Mark Leigh, Gary Pinshaw, Jacqui Scheinberg and Danny Sekers, for their unwavering commitment and for the spirit of collaboration that has defined our time together.

I extend a particularly heartfelt

thank you to my deputy president, **Michael**, treasurer **Dani**, and honorary secretary **Rina**.

I would like to thank **Robert Goot AO SC**, Chair of the Trustees, and to all our Life Patrons and Trustees for their ongoing support, for their guidance, and for their undoubted love for Moriah College

I would like to express my sincere thanks to The Moriah Foundation, its Director **Ryan Kassel** and his team, its board of directors, and to the Foundation President **Judy Lowy OAM** for her stellar leadership and her continued commitment to building Moriah's Foundation.

I thank our **college Executive** for their leadership and passion. Their relentless pursuit of continuous improvement, excellence and the best possible outcomes for our students is remarkable.

I thank **Lance Rabbie**, Chief Financial Officer and Director of Operations and his finance team who have worked diligently and prudently to manage the College's finances.

To our non-Jewish staff, thank you for standing with us during a year of rising antisemitism. Your empathy and partnership have meant more than words can express.

I would like to extend heartfelt thanks to all our teams across wellbeing, Jewish Life, teaching, Kehillat Moriah, administration, operations, security, maintenance, IT, finance, engagement, admissions, marketing, communications, Foundation, P and F, peripatetic and co-curricular programs.

It is our privilege and responsibility to give every Moriah student the best possible opportunity to nurture their modern orthodox Yahadut, their Jewish identity and connection to Israel, while receiving an excellent and continually improving education. As we all know, there is still much to do and in this context I am very excited that early in 2026, we launched our new five-year strategic plan and begin the next chapter of our campus redevelopment.

I extend my sincere thanks to our Media, Content and Communications Manager **Yvette Sher**, for so capably managing the very challenging communications she has had to prepare in relation to the tragic act of terror. Her professionalism and sensitivity during such a difficult time have been truly appreciated.

I also wish to thank **Mira Hasofer** for her outstanding stewardship and leadership, particularly as we



prepare to launch our strategic plan in 2026. Mira's leadership, dedication to our community, and unwavering commitment to Moriah's values have been instrumental in guiding us through both triumphs and challenges. We deeply appreciate her tireless efforts in shaping the future of our College. Under her guidance, Moriah College is poised for continued growth and excellence. Thank you, Mira, for leading us with integrity and heart.

Thank you to Daisy and Jane for their extraordinary support behind the scenes. Daisy, As I have said many times before, I genuinely could not do this job without you. Thank you from the bottom of my heart.

I wish to extend my heartfelt thanks to **Roberta Goot OAM**, College Vice Principal, for her extraordinary dedication and strength throughout the year. In

the face of significant personal challenges, Roberta continued to serve the College with grace, professionalism and an unwavering commitment to our community. Her contribution is deeply valued, and she carries with her the genuine appreciation and support of us all.

As we look ahead, I feel genuine confidence and optimism. Together, we have achieved so much, and together we will continue to build a school that is academically excellent, nurturing, proud of its heritage and deeply committed to its values.

Finally, I thank my wife, **Lauren** and children **David, Matthew, Sarah** and **Micaela** for their unconditional support and patience, in what is, at times, a very demanding role. I am immensely grateful for your love and understanding.

So, in closing... with a focus on

excellence, we'll continue to light the way for our students. And we'll support our leaders, educators, and staff to implement the strategic plan, backed by metrics. The true measure of success will be seen in the confident, capable, and proud Jewish children we send out into the world - each with a bright internal light of their own, that allows them to meaningfully connect with, and contribute to, our community, to Australia, and to Israel.

We continue to pray for real and lasting peace in Israel and the region.

Am Yisrael Chai

ROBBIE BLAU
President

BOARD COMMITTEES

The following committees assisted the board during the year.

The President and the College Principal were ex-officio members of all the committees.

Capital Management Advisory

R. Blau* T. Esra, M. Gottlieb, D. Sher, (Co-opted Jeremy Dunkel (Foundation board member), Robert Gavshon AM (Trustee), Phil Green, Stephen Jankelowitz (Foundation Director/Capital Appeal Co-Chair), Steven Lowy AM and Martin Moshal), Chief Financial Officer and Director of Finance & Operations

Capital Works

T. Esra** and M. Gutman** (Co-opted), (Co-opted Jonathan Wolf (JCA Building & Capital Committee), Robert Goot AO, SC (Chairman of Trustees/ Life Patron), Judy Lowy OAM (Foundation President), Stephen Jankelowitz (Foundation Director/ Capital Appeal Co-Chair), Chief Financial Officer and Director of Finance & Operations, Foundation Director

By invitation: Kate Lyons Ernst & Young (Project Manager)

Communication

W. Jacobson*, M. Leigh, J. Scheinberg, D. Sekers, (Co-opted Judy Lowy OAM)

By invitation: Media, Content & Communications Manager and Marketing Manager

Corporate Governance

R. Blau**, D. Kramer** (Co-opted), R. Michael, D. Sekers, (Co-opted Caryn Sandler), College Vice Principal /Director of Music & Co-Curricular K-12, Chief Financial Officer and Director of Finance & Operations

Debtors & Fee Support

D. Sher*, M. Gottlieb, (Co-opted Stephen Jankelowitz, Judy Lowy OAM, Marc Weininger, Gavin Sher), Chief Financial Officer and Director of Finance & Operations and Fee Support & Operations Manager

Enrolment Consultative

J. Scheinberg*, W. Jacobson, D. Sekers and D. Taub

By invitation: Head of High School, Head of Primary School, Head of Early Learning and Fee Support & Operations Manager

Fee Review

D. Sher*, R. Blau, M. Gottlieb, G. Pinshaw, Chief Financial Officer and Director of Finance & Operations

By invitation: Director of People & Culture

Finance & Audit

D. Sher*, R. Blau, M. Gottlieb, W. Jacobson, G. Pinshaw, Chief Financial Officer and Director of Finance & Operations

Jewish Life & Learning Consultative

R. Blau**, O. Freedman** (Co-opted), R. Michael D. Taub, (Co-opted Robert Gavshon AM (Life Patron and Trustee, Dan Kramer, and Judy Lowy OAM Foundation President), College Rabbi, and Head of Jewish Life High School)

Nominations

R. Blau*, M. Gottlieb, R. Michael and (Co-opted Brian Schwartz AM)

Remuneration

R. Blau*, M. Gottlieb, D. Sher and College Principal

By invitation: Chief Financial Officer and Director of Finance & Operations

Security & Traffic Consultative AND Building & Infrastructure

T. Esra*, M. Leigh, R. Michael, D. Taub, College Vice Principal/ Director of Music & Co-Curricular K-12, Chief Financial Officer and Director of Finance & Operations, Security Lead and Facilities & Operations Manager

Survey

R. Blau*, W. Jacobson, M. Leigh, College Vice Principal/Director of Music & Co-Curricular K-12,

* Chair

** Co-Chair

The following were other areas of specific responsibilities or requirements for liaison/ representation with outside organisations, associations, or instrumentalities:

Association of Independent Schools

R. Michael and J. Scheinberg

Australian Council of Jewish Schools (ACJS)

D. Sher and M. Gottlieb

Jewish Communal Appeal ('JCA') (Fundraising)

D. Sher

NSW Jewish Board of Deputies

J. Scheinberg and D. Taub

Queens Park Precinct and Community Reference Group and Bushland Management Group

D. Sekers

Yedid-Moriah Alumni Association (Old Collegians)

D. Sekers

Our SCHOOL

College Principal's Report

MESSAGE FROM THE PRINCIPAL

2025 was a year of purposeful momentum at Moriah College. As my second year as Principal, this was a year of getting deeply into the work – strengthening leadership, setting direction, and establishing the conditions that will guide the College into its next phase.

Throughout the year, our focus was on clarity, cohesion, and readiness for the future. We worked deliberately to ensure that Moriah is positioned to meet the needs of a changing world while remaining firmly anchored in our values of Lilmod (to learn), Lishmor (to heed), and La'asot (to act).

In 2025, Moriah College continued to deliver a rich and connected educational experience across our Early Learning Centre, Primary School and High School, united by a shared commitment to Jewish values, academic growth, wellbeing and community connection.

From the earliest years through to senior schooling, students were engaged in learning and experiences that fostered kindness, leadership, creativity and responsibility. Across all stages of the College, key themes included strengthening Jewish identity and Israel connection, deepening a culture of inclusivity and belonging,

expanding opportunities for student voice and leadership, and nurturing the whole child through academic, co-curricular and wellbeing-focused programs. These priorities were reflected consistently in our student life, camps, community initiatives and enrichment opportunities throughout the year.

STRATEGIC DIRECTION: PREPARING FOR 2026–2030

A central focus of 2025 was the development of the Moriah College Strategic Plan 2026–2030, structured around five clear priority areas. This process involved careful analysis, consultation, and honest reflection on where the College is now and what is required for the future.

The resulting framework provides clarity and direction, ensuring that future decisions are purposeful, aligned, and values-driven. It reflects a shared understanding that sustainable excellence requires thoughtful planning, disciplined execution, and collective responsibility.

JEWISH LIFE AND LEARNING ACROSS THE COLLEGE

Jewish life continued to be a defining feature of Moriah College in 2025, evident across all aspects of school life. Through curriculum, co-curricular programs, and experiential learning, students engaged deeply with Jewish values, tradition, and identity in meaningful and developmentally appropriate ways.

In the Primary School, a renewed focus on Hebrew reading





“ 2025 was a year of purposeful momentum – strengthening leadership, setting direction, and laying foundations for the future.

Mira Hasofer
Principal ”

fluency saw the introduction of a new curriculum designed to strengthen foundational skills. Early results from this work were encouraging and have informed further refinement and planning for 2026 and beyond.

The celebration of Jewish lifecycle events, chagim, and communal moments played a central role in building connection and identity across the College. Programs such as Counterpoint again stood out as highlights, reinforcing student engagement, leadership, and shared experience.

ISRAEL STUDY TOUR: A CORNERSTONE RESTORED

A deeply significant milestone in 2025 was the return of students to Israel through the College's cornerstone Israel Study Tour (IST) program. In November 2025, a significant cohort of students participated in the tour, reconnecting with Israel through immersive learning and shared experience.

The program met its intended outcomes and reaffirmed the central place of Israel education and experiential Jewish learning within the life of the College.

TECHNOLOGY: LAYING THE FOUNDATIONS FOR CHANGE

In 2025, we began the important work of unpacking what is required to transform the College's approach to technology. This involved examining how we move from legacy systems to a contemporary, integrated environment that better supports learning, teaching, and operations.

This work focused on strategic readiness rather than rapid change. The platform established during 2025 will guide a staged and thoughtful transition in the years ahead, ensuring that technology meaningfully enhances educational practice.

BUILDING FOR THE FUTURE

2025 also marked a year of deep engagement with plans

for the College's future building developments. I worked closely with architects and planners to develop a clear understanding of what our new spaces must achieve – and what must look different to meet the needs of contemporary education.

This work reinforced the importance of flexibility, collaboration, and learning environments that support innovation and connection. The decisions shaped during this year will ensure that our physical spaces align with our educational vision and support future generations.

CULTURE, COHESION AND COMMUNITY CONFIDENCE

A significant focus of 2025 was the deliberate work of strengthening a cohesive and respectful culture across the College. Throughout the year, we worked to reinforce a shared sense of purpose among staff, parents, and students – emphasising connection, trust, and collective responsibility.





This work centred on building clarity around expectations, improving communication, and ensuring alignment to the College's direction and values. The impact of this focus was reflected in the 2025 MMG survey results, which showed a clear shift in parent and student confidence in the College, its leadership, and its future direction.

While culture-building is ongoing work, the progress made in 2025 was significant and provided a strong platform for continued growth and cohesion.

EARLY LEARNING CENTRE: LEADERSHIP TRANSITION

2025 also marked an important transition in the Early Learning Centre with the retirement of our Head of ELC after three decades of dedicated service to the College. Her contribution shaped the early experiences of generations of Moriah students and families.

Our new Head of ELC commenced during the year and moved quickly to engage with staff, families, and students, bringing energy, clarity, and purpose to the role. This transition was managed with care and continuity, ensuring that the ELC remains a vibrant and integral part of the Moriah community.

In 2025, the Early Learning Centre continued to provide a nurturing, joyful and values-rich environment, laying strong foundations for learning, wellbeing and Jewish identity. Throughout the year, children engaged meaningfully with Jewish life through the celebration of festivals including Pesach, Rosh Hashanah, Simchat Torah and Sukkot, complemented by hands-on experiences such as the Matzah Factory excursion.

Community and family connections were strengthened through Mother's Day and Father's Day celebrations and Havdalah shared with grandparents, reinforcing the ELC's strong partnership with families. A wide range of excursions, including visits to the Opera House, Golden Ridge Farm and Bunnings, enriched learning beyond the classroom, while gymnastics programs supported the development of gross motor skills and physical confidence.

The ELC also maintained a strong focus on wellbeing and values, with Early Mindfulness programs led by the College Psychologist, ongoing community mitzvah initiatives with local aged-care organisations, and participation in Reconciliation Week activities. The year concluded with end-of-year celebrations and Chanukah festivities, reflecting a vibrant, connected and caring early learning community.

PRIMARY SCHOOL: STABILITY AND FOCUS

In 2025, the Primary School experienced a year of strong stability and steady growth, underpinned by clear routines, consistent expectations and a continued focus on high-quality teaching and learning. Particular emphasis was placed on establishing strong morning routines and deepening student capability in reading, writing and mathematics, supporting both

academic progress and growing confidence as learners.

Hebrew reading remained a key priority, with ongoing work to strengthen fluency and build student confidence in using Hebrew with assurance. This stability and clarity of focus contributed to positive levels of engagement across the Primary School community, with students demonstrating increased independence and parents expressing confidence in the consistency, direction and care evident in the learning program.

Alongside this academic focus, the year included a comprehensive review of all Jewish Life experiential offerings, ensuring that programs were purposeful, developmentally appropriate and closely aligned with the College's values and educational priorities.

HIGH SCHOOL: STRENGTHENING LEADERSHIP

One of the most significant developments of 2025 was the renewal of leadership in the High School. With the appointment of a new Head of High School, we moved decisively to establish a leadership structure that is future-focused, cohesive, and aligned to our educational vision.

The Head of High School appointed a Head of Learning and Teaching and a Head of Wellbeing, forming a leadership team with a clear mandate: to evaluate existing programs and establish a strong and coherent pathway for the years ahead. Together, this team undertook a comprehensive review of learning, teaching, and wellbeing practices, ensuring that academic excellence and student wellbeing remain deeply interconnected.

This work was deliberate and rigorous, laying essential groundwork for improvement and innovation from 2026 onwards.



ACADEMIC OUTCOMES AND EVALUATION

The College's 2025 HSC results were an important point of reflection and analysis. While our median ATAR remained strong, the College's overall ranking declined to 60th in the state, providing an important prompt for reflection and evaluation.

Throughout the year, the High School leadership team undertook a comprehensive review of learning and teaching programs, assessment practices, and wellbeing structures. The HSC results formed part of this broader evidence base, directly informing priorities and actions for 2026 and beyond.

This disciplined approach ensures that improvement is purposeful, sustained, and grounded in evidence.

SPORT, PERFORMANCE AND ENRICHMENT

Throughout 2025, students across the College continued to engage in a broad range of sporting, performance and enrichment opportunities that supported teamwork, discipline and personal growth. Participation in inter-school sport remained an important

part of student life, alongside ongoing involvement in representative pathways and major competitions, including senior football and other team sports.

The performing arts also played a significant role, with students participating in music ensembles, performances and public events,

as well as drama productions and festival experiences that fostered creativity, collaboration and confidence on stage. Together, these opportunities contributed to a vibrant co-curricular culture and provided students with meaningful platforms to challenge themselves, represent the College and pursue their passions.



2025 – KEY STUDENT LIFE & COMMUNITY PROGRAMS

Chesed & Community Engagement

- Jewish Life and Experiential Learning programs supporting connection, identity and belonging
- Peer Support initiatives fostering mentoring and positive relationships across year groups
- Year 12 Legacy Projects focused on meaningful contribution and continuity within the College
- Adam V'Adama Program (Year 9), providing immersive engagement with Indigenous communities through chesed
- Friendship Hub (K–4), offering structured playtime support and wellbeing supervision
- Gardening Club (K–6), promoting sustainability, responsibility and environmental awareness
- Pink Breakfast, a student-led initiative raising awareness and funds for breast cancer research
- White Ribbon Day, supporting education and advocacy around respectful relationships
- Movember, encouraging conversation and awareness around men's mental health

Arts & Performance

- Junior and Primary performance opportunities including choirs, dance, visual arts and design clubs
- Senior creative and academic enrichment through Art Club, HSC Club, Writers' Club and literary programs
- Mock Trial, developing skills in advocacy, reasoning and public speaking

- Mikolot and Young Communicators competitions celebrating student voice and expression
- Targeted public speaking workshops supporting confidence and communication skills
- Inter-House Drama Festival, strengthening House spirit and creative collaboration (biennial)

Mind, Spiritual & Enrichment

- Hadracha Training programs developing leadership grounded in Jewish values
- Shabbat Dinners, Shabbatonim and Youth Minyanim supporting spiritual growth and connection
- Thinking and strategy clubs including Philosophy, Chess and Debating
- Play-based and academic enrichment through Lego Club, Board Games, Homework Club and Peer Maths Tutoring
- Literary enrichment including Book Clubs, Write a Book in a Day and Kids' Literature competitions
- Academic challenge and service opportunities through da Vinci Decathlon, Duke of Edinburgh Award and Imagine Cup
- TEDx Moriah, providing a platform for student ideas, creativity and storytelling
- Student leadership through Year 11 Graduation Committees and Year 12 Formal Committees

Technology & Innovation

- Tech Crew, supporting College events and productions through student-led AV expertise

- Young Scientist STEM Program, encouraging inquiry, experimentation and scientific thinking
- Scholars in Entrepreneurship and Israel-focused innovation opportunities
- Tech Girls, supporting increased female participation and confidence in technology and innovation

CAMPS, TOURS & SIGNATURE PROGRAMS

- Counterpoint Camps (Years 8–12), including international and local madrichim participation
- Israel Study Tour (IST) for Year 10 and Year 11
- Canberra Visit for Year 6
- Scholars and Entrepreneurship program, including international experiences
- Great Barrier Reef visit for Year 11

LOOKING AHEAD

The work undertaken throughout 2025 provided clarity, direction, and strong foundations for the future. We move into the next phase of the College's journey with alignment, focus, and a shared commitment to continuous improvement.

Major INITIATIVES IN LEARNING AND INNOVATION

in 2025

HIGH SCHOOL

Across Years 7–12, students engaged in a broad range of wellbeing, leadership, and personal development initiatives designed to support their academic growth, emotional wellbeing, and sense of belonging within the College community.

- Consent Education and respectful relationships programs continued across the High School, delivered in partnership with the Psychology team, Heads of Year, Mentors, and external providers, supporting students to navigate relationships, online interactions, and social challenges with empathy and responsibility.
- Student wellbeing programs across all year groups focused on resilience, emotional regulation, study skills, leadership, gratitude, digital citizenship, and positive mental health, helping students develop confidence, independence, and self-awareness.
- Students participated in a wide range of workshops and presentations addressing topics including cybersafety, body image, stress management, executive functioning, safe partying, emotional resilience, and effective study habits.
- Counterpoint camps for Years 8–12 continued to provide meaningful opportunities for

connection, belonging, Jewish identity, and personal growth, while Orientation Camp supported Year 7 students in their transition to High School life.

- Leadership and student voice remained a strong focus throughout the year, with students contributing through mentoring, service learning, community initiatives, fundraising campaigns, and leadership opportunities across the College.
- Students across the High School were encouraged to reflect on personal growth, goal setting, accountability, and respectful communication, reinforcing the College values of respect, commitment, responsibility, integrity, and kindness.

Stage 4: Years 7-8

Stage 4 students embraced a rich and engaging program focused on transition, wellbeing, belonging, and the development of positive relationships, while building the confidence and independence required for High School life.

- The Year 7 Orientation Camp was a significant early highlight, helping students build resilience, confidence, and strong connections with their peers and teachers as they transitioned into High School.
- Throughout the year, Mentor and Student Life programs

focused on themes including inclusion, kindness, gratitude, emotional regulation, respectful relationships, digital citizenship, goal setting, and personal responsibility, grounded in the College values of respect, integrity, and kindness.

- Year 7 students participated in a range of programs designed to strengthen resilience, study skills, organisation, and wellbeing, including a Study Skills Evening with learning expert Dr Prue Salter and workshops focused on emotional regulation and online communication.
- Year 8 students explored themes including character strengths, mindfulness, gratitude, executive functioning, and organisational skills, while participating in study skills and notetaking workshops delivered in partnership with Elevate Education.
- Consent Education modules continued across Stage 4, with students engaging in discussions around respectful relationships, gender-based interactions, empathy, and the impact of online behaviour and social media.
- A strong emphasis was placed on creating routines and balance, supporting students to develop independence, accountability, and effective learning habits, while

“ A deliberate focus on cohesion and clarity strengthened confidence across our community. ”



managing academic, co-curricular, social, and wellbeing commitments.

- Students were encouraged to reflect on feedback, set meaningful goals, and develop resilience through challenges, recognising the importance of growth, consistency, and self-awareness in their learning journey.
- Year 7 students participated in programs exploring community service, digital footprints, and the importance of kindness and inclusion, while Year 8 students prepared for future pathways through subject selection and leadership development opportunities.
- A highlight for Year 8 was the cohort's first Counterpoint experience, providing students with opportunities to explore Jewish identity, values, and Zionist ideas through shared experiences and meaningful discussion.
- House spirit, participation, and belonging continued to

be strengthened through carnivals, music programs, camps, and community events, fostering pride and connection across the Stage 4 cohort.

Stage 5: Years 9–10

Stage 5 was characterised by significant personal growth, increasing independence, and a strong focus on identity, resilience, leadership and preparation for senior school life.

- Year 9 students undertook the Rite Journey program, exploring themes of self-reflection, responsibility, resilience, identity and relationships through mentor and Student Life programs.
- Counterpoint experiences for both Year 9 and Year 10 provided opportunities for students to deepen their connection to Jewish identity, Israel and community, including Year 9's first Counterpoint Shabbat experience.
- Students participated in a wide range of co-

curricular and leadership opportunities, including the Duke of Edinburgh Award programs, Sustainability Committee, Moriah Jewish Cultures Committee, Student Representative Council, Northern Territory trip, and the Michael & Linda Jaku Senior Leadership Program.

- Wellbeing remained a major focus throughout the year, with programs addressing belonging, friendship dynamics, resilience, consent, respectful relationships, social media pressures, and mental fitness.
- Year 10 students participated in "Awaken – התעורר – The Great Reset", a dedicated Wellbeing Festival focused on renewal, community, identity and emotional wellbeing. Students completed Mental Health First Aid training and workshops centred on resilience, healthy relationships and connection.
- Preparation for future pathways formed an important part of Stage 5 life, with Year 10 students engaging in subject selection processes, Review and Reflect interviews, career discussions, work experience, and preparation for Israel Study Tour and Stage 6 learning.
- Academic growth and organisation skills were emphasised throughout the year, with students supported in developing study habits, time management, revision strategies and help-seeking skills as they prepared for examinations and the transition into senior school.
- Year 10 students completed the significant Hans Kimmel project, researching and presenting family stories and histories, fostering reflection, connection and a deeper understanding of personal heritage.





Stage 6: Years 11–12

The senior years were characterised by growth, leadership, resilience, and preparation for life beyond school, with a strong focus on student wellbeing, academic responsibility, and supporting students through the challenges and opportunities of Stage 6.

- Year 12 students were supported through the increasing demands of the HSC with a strong emphasis on balance, wellbeing, and preparation for life beyond school. Staff worked closely with students to build confidence, resilience, and healthy study habits as they approached Trials and final examinations.
- Students participated in a range of future pathways initiatives, including careers and UAC information sessions, a Gap Year Fair focused on Israel programs, and workshops delivered by The Interview Academy on interviews, professional profiles, internships, and CV preparation.
- Year 11 students transitioned confidently into senior schooling, demonstrating maturity, independence, and a

growing sense of responsibility as they adapted to the academic expectations of Stage 6.

- A significant focus throughout the year was placed on leadership and character development, with students encouraged to see leadership both as a formal position and the way they contribute to classrooms, peers, and the wider College community through example, integrity, and support for others.
- The College continued to strengthen the partnership between school and home, reinforcing the importance of consistent routines, open communication, attendance, and wellbeing in helping students navigate the challenges of the senior years.
- Programs and workshops throughout the year supported students in developing confidence, respectful relationships, self-management skills, and readiness for future pathways beyond Moriah.
- The appointment of a new Student Leadership Council provided Year 11 students with opportunities to contribute meaningfully to College life and further develop their leadership capabilities.
- Year 12 students were supported by a dedicated Stage 6 wellbeing and academic team throughout a period of transition, following the departure of Mr Alex Jones as Head of Year 12 after many years of service to the College. Mr Jeremy Covant was appointed to the role, providing continuity of care, guidance, and support during the final months of the students' school journey.
- As students progressed through Stage 6, there was a strong emphasis on reflection,

growth, and recognising the unique journey of every student as they prepared to graduate as confident, capable, and compassionate young adults.

Behaviour, Respect, and Engagement

In 2025, we strengthened our overarching approach to behaviour, placing a clear and consistent emphasis on punctuality, learning engagement, uniform and attendance. These foundations were explicitly reinforced across the High School to ensure that expectations were understood and visible.

A key priority was establishing predictable and reliable processes that supported both staff and students. Greater consistency in school and classroom routines and entry expectations led to improved punctuality, ensuring that more lessons began promptly and maximised available learning time. This, in turn, contributed to a more purposeful and academically focused environment.

Our Head of Student Life led a review of our behaviour management system with a range of stakeholders to support clarity and accountability. This ongoing review aims to ensure that expectations around engagement, including active participation and preparedness for learning were upheld across the High School.

Attendance was also a major focus throughout the year. Clear processes for monitoring and follow-up ensured that absences were addressed promptly and patterns of concern were identified early. This proactive approach supported improved student attendance and consistently emphasised the importance of regular participation in formal and in-formal learning.

Uniform standards were reinforced through more consistent implementation and visible follow-

through. Regular uniform checks helped to maintain expectations, and where issues could not be resolved on the spot, students are required to return home to ensure compliance. These firm, fair and consistent practices will continue to show a noticeable improvement in uniform presentation across the High School.

Collectively, these measures contributed to a stronger culture of accountability and respect, where expectations were clearly set, consistently applied and understood by all members of the school community.

Co-Curricular Opportunities for Students

Students engaged in a broad and dynamic co-curricular program, encompassing a wide array of opportunities across academic, creative, cultural and physical domains. Students participated with distinction in activities including Mock Trial, Debating, Inter-House competitions, Music ensembles and Sport, alongside a range of additional enrichment and interest-based pursuits. This breadth of opportunity ensured that all students were able to pursue areas of passion, extend their talents, and contribute meaningfully to the life of the High School.

Following a comprehensive review at the end of 2025, the decision was made to conclude the Day 8 program. From 2026, co-curricular opportunities will be more intentionally interspersed across the timetable, allowing for broader participation, greater consistency and increased alignment with both student interests and whole-school priorities.

Professional Learning Teams for Staff

In addition to personalised professional learning, with course participation in a wide-range of focus areas, staff also participated

in professional learning teams within their faculties. These collaborative sessions were led by teacher leaders and focused on curriculum development, pedagogy and syllabus implementation.

Assessment and Feedback Culture

Our approach to assessment continued to evolve, with a particular focus on preparing students for success and supporting meaningful reflection on their learning.

In the lead-up to examination periods, a more structured and deliberate approach to exam preparation was implemented. In-class instruction and mentor sessions emphasised the development of effective study habits, revision planning and subject-specific exam strategies. Students were explicitly taught how to organise their preparation, revise with purpose and manage their time effectively. Detailed assessment notifications were issued in advance, providing clarity around expectations and enabling targeted and individualised preparation.

Following each examination block, students participated in structured feedback sessions within each subject. These sessions were designed to reinforce the importance of reflection, allowing students to analyse their performance, identify areas for growth and apply feedback to future assessments.

In addition, the Review and Reflect program was introduced for students in Years 10–12. This initiative provided a more formalised and consistent framework for senior students to engage in deeper academic reflection, set meaningful goals and take greater ownership of their progress in the lead-up to the HSC.

The overall impact has been a

strengthening of academic culture, with students increasingly taking responsibility for their learning and demonstrating a clearer understanding of the relationship between preparation, feedback and improvement.

PRIMARY SCHOOL

Using technology and data to inform Learning and Teaching

Data dashboard experienced challenges through 2025 due to the process of manually uploading data into the dashboard to keep it current. This process was therefore replaced using a spreadsheet system in OneDrive that was loaded and maintained by the Learning Leader. Using this platform, the team continues to improve real time capture of data to ensure current reliable information at all times to inform learning and teaching.

Migration to Microsoft Phase Two

Educators across K-6 have completed the process of migrating all documents to Microsoft OneDrive and have commenced refining and enhancing documents in this suite so that they are comprehensive, well detailed and capture the progressive learning from the year to year along with data tracking and resources.

Being a Microsoft School, the educators have utilised the Microsoft Suite Student Notebook application as a collaboration platform and tool to disseminate information and learning offerings to students. Additionally, student assignments are issued using this tool and students have turned in completed activities via Notebook. Usage was higher in Semester 1 than Semester 2.

Staff Notebook has been used by an increased number of staff as a collaboration and planning tool in conjunction with OneDrive.

Our PERFORMANCE

Our strong academic performance is due largely to the consistent effort of our students and the extraordinarily dedicated teachers who encourage them to be confident, independent thinkers, and who carefully monitor each student's progress.

HIGHER SCHOOL CERTIFICATE RESULTS 2025

A total of 128 students completed HSC examinations in 2025.

- Eight students graduated with an industry-ready TAFE certification (Certificate 2 or 3) in addition to their HSC.
- Six students completed Life Skills courses.
- Cooper Plaskow achieved the highest ATAR of 98.95 and was named on the All-Rounders list for achieving greater than 90 in 10 or more units.
- Seventeen Year 11 students accelerated across Mathematics, Modern Hebrew Continuers, and Dance.

HSC 2025 Major Achievements – State Rankings

- 84% of HSC results were in Bands 5 and 6, with 15 courses achieving 100% Band 5/6 results.
- Median ATAR: 88.1
- 80% of students achieved an ATAR of 80+, 42% achieved an ATAR of 90+, with 18% attaining 95+ and 6% exceeding 98

The following subjects were listed as having Moriah students as Top Achievers, gaining State Rankings in their courses:

- 5th in NSW for Modern Hebrew Continuers
- 5th in NSW for Classical Hebrew Continuers
- 5th in NSW for Classical Hebrew Extension

Selections and Nominations for Major Works

In 2025, nominations for the Creative and Performing Arts were received in:

- Dance **CALLBACK**
 - Two nominations for Core Performance
 - One nomination for each of Core Composition and Major Study Performance
- Design and Technology **SHAPE**
 - Five nominations
- Drama **OnSTAGE**
 - One individual performance and one group performance
- Music **ENCORE**
 - Three nominations for Composition

2025 HSC Post School Destinations

Of the 92 students who received an ATAR at the completion of Year 12 in 2025, 84 received a Main Round offer to tertiary education providers, providing Bachelor courses. By the third round, 149 offers were made to students.

Moriah College also had 76 early entry first round offers before HSC examinations.

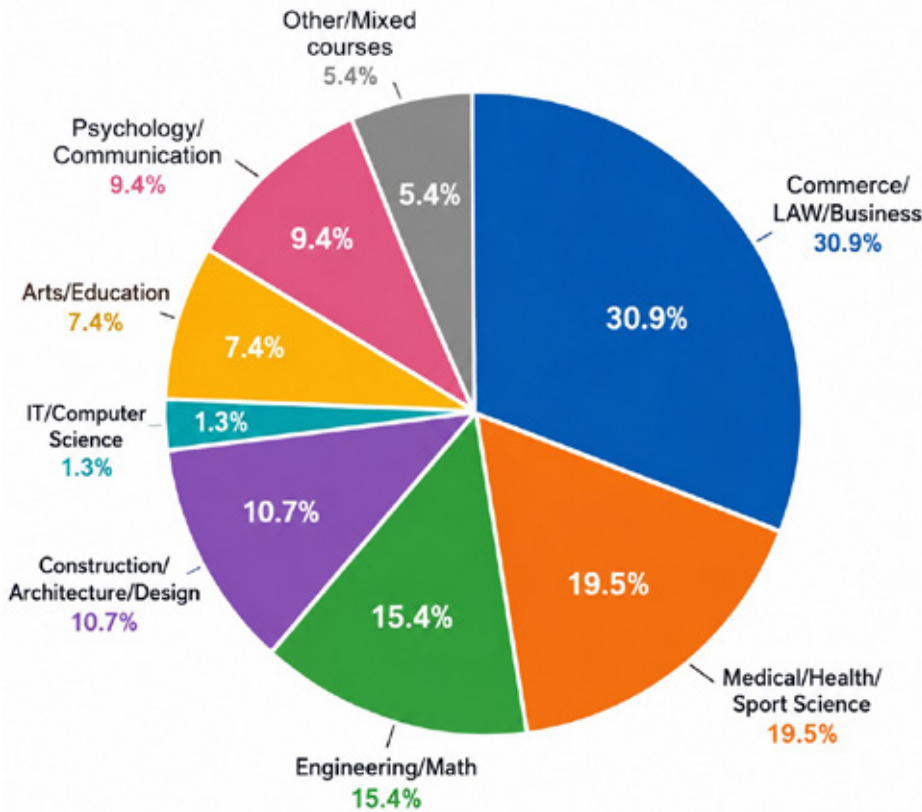
Based on the 149 total university offers listed in the document, here is an approximate percentage breakdown by course area:

- Commerce/LAW/Business 30.9%
- Medical/Health/Sport Science 19.5%
- Engineering/Math 15.4%
- Construction/Architecture/Design 10.7%
- IT/Computer Science 1.3%
- Arts/Education 7.4%
- Psychology/Communication 9.4%
- Other/Mixed courses 5.4%

Offers by Course Area

Out of the 92 students in the year group, the number of students who received at least one offer from each university group was:

- University of Technology Sydney (UTS) 35 students (38.0%)
- University of Sydney (USYD) 19 students (20.7%)
- UNSW Sydney (UNSW) 31 students (33.7%)
- Macquarie University 29 students (31.5%)
- ND/ACU/Other Universities 17 students (18.5%)



RECORD OF SCHOOL ACHIEVEMENT (ROSA)

There were no students who requested a leaver’s Record of School Achievement in 2025.

NAPLAN: YEARS 7 & 9, 2025

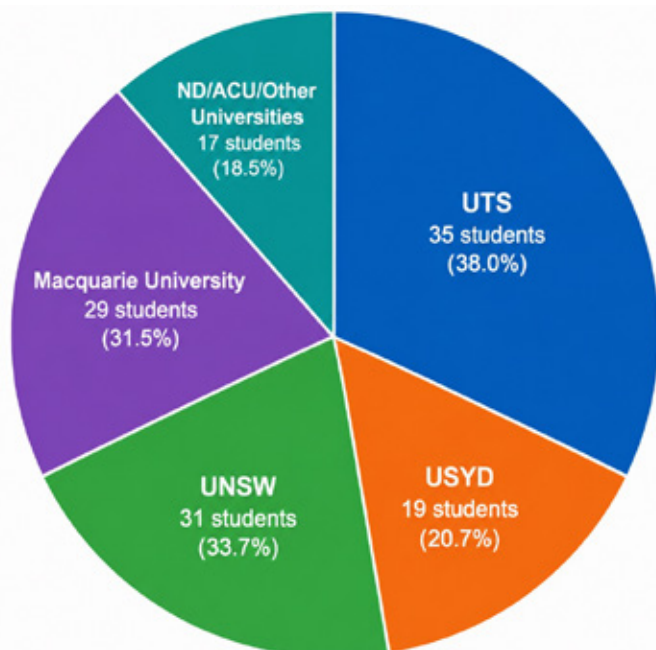
The 2025 NAPLAN results in Year 7 and 9 reflected cohorts that continues to perform strongly overall, with the majority of students achieving in the Strong and Exceeding bands across domains. Longitudinal analysis from Year 7 (2023) to Year 9 (2025) indicated sustained high performance in Writing, while highlighting areas requiring closer attention, particularly in Reading and Grammar and Punctuation for this cohort.

In response, the High School implemented a highly targeted and data-informed intervention strategy. Individual student results were analysed against expected achievement, with Heads of Department and Heads of Stage collaboratively identifying students requiring support or extension. Targeted English and Mathematics interventions were introduced, including explicit instruction in reading comprehension, writing structure, grammar and punctuation and numeracy skills aligned to NAPLAN-style questions. Progress was systematically tracked using internal data and online diagnostic tools, with regular review points built into the cycle to evaluate growth and refine support.

These interventions reinforced the school’s commitment to academic growth for every student, ensuring that high achievement is sustained while emerging needs are identified early and addressed with precision and care.

Students Receiving Offers by University

(Out of 92 Students)



NAPLAN: YEARS 3 & 5, 2025

NAPLAN is an annual assessment for Australian students in Years 3, 5, 7, and 9, evaluating literacy and numeracy skills. The assessment aids parents, educators, and policymakers in tracking individual and national progress against standards, supporting schools in identifying improvement areas. NAPLAN tests cover reading, writing, language conventions and numeracy. They supplement teachers' assessments without replacing them, offering insights into students' achievements and areas needing attention.

NAPLAN assessments use four bands to denote proficiency levels and communicate performance: Exceeding; Strong; Developing; and Needs Additional Support. These levels offer clearer insights into students' achievements in each NAPLAN area, helping educators determine whether students are meeting expectations for their current

stage of schooling and enable targeted support for those who need it to progress effectively.

Summary of Year 3's Performance:

- Reading & Writing: Over 31% of students are achieving at the Exceeding level, with the majority demonstrating Strong proficiency (58% in Reading, 69% in Writing). These results reflect a high standard of literacy across the cohort.
- Numeracy: Strong performance continues in Numeracy, with 39% of students Exceeding expectations and 55% at the Strong level, indicating a solid grasp of mathematical concepts.
- Grammar & Punctuation: Most students (82%) are achieving at the Exceeding and Strong levels, showcasing a well-developed understanding of key writing conventions.

- Spelling: 38% of students are in the Exceeding category, with 52% demonstrating Strong proficiency.
- Support Needs: Grammar and punctuation was the only area where a small proportion of students (2%) were identified as needing additional support.

Summary of Year 5's Performance:

- Reading & Writing: Over 40% of students in Reading and more than 32% in Writing are performing at the Exceeding level, with most others achieving at least Strong proficiency (53% in Reading, 67% in Writing). These results highlight a strong foundation in literacy.
- Numeracy: 47% of students are Exceeding expectations, while 49% demonstrate Strong proficiency, reflecting confident mathematical understanding.
- Spelling: 30% of students are





futureproof students and the degree of student capability in each area

- a final general comment to summarise the student's profile across the curriculum
- a comparison table of grades achieved in each KLA in the year level

High School

Years 7-10 Assessment and Reporting

Throughout 2025, students in Years 7-10 received a report at the conclusion of each term. Each report included Approaches to Learning, the student's mark for each subject, the median mark, and the range of marks on a box and whisker graph.

A Student Life report was also included in the report for Terms 1 and 3, commenting on the student's co-curricular involvement, and participation in wellbeing programs. Co-curricular involvements were included in the report at the end of each term.

Assessment

In Terms 1 and 3, students in Years 7-10 were assessed using a variety of different types of assessment tasks. Each of these tasks were assessed using a rubric from which a mark was derived for reporting purposes.

At the end of Terms 2 and 4, students in Years 7-10 completed exams for each subject. These exams were conducted as exam blocks under formal exam conditions.

Assessment Notifications

As part of our focus on better preparing students for assessments and exams, the Heads of Department continued to ensure that all students were provided with very detailed assessment notifications which outlined the study

Exceeding, with 55% at the Strong level, indicating well-developed spelling skills.

- Grammar & Punctuation: 46% of students are Exceeding, and 47% are performing Strongly, demonstrating strong language proficiency.
- Support Needs: The proportion of students requiring additional support is minimal, with none identified in Reading or Writing. In other areas, only a small percentage (1%) were identified as needing additional support. Overall, the data suggests high competency and effective instructional strategies.

ACADEMIC REPORTING

Primary School

The improved Primary School Semester Report, introduced last year, continues to provide families with clear and comprehensive insights into student performance across all Key Learning Areas (KLAs). Available on eLY, the report ensures transparency by delivering unambiguous

information on each child's progress.

This initiative remains a key focus, reinforcing our commitment to effective communication between the school and families, supporting student growth and achievement. The reports include the following:

- a performance grade in each strand of a KLA
- an overall performance grade in each KLA
- detailed standardised grading across classes in a year level and across year levels
- a detailed explanation of achievement at each of the five points on every grading A-E scale so that all stakeholders understand the child's performance level and next steps to progress learning
- a simple short comment to explain a noteworthy attitude, learning disposition and strength or challenge in each KLA
- an explanation of five social competencies which

and assessment preparation expectations for students for each week of the term.

Years 11 and 12 Reporting

Years 11 and 12 students received formal feedback at the end of each term. The results are presented as a Result Notification, including outcomes for that task, and a colour graph showing the assessment mark, median score, and range of marks divided into quartiles to show relative position. A full report is issued at the end of Term 3, which includes a comment from each subject teacher, providing a holistic overview about each student's overall academic performance.

PRIMARY SCHOOL INFORMAL CONTINUOUS REPORTING

Parents receive a continuous flow of learning moments which

document their child's learning journey inclusive of the success and challenges across the year. This resembles an e-portfolio and is also available as evidence of student progress and performance.

PRIMARY SCHOOL CHECKPOINTS

Snapshots of student performance (formative and summative) are recorded in eLY utilising marking keys, commentary, and rubrics at key points in the students' learning experience. This correlates with backward by design programming and assessment and indicates where the students have acquired mastery of core skills and understandings to inform next steps in teaching and learning. This is unavailable to parents at the moment.

FORMAL PARENT-TEACHER INTERVIEWS

Formal Parent/Teacher interviews were conducted online via Teams across Years 7-12. This online format continues to be well received by parents and staff.

Parents of the Primary School students continue to be invited to attend once-a-semester online interviews with their child's teachers. Criteria for these interviews included providing parents with a narrative detailing the global profile of their child, strengths, challenges, and personalised learning plans. This remains in addition to phone calls, email consultation and face-to-face meetings whenever required or appropriate.



Our STAFF MEMBERS

Professional Learning and Teacher Standards

2025 TEACHER ACCREDITATION STATUS

Conditional	7
Provisional	5
Proficient	173 including 10 new in 2025
Accomplished*	10 new in 2025
Highly Accomplished	0
Lead Teacher	0

* All Accomplished Teachers are Proficient

SENIOR FIRST AID/CPR

The College provided mandatory CPR training to all teaching staff as well as several non-teaching staff. In addition, PE staff and other select teaching staff who attend camps or overseas excursions were required to complete First Aid training.

ANAPHYLAXIS/EPIPEN TRAINING

High School & Primary School

All High School and Primary School staff members attended in-house training on Anaphylaxis and the use of an EpiPen as part of our annual updates.

LEADERSHIP DEVELOPMENT

High School

In 2024-2025, the Student Leadership Council, consisting of College Captains and Vice Captains, as well as Captains for House, Sport, Communications, Student Representative Council, Performing Arts and Jewish Life and Zionism demonstrated excellent student leadership. The SLC members were outstanding role models for the younger students and excellent ambassadors for the College. They

provided visible and influential leadership for the student body and were a great support to each other and the wider student body. The Captains, Vice Captains, and other SLC students organised and participated in High School Assemblies, contributed to Moriah Foundation events, and represented Moriah at numerous external events. These leaders gave willingly of their time and were admirable ambassadors for Moriah. Ms Wiseman and Mrs Thomas worked very closely with the 2024-25 SLC to provide the students with support, advice and guidance.

Project-based leadership opportunities continued to be encouraged, developed, and supported by the High School Executive throughout 2024-2025. Students who were not in the formal SLC continued to enjoy opportunities to contribute and develop their own leadership skills through a wide variety of project-based leadership initiatives.

As participation in Sport continued to increase in 2024-2025, the captains of individual sports again played a significant role in ably leading their sports, with these senior students giving of their time to support junior students and the growth of their sport within the College.

Student-led achievements throughout the year were numerous and students continued to raise money for a range of different charities.





Evaluate
Make a **judgement** based on criteria; determine the value of something.

Outline
Sketch in general terms; indicate the main features of...
Not much detail required.

Describe
Provide characteristics and features.

Synthesise
Putting together various elements to make a whole.

Analyse
Identify elements and the relationships between them; and relate them to other elements.

Justify
Support an **argument** or conclusion.
Provide evidence to back up your point.

Discuss
Identify issues and provide points **for and/or against** them.

Assess
Make a **judgement** about the value of...

People & Culture



Year In Review

As we reflect on 2025, we extend our deepest gratitude to our staff. This year, more than ever, their strength, professionalism and care have been evident. Against a backdrop of rising antisemitism impacting not only our staff, but also our students and families, alongside significant leadership transitions across the College, our people have continued to show extraordinary resilience, unity and commitment.

During the year, we welcomed two new members to our Executive team with the appointment of our Head of High School and Head of Early Learning Centres. We also strengthened leadership within the High School through the appointment of a new Head of Learning & Teaching, Head of Student Life and Digital Learning Leader. These roles have further enhanced our educational offering to Moriah families, sharpening our focus on academic rigour, student wellbeing and contemporary learning practices.

As we continue to deliver a high-quality learning environment grounded in Modern Orthodox

Jewish values, we thank our staff for their unwavering dedication to our students and community. Their commitment ensures that Moriah remains a place where learning, care and identity are nurtured every day.

Throughout 2025, we remained focused on attracting and retaining high-quality talent, ensuring our Employee Value Proposition remains competitive within the market. We continued to invest in staff development and growth, including the introduction of a Study Assistance Program to financially support staff in reaching their professional aspirations and full potential.

Through detailed organisational reviews, employee costs were carefully managed and remained stable, while successfully negotiating two new Enterprise Agreements. Alongside this, we maintained a strong focus on staff wellbeing through our Thrive @ Moriah program, reinforcing our commitment to supporting staff both professionally and personally.

Staff recognition continued to be a meaningful highlight of the year. We are particularly proud of the longevity of our workforce, with the average tenure across the College now eight and a half (8.5) years. In 2025, we celebrated staff milestones of 20, 25, 30 and 35 years of service—an extraordinary testament to loyalty, culture and connection.

I would also like to express my sincere appreciation to the People & Culture team, encompassing Human Resources

and Payroll, whose passion, care and dedication underpin so much of the College’s success. Their work behind the scenes ensures our people feel supported, valued and heard.

Looking ahead to 2026, we are energised by the opportunities before us as we align to our new College strategy. Our continued focus will be on empowering our staff to thrive in their roles, fostering collaboration and wellbeing, and ensuring sustained success for our students, our people and the wider Moriah community.

Our Staff

Moriah College employed a staff complement of 358 (Early Learning – Year 12), including two teaching employees who have declared themselves as Aboriginal or Torres Strait Islander. At our school we embrace all faiths and backgrounds for all our staff.

School Staff 2025	
Teacher Staff	188
Full time equivalent teaching staff	172.25
Non-teaching staff*	170
Full time equivalent non-teaching staff	144.46

* Inclusive of Executive team, Teachers Aids, Finance, Enrolments & Engagement, People & Culture, IT, Foundation, Facilities & Maintenance, Canteen, Kehillat Moriah and various admin teams.

Karen Hirst
Director of People & Culture



Our STUDENTS

STUDENT ATTENDANCE RATES

For whole-school student attendance rates, please refer to the school's data on the My School website

www.myschool.edu.au

Year Level	Annual Attendance Rate %
Kindergarten	96.66%
Year 1	95.79%
Year 2	96.04%
Year 3	95.54%
Year 4	94.67%
Year 5	93.49%
Year 6	93.67%
Year 7	92.62%
Year 8	92.61%
Year 9	91.44%
Year 10	93.38%
Year 11	94.00%
Year 12	96.06%
Overall	93.88%

MANAGEMENT OF NON-ATTENDANCE

High School

Student attendance is recorded on Synergetic in every lesson by the teachers. It is correlated by the Student Services Officer who then alerts the Head of Year for any anomalies. If absence is deemed a problem, the parents and students concerned are called for a meeting with the Head of Year – often this is referred to the School Psychologist and Student Life Team. When a student's rate of absence approaches 30 days within the last 100 days, the

Heads of Year alert the parents, and a FACS report will likely be generated.

Primary School

Primary School Student attendance is recorded on Synergetic by the class teacher during morning routine every morning. The receptionist texts parents/guardians who have not contacted the school to confirm the child is away. The parent or guardian is asked to either call or email, explaining their child's absence, and the school follows up where explanation of an absence has not been received from parents. Absences are monitored and parents are contacted, or a meeting held, to resolve non-attendance. Mandatory reporting procedures apply where absences are extended, or the student may be at risk.

STUDENT RETENTION RATE

The retention rate for the 2025 cohort was 98%.

ENROLMENT POLICY

A copy of the College's Enrolment Policy is available on the College website <https://www.moriah.nsw.edu.au/enrolments/enrolment-moriah>

CHARACTERISTICS OF THE STUDENT BODY

(As at Census date in 2025)

Moriah College is a dynamic modern Orthodox Jewish Day School dedicated to cultivating a strong sense of Jewish identity, a commitment to

academic excellence, and a deep responsibility to community engagement. Guided by Jewish values and a culture of lifelong learning, the College provides students with a holistic education that integrates intellectual, spiritual, and moral development.

In 2025, Moriah College enrolled 1,339 full-time students from Kindergarten to Year 12, maintaining a balanced gender distribution of 680 boys and 659 girls. When including the Early Learning Centres, the total full-time equivalent enrolment reached 1,550 students.

This diverse and well-rounded student population enriches the College's learning environment. Students represent a broad cross-section of the Jewish community, encompassing a range of cultural, religious, and socio-economic backgrounds. Such diversity not only enhances peer learning but also strengthens students' capacity for empathy, collaboration and understanding.

The balanced demographic profile allows for equitable participation across programs, contributing to consistently high academic performance and strong student wellbeing indicators. The College's commitment to fostering inclusivity and respect for difference ensures that every student is encouraged to reach their full potential while upholding shared Jewish values that anchor the community in unity and purpose.

Further information regarding the school context that is publicly available, including student background, school staff,



enrolments, senior secondary outcomes and VET can be found at the My School Website www.myschool.edu.au or the College website www.moriah.nsw.edu.au

DIFFERENTIATED LEARNING AND ENRICHMENT OPPORTUNITIES FOR HIGH-POTENTIAL LEARNERS

The Gifted and Talented (STRETCH) program at Moriah College is designed to provide personalised learning opportunities that nurture and extend the unique abilities of students who demonstrate high potential or exceptional performance.

Within classes, identified students are targeted for individual and small-group interventions appropriate to their areas of strength. Classroom educators will work alongside Mrs Markie Calle, the Head of Gifted and Talented

(K-6), to ensure appropriate enrichment is in place for students daily and systematically. The offering for individual students is reviewed regularly, and students are tracked closely to ensure provisions are appropriate.

OVERVIEW OF ACADEMIC COMPETITIONS

High School

Students participated in:

- UNSW Problem Solving Competition
- Aus Mathematics Competition and Intermediate Olympiad
- UNSW Business School – Australian Economics and Business Studies Competition

Primary School

In addition to the high-quality teaching and learning provided within each classroom, Moriah students can participate in a number of academic

opportunities, such as:

- Debating and Public Speaking competitions
- The Australasian Problem-Solving Mathematical Olympiad (Years 4-6 students)
- The Australian Mathematics Competition
- The Computational and Algorithmic Thinking Competition
- Writing competitions, such as the RAS AB Paterson Bush Poetry competition
- The Da Vinci Decathlon
- The Kids Lit Quiz
- The G.A.T.Eways competition

Throughout the Primary School, high potential and high performing learners are catered for in a variety of ways. The following is an outline of these processes:

- Throughout the year, students



are observed, tracked, and receive provisions based on their individual needs. All students complete the CogAT (Cognitive Abilities Test) assessment in Years 1 and 5, which highlights any high potential learners. In Years 2, 4 and 6, students complete the Academic Assessment Services testing, which similarly tracks and identifies high potential and high performing students. These assessments are used alongside teacher and parent observations, cross-grade assessments and standardised tests to ensure students are identified using reliable, accurate tools. All classroom educators liaise with Mrs Markie Calle to interrogate their data and ensure appropriate enrichment is in place.

- In Years 4 and 5, Mrs Jessica Aronstan runs the STRETCH Mathematics class daily for high performing individuals. The grouping is fluid and flexible, responsive to the performance of students across the grade.
- In Years 5 and 6 there is an academically selected class, based on the students' performances in standardised and diagnostic assessments designed to test their aptitude.
- The Deputy Head of Primary, Head of Gifted and Talented (K-6), and the Primary Learning Leader identify and track the progress of high potential/ high performing learners in collaboration with classroom educators, assisting with appropriate pathways for individuals based on their respective needs.

High School

All students in the High School were invited to take part in enrichment opportunities in 2025. This opt-in environment, managed via surveys on eLY, ensures that all opportunities are provided

to all high-achieving students in the High School. Continuing to thrive in the online environment, with many more face-to-face possibilities, students had several different challenges, short courses, and competitions to choose from.

- We continued to support maths students in the maths enrichment courses from the Australian Maths trust.
- Students from Years 7-12 were guided through the Science Olympiad program this year, focusing on enriching their science knowledge by organising specialised subject teachers to guide the students. Students were also offered sessions to focus on revision and exam preparation skills.
- Many students took the opportunity of online learning to discover short courses with the Weizmann Institute of Science.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

High School

In 2025 the Heads of Stage worked together on schoolwide initiatives, promoting a focus on the holistic care of students, emphasising autonomy, and encouraging independence across the three stages. These were always framed based on our College values of respect, commitment, responsibility, integrity and kindness.

During daily Mentor sessions, targeted programs were run by Mentors with different themes running through the terms.

- Year 7, had the themes of: respectful relationships, consent, social inclusion, growth mindset, respectful relationships, goal setting
- Year 8, had the themes of: character strengths, goal setting, assessment planning, belonging, conflict resolution

and giving back

- Courage to Care with Year 8: program aims were to inspire students to incorporate 'Upstanding' behaviour into their everyday lives and empower them with strategies for doing so, by hearing from a Holocaust survivor which led to discussions on how to be an upstander
- Year 9 commenced the first two modules of The Rite Journey program - "Who am I" and "How do I get along with others". Mentor time was also devoted to time management, organisation and planning, note-taking and summarising.
- The focus of the Year 10 Wellbeing program was enhancing and maintaining positive Mental Health, and respectful relationships, in order to flourish in all aspects of their lives – socially, academically, and emotionally. Mentor time was also devoted to enhancing their time management skills, note-taking and summarising, and general preparation for exams and assessments.
- Year 11 explored the themes of: study skills, managing change, leadership, dealing with disappointment and juggling stress management.
- Year 12 explored the themes of: motivation, effective study habits, study timetables, stress tolerance, gratitude and keeping connections.

In addition to the **daily connection** students have with their Mentors and the programs run in daily mentor sessions, students had the opportunity to engage in a range of initiatives that were delivered to students throughout the year with the aim to enhance student wellbeing outcomes.

Primary School

In 2025, the Student Development Team continued to champion learning for life through the explicit development of Social and Emotional Learning skills, ensuring that classroom wellbeing lessons translated into meaningful, real-world life skill growth. Primary School initiatives and activities promoting respect and responsibility were intentionally designed to foster student independence, agency and self-regulation. The Student Development programs were firmly anchored in the College values of respect, commitment, responsibility, integrity and kindness, fostering a culture where every student is supported to thrive.

School Values and Positive Behaviours Framework

- Explicit teaching of Moriah College school values including clear and consistent expectations alongside the reinforcement of a culture of kindness, accountability and respect
- Branded posters of the Moriah values created and displayed in areas of prominence aligned to whole school values
- Evidence-based Student Development Morning Routine Sessions K-6, 'Growing Moriah Minds', targeting social and emotional brain and skill development
- Social and Emotional Learning lessons and language was



embedded where appropriate during the day to teach respectful relationships, boundaries, digital citizenship, regulation, positive communication and self-help and support seeking skills

- Growth Mindset and resilience was cultivated through reflection sessions and learning and social experiences to foster perseverance, build confidence and equip students with skills to overcome challenges
- Increased student engagement through student voice, choice, leadership and meaningful involvement
- Reduced absenteeism by enhancing connections and sense of belonging and promoting social cohesion
- Sessions and interventions (grade, individual and targeted social group) to promote positive peer relationships and inclusive behaviours
- Moriah Menches' recognition awards and online badges for students demonstrating respectful or responsible behaviour; celebrated at assemblies and accompanied by correspondence with parents as partners
- Rules and Routines educator Professional Learning designed to ensure shared language, expectations and understanding of the core values and behaviours to be upheld and reinforced
- Visual behaviour matrixes encouraging students to show respect in all areas (classroom, playground, online)
- Restorative practices facilitated by Deputy Head Student Development and Behaviour Management K-6 and Student Growth Coordinator 4-6; guiding conversations after conflict to promote empathy, accountability, and relationship repair
- RRR (Reflect, Regulate and Refocus) process refinement saw educators step up to better manage student misbehaviour or negative interactions. Educators were upskilled in guiding students towards taking responsibility for their actions and understanding the impact on others, using updated, age-appropriate language frames and templates
- Common language and definition of bullying and mean-on-purpose behaviours and a consistent process for responding training sessions supported educators to feel empowered when managing student conflict
- Explicit student lessons were implemented to encourage ownership, responsibility and respect for shared learning and play environments

- Cyber safety lessons delivered by the Student Development Team on respectful and safe online interactions
- Use of e-Safety and Safe on Socials online resources helped guide student online behaviours
- The Year K and Year 5 student Buddy Program continued through 2025 with its purposeful design to help students develop healthy relationships. The program enhances students' social interaction skills and functions as a support network for new students entering the College.
- The Year 5 and Year 6 camps included programs to develop teamwork skills, personal strengths, and provide experiences through which students uncover leadership potential and enhance their leadership competencies
- 'Amazing Me' stage-specific student sessions K-6: puberty, consent, online behaviours
- Brad Marshal, The Unplugged Psychologist Tech Diet for your child and Teen: Parent PL focused on online behaviours, monitoring and responding to children's screen addiction, social interactions and strategies to support good mental health online
- PL for the Teaching Aides and Special Education educators was delivered by our school Psychologist to facilitate their role in working creatively with vulnerable students to help them better manage anger and anxiety
- Year 5 Student Peer Mediation PL – training 2026 Year 6 leaders to become mentors promoting responsibility and conflict-resolution skills in preparation for playground mediation roles
- Community contribution and belonging encouraged through targeted days promoting inclusion, responsibility for the wider community (Chesed Drives), connection to Israel, and the importance of different forms of giving and contributing to those in need
- Attachment based Parent PL: 'Circle of Security' delivered by the school Psychologist helped parents upskill themselves in managing their children's big emotions
- Friendship Hub and Lego Club supported the development of vulnerable students' social interactions and promoted healthy and respectful friendships and problem-solving skills.





Exploring Israel and Zionism

Moriah students deepened their connection to Israel through meaningful engagement:

- Cards and letters from our Primary School students to those in hospital in Israel
- Guest speakers included humanitarian ambassador and author Liz Hirsh Naftali, Hillel Neuer from UN Watch, I'm that Jew campaigner, Eitan Chitayat, Israeli academic Michal Cotler-Wunch, Israeli singer Hagit Yaso, Israeli journalist Nadav Eyal and the team from Unpacked, dedicated to deepening young people's understanding of Israel, Judaism, and the Jewish experience.
- Collaborations with WIZO and JNF brought real-world context to Jewish values.
- These experiences underscored our unwavering support for Israel and strengthened Jewish identity.

Celebrations and Commemorations

Moriah College marked key moments of Jewish pride and reflection:

- Yom HaShoah and Yom Hazikaron ceremonies honoured those lost in the Holocaust, and Israel's fallen heroes, with reverence and unity.
- Purim, Pesach and Yom Ha'atzmaut were among the many chaggim that our students celebrated school-wide, with creativity and joy.
- In December, members of our Moriah College community gathered at the Bondi memorial to lay a wreath and stand together in grief and solidarity.

Chesed and Tikkun Olam

Social responsibility was woven into the fabric of school life:

- Students raised funds for those affected by conflict in Israel.
- Backpack collections for the Gunawirra Project supported Aboriginal children.
- The Primary School Chesed Drive inspired students to engage in mitzvot and donate generously.
- Classroom projects connected chesed to learning, embedding Tikkun Olam into everyday life.

Alumni Connections

In 2025, Moriah continued to strengthen connections across its alumni community:

- Alumni shared career insights and professional experiences with current students through various events such as the Alumni Career Breakfast
- Achievements were celebrated, including Nicole Philips (Class of 2012) receiving the Women Leading Tech in Society Award
- Contributions to the global Jewish community were highlighted through graduates such as Akiva Gluck (Class of 2011), who led missions for diplomatic delegations, investors and students through the Israel-Australia Chamber of Commerce.

WELLBEING AND RESILIENCE

High School

- In Years 7-12 students participated in **Consent Education** programs, delivered in partnership with Psychology team, Heads of Year, Heads of Stage and Mentors
- Years 8-12 all attended a

Counterpoint camp during term 3, promoting inclusion, Jewish values, and each cohort's sense of belonging.

- A group of 50 Year 9 students attended the week-long Adam veAdama Northern Territory Trip in the July school holidays. This trip fostered connection with the land, building a connection with the Aboriginal community in Gunbalanya in Arnhem Land through community service and shared experiences, and an opportunity for students to deepen their connection with one another through shared experiences outside of the classroom.
- Guest speaker Nic Newling shared his personal journey with mental health, inspiring open dialogue.
- Quest, our therapy dog, provided daily comfort to students and was a beloved presence across the College.
- Initiatives like R U OK? Day fostered understanding, inclusion, and peer support.

Primary School

Student wellbeing remained a cornerstone of Moriah College

Primary's ethos in 2025. Highlights included:

- SchoolBox Pastoral Care Platform refined to facilitate the collection of key information, communication and incidents regarding student behaviour, social and emotional wellbeing and development, interactions with students' families and external specialist providers. This platform was first tested by a core group of targeted users, and issues identified were then ironed out with SchoolBox to ensure data capture was effective.
- Growing Moriah Minds and mindfulness programs supported emotional resilience and social-emotional learning
- Student based social activities to support RUOK? Day, and Harmony Day fostered understanding, inclusion, and peer support
- Yr 6 2025 Peer Mediators monitored the school playground during recess and lunch and supported educators to manage minor social conflicts; working with younger peers to provide conflict resolution to support

a healthy and safe playground environment

- Incoming Year K students met their 2026 team of educators and the Student Development Team during 'Meet the Teacher' sessions, and participated in academic and wellbeing lessons designed to familiarise the incoming students with the Year K processes and their educators
- Festival of Familiarisation saw students meeting their 2026 educators in their 2026 classrooms to gain familiarity and alleviate some anxiety about changes of new classmates and educators.
- 2026 educator connection sessions organised for vulnerable students to facilitate smooth transition into the new academic year, the classroom environment and school processes
- Vulnerable student handover for Music Camp, created by the Student Development Team and the Director of Inclusion and shared with staff attending the camp to facilitate the success of the Year 3-6 camp attendees
- The Reflection process encouraged students to understand, assess, and reflect on their behaviours and interactions, to consider the impact those behaviours and interactions had on themselves and on others, and to identify more positive future actions
- Vulnerable student handover to 2026 educators, delivered by the Student Development Team to 2026 educators to provide insight into confidential student profiles and histories
- Project Heritage: Students explored the meaning of different forms of antisemitism, including current antisemitism that they were experiencing, alongside the rise of Nazism. They developed Israel and





Jewish advocacy narratives and presented their learning in different exhibits.

- Updated and more streamlined Risk Assessment Template – including the new security protocols
- Quest, our therapy dog, provided daily emotional support and comfort to vulnerable students

PRIMARY SCHOOL CHARITY DRIVES

Social responsibility and Tikkun Olam was woven into the fabric of Primary school life through Chesed Drives and lunchtime activities, to foster a love of caring for and giving back to the wider community.

- Students wrote cards for Operation Rising Lions, our Term 1 Chesed drive, wishing soldiers and civilians that were injured in the war and were recovering in Israeli hospitals a refuah shelayme
- Students raised funds for our Term 3 Chesed Drive supporting WIZO
- The Primary School Term 2 Shavuot Chesed Drive inspired students to donate non-perishables to families in need
- Moriah students deepened their connection to Israel through meaningful engagement, writing letters of gratitude to the IDF, and creating a mural incorporating their letters of hope and prayer
- The Term 4 charity saw K-6 students donating new toys to Randwick Sydney Children's hospital for sick children

STUDENT LEADERSHIP REPORT

High School

Students showcased their leadership skills and values in various ways across the high school

- Year 9 students were encouraged to become members of the SRC which is managed by the year 12 SRC captain. Each semester, 8 students (two from each house) were elected. The Year 9 SRC collaborated with the Year 12 SLC on initiatives including RUOK Day, Movember, ran student surveys to enhance student voice and engagement.
- Year 10 students participated in Hadracha training provided by EDJE madrichim. This took place during the Day 8 program and culminated in a Shabbaton. Year 10s were elected as Prayer Leaders and were responsible for leading Tefilla groups across Years 7-9.
- Orientation Camp – Year 12 student leaders (Student Leadership Council) and selected Project Leaders attended and led Year 7 Orientation Camp activities and supported staff to ensure strong connections and belonging
- Year 7 leadership opportunity: for the incoming Year 6 to Year 7 cohort, our current Year 7 students were able to put themselves forward to volunteer to support and speak to Year 6 at their Orientation Day in term 4
- Year 7 students volunteered to speak at the Year 5 parent event
- The SLC, in the last semester of the year have organised activities such as:
 - School Assemblies
 - Tu B'Av activities
 - White Ribbon Awareness – Including organising a volleyball game where all players made a pledge and signed a ribbon, which will be on display.
 - Movember fundraising and awareness – including a raffle, a move for Movember campaign and for the first time, a very successful Movember Talks evening and BBQ.
- Steptember awareness – for sufferers of Cystic Fibrosis.
- Student Voice initiatives – collating feedback from students across years 7-12 to suggest meaningful initiatives and approach changes.
- Thank You to all teaching staff on World Teachers Day – involving the SRC.
- A Leadership afternoon tea inviting leaders from schools around the eastern suburbs was organised for the first time as an opportunity to connect with other leaders to discuss initiatives and leadership portfolios.
- Year 10 transition into stage 6 leadership continued where year 10 students were invited to attend an ethical leadership day, at the Jewish Museum.
- The Year 9 SRC attended the Waverley Council Youth Summit, a forum which included schools from the Eastern Suburbs, and provided an opportunity for students to share ideas and engage with local government.
- Another successful MDA challenge was held, ran by the SLC. With sport activities for the high school students.
- Another successful hair drive was also held in term 3.

Project leadership opportunities included:

- The Year 10 Community Service program provided students with the opportunity to give of themselves, by participating and supporting a number of Jewish communal and wider community organisations including JNF Green Sunday, "A Kinder World", "Thread Together".

- Supporting Year 6 Integration to High School: this initiative was an opportunity for Year 11 students to work with Head of Stage 4 in order to support the transition for students from Year 6 to Year 7
- Supporting Junior High School Students: Year 11 students had the opportunity to provide support to Years 7 and 8 students, as the Heads of Year had flagged students who needed some senior mentorship
- Pink Breakfast - the Pink Breakfast Conveners raised over \$20000 for a range of breast cancer awareness charities at last year's Pink Breakfast event
- Year 10/11 Graduation Committee – supported staff to plan, assist, usher and decorate a beautiful Graduation ceremony and dinner for Year 12 students.
- White Ribbon committee –

where students were invited to make white hair bows and white ribbon pins to raise awareness of violence towards women.

- Year 11 Jersey committee - to design the 2025 Year 12 jersey
- Movember breakfast – raised over \$27000

Primary School

Throughout the 2025 school year, students demonstrated leadership skills and values in various contexts and at different times, across the Primary School. The Growing Moriah Minds, Student Development program, was implemented four times per week across Kindergarten to Year 6, with sessions strategically differentiated to meet the developmental needs of each year group. The program provided structured, developmentally appropriate opportunities for students to build leadership capacity and essential life skills required for personal growth and

future success. These sessions sought to foster a school culture in which every student's voice is acknowledged and their potential recognised. The overarching objective was to develop highly capable students who contribute meaningfully as active participants and emerging leaders within both the school community and the broader society.

- Respectful Relationships workshop
- Cybersafety sessions delivered by the Student Development Team in Years 3-6 to promote positive online behaviours, digital footprint, respectful communication, and highlight the impact of social media use on poor mental health, and gaming concerns
- Year 5 Peer Mediator workshops, aimed at moderating and promoting respectful relationships, being an upstander, dealing with peer pressure, conflict resolution and



looking out for one another in a range of different settings

- Year 6 Leadership workshops and Leadership role development, including upskilling students in a range of Leadership roles such as Go with the Flow monitors, bus monitors, playground peer mediators, technology crew, environmental crew and Chesed Drive ambassadors
- Chesed Drive Ambassadors supported the charities coordinated by the Deputy Head of Student Development. The Ambassadors helped with lunchtime activities, communicated information to promote the charities and facilitated the dissemination of the donations to the charities supported
- Preparation for the Year 6 and Year K, 2026 Student Buddy Program commenced with pairing current (2025) Year 5 buddies with incoming Kindergarten (2026) students. Year 6 buddies are coached to support the Kindergarten students by modelling school routines, providing reassurance, and building positive relationships. The program helps younger students feel confident, connected, and secure in their new school environment. Engagement in the program benefits the Year 6 student's social and emotional growth by promoting empathy, self-confidence, and leadership through peer mentoring. The program reinforces positive behaviours and strengthens students' sense of belonging and responsibility within the school community.
- New Student Buddy Connection saw current students in Years 1-5 paired with incoming students to support them during the Festival of

Familiarisation program and orientate them into the Moriah environment along with its routines and processes

- Year K New Parent Information Session delivered by the 2026 Year K educators and the Executive and Student Development team helped parents understand the academic and social and emotional curriculum, and emotional services available to their children, offered at Moriah Primary School
- Year 5 and 6 student ambassadors represented the school at numerous functions and events throughout the year.
- Year 5 and Year 6 Student Leadership Camps and classroom sessions developed students' teamwork, conflict resolution skills, time-management, efficacy and personal character strengths and leadership competencies.

HOUSE REPORT

High School

House Activities in 2025 continued to foster a sense of team spirit and House identity in the High School.

Swimming Carnival

- The School Swimming Carnival at the start of the year provided an opportunity for students to compete in sport, both at the competitive and participation level.
- The carnivals also provided an opportunity for House Captains to promote student engagement and competition across the houses, which increased school spirit.

Drama Festival

- A very successful Drama Fest was held in 2025, increasing

student participation, house spirit and school connectedness, through the medium of one-act plays.

- This provided an opportunity for students to collaborate and lead across the year groups and enhance student cohesion, engagement and commitment.

MDA Event – Hillel

- A very successful MDA event was held, which included sporting activities for the high school students to further raise funds for the MDA.

Inter House Sport Competitions

- The sport captains along with the house captains have been assisting and organising regular sport events during lunch times to encourage house spirit, social cohesion and College pride
- Student participation across all year groups facilitated strong house connection and belonging. This was particularly visible at the Swimming Carnival in Term 1 and the Athletics Carnival in Term 3.

Primary School

In 2025, four events were held, during which, House points were calculated.

- The Swimming Carnival was held on Thursday, 20 February at Des Renford Aquatic Centre. After the collation of all House points including points for novelty indoor pool races, relays, and competition events, Akiva was declared the winning House.
- The Cross Country Carnival was held on Wednesday, 7 May at Queens Park. The winning House at this Carnival was Akiva.
- The Athletics Carnival was held on Tuesday, 5 August at ES



10 students working alongside the experienced Year 11 team, fostering a strong culture of mentorship and collaboration. Students demonstrated significant growth in confidence, advocacy skills, and strategic thinking throughout the season, progressing from scripted submissions to more responsive and persuasive courtroom performance.

Highlights from the 2025 season included:

- Wins in two of three official round-robin trials against leading Sydney schools
- A successful invitational trial victory against Sydney Boys High School
- Strong development in student leadership, resilience, and collaboration
- Continued integration of in-person and online trial formats, reflecting the evolving nature of legal proceedings

The Mock Trial program continues to provide students with a valuable and intellectually rigorous extension to the academic curriculum, offering authentic opportunities to apply their learning in a dynamic and challenging environment.

DEBATING

High School

In 2025, we continued with coaches from Masters Academy. Coaching was made available to students on Wednesday morning before school from the beginning of the year.

HICES Debating

Moriah entered five teams in this competition, two in the middle division (Years 7-8), two in the Senior Division (Years 9-10), and one in the Open Division.

Marks Athletics Stadium. The winning House at this Carnival was Akiva.

- The Moriah Gymnastics Competition was held on Thursday, 28 August in the Railea Moss Hall. After all points were totalled, the winning house was Herzl.

House points are awarded to students who strive to incorporate the ethos and values of the College into their everyday behaviour and interactions with others. House points from Years K-6 are combined, and a trophy is awarded to the House that best exemplifies the motto of the School – To Learn, To Heed, To Act. After combining the sports points and behaviour points for 2025, the winning Houses were Herzl & Akiva (joint winners).

CO-CURRICULAR ACTIVITIES (K-12)

Through a range of co-curricular experiences, all students are encouraged to discover, explore

and extend their talents. The College's Music program continues to go from strength to strength, while debating, public speaking, and Mock Trial, along with a variety of other offerings, equip students with a range of new skills.

Mock Trial – High School

Since 2018, students in Years 10 and 11 have represented the College in the Mock Trial competition, an interschool courtroom program conducted by the Law Society of New South Wales and sponsored by the University of Sydney Law School. The competition provides students with a practical introduction to the legal system, developing skills in legal reasoning, analytical thinking, public speaking, teamwork, and performance under pressure through simulated courtroom proceedings presided over by practising magistrates.

In 2025, the program expanded to include a larger cohort of Year



Debates were still held online and scheduling debates within the suggested timeframes was difficult due to clashes with individual schools' calendars.

Primary School

In 2025, our Primary School Debating team, comprising of students from Years 4-6, participated in weekly training sessions with our coach from Masters Academy.

Moriah participated in the IPSHA weekly debating competition with the Moriah Debating team visiting other schools, and Moriah College hosted some debates for visiting schools.

We participated in the IPSHA Debating Gala Day in October held at Mt Sinai Primary School, with 10 students attending.

Students also participated in friendly debates with Emanuel College Primary and Mt Sinai College.

YOUNG COMMUNICATORS – YEARS K-10

Moriah's compulsory public speaking program (Years K-10) continued this year. All students worked both with their class teachers and independently, learning to construct a speech and practising how to present it. Parents were also encouraged to assist, and this proved very rewarding for everyone.

The program gives every child the opportunity to successfully develop public speaking skills.

At the Grand Final, adjudicators were invited to judge the most successful Young Communicator in six sections: Early Stage 1 (Year K), Stage 1 (Years 1 and 2), Stage 2 (Years 3 and 4), Stage 3 (Years 5 and 6), Stage 4 (Years 7 and 8), Stage 5 (Years 9 and 10).

SPORT HIGH SCHOOL

2025 has been a landmark year for Moriah High School Sport, defined by historic achievement, sustained growth, and continued program alignment. Participation levels remained strong across all sports, with the program maintaining its position as one of the most comprehensive and high-performing school sport programs in NSW.

Key Achievements

The standout highlight of 2025 was Moriah's historic performance in the Bill Turner Cup, where the school finished **2nd in Australia out of approximately 465 boys schools** - an extraordinary accomplishment that places Moriah firmly on the national stage.

Across the broader program, Moriah secured **22 championship titles** across multiple sports, continuing a strong tradition of competitive success and consistency.

Participation & Program Scope

Moriah fielded **97 teams** across a diverse range of sports, generating **883 student representations**. This reflects both the depth of talent within the school and the sustained engagement in representative sport opportunities.

Sports offered in 2025 included: Athletics, Biathlon, Basketball, Cross Country, Cricket, Football, Futsal, Netball, Oz Tag, Rugby, Swimming, Tennis, Touch Football, Ultimate Frisbee, and Volleyball.

Representative Pathways

Moriah continued to provide strong performance pathways, with students achieving

representation across all levels:

- **97 students** selected for CDSSA across 9 sports
- **13 students** selected for AICES
- **3 students** selected for NSWICIS

These outcomes reinforce the program's ability to develop and support athletes progressing through regional and state pathways.

Program Development & Strategic Direction

A key focus in 2025 has been the **ongoing refinement of program structure and delivery**:

- **Basketball Program Restructure:** One of the school's largest sports has undergone significant structural changes, introducing a more streamlined and aligned approach consistent with the broader Moriah Sport framework. This positions the program for stronger long-term development, consistency, and performance outcomes.
- **Growth Sports:**
 - **Tennis** has emerged as the fastest growing individual sport within the school, with increased participation and engagement.
 - **Pickleball** has also gained strong interest, with planning underway for the introduction of a **structured annual tennis and racquet sports program in 2026**.

With **22 championships, 883 student representations, and continued pathway success**, 2025 has been a year of both achievement and strategic progress.

Most notably, Moriah's **national football success** highlights the

program’s ability to compete at the highest level, while ongoing structural improvements and emerging sport opportunities ensure the program continues to evolve.

Moriah Sport remains committed to providing a **high-quality, inclusive, and performance-driven environment**, supporting students to participate, develop, and excel across all levels of school sport.

THE DUKE OF EDINBURGH’S INTERNATIONAL AWARD 2025

The Duke of Edinburgh’s International Award is offered to students in Years 9-12 at Moriah College. The Award is made up of three levels: Bronze, Silver, and Gold.

To complete a level of the Award, participants are required to complete four sections: Physical Recreation, Community Service, Skill, and Adventurous Journey. At the Gold level only, participants must also complete a Gold Residential Project. As students’ progress through the three levels of the Award, the time commitment increases.

In 2025, Moriah College had the following number of students actively participating in each level of the Award:

Year Group	Bronze	Silver	Gold
Year 12			23
Year 11			65
Year 10		48	
Year 9	101		

SPORT PRIMARY SCHOOL

In 2025, the Primary School offered an extensive range of sporting and co-curricular opportunities for students of all abilities in Years K-6. It was

exciting to see such high levels of engagement in the sport program throughout the year, which includes daily morning sport sessions, inter-school sport both during and after school, Year 3 & 4 weekly sport, intra-school house competitions, one off gala days, the lunchtime sport program, school carnivals and representative carnivals, trials and pathways.

The consolidation and progress of the user pay Dance Crew program, the improvement of the gymnastics program and the participation rates in the after-school sporting program were highlights. There is an abundance of talent coming through Moriah Primary – this is reflected in some pleasing results and selections for representative pathways in sport. The increasingly high uptake and engagement in the primary sporting program indicates a thirst in the community for more sporting resources to be allocated in the Primary School.

MUSIC K-12

The Music program continued to offer Instrumental lessons, Ensemble rehearsals, solo and group performance opportunities to more than 600 students in 2025. Numbers continued to increase, and this put further pressure on our current facilities.

Our major Music events in 2025 included:

- Drama Festival – involving nearly 100 students with more participation than in previous years. Plays about Alice in wonderland and Antigone were just two examples of the wonderful House spirit and well-developed Drama skills the students learn with Terry Karabelas. Students also develop leadership skills such

as Directing and Producing.

- AMEB Music Exams – more than 80 students completed AMEB practical and theory exams with impressive results.
- Term 1 and Term 4 Evening Ensembles Concerts – involving more than 400 students from Years 1 - 12.
- Scholars’ and HSC Music Concert to give our most committed and advanced students the chance to perform.
- Year 12 “Onshow” concert to showcase our HSC Music students just prior to their final NESA performance exam.
- Twenty-one end-of-year Tutor Concerts giving all students from Years K – 12 currently learning an instrument the opportunity to perform a solo piece for their family and friends.
- Music performances for Primary and High School assemblies throughout the school year.
- Performances at College and communal events on weeknights and weekends.
- Musical performances at end of year
- Our classroom Music Program continued to offer an Enrichment stream in Years 7 & 8.

MUSIC CAMP 2025

Our Annual Music Camp was attended by more than 300 students in 2025 from Year 4 to Year 12 and was a tremendous success. For the fourth year running, the final Camp Concert was held in the Moshe Triguboff Auditorium and livestreamed to an audience around the world.

Our COMMUNITY

School policies, including Anti-Bullying

OTHER COLLEGE POLICIES

During 2025, College policies were reviewed, and changes were made where required to ensure compliance and alignment with current procedures.

STUDENT WELFARE

The College believes that to fully engage each student in our learning community and ensure a safe and supportive real and virtual environment for his/her growth and development,

we need to cater for students' individual cognitive, behavioural, emotional and social needs. Staff members are committed to developing resourceful, independent learners who are committed to their studies, respectful, and prepared to take responsibility for their actions.

We educate our students through a philosophy of 'Torah im Derech Eretz' (Avot 2:2) (Torah and civility). We pride ourselves on instilling Jewish values through

both our formal and informal programs. Beginning with Tefilla each day, students have an opportunity to reflect and focus on improving their own middot (character traits) to become true Moriah menschen who, we hope, will bring pride to their families, their school, and their community. Our educational endeavours are based on our five core values: mechuyavut (commitment), achrayut (responsibility), kavod (respect), yoshra (integrity) and chesed (kindness).



To better foster social cohesion within the High School, students were placed in Mentor year groups. Heads of Year were responsible for the holistic development of all of the students in their year. Each Head of Year worked with eight Mentor teachers. The Heads of Year worked collaboratively in planning activities, providing a rich and engaging experience for all students.

In the Primary School, the class teacher and the Grade Leaders are central to the lives of the students.

The College's Strategic Plan has a clear commitment to providing personalised learning programs. Central to this approach is the development of a detailed knowledge of the strengths and weaknesses of each of our students. The Heads of Year or Primary School class teachers worked with students to establish a culture that values both the individuality and diversity within our community. Staff members have high expectations for all students across all domains of endeavour. Students are challenged, encouraged and supported in their development as autonomous lifelong learners. Behavioural expectations are communicated to students in a clear and positive way, and systems are in place to encourage and monitor students' behaviour.

Quality relationships form an important element of wellbeing. Conflict is a natural part of relationships and students need to be taught means of resolving conflict. Restorative practices underpin our management of challenging behaviours. The College has a whole-of-school approach to behaviour management, which is based on the Jewish concept of teshuva. This is based on an optimistic view of human nature that sees the true essence of each person as good. The word 'teshuvah' literally means



'return' and is used to describe the concept of 'repentance'.

CHILD PROTECTION

College staff members have a duty of care and must take action upon becoming aware of harm, or the potential of harm, to any student. The safety, protection, and wellbeing of all students is of paramount importance at the College.

This policy sets out the responsibilities of employees of the College (as defined in Section 2, below) for child protection and processes that must be followed in relation to child protection matters. This policy applies to all employees (as defined in Section 2, below) including contractors and volunteers. Employees who fail to adhere to this policy may be in breach of their terms of employment, or contracts of engagement.

This policy deals with child

protection in the context of the following distinct but complementary areas:

- The Working with Children regime (Section 3)
- Reportable Conduct of Employees (Sections 4.1 and 7)
- The Mandatory Reporting regime for children at risk of serious harm (Sections 4.2 and 8)
- Child Protection generally (Section 5)
- Training (Section 6)
- Criminal Offences (Section 9)

The [Child Protection Policy & Procedures](#) is published on eLY and on the College's website.

ANTI-BULLYING

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or



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more persons. Bullying can involve humiliation, exclusion, domination, intimidation, victimisation, and all forms of harassment including that based on sex, race, disability, and sexuality. Cyberbullying refers to bullying through information and communication technologies.

Conflict or fights between equals, or single incidents, whilst not defined as bullying, are subject to disciplinary action.

Staff members and students are asked to report all incidents of bullying/apparent bullying that they are either subjected to or witness. All reports are taken seriously and thoroughly investigated. All complaints are treated confidentially.

Through the Wellbeing program in the High School, and through the Wellbeing Program 'Growing Moriah Mads' in the Primary School, the College provides education and training designed to assist students in understanding what constitutes bullying behaviour.

Students continue to be encouraged to respect their fellow students and to take responsibility for their own actions, recognising behaviours that may constitute bullying and intervening in support of others – being an upstander rather than a bystander.

Bullying is regarded as a serious offence and may lead to suspension or expulsion.

The College's duty of care extends to reasonably protecting a student from the foreseeable conduct of other students or strangers and from the student's own conduct.

Reasonable disciplinary action conducted in a reasonable manner does not constitute bullying.

[The Anti-Bullying policies and procedures Years K-2, Years 3-6 and Years 7-12, and the Code of Conduct – Parents and Students are published on eLY and the College's website.](#)

STUDENT DISCIPLINE

Every effort is made to provide discipline in a consistent, fair and transparent manner to achieve positive outcomes for the student. The College has clearly-stated policies and procedures by which students must operate. These policies and procedures can be found on eLY, the College's LMS system.

The College has a whole-school commitment to restorative practices that place the clear emphasis on the values of building positive social relationships, working and learning in teams, and managing and resolving conflict. While procedural fairness guides the investigation of any issue, our aim is to make those who demonstrate inappropriate behaviour aware of the situation, subsequently repair the harm done, and change their behaviour. Wrong-doers are encouraged to be accountable for their behaviour and take responsibility for their actions by making amends to those affected.

Parents and guardians have a responsibility to support the College in matters of discipline. In the High School, demerit reports are sent home as part of a daily digest so that parents are informed of any behavioural matters in a timely manner. Clear 'escalation' pathways were published for students and their parents. The High School Demerit system was refined in 2022 and clearly outlined to parents and students. Complementary Merit reports are also sent home to reinforce positive contribution by students. These are cumulative from Years 7-9 and 10-12.

In the High School, Heads of Year and/or Heads of Stage contact parents with any serious matter/ repeated misbehaviour. Parents are also asked to inform the College of any factors that may be impacting upon their children,

resulting in any change in behaviour, or likely to result in any change in behaviour.

In the Primary School, incidents of misbehaviour are immediately dealt with by either the teacher, the Deputy Head of Student Development and Behaviour Management, the Student Development Coordinator, or the Head of Primary School. Parents are notified. This is followed by a process of repair or restoration.

In cases where a student consistently does not abide by expectations, the Heads of School/Vice Principal will manage the disciplinary process.





All disciplinary action that may result in suspension or expulsion will follow processes based on procedural fairness and may be escalated to the Head of School and/or the College Vice Principal/Principal. Parents will be asked to come into the College to meet with the Head of School and/or the College Vice Principal/Principal to discuss any serious disciplinary matter before any determination is made.

The College does not permit or sanction the use of corporal punishment by staff members or by others.

The Behaviour Management Policy & Procedures is published on eLY and the College's website.

REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

The College aims to treat all complaints seriously. All are to be

dealt with quickly, and as fairly and confidentially as is reasonably possible.

All members of the College community are encouraged to speak up if they feel that they are being discriminated against, harassed, vilified or bullied or are otherwise unhappy or uncomfortable in their environment. In the High School, parents/students are asked to speak to the Head of Year if they have concerns. In the Primary School, parents are asked to speak to the class teacher, and this may be escalated, if necessary, to the Deputy Head of Primary School. Staff members are asked to speak to their Head of Department or their Primary School Year Coordinator. Other staff should speak to their Line Manager if they wish to lodge a complaint.

Either informal or formal resolution pathways may be taken. The person(s) against whom the complaint is brought will be given details of the allegation(s) against him/her and will be given a reasonable opportunity to explain his/her perspective of the situation.

For non-student related grievances, parents can contact the College's administration office to initiate a grievance report. Similarly, procedural fairness will be applied if parents contact the administration office re non-student related grievances.

The Complaints & Grievances Policy is published on eLY and on the College's website.

STAFF WELFARE

Staff welfare remained a key priority in 2025, with a continued focus on building

a workplace culture where staff feel supported, heard, and respected. Recognising that the wellbeing of staff is essential to the success of the College, a range of initiatives were introduced to enhance communication, promote work-life balance, and foster professional growth. In addition to the continued delivery of the Thrive @ Moriah program and expanded leadership and professional learning opportunities, a number of staff appreciation initiatives were implemented. These included welcome lunches, morning teas, staff appreciation

days, end-of-year lunches, and gifts to acknowledge staff contributions. An open-door culture was actively maintained, enabling staff to raise concerns, share ideas, and work collaboratively with leadership to troubleshoot challenges and improve practices. These collective efforts strengthened engagement and reinforced the College's commitment to being an employer of choice.

The [Staff Guidelines for Resolving Complaints and Whistleblower Policy](#) are published on eLY and on the College's website.

Policies Reviewed in 2025:

POLICY NAME	Comments	Access to full text
Attendance Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)
Child Safety & Wellbeing Policy	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Website and College Intranet (eLY)
Code of Conduct – Staff	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	Staff Intranet (eLY)
Enrolment Policy – Criteria, Conditions and Processes Early Learning to Year 12	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Website and College Intranet (eLY)
Staff Policy and Agreement for The Acceptable Use of Information and Community Technology Resources	Minor review to ensure compliance and alignment with current procedures, legislative requirements and best practice	College Intranet (eLY)



Our FUTURE

The Moriah Foundation Report



Dear Moriah Family

2025 will be remembered as the year of Australia's most devastating terror attack – an attack that targeted innocent Jewish men, women and children celebrating the joyous festival of Chanukah on Bondi Beach. We mourn the precious lives lost and pray for the full and speedy recovery of all those injured and impacted in this heinous act. We stand in solidarity with everyone affected, as we grapple with grief, disbelief, sadness and anger.

We stand taller and prouder than ever as Jews. While deeply

shaken by the horrific events of 14 December, and by the rise in antisemitism that preceded and followed it, we remain steadfast in our response. We will meet darkness with light by strengthening our investment in Jewish education and community life. Our history and our values teach us not to retreat. We must show our children that darkness is dispelled by acts of goodness and kindness, by contributing positively to the world, by taking pride in their Jewish identity, and by believing deeply in their capacity to make a difference.

We are proud of our community's response to that tragic attack on us. We are proud of our CSG, CHS and Hatzolah, of all the Moriah alumni who serve in those wonderful organisations that we are so privileged to have in Sydney. We are proud of how the Jewish community supported those families who needed and continue to need our support. We are also proud of how we showed the broader Australian community what Jewish values really are.

We need to show our children and one another this pride, and our strength and resilience.

In a year marked by overwhelming and often conflicting emotions, 2025 also brought a significant turning point in the painful and protracted war in Israel, with the long-awaited release of our remaining living hostages and the return of those who



tragically did not survive their brutal captivity. We pay tribute to the courage and sacrifice of the heroic IDF and pray that the fragile ceasefire in Israel and that the precarious Iranian threat will lead to a more secure and safe future.

With the cessation of war, we were grateful to be able to resume our transformative signature programs with almost 250 students from Year 10 and Year 11 travelling to Poland (Year 10 only) and Israel for our capstone Israel Study Tour Program. With the generous support of Y2i and Moriah Foundation subsidies provided by our IST donors, it ensured no child missed out on this life-changing trip due to financial constraints.

We were delighted to also resume travel to Israel for our Scholars in Entrepreneurship Program, generously supported by Kelly+Partners Accountants, with the winning scholars from the 2023, 2024 and 2025 all witnessing the remarkable innovation of the start-up nation.

The fact that Moriah College sent more than 250 students and staff to Israel for such wonderful and successful programs should make us all so, so proud! The students have returned with a renewed and palpable sense of pride in their Judaism and their Zionism.

The importance of this should not be lost on any of us.

In addition, our Mikolot: Voices of the Future Public Speaking Competition, proudly sponsored by Arnold Bloch Leibler Lawyers saw 112 students from 10 schools in 2 countries come together to express their Jewish voices.

Throughout 2025, The Moriah Foundation remained focused on raising funds to redevelop our Queens Park campus in order to provide our children



with contemporary learning environments in which they can thrive. This project is more than just bricks and mortar, it's about getting ahead rather than falling behind, it's about progress rather than stagnation, it's about giving our children the best facilities along with the best educators that we can. It's about excellence!

We are delighted that with the support of 739 donors, by the end of 2025, we had raised over \$70M towards this most important capital project. We will continue to engage with our Moriah family to raise the balance of the funds required to ensure the entire project will be achieved, as together, we invest in the education of our children – the very basis of a strong and vibrant Jewish community.

The need for bursaries in our community continues to grow with many families desperate to bring their children to Moriah, but unable to cover the cost of the fees. With the meaningful support of our bursary donors, the Moriah Foundation Bursary Program supported 55 bursaries, enabling children who would otherwise not have the opportunity to come to Moriah where they belong.

Over \$27,000 was raised for the Principal's Tzedakah Fund which allocates assistance to families

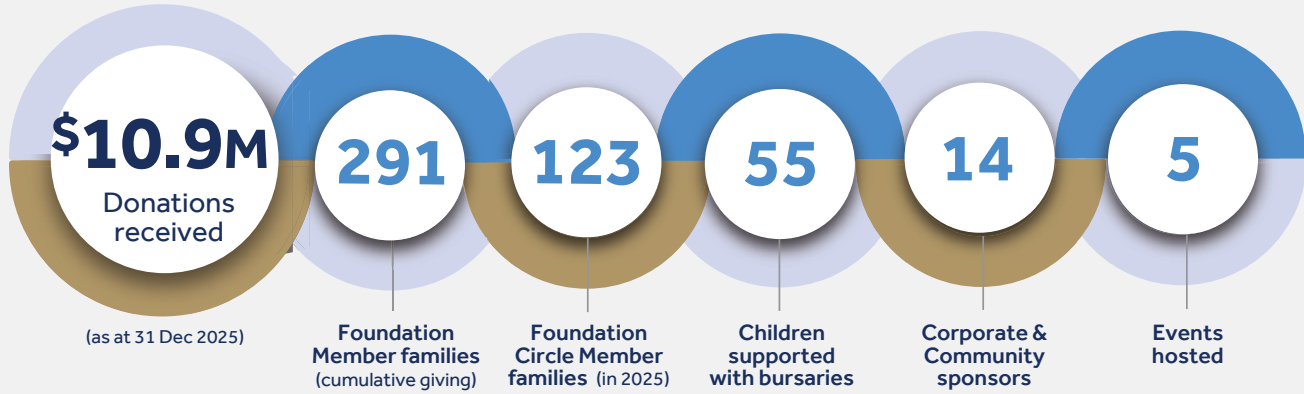
in financial need, helping cover the cost of incidental school expenses such as camps, out of school therapy, and uniforms to name a few.

We continued to showcase our Gifts in Wills Program, particularly through our Trusted Advisors' Network Lunch, as well as speaking to members of our community, encouraging our supporters to consider including Moriah in their Will with a gift of any size, as an enduring legacy that will assist more children to receive a Moriah education.

The Moriah Foundation values staying connected and engaged with our constituents, united by our shared vision of caring deeply about our children, alumni, and extended Moriah family. Our work contributes to the strength and vibrancy of our Sydney Jewish community, and our deep and unbreakable bond with Israel. Throughout 2025, we shared regular Foundation updates and publications and came together for numerous events including our Foundation Member and Foundation Circle Cocktail Parties, our Grandparents Club Morning Tea, Private Viewing of the Archibald, Wynne and Sulman Prizes and The Moriah Foundation Trusted Advisors Network Lunch.

I extend my deep appreciation to my colleagues on the Foundation

OUR IMPACT IN 2025 Together We Have Made A Difference



Foundation-Enabled Initiatives



Scholars In Entrepreneurship Program

5 WINNERS (from 11 finalists)

Trips to Israel
April 2025 (2023 & 2024 winners)
Planned for December 2025 (2025 winners)

Mikolot: Voices of the Future

International Public Speaking Competition

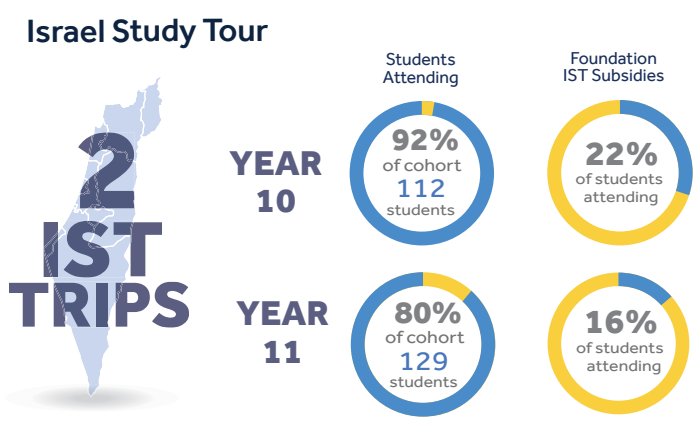
2 Countries
10 Jewish Day Schools
112 Competitors
4 WINNERS

RISE UP MORIAH COLLEGE 2024 CAPITAL APPEAL

\$70M pledged towards campaign as at 31 Dec 2025

739 donors as at 31 Dec 2025

The Forum For Jewish Leadership Program (FJL)



Principal's Tzedakah Fund

\$27,700 raised for
School camps, uniforms, textbooks, out of school psychology

YEAR 3-12 PRIZE GIVING

143 prizes donated



Board, Mr. Robbie Blau (College President), Mr. Bruce Fink OAM, Mr. Giora Friede, Mr. Robert Gavshon AM, Mr. Stephen Jankelowitz, Mrs. Lauren Placks, Mr. Lance Rosenberg, Mr. Daniel Sekers, and Mr. Danny Taibel.

Thank you to the Foundation Team, Foundation Director Ryan Kassel, Foundation Manager Andy Berelowitz, and Foundation Assistant Jodi Velasco, for their dedication, commitment and professionalism.

We thank our Capital Appeal corporate sponsors: gold sponsors - AGEIS, Arnold Bloch Leibler, Cohen Handler, Commonwealth Bank of Australia and LGT Wealth Management, silver sponsors - Gleneagle Securities, Oakley Capital Partners and Zagga, and bronze sponsors - AltX Group

and Centennial Property Group for their generous support of Moriah College and The Moriah Foundation. We also thank our community partners - Y2i (Youth 2 Israel), Keren Hayesod-UIA, and the JCA.

I would like to take this opportunity to warmly thank our valued Foundation Members, Circle Members, grandparents club, alumni, parents, staff and friends for your generosity and support.

With your support of our Foundation, you are helping to provide our children with an outstanding Jewish and secular education. An education in which they learn about their rich Jewish heritage, connect with their Jewish identity, and feel a deep sense of pride in who they are and what they can achieve.

May Hashem bring comfort, strength and healing to those in need, may Moriah College, The Moriah Foundation and our entire community continue to grow from strength to strength and may there be peace in Israel, in Australia and around the world.

With my warmest regards,

JUDY LOWY OAM
Foundation President

When you invest in Moriah,
you invest in a strong and thriving
Sydney Jewish community.



Jewish education is the cornerstone of Jewish continuity.

By contributing to The Moriah Foundation you will:



Assist families facing financial hardship
to bring their children to Moriah



Support innovative programs and bring
a world of opportunities to all our children

**This year, we will commence building our new High School,
a milestone for our community's future.**

**By giving today or through a gift in your Will, you enable Jewish
children to learn, grow, and thrive, immersed in Jewish values
and traditions - now, and for generations to come.**

Enrolments & Engagement



Year In Review

The Enrolments and Engagement team continued to work towards our core mission of being recognised as the pre-eminent Jewish Day School in Australia and regarded as the preferred 'School of Choice' for Jewish and Secular Educational Excellence, attracting students and families aligned with our values and ethos.

Our 2025 strategic priorities continue to include:

- Maintaining a positive engagement culture to retain & attract families.
- Maximising ELC enrolments through increased parent engagement and partnerships.
- Increasing Primary and High School enrolments through targeted campaigns to fill vacancies in select year groups.

2025 Pride & Accomplishments

On behalf of the Enrolments and Engagement team, I am proud to report on the significant efforts of our team results, represented through many accomplishments throughout the year:

- Total student enrolments at the start of the 2025 academic year representing 1604 students from the Early Years through to Year 12. We enrolled 219 new students across the College.

- Enrolments in the Early Years – 96 students.
- Enrolments in K-12 – 123 students.
- Family engagement and onboarding of new students (ELC to Year 12) remained a top priority, further enhancing our personalised engagement experience as a significant point of difference.
- Our investment in the Academic, All-Round Excellence and Music Scholarships remained a key strategy for retention and attraction. In 2025, The Moriah Academic, All-Round Excellence and Music Scholarship campaigns continued to attract a similar number of recipients as in previous years, both within and external to the College. In 2025, there was a total of 58 students on a scholarship. This comprised 41 Academic Scholarships (Years 5-12), 7 Music Scholarships (Years 7-12) and 10 All-Round Excellence Scholarships.

With the generous support of The Moriah Foundation, 55 students were supported through the Bursary Program, including six new bursaries awarded to students who joined the Moriah Family in 2025. This assisted 12 Primary School students and 43 High School students with the means to enrol into Moriah College through the Moriah Foundation Bursary Program.

In addition, the College continues to provide financial assistance to over 200 additional children, enabling these children and families to continue their enrolment at Moriah.

Future Plans & Initiatives

The Enrolments & Engagement team remains committed to building a connected and engaged community aligned with our core purpose, to make Jewish children proud of who they are and what they can achieve.

Moriah College proudly represents students who demonstrate a broad range of strengths across all areas of College life, including academic achievement, creative arts, sport and co-curricular involvement.

In 2026, we plan to continue to:

- Engage meaningfully with current and prospective families, with the aim of positively impacting College culture and community connectedness.



- Invest in deep engagement across our ELCs to strengthen the enrolment pipeline for the next three to five years.
- Offer as many eligible children as possible the opportunity to enrol in Kindergarten and provide support, where possible, to make this a reality for families.
- Continue investing in academic scholarships to attract and retain high-performing students and sustain strong HSC results.
- Promote the College's value proposition through targeted and effective marketing and communications.
- Make informed decisions regarding structure and streams to ensure class sizes remain conducive to personalised teaching and learning.
- Review future investments in bursaries and fee support to ensure long-term sustainability, with a particular focus on attracting students into the Primary School.

Together, we look forward to nurturing the many established relationships within our community, while also building meaningful new connections with families. Through strong community connectedness and a deep sense of belonging, we

remain committed to the College and its purpose.

I would like to thank each member of the Enrolments & Engagement team for their ongoing commitment, dedication and passion throughout the year.

I look forward to providing further updates and insights on the team's progress over the next 12 months.

LYNDA DAVE
Head of Enrolments and Engagement



Archives And Records



The purpose of the Archives and Records Office is to maintain and preserve a collection of historical records that document the history of the College for posterity and to manage inactive administrative records in compliance with legislative and record keeping standards.

Records Management projects

Many boxes of semi-active records were moved to off-site storage this year making room in the Archives storeroom for more recent files.

Archival projects

Cataloguing the archival collection has continued throughout the year and there are now 160 series listed. Personal collections that have been donated have now all been catalogued into the Archive Manager database, allowing for more effective discovery while adhering to the archival principles of provenance and original order.

The College is in the third year of using Pixevety, a media management platform to manage the school's large collection of photographs and videos. This platform continues to be invaluable and has improved the ability to search people, places and events, particularly through the use of tagging and description metadata.

More historical photographs have been professionally digitised this year and uploaded to Pixevety with relevant metadata. The College's collection of large format architectural plans have also been professionally digitised, allowing easier access and minimising the handling of fragile paper plans.

The digitisation of Board minutes has continued this year, allowing the contents to be searched electronically. More digitisation of physical records will continue in 2025.

Work has continued on the description and transcription of audio-visual materials that have been professionally digitised from obsolete analogue media. More audio media, particularly cassette tapes, will be sent for professional digitisation in 2026.

Harold Nagley Moriah Heritage Centre

The Moriah Heritage Centre was established to collect, preserve and display, objects, documents and multimedia related to the history of Moriah College in a format that supports interactive access by students as well as the wider school community.

There are now 1240 objects listed on the eHive museum database. During 2025 several items were donated to the Museum from College departments and others affiliated with the College. These items have been gratefully received and added to the Museum database. One notable donation received was from Velvel Lederman, "Uncle Velvel", who generously donated his collection of props used over the years at



the Early Learning Centres and King David Preparatory School. These items have been used in displays at High School reception, highlighting Uncle Velvel's contribution to Moriah College for close to 50 years.

In June, Year 3 students visited the Heritage Centre. The Archivist spoke to students about how school life has changed at Moriah over the years, as well as what has stayed the same, through the use of photographs and museum objects.

66 requests were answered throughout the year from both internal and external inquirers.

Moriah Heritage Focus Group

The Archivist has been working with staff from the Jewish Studies Department and other staff members to plan the 50th anniversary of the Hans Kimmel Prize in 2026. The Archivist has researched previous winners since the inception of the essay competition and supplied photographs.

KIRSTIN COX
College Archivist

Communications & Media



The Communications and Media Team plays a vital role in delivering reliable, relevant, and timely communication to all stakeholders. Each year, the team produces a significant volume of content across a wide range of channels. This includes the creation of feature videos that capture major school events and milestones, as well as photography, copywriting, proofreading, social media, EDMs, and printed publications. We also manage student image permissions, liaise with media, and oversee much of the strategic and day-to-day communications needs of the College.

Media, Content and Communications – 2025

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the strategic and day to day communications needs of the College.

KEY HIGHLIGHTS AND FOCUS AREAS IN 2025 INCLUDED:

Strengthening foundational communications

The start of 2025 was focused on ensuring families had a clear, confident start to the year. Considerable work took place behind the scenes to restructure and populate eLY parent groups, migrate key parent handbook content to eLY for improved security, and update welcome materials. Welcome letters, refreshed resources and introductory videos were well received and helped establish a strong tone for the year ahead.

Image permissions and student privacy

The completion and ongoing management of student image use permissions continued to be a significant and essential area of responsibility. The Pixevety image management system remained a critical tool, enabling the team to confidently manage permissions across online, promotional and publication contexts while supporting staff with robust safeguards for student privacy.

Content creation and storytelling

Throughout the year, the team captured and shared a wide range of school life, including camps, carnivals, Jewish festivals and commemorations, performances, wellbeing initiatives, leadership activities and major College events. High engagement photo galleries and videos strengthened connection with families and highlighted the breadth, depth and vibrancy of Moriah life.

Jewish Life, Israel advocacy and community voice

Maintaining a strong, thoughtful Jewish presence online remained a priority in 2025. Coverage of chagim, Yom HaShoah, Yom HaZikaron, Yom Ha'atzmaut and Israel focused initiatives attracted significant engagement, with several pieces of content reaching wide local and international audiences. Our platforms remained public, purposeful and carefully managed with appropriate security oversight.

Social media growth and engagement

Social media continued to be a powerful tool for connection and storytelling. We enjoyed steady growth in followers and consistently strong engagement, driven by authentic content that celebrated students, staff and alumni, while reflecting the values and achievements of the College. Our team remains aligned with best practice digital trends.

Evolving communications channels

Following team changes mid year, a strategic review of the College Newsletter resulted in a redesigned fortnightly format. Feedback was overwhelmingly positive, with record open rates and strong engagement across the community.

Major publications remained a focus area during the year, with priority given to essential reporting and time sensitive communications. Due to these priorities, a Contact Magazine was not produced in 2025.



Annual Report, AGM and major publications

The Annual Report was produced in time for the College AGM, supported by coordinated pre and post AGM communications. The team also assisted with speechwriting, photography and follow up communications, while continuing to refine processes for future reporting. Planning and content gathering continued for future publications, including Yearbooks and HSC related materials.

New content initiatives

A new podcast series was launched during the year, expanding the College's content offering and providing an accessible platform for Jewish learning and reflection. The response has been very encouraging.

Events, programs and stakeholder communications

The team supported a wide range of College initiatives, including subject selection materials, Drama Festival publications, enrolments campaigns, Open Week, parent education communications, excursions, and Year 12 milestone events.

Significant work also took place to support communications relating to the Community Consultative Committee as part of the College's redevelopment obligations, ensuring transparent and multi channel engagement with the broader community.

Team changes and resourcing

2025 brought notable change with the departure of Amy Jones after seven years of service. Amy's contribution to the College was substantial,

and we remain deeply grateful for her professionalism and dedication. Following her departure, responsibilities were redistributed within the team, prompting an adjustment of workflows and priorities to ensure high standards were maintained with existing resources.

I would like to sincerely thank Aerin Gordon for her growing role and strong connection to the College community, and Elyse Chiert, our Marketing Manager, whose strategic insight, creativity and collaboration continue to elevate the quality and impact of our work.

YVETTE SHER
Media, Content & Communications Manager

Marketing



Throughout 2025, Moriah's Marketing has focused on a range of campaigns, publications, digital content, branding initiatives and community engagement strategies that

strengthened the College's visibility, reputation and market presence. Building on the College's refreshed brand direction, we continued to embed a consistent and professional visual identity across all communications, ensuring every touchpoint reflected the warmth, excellence and values-driven culture of Moriah.

A major highlight of the year was the launch of the Excellence at Moriah campaign – an initiative designed to position Moriah as a leading Jewish educational institution. Through storytelling, digital

marketing, print collateral and social media engagement, the campaign showcased academic achievement, wellbeing, Jewish Life, leadership, sport and student growth across the College. Featuring staff voices and aspirational messaging, the campaign reinforced parent confidence in Moriah's educational offering while strengthening enrolment and brand positioning efforts.

The HSC Class of 2025 campaign introduced a refreshed and highly personalised creative direction that celebrated the individual journeys, reflections and achievements of graduating students. Through student testimonials, the campaign highlighted not only academic success, but also leadership, creativity, Jewish identity, wellbeing and community connection. Rolled out across social media and digital and print communications, the campaign created a strong emotional connection with families while showcasing the lived experience and long-term impact of a Moriah education.

Throughout the year, the Marketing team delivered extensive strategic and creative support across the College, producing a substantial volume of branded collateral and communications. This included programmes, invitations, enrolment materials, signage, presentations, newsletters, event branding, flyers, posters and promotional assets for a wide range of departments and initiatives across the ELC, Primary and High school as well as the Kehilat Moriah Synagogue. This ongoing support ensured consistency, professionalism and





visual standard. New templates and branded assets were developed for the Early Learning Centres, classroom presentations, event materials, portfolios and publications.

Collectively, these initiatives demonstrate the breadth and impact of Marketing's role within the College - not only in promoting enrolments and events, but also in shaping community perception, strengthening engagement, supporting internal departments and consistently elevating the Moriah brand across every platform and touchpoint throughout 2025.

Together with our Communications team - Yvette Sher, Media, Content & Communications Manager, and Aerin Gordon, Content Creator - we continued to foster a collaborative, creative and passionate approach across all marketing and communications initiatives. Our goal has been to tell the evolving story of the College in a way that reflects its heart and soul - the people, relationships and sense of belonging and culture of excellence that define a Moriah education.

As Moriah continues to grow and evolve, we remain committed to sharing the stories that inspire pride, strengthen connection and honour the unique spirit of our community, ensuring the story of Moriah continues to be told with warmth, authenticity and excellence.

Elyse Chiert
Marketing Manager

a high standard of presentation across all aspects of college life.

Significant investment was also made in strengthening Moriah's print and physical brand presence. Newly redeveloped brochures for the Early Learning Centre, Primary School and College Prospectus were launched during Open Week and school tours, elevating the presentation of the College to prospective families. Across the campus, refreshed signage and visual storytelling projects transformed key spaces, including the revitalisation of the Drama Space through large-scale student photography, updated ELC signage and the installation of School Values signage throughout the campus.

Moriah maintained a strong and consistent media presence throughout 2025 across social media platforms, Jewish media publications, community partnerships and targeted advertising campaigns, including the Annual Jewish Film Festival.

A refreshed Moriah Newsletter format was also developed, significantly improving readability, visual appeal and communication clarity while further strengthening brand consistency across college communications.

Photography, videography and digital storytelling continued to play a central role in the College's communications strategy. Working collaboratively with Donna McCulloch, our Audio Visual & Digital Media Officer, a significant volume of high-quality visual content, including promotional videos, interviews, event coverage, tribute videos and community storytelling campaigns were produced.

Through the expanded use of Canva templates and branded resources across the Marketing and Communication team as well as encouraging this College wide, this enabled faster turnaround times, reduced design costs and increased staff independence while maintaining a polished

Information Technology



Upgrade of Network Switching Infrastructure

The college's internal network switching infrastructure was fully replaced and modernised. Older physical switching equipment was retired and replaced with a cloud-managed switching solution. This upgrade enables the IT team to monitor, manage, and configure the network remotely and in real time, improving reliability, performance, and responsiveness across all campus locations.

Deployment of a Next-Generation Edge Firewall and Security Solution

A new, advanced edge firewall was introduced to replace the college's previous security appliances, including the older firewall and the systems that monitored and blocked suspicious network traffic. The replacement solution incorporates modern, cloud-based security capabilities that offer stronger protection against emerging threats, improved visibility into network activity, and more effective filtering of harmful content — all managed through a centralised platform.

Strengthening of Microsoft 365 Security

Significant work was carried out to improve the security settings and controls within the college's Microsoft 365 environment. A range of protective measures were put in place to better safeguard staff and student accounts, data, and communications against cyber threats such as phishing, unauthorised access, and data breaches. These improvements ensure the college's cloud-based tools and services are used in a secure and responsible manner.

Introduction of Microsoft Copilot for Staff and Students

Microsoft Copilot, an AI-powered assistant, was made available to students, teaching staff, and general administration staff. This tool helps users with a wide range of tasks, including drafting documents, summarising information, answering questions, and improving overall productivity. Its introduction supports both learning outcomes and operational efficiency across the college.

Introduction of Regular Cyber Security Awareness Training

A structured and ongoing cyber security awareness training programme was introduced for all staff. This initiative ensures that everyone across the college is regularly educated on current online threats, safe digital practices, and how to respond if they encounter suspicious activity. Regular training is a key part of building a security-conscious culture within the institution.

Achievement of Apple Security Benchmark for All Apple Devices

All Apple devices used across the college — including laptops, tablets, and other endpoints — were assessed and configured to meet the recognised Apple security standard known as the CIS Benchmark Level 1. This internationally acknowledged benchmark ensures that devices are set up in a secure and consistent manner, reducing the risk of vulnerabilities and ensuring a safer computing environment for all users.

Progress Towards Essential Eight Maturity Level 1

Considerable effort was invested in working towards the Australian Government's Essential Eight cybersecurity framework, specifically achieving Maturity Level 1. This framework outlines eight fundamental strategies to protect organisations from cyber threats. The Virtual Chief Information Security Officer (vCISO) played a central role in guiding and coordinating this work, helping the college build a more resilient and well-structured approach to cyber security.

Ongoing Review of Cyber Security, Privacy, and Business Continuity Policies

The college's cyber security policy, privacy policy, and business continuity plan were reviewed and updated to reflect current best practices and the evolving threat landscape. This is

an ongoing process, ensuring that these foundational documents remain relevant and effective. Regular review ensures the college remains well-prepared for potential disruptions and continues to meet its obligations around data privacy and operational resilience.

Streamlining of IT Asset Management

A comprehensive review and improvement of the college's IT asset management processes was undertaken. A streamlined system is now in place to accurately track all technology assets owned and used by the college – including devices, software, and equipment. This provides the IT team with clear visibility over what assets exist, where they are located, and their current status, enabling better planning, accountability, and resource management.

DINANGKUR KUNDU (DK)
Head of IT



Our FINANCES

Treasurer's Report



The 2025 financial results reflect another year of disciplined financial management, consistency and stability.

2025 Consolidated Results

This Annual Report incorporates the audited consolidated financial results for the year ended 31 December 2025 for Moriah War Memorial College Association and its controlled entities.

For the financial year ended 31 December 2025, the College and its controlled entities reported a consolidated surplus of \$12.3 million (\$1.3 million excluding Foundation donation income), compared with a surplus of \$8.0 million in 2024 (\$1.5 million excluding Foundation donation income). This result was achieved on consolidated total revenue of \$84.5 million (\$73.5 million excluding Foundation donation income), compared with \$74.3 million in 2024 (\$67.8 million excluding Foundation donation income).

Operating cash flow for the year was \$17.2 million (\$6.2 million

excluding Foundation donation income), compared with \$10.6 million in 2024 (\$4.1 million excluding Foundation donation income). This level of cash generation supported capital maintenance and investment, ongoing debt serviceability, and included extraordinary Foundation cash receipts associated with the Rise Up building campaign.

2025 Debt Position

In 2014, following completion of the Queens Park land settlement and the refinancing of existing loans, the College entered into a banking facility agreement with the Commonwealth Bank of Australia with borrowings of \$31.4 million. As at 31 December 2025, total principal repayments of \$13.4 million had been made, leaving a remaining balance of \$18.0 million.

The current banking facility is due for review on 1 May 2026 and is currently being renegotiated. Further details will be provided in next year's Annual Report.

In 2019, the College took the prudent step of fixing the interest rate on \$18.0 million of debt facilities (now the remaining balance) at 2%, plus line fees, through to maturity in May 2026. This has provided certainty around debt servicing and supported longer-term capital planning. As to be expected, we anticipate refinancing at higher rates going forward, reflecting the broader interest rate environment

since that facility was negotiated.

Financing costs relating to these borrowings were \$0.8 million in 2025, which remains materially lower than the annual rent that would have been payable under the previous State property rental arrangement.

For the year ended 31 December 2025, the College remained compliant with all banking covenants at both the half-year and full-year reporting dates.

Capital Investment

During 2025, the College invested \$2.1 million across a range of capital projects. These included High School roofing and general repairs, continued bathroom and staffroom renovations, upgrades to guard houses, and other important security-related works and systems.

The College continues to regard investment in technology as a priority and remains committed to equipping students and staff with the tools and systems required to support educational excellence.

Financial Assistance

Applications for fee assistance increased in 2025, reflecting the continued impact of inflationary pressures and higher interest rates on many families. This trend continued into 2026, with cost-of-living pressures still presenting significant challenges for many households in our community.

Moriah remains committed to supporting as many families



as possible through financial assistance, while also ensuring that students with special needs and modified learning requirements receive the support they need to flourish.

Acknowledgments and Thanks

Thank you to Lance Rabbie and the finance team for their commitment, professionalism and the high standards they continue to uphold.

The College gratefully acknowledges the extraordinary support of The Moriah Foundation and all those who continue to support the College. Because of this generosity, more than 220 students continue to benefit from a Moriah education. We also thank all those who have contributed to the Rise Up Capital Appeal. Continued investment in the future of Moriah is an investment in the next generation of Sydney and NSW Jewish students, and in the strength and continuity of our broader community. In a time of rising antisemitism, that investment carries even greater meaning.

The College also gratefully acknowledges the 2025 contribution from JCA, as well as the support of the NSW State and Australian Federal Governments through funding across special needs, general, security and capital improvement programs.

Thanks also to the College Executive team and all our Board members for their commitment and service to the College. A special thank you to Daisy Sultana for her support and diligence in her role as Executive Officer to the Board. I also acknowledge Deloitte, the College's auditors, for carrying out their role in such a thorough manner once again.

Finally, thank you to the students, parents, staff, donors, supporters, and P&F and PSG volunteers who help make Moriah the exceptional place it is.

Final Thoughts

Enrolments into 2026 and beyond give confidence in the College's medium- to long-term financial sustainability and reinforce the strength of Moriah's

offering to the community, which we remain committed to strengthening, while continuing to attract and retain high-quality teachers and keep fee increases as low as possible.

We are proud of the values that define Moriah and of the role the College continues to play in shaping knowledgeable, capable and committed young people. At a time of heightened antisemitism in Australia and globally, the importance of supporting and strengthening Jewish communal institutions has only become more pronounced.

We continue to pray for the safety and success of the IDF as they defend the State of Israel across multiple fronts. Despite the challenges we face, let the Moriah community 'Rise Up' and continue to grow from strength to strength.

DANI SHER
Treasurer