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YAVNEH
COLLEGE



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yavneh
תן לי יבנה וחכמיה



חג שמחה

תורה ומדע. ציונות. דרך ארץ

GROWING THROUGH revolution and evolution



A few years ago, in an article in HaMizrachi, Rabbi Doron Peretz pointed out that the way we conduct our seder now is in stark contrast to the first Pesach night in Mitzrayim all those years ago.

The redemption from Egypt occurred 'BeChipazon' – with haste. The Korban Pesach was wolfed down as quickly as possible and one of the reasons we eat Matzah is because they had to cook the dough 'chik chuk' without giving it time to leaven.

Contrast this to the today's seder, where we mosey in from shule, make kiddush, and then sit around and discuss the exodus for hours before we eat anything of substance (even though I upgraded from parsley to boiled potato when I became a Lazar, it still doesn't count as a meal). We make good on the last passuk of Avadim Hayinu, וכל המרבה לספר ביציאת מצרים הרי זה משבח, and love to brag the next day about how long it took to finish Maggid.

If Yetziyat Mitzrayim was a high heat intensity BBQ, every seder since has been a slow braise. So, which is the ideal?

Well, that depends on the desired outcome. Change of circumstance can (and often must) be done in haste. But change that is transformative and lasting is done slowly and persistently. While the Exodus *revolution* was necessary, the subsequent *evolutionary* years of taming in the desert was what made Bnei Yisrael into a solidified nation.

At Yavneh, we constantly improve our approach, our expectations and our learning environment. As a result, our young people mature and grow into purposeful, intelligent adults through both revolution and evolution.

One example is our new VCE Study Centre.

Thanks to generous donors and the support of our community, the VCE Centre seemed to pop up almost overnight. (A build that barely disrupts school and takes less than a fortnight is pretty much the same as instantaneous). Immediately our senior students no longer had to seek out a quiet study space but instead were given pride of place in a purpose-built facility. But the newly minted venue alone does not ensure academic



success. The haste with which the Centre was built, was paired with a change in culture around study habits for all our students; the slow burn of explicitly naming and teaching positive learning dispositions, daily reminders of effective study habits, stretching expectation and outcome bit by bit. The Yetziyat Mitzrayim of the VCE Study Centre is followed by the Sefirat Haomer of daily improvement in study. In the words of James Clear, "Success is the product of daily habits – not once-in-a-lifetime transformations".

This year we transformed the kinder classrooms in our ELC. Although it was a long time coming, overnight we cleared away the old fixtures and fitted out each classroom with purposefully chosen furniture and equipment. Suddenly the rooms were light, bright and inviting! Our littlest students are learning לעבדה לשמרה to till and tend in their new Gan Eden, to look after their personal belongings and to collaborate in shared spaces. Daily routines of packing away, fetching and returning items to new lockers and sharing the space slowly transform the instant change into lasting values. As well as the change in aesthetics, we also instituted changes to daily curriculum, especially the foundations of Jewish learning. Complementing our immersive Hebrew program are parsha stories and songs as well as colourful Alef Bet activities. Our little Yavnehrians are thriving!



Of course, the next stage of our ELC evolution is to move our kinder classrooms to our main campus at Nagle Ave. We want our kinder students to have access to our first-class facilities and outdoor spaces, interact and learn from older students and most importantly, feel and be part of the larger Yavneh family. We are appreciative in anticipation of the generosity of our Foundation and community in helping to make this project a reality.

In quoting from Rabbi Perez's Divrei Torah it is appropriate to acknowledge the tragic death of their son, Daniel דניאל killed in action in Gaza. We join together with the entire Yavneh community in mourning his loss, and we pray for the safe release of all the hostages.



Another example of revolution and evolution is the way in which our school community responded to the horrific events of October 7. The raw shock impelled us into quick action such as fundraising drives, especially our 'Israel / Emunah' day that raised over \$16,000. But since then, and continuing into this year, our students have sustained their efforts to connect to Israel with low intensity, high impact actions. We wish not to need our daily Kenes Tefillah of Tehillim and tefillot for the Chayalim, but 5 months on it is still moves the heart every day. A new Yavneh teacher commented to the students on how beautiful and special it is that we sing all together each day. 'Oh Miss', they replied, 'it's normal. It's just what we do'.

It's just what we do. That's the magic of Yavneh. We do the big, revolutionary things and also the small, evolutionary ones. We have the will and the power to change quickly when needed and the perseverance to instill unhurried, gentle, enduring transformations too. Our students marvel at the 'wow', and take time to unravel the 'why.' They understand that their unison singing is exceptional, but not in such a way that it is reserved only for special occasions.

We live 'BeChipazon' and 'Marbeh LeSaper'.

We are both the seder of the Exodus and the seder of the generations.

We Are Yavneh.

Wishing everyone a Pesach Kasher ve Sameach.

SHULA LAZAR
Principal



THE YAVNEH DIFFERENCE

reflections...



Reflecting on Five Years of Leadership: The Yavneh Difference

As we look back on our five years as co-Chairs of Leibler Yavneh College, a flood of emotions and memories wash over us. It has been a journey filled with challenges, triumphs, and above all, profound senses of purpose and pride.

Our reflections at this time are intertwined with the essence of Pesach. Pesach encapsulates the spirit of hope, liberation, and the transformative power of belief. Rabbi Jonathan Sacks z"l aptly describes Pesach as "the oldest and most transformative story of hope ever told." And the theme of transformation resonates deeply with us, as it mirrors the journey we witness of our wonderful students at the school. Transforming from young, hopeful, beautiful crèche and kinder children to young adults with wisdom, with agency, with so much to give, as Jews and as members of society. What a joy it must be for our teachers to see their students continually evolving, overcoming obstacles and embracing growth.



At the heart of our College's identity and success lies "The Yavneh Difference".



Yes, it's a commitment to strong Jewish values, to the holistic education of our students, and an unwavering dedication to developing Torah and Israel committed youth. But it's more. Yavneh is more than just an educational institution; it is a place of hope and inspiration. And in the troubled world we now inhabit, how important it is that Yavneh is truly a Bayit Ne'eman b' Yisrael. "The Yavneh Difference" is not merely about academic excellence; it is about instilling in our students a sense of pride and responsibility. Medinat Yisrael and Am Yisrael are confronted with challenges on a global scale. From the menace of terrorism to the insidious spread of misinformation, the fundamental goodness of our land and our people are often overshadowed. As such, it is more important than ever that our students are equipped with a comprehensive understanding of our biblical, civilisational and historical inextricability with the land, our fundamental legitimacy as a people and as a nation, and the importance and righteousness of Israel's mission in this turbulent world.

As we look towards the future, though the challenges facing our people are daunting, (as predicted by the Haggadah - "אלא שבכל דור דור עומדים עלינו לכלותנו" but in every generation they rise up to destroy us.") we do so with optimism and determination. Just as Pesach reminds us of the enduring power of hope, our school embodies the belief that, through education and enlightenment, we can overcome any obstacle and realize our full potential.

We extend our deep gratitude to the entire school community – Principal Shula Lazar,

the Senior Leadership team, our colleagues on the Executive, Yavneh Foundation, YPO, the teaching staff, and most importantly, our students. We're all part of something remarkable.

We wish our Yavneh family Chag Pesach Kasher v'Sameach. And we pray that our brothers in Israel can celebrate Pesach in peace and security. And finally, we pray, that just as the time of our Exodus from Egypt, that Hashem continues to lead His beloved nation "ביד חזקה ובזרע נטויה" - with a strong hand and an outstretched arm."

Am Yisrael Chai

GERARD MAX AND ARI SCHACHNA
Co-Chairs



PROVIDING THE BEST for our children



WHO WE ARE AND WHAT WE DO EACH AND EVERY DAY.

In Australia, all early learning centres are required to meet certain regulatory standards to ensure that they are compliant with the many regulations and Laws of Early Childhood teaching, set out by the regulatory authorities. This is the opportunity for the department of education to evaluate the quality of education and care provided by the teachers and to measure the commitment of the centre to maintaining high quality standards in areas including educational practices, health and safety practices and most importantly, the relationships between the centre and their children and families.

By undergoing this process, ELC's can use this opportunity to demonstrate their commitment to transparency and accountability, not only to the children and their families, but also to the greater community, to their colleagues and of course, to themselves. This process assists centres in maintaining high levels of trust and confidence in the centre's ability to provide high quality care and education to all of the stakeholders involved. The process of going through this experience, should be viewed as an opportunity for educators and all the staff working in the centre, to reflect on their practices, receive constructive feedback and allow them to identify areas for further training and development to enhance their skills and knowledge in the early Childhood educational field.



The Assessment and Rating process takes place every 3-5 years and involves a series of processes from start to finish.

On 14 February this year Yavneh ELC received their letter from the Dept. of Education informing us that it was our time for Assessment and Rating (A & R). We had 5 days to produce our Quality Improvement plan – a 155 page document outlining the growth and development of our centre through critical reflection, embedded practices and meaningful engagement in the many areas of Quality Outcomes laid out in the National Quality of Standards. This is an



ongoing improvement plan that is worked on frequently throughout each and every year and a well managed and put together plan opens our doors to a positive evaluation process.

Following the submission of our Improvement plan, we underwent a thorough desk-top review on the Monday, a 2 hour zoom ELC Leadership interview on the Tuesday and then a day visit from the Department on the Wednesday. Each and every day we are dedicated to providing the very best that we can to all those in our care.

The build-up to this visit was intense, but I am so proud of each and every one of my ELC team members. They all worked hard to ensure that “**who we are** and **what we do**” would shine through. And Shine we did!!!!!!

Our assessor wrote the following in her preliminary report: “**All interactions between educators and children were respectful and engaging across all areas of the service and cultural perspectives were evident throughout the service**”.

We need to wait 5-6 weeks before we receive our final rating and feedback, but we know that who we are as a religious and Zionist modern-orthodox Jewish ELC and our vision to educate, inspire and advance the intellect and character of Torah and Israel-inspired youth, was and will continue to be evident in our daily practices. We can hold our heads up high as we celebrate the role that we play in supporting the development of compassionate young people imbued with humility and integrity through everyday practices. We are proud of our ELC family and will always celebrate the learning of our young scholars.

The Assessment and rating process is essential for ELC's to uphold high quality standards, comply with regulations, engage in continuous improvement, demonstrate

transparency and accountability and to support the professional development of educators and staff. **By undergoing this process, we know that Yavneh ELC is providing the best possible care and education for the children in our community – paving the best foundation for our community's future leaders.**

CHARLENE ORWIN
Head of ELC









YAVNEH SPORT in full swing...



BADMINTON, CRICKET, DIVING, DOWNBALL/4 SQUARE, EUROPEAN HANDBALL, FOOTBALL, HOCKEY, KRAV MAGA, LAWN BOWLS, NETBALL, PADDLEBOARDING, SOCCER, SOFTBALL, TABLE TENNIS, TENNIS, VOLLEYBALL AND YOGA



YAVNEH'S COMMITMENT to excellence...



Over the past year, we have been working on enhancing our infrastructure and ensuring the safety and comfort of our students and staff.

INVESTING IN KINDER Refurbishment: Creating Inspiring Learning Spaces

In part, this culminated with the successful completion of the kinder roof replacement and the internal refurbishment of the kindergarten over the summer break. The process was complex and required extensive planning, but it was all worth it. Our new roof not only enhances the aesthetic appeal of our Kinder building but also provides improved insulation and protection against the elements. We thank Nina Hendler who worked tirelessly with our teachers and Head of ELC, Charlene Orwin to ensure the Kinder refurbishment would be outstanding.



Towards the end of the year, we were delighted with the announcement of a further grant of \$198,500 from the Victorian Government. These funds will enhance our learning environment, creating sensory play areas and more open spaces for our kinder children.

With new educational resources and interactive learning corners, these refurbishments will further enrich the educational experience of our Kinder students, fostering their curiosity and love for learning.

We have certainly been blessed with Government support with regards to securing our site. It is a testament to the Government's concern for the safety of the Jewish community that they have provided funds over the past decade, however sad it is that schools require this level of protection. We have stressed to the Government that we do not believe it is the role of parents to pay to secure their children whilst they attend school.

The Federal Government recently granted the College \$450,000 to provide guards and improve security infrastructure. This announcement came at a critical time when the College decided to increase its security arrangements at substantial cost.



The Government also provided \$25 Million to the ECAJ to distribute to community organisations. We have made application to the ECAJ and await their determination.

The Victorian Government provided an immediate sum of \$20,000 with applications still in play for further support.

Prioritising Safety: Security Grants

Ensuring the safety and security of our students and staff remains our top priority. We are therefore pleased to inform you of these generous grants that invest in enhancing our school's security measures. From upgraded surveillance systems to improved access control mechanisms, these initiatives will bolster our school's overall security infrastructure, providing peace of mind to everyone within our community.

Looking Ahead: Bright Future

As we celebrate these milestones, let us also look ahead with optimism and enthusiasm for the future of our school. Our commitment to excellence in education, coupled with our dedication to continuous improvement, will guide us as we embark on the next chapter of our journey.

Chag Sameach

DAVID FISHER

Head of Administration





a sneak peek at... **Disney**

FROZEN JR.



THE PARCHMENT and the ink



In a Torah, and indeed in any text, we often focus on the letters that make up the words on the page from which we draw meaning. What we fail to notice, is that the words are not just black ink, rather they are a composite of where the ink is, and where the ink is not.

Indeed the majority of a page is white space, making up the margins, the space between letters and words, as well as the space within letters themselves.

In pedagogy, we likewise often focus on the content that is being taught – placing emphasis on what texts we choose to teach, the methodology with which we teach and the knowledge-retention of our students. What we often fail to notice are the things that are intangible, but loom larger than the content we teach. Elements of this white space include the character of the teacher, the relationship between the people in the classroom and the feelings that the learning engenders. While the content is important, it is the context that brings the learning to life.

This year, in our secondary Jewish Studies department we have put these less tangible (but no less significant) goals to the fore of our thinking. We are discussing ways in which we can be better role models of *yirat shamayim* (reverence for HaShem), how we can reflect more on the energy we bring into our classroom and on how we can ensure that we are role models of *simcha* (joy) in our Judaism.

In helping us to focus on the 'white space' we have been engaging with Lifnai v'Lifnim, an educational initiative spearheaded by Rav Dov Zinger – Rosh Yeshiva of Mevor Chaim, a Yeshiva in Israel under the auspices of Rabbi Adin Steinzaltz z"l – that has been adopted successfully in a range of schools in both Israel and the USA. Lifnai v'Lifnim (or LafLaf for short) is an approach to teaching that seeks to create teachers that are more reflective in their practice, consciously seek to create a sense of *chabura* (fraternity) among their students, and teach text in a way that is personal and transformational.

These are lofty goals, and have resulted in many thoughtful discussions between staff, as we begin to grapple with the kinds of changes that it demands of us. One way in which schools have integrated this approach is in their adoption of a weekly or fortnightly lesson referred to as *Lev HaShavua* (heart of the week). In the session, students start off by practicing certain mindfulness techniques to prepare them for genuine engagement with the lesson. They proceed to learn a text, using a three-step methodology in which they first ask *mah bo* (what is in the text?) then *mah libo* (what is the heart of the text?) and finally *ma li bo* (what does the text say to me?). This process helps them absorb personal meaning from their Torah learning. Last, a student is selected as *parnass* (provider) and distributes a small snack to the group whilst sharing a dilemma they are presently facing, to which their peers are invited to listen and respond.

Lev HaShavua is a class that is worlds apart from what one would see in a typical school lesson. It is a lesson in which the 'white space' is brought to the fore, without losing the significance of the 'black ink'. Speaking to educators overseas who use this method, they have shared how much their students look forward to it, and how it has shifted the dynamic between themselves and their students in a very powerful way.

At the time of writing, we have to date participated in training via zoom and have the leaders of LafLaf scheduled for an in-person visit later in the month. Whilst here, they will be training staff as well as coming into classrooms at Yavneh to trial the implementation of this new approach. The suitability and success of this initiative in the Yavneh context is not yet known but we are excited to be beginning **a program that brings to the fore the most powerful elements in education; the quality of relationships between students and staff, between staff and staff, between students and students and – not least – between us and HaShem.**

RABBI CHAIM COWEN

Deputy Principal and Head of Jewish Studies



CULTIVATING a culture of thinking



Explicit Instruction is the Key to Success in Learning

If you have been reading educational articles over the last 12 to 18 months you may have noticed a shift in thinking about how best to teach. Yavneh already recognised the impact explicit instruction has on learning and over the last four and a half years, has strategically implemented this pedagogy across all subjects.

In March 2024, the Sydney Morning Herald published an article by Lucy Carroll titled 'The Teaching Style Behind the State's Top Performing Schools',

Her research explored how students taught using explicit instruction were progressing ahead of other students who were not taught using explicit instruction.

Research shows there is a measurable increased rate of progress when schools adopt an explicit pedagogy in comparison to those who don't. Explicit instruction **breaks down what students need to learn** into smaller learning outcomes and models each step. It allows students to process new information and skills more effectively. Responsibility for learning is gradually released to students.

The graph below shows the % of NSW primary and secondary students' who report that their teachers use explicit teaching and effective feedback, check for student understanding, explain task

expectations, require students to explain their reasoning, set clear learning goals, invite students to seek clarification and provide timely and helpful feedback.

Lucy Carroll wrote that 'a major analysis by the NSW Department of Education and the University of Queensland found Year 7 students who experienced explicit teaching were four months ahead in their learning by Year 9.

Our College's pedagogy is firmly rooted in the explicit teaching practice across Literacy, Numeracy, Jewish Studies and Hebrew. In my article below I am focusing on explicit instruction in General Studies.

Cultivating a culture of thinking and learner agency is underpinned by the explicit teaching of core knowledge and skills.

Reading and Comprehension

In 2020 Yavneh implemented two explicit instruction literacy programs in Prep to Year 2 and Years 3 to 6 respectively. CARS is the Comprehensive Assessment of Reading Strategies and STARS is Strategies for Achieving Reading Success. Both the **Initialit** (Prep to Year 2) and **CARS and STARS** (Years 3 to 6) programs have been successful in teaching foundation students to learn to read and older students to master the skills required for reading to learn.

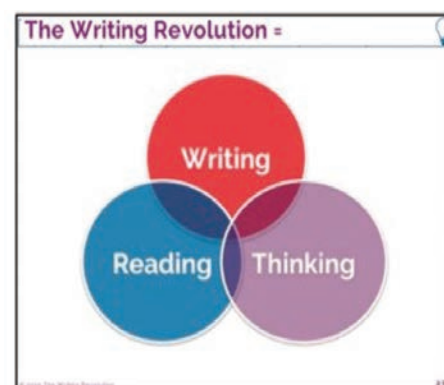
The Initialit program, implemented in Prep to Year 2, and the CARS and STARS program, implemented in Year 3 to 6, explicitly teach the skills needed for students to consistently experience success in reading fluency and comprehension. Both programs engagingly immerse students in the complex processes of reading and comprehension.

Spelling

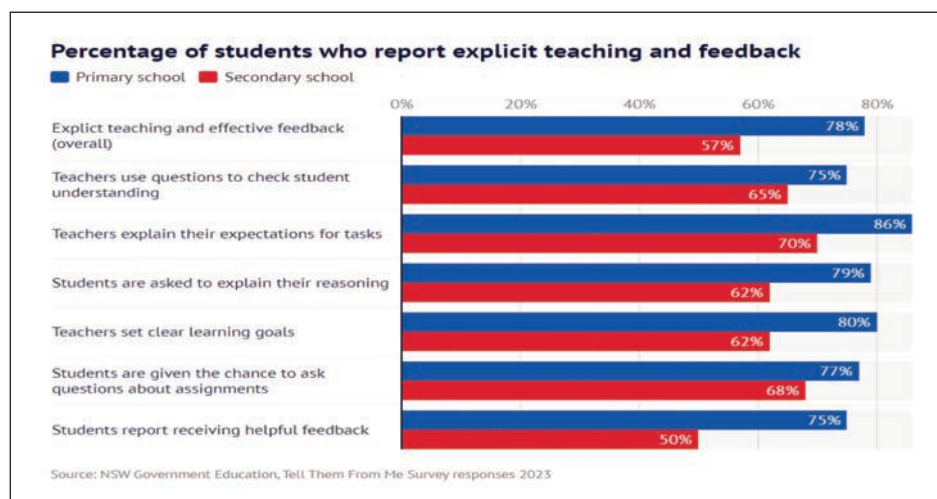
This year we have introduced Spellex which is a whole class spelling program suitable for students from Year 3. It is an extension of the learning in the Initialit program. "By growing and consolidating their phonological, orthographic and morphological knowledge, SpellEx helps students make the right decisions when spelling words. This will benefit their writing in all curriculum areas." Spellex "provides explicit instruction in spelling concepts, terminology, rules and conventions. (MultiLit website)

Writing

While traditionally teachers have assigned writing, they may not have explicitly taught it in a careful sequence of logical steps, beginning at sentence level. The assumption has been that if students read enough, they'll simply pick up writing skills, through a whole language approach. But writing is the hardest thing we ask students to do, and the evidence, including declining NAPLAN scores in writing across the state, shows that few students become good writers on their own.

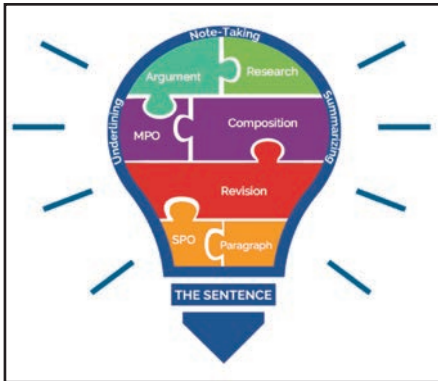


"Many students write the way they speak, using simple or rambling sentences or fragments of sentences. That kind of communication may work when we're speaking to someone in front of us, but when we write, we don't have the visual cues to draw on and we often don't know exactly who the audience is. We need to express ourselves with far more precision and clarity, anticipating the facts and details a reader will require to grasp our meaning" (The Writing Revolution, J C Hochman and N Wexler). We are thrilled to have had all General Studies teachers complete their professional learning in **The Writing Revolution** by the end of 2023.





Writing is an important connection between reading and thinking. When we write, we are expressing ideas. If we want students to become great writers, we need to explicitly teach writing through intentional exercises. The Writing Revolution embeds writing instruction in the content of what is being learned in all subject areas.



Sentences form the basis of a paragraph and revisiting the syntax of sentences is critical to building well-written single and multiple paragraphs which make up narratives, expositions, essays, research reports, and all other types of written responses.

TWR's methods rests on six basic principles:

1. Students need explicit instruction in writing, beginning in the early foundation years.
2. Sentences are the building blocks of all writing.
3. When embedded in the content of the curriculum, writing instruction is a powerful teaching tool.
4. The content of the curriculum drives the rigour of the writing activities.
5. Grammar is best taught in the context of student writing.
6. The two most important stages of the writing process are planning and revising.

TWR explicit instruction demystifies the writing process for all students. It advances thinking through writing in all subjects and grades. You can't write well about something you don't understand well.

We are in the early stages of implementing TWR in Prep to Year 6 and are already impressed with the results in improving students' expression of their understanding of content and their ideas through the medium of writing in all subjects.

Mathematics

On the back of the growth evidenced in our literacy programs introduced in 2020, in 2021 we introduced an evidenced based program, **CAMS (Comprehensive Assessment of Mathematics Strategies) and STAMS (Strategies To Achieve Mathematics Success)**, for the explicit teaching of Mathematics knowledge, conceptual understanding and skills in Years 1 to 6.

CAMS enables teachers to pinpoint students' needs and target teaching using **STAMS** enables students to build on their knowledge, skills and understanding from this point. To maximise the learning time available in our daily Mathematics lesson, students in Years 2 to 6 have been grouped according to their stage of understanding which additionally ensures everyone's learning is at their point of need.

As students move along the developmental pathway, support is gradually withdrawn. Teaching Mathematics explicitly draws upon research demonstrating that conceptual understanding of Mathematics develops in parallel with procedural knowledge.

Our assessment data at the end of 2023 is evidence of the impact whole school explicit instruction and targeted teaching through flexible ability grouping is having on developing knowledge, skills and understanding. The number of students whose mathematical knowledge, skills and understanding is below the expected level in Years 2 to 6 has decreased significantly since 2021. The number of students performing above the expected level has also grown significantly in Years 2 to 6. Our approach to teaching Mathematics at Yavneh places each student in the zone of proximal development, challenging each student appropriately and has noticeably increased positivity towards Mathematical learning.

The long-term objective for the implementation of explicit instruction at Yavneh is to increase knowledge, understanding and skills in a sustainable and measurable way, and for every child to achieve their potential. Students learn to think so that students can think to learn.

Rabbi Jonathan Sacks on Jewish education throughout history: "Throughout the centuries, when the vast majority of Europe was illiterate, Jews maintained an educational infrastructure as their highest

priority. It is no exaggeration to say that this lay at the heart of the Jewish ability to survive catastrophe, negotiate change and flourish in difficult circumstances."

(The Dignity of Difference p. 139)

Yavneh celebrates a culture where teaching and learning is highly valued by students, teachers and parents.

HAILEY JOUBERT

Head of Primary



YEARS 7 + 8 the camp experience



Our school year traditionally begins with school camps for our Year 7 and 8 students as we take advantage of the warmer weather.

Our junior students embark on outdoor-education camps that given them the opportunity to bond with their year level and with the key staff who work with them while spending time in the great outdoors.

Our focus is also on skill-building; where the students learn important life skills such as pitching a tent, hiking and navigation, water safety, how to build and light a bonfire without matches, and outdoor cooking.

But the 'soft-skills' of teamwork, resilience, persistence and problem-solving are the real goals of these camps. The students navigate long days in the bush – having to plan ahead (water bottles, sunscreen and very light day-packs!) and negotiate with peers (what ingredients from the tuckerbox will be used for dinner tonight and which will be left for tomorrow's lunch?). Our staff create deeper and more meaningful relationships with students when they have shared experiences – both the fun (canoeing, hiking, mountain bike-riding)

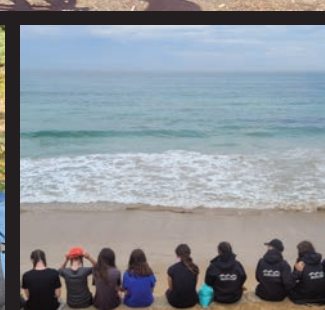
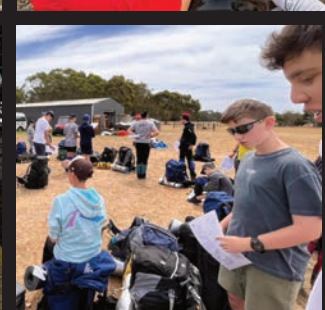
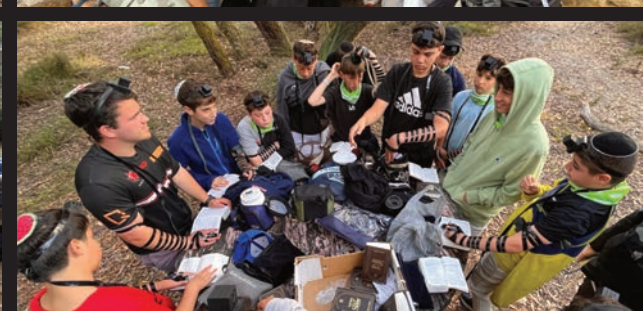
and the challenging (very long hikes, hot weather, unexpected changes of plans). *(We are proud of our Year 8 students who showed their flexibility and understanding when the extreme weather and bushfire warnings forced us to cancel surfing and canoeing and prompted an early return from camp. We are working on replacement days for those activities in the near future.)*

Yet throughout the camp experience, the sounds of Torah and Tefillah are heard from our students. We might be camping in the bush, but we daven together, learn together and 'tisch' together. The soulful singing of niggunim around a camp bonfire and the thought-provoking questions of an outdoors-Shiur are all part of the Yavneh experience. The Auscamp staff commented on how much they had learned about Jewish life, Torah, Mitzvot and Jewish History by speaking with our students who explained their way of life so articulately and passionately.

What sets our camps apart as well, is that our teachers camp with the students. They pitch tents, brave the outdoors night and day with the students. We are immensely grateful to all the staff who put in efforts to support, enjoy and teach the students during camp. *Enjoy the snaps for a peek into the camp experience!*

AVIGAIL WONDER
Head of Secondary





NURTURING a learning culture



Empowering our writers and nurturing a thriving learning culture at Yavneh

Yavneh is making incredible strides in cultivating its vibrant and robust culture of

learning. Our commitment to academic excellence is underscored by the strategies and structures put in place to support learning and the deep love and commitment to learning that permeates every corner of our school.

Leveraging Cultural Forces to shape our educational landscape

Inspired by Ron Ritchhart's seminal work, "Creating Cultures of Thinking" (2015), we actively leverage the eight cultural forces as guiding principles to shape our educational environment. These cultural forces are all intertwined. Focusing on one force, such as routines, enhances the other forces, such as opportunity, expectation and modelling. This has certainly been the case with the routines we have intentionally grown this year, from the Year 12 early morning writing sessions we implemented last year to include writing sessions at all Secondary year levels.



Early Morning Writing Sessions and Fortnightly Writing Sessions: Fostering Writing Skills and High Expectations

A hallmark of our commitment to academic excellence is the incorporation of early morning writing sessions for Years 9-12 this year and dedicated fortnightly writing sessions for Years 7 & 8. These sessions provide a structured platform to hone writing skills, instil discipline, and raise expectations for our students.

The early morning sessions for Years 9-12 are designed to create a focused and exam preparatory atmosphere, allowing students to engage in uninterrupted writing. These sessions not only develop writing proficiency but also instil a sense of commitment and dedication to academic pursuits.

In Years 7 & 8, our dedicated fortnightly writing sessions are tailored to nurture important writing skills. These sessions offer a supportive environment where students can



improve their writing, receive constructive feedback, and steadily raise their own expectations for achievement. Our dedicated teaching staff work tirelessly to ensure that every student receives the support they need to excel academically. Central to our writing programs is the emphasis on providing meaningful feedback. Our educators invest time and energy in delivering constructive critiques that inspire growth and development.



Maths Early Morning Working Sessions: Cultivating exam readiness

Our Unit 3-4 General Maths class are also joining the early morning working sessions, providing an opportunity for our General Maths students to work on exam-style questions in dedicated fortnightly sessions, to build their maths muscle and exam readiness. With the benefit of consistent exposure to VCE style exam questions, our General Maths students will be growing their experience and ability to respond to the range of questions they may encounter on exams.

Early morning learning programs and developing a love of learning

Our early morning sessions with Rav Berlin, have become increasingly popular this year. Students attend early tefilla on Monday, Thursday and Friday for the opportunity to learn in the Beit Midrash. We have a mix of students from Year 7 – 12 who are intent on building their Gemara knowledge.



Additionally, the Getting Ready in Numeracy (GRIN) sessions are running for our Year 8s on Tuesday and Friday and for Year 9s, on Wednesday and Friday. GRIN is a maths intervention program developed by Monash University, with the aim of pre-teaching maths concepts, familiarising students with relevant language and terminology and modelling what students can expect to see or do in their maths lesson. Students attending GRIN sessions attend early tefilla and meet with our dedicated teaching staff during Period 0.

Partnering in this flourishing of our learning culture, are our parents, who recognise and reinforce the value of our school programs. The support of our parents in committing to our early morning tefilla and early morning learning programs, helps us to grow our expectations and model an appreciation of academic excellence.

Together, as a school community, we are nurturing a learning culture that prepares our students for a bright future.

SHOSHI VORCHHEIMER

Director of Teaching and Learning



YAVNEH FOUNDATION updates



We are excited to begin 2024 by welcoming our new Yavneh Foundation Chair, Dion Epstein and Deputy Chair, Karen Franks.

Together with Foundation Board members Shula Lazar, Daniel Solomon, Nicole Kohn and Ryan Levin we look forward to a successful year ahead.



Pictured L-R: Dion Epstein, Karen Franks, Nicole Kohn, Tanya Shaltiel, Shula Lazar, Benji Jotkowitz

During this difficult and dark time for Am Yisrael, we are filled with immense pride and gratitude for our Yavneh family which has united together in solidarity with our brothers and sisters in Israel. We have come together as a community in steadfast support of our Homeland as well as extending our hands and shoulders to provide comfort to one another.

The Yavneh Foundation was delighted to welcome a full audience at our Foundation Series event at the end of last year. Our 2024 College Captains, Yehuda and Jake, Rabbi Dr Alan Kimche, Rabbi Chaim Cowen, Shula Lazar and Dion Epstein captivated us with their Tefillot and inspirational words. Old Collegian and current Yavneh parent Eilat Rachmani, spoke movingly about the heroic story of Kibbutz Alumim which was attacked on October 7 and her strong personal and family connections to the Kibbutz.



We thank Tammie Slade for facilitating an engaging and candid conversation with **Jeremy Leibler** about the Zionist Federation of Australia's advocacy work during this difficult time for Israel and the

Jewish community in Australia. Jeremy shared stories of his many encounters with the top echelons of politics, giving us an insight into his significant role as President of the Zionist Federation of Australia. Through his powerful advocacy for Israel and the Jewish



community, Jeremy is a tremendous example of the positive impact of strong leaders. We thank Jeremy for being the voice of our community to the Australian government and in the media.

Jeremy made clear his message for our Yavneh community on the importance of Jewish knowledge and values. Our Yavneh students are blessed to understand the Tanach, know who they are and where they come from, thereby giving them the confidence to be proud Jews and speak out with conviction and strength in support of Israel and the Jewish people.

Leibler Yavneh College prides itself on the high number of graduates who make Aliya, many of whom serve in the IDF. Each and every one are in our daily Tefillot together with all of the people in Israel. We daven for all our Chaylim who are risking their lives to protect our Homeland and to bring home all the hostages.



Projects

Last year we opened the **VCE study Centre** thanks to the generous support of donors, Foundation members and Avi Gilboa. The Centre enables a specialised and focused study environment for VCE students to nurture critical thinking, a lifelong thirst for knowledge and to maximise each student's potential.

This year we will embark on a seminal project that targets the other end of the Yavneh journey – **the Early Learning Centre**. A purpose-built facility housed on the Elsterwick campus will be built to provide a modern, warm and stimulating sensory environment, with smaller teacher-student ratios and an invigorated learning program grounded in a love for Hebrew, Israel and Judaism.

By becoming one campus, kinder students and families will be immersed in the unique atmosphere of the "Big School" from the beginning of their Yavneh experience. Now, more than ever we must create the foundations for a lifelong love of learning, both secular and Jewish.

We thank all our Foundation members for their continued support. Despite our small school size, our contribution to the broader Jewish community, to Australian society and to Israel punches well above our weight.

May Hashem protect all our loved ones in Eretz Yisrael and all of Am Yisrael.

TANYA SHALTIEL
Executive Director



Jewish Life IN ACTION







Mazel Tov to the following Alumni:

BIRTHS:

- Amir Esterman '03 and family on the birth of a **son**
- Brendan Rothschild '03 and family on the birth of a **son**
- Joel Fleischmann '05 and family on the birth of a **daughter**
- Mark Granek '06 and family on the birth of a **son**
- Laura (nee Rubin) Posniak '06 and family on the birth of a **son**
- Leah "Lay Lay" (nee Berkowitz) Harel '08 and family on the birth of **twin sons**
- Ariella Blum '08 and family on the birth of a son, **Arkie**
- Debbie (nee Reisner) Hassan '08 and family on the birth of a son, **Sam**
- Ian Ludski '08 and family on the birth of a son, **Jayce Reuben**
- Libby Prawer '08 and family on the birth of a **son**
- Adam Blau '09 and family on the birth of a daughter, **Matilda**
- Joel Kalkopf '10 and family on the birth of a daughter, **Emmanuelle Grace**
- Danielle (Deli) Winthrop '10 and family on the birth of a **son**
- Philip Rothschild '11 and family on the birth of a son, **Asher Benzion**
- Yael (nee Lefkovits) Berlinski '12 and family on the birth of a daughter, **Isabella Sophia**
- Mikey Chaskiel '13 and family on the birth of a **son**
- David Chester '12 and family on the birth of a **son**

ENGAGEMENTS:

- Shoshi Dessauer '06 to David Elbaz
- Eli Lipshatz '08 to Lee Lazar
- Jeremy Schneeweiss '08 to Jordyn Rosenberg
- Daniel Diamond '09 to Zoe Katz-Kaplan
- Adiel Cohn '11 to Tamar Bar Hanin
- Gidon Fixler '11 to Ma'ayan Geffen
- Aryn Abramowitch '13 to Ebony Erez
- Josh Ben Moshe '13 to Katie Kaplan
- Doron Kessler '13 to Simmy Zeimer
- Alona Jenschel '14 to Adam Bierenkrant '08
- Saul Goldman '17 to Victoria Bart
- Noa Strum '19 to Doron Adler '18

WEDDINGS:

- Josh Kolski '02 to Beth Sackville
- Josh Diamond '04 to Noa Levanon
- Racheli Shnider '08 to Daniel Grunstein
- Isaac Chizik '13 to Kerry Spilkin
- Matan Slonim '15 to Racheli Herzog
- Saul Goldman '17 to Victoria Bart
- Hanna Dorfan '18 to Mikey Lazar
- Yael Gosling '18 to Josh Schwartz



ALUMNI

please send us your email address so that we can keep you informed about our upcoming events alumni@yavneh.vic.edu.au

If we have overlooked your Simcha, please contact us so that we can include it in the next issue of Ten Li Yavneh.

CONDOLENCES:

- Shloi Pushett '69
- Gershon Rapke '00

We note the tragic death of Daniel Perez דניאל פריז killed in action in Gaza. We join together with the entire Yavneh community in mourning his loss, and we pray for the safe release of all the hostages.

ALUMNI Reunions



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