



קשר KESHER

Friday 21 March 2025
כ"א אדר ה'תשפ"ה

The Mishkan & Shabbat: A Meeting of Heaven and Earth

Eytan Epstein, *Secondary Jewish Studies*

"... אלה הדברים אשר צוה ה' לעשת אתם..." (במדבר לה:א)

These are things that G-d has commanded you to do."

The pasuk uses the plural, (דברים = things), to introduce the subsequent topics that are to be discussed: the Shabbat and the collection of donations for the Mishkan - the tabernacle. (Three pesukim later, when referring only to the Mishkan, the Torah uses the singular דבר - thing).

This is one of four places where the Torah links the Shabbat with the Mishkan. In Parashat Ki Sisa, after describing Bezalel and Oholiav, the builders of the Mishkan, the Torah returns to the subject of Shabbat, stating "However, you must observe my Shabbatot". Chazal conclude from this, that despite the people's excitement over the construction of the Mishkan, the Mishkan does not override the Shabbat.

The Torah reiterates this link in Parashat Kedoshim: "You shall observe my Shabbat and revere my sanctuary: I am the Lord", and in Parashat Behar: "You shall observe my Shabbatot and revere my sanctuary: I am the Lord".

What is the nature of these intertwined concepts? The answer is fundamental: both Shabbat and the Mishkan constitute sanctuaries. One is a sanctuary in time, while the other is a sanctuary in space. G-d wants Jews to establish a residence for Him both in space and in time. The Jew who has prepared properly for the Shabbat and is about to light candles, finds himself in the same position as the Jew of two thousand years ago preparing to enter the Sanctuary.

On the one hand, infinity separates the human being from G-d.

דבר תורה
פרשת ויקהל

On the other hand, G-d is immanent and close to his people. Through "tzimtzum" (self-contraction), G-d squeezed infinity into finitude and chose to dwell among human beings, first in the Mishkan and later in the Beit Hamikdash.

Shabbat embodies a similar idea. On Friday night, G-d pays us a visit. Lecha Dodi represents the Shechinah knocking on our door. The festivals and Shabbat are different, in that on Shabbat, G-d visits the Jewish people, while on the festivals, when we made pilgrimage to the Bet HaMikdash, we visited G-d.

The Shechinah of the Mikdash was of a transcendental nature. At the end of Sefer Shemot, as soon as the Mishkan was completed, a cloud of glory hovered over it by day and a pillar of fire by night. The Shechinah was both a physical light and a spiritual experience. It was outside of nature and defied the laws of causality, for the Mishkan was nothing less than an ongoing miracle that transcended the natural order.

Shabbat also demonstrates G-d's presence, but on a natural level. Just as G-d reveals himself through His transcending the causal order via supernatural miracles, G-d also reveals himself in the order of nature. One can experience G-d through the blue sky and the flowering bush. Shabbat represents the natural order.

Based on the teachings of Rav Soloveitchik, as presented in Darosh Darash Yosef

פרשת ויקהל

Shabbat Times 

Light candles at 7:12pm

Shabbat ends 8:07pm



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Parshat Para

Eytan Epstein, Secondary Jewish Studies

זאת חקת התורה אשר צוה ה' לאמר דבר אל בני ישראל ויקחו אליך פרה
אדמה תמימה ... (במדבר יט:ב)

"This is the law that Hashem has commanded: Instruct Bnei Yisrael to bring you a red cow without blemish ..."

Parshat Chukat begins with a detailed description of the purification ritual known as the "Parah Adumah" (red heifer). The purpose of this procedure is to purify someone who has become "Tameh" (ritually contaminated) by coming in contact with a human corpse. Among the many mysterious features of this legislation is the fact that the Cohanim who are involved in the preparation of this cleansing mixture themselves become ritually unclean.

Rashi (Bamidbar 19:1) cites the Talmudic view claiming that the Para Adumah is representative of a genre of mitzvot (Chukim) whose reasons remain unknown to the Jewish people.

Ramban (Vayikra 19:19) states that Rashi did not mean to claim that these types of mitzvot have no reason or are fundamentally illogical. Rather, these are types of laws whose reasons are simply unknown.

The Rambam (Moreh Nevochim 3:33) argues that all mitzvot, including Chukim, have some rational basis and serve some form of ethical, societal or personal religious function. He cites the pasuk in Devarim (4:6) which states that when the gentile nations "hear all those statutes (Chukim)," they will reply by stating, "surely this great nation is a wise and understanding people." If a significant number of the 613 mitzvot have no rational basis, what would compel the gentile world to find beauty in a life dedicated to G-d's commandments? The fact that the rationale behind some mitzvot still remains a mystery is simply a function of our lack of historical awareness. The more we gain clarity into the world of ancient Israel, the more likely we are to understand the reasons for even those mitzvot known as Chukim.

Unlike "Mishpatim" (mitzvot whose rational basis is obvious e.g. do not steal), Chukim highlight the role of "intellectual surrender" in one's religious life. According to Rav Soloveitchik, man's acceptance of the Chukim, man's acquiescence and submission to laws that defy his

comprehension, is an essential element of the faith gesture.

What does man cherish more than the intellect, around which his sense of dignity is centred? Precisely because of the supremacy of the intellect in human life, the Torah requires, at times, the suspension of the authority of the logos. Rambam writes that the Torah often gives priority to Chukim over Mishpatim (e.g. Hilchot Meila 8:8). According to Rabbi Michael Rosensweig, this is because the Chukim "unambiguously reflect the Divine authority that is the foundation of the entire Torah".

On the one hand, overemphasis of the Chok aspect of the Torah can be problematic.

Rabbi David Silverstein writes that "excessive focus on the submissive side of the halachic experience contains its own risks". Rabbi Robert Klapper notes that "categorizing a mitzvah—detail, mitzvah, or complex of mitzvot as Chok rather than Mishpat has the effect of quarantining it from normal halachic conversation".

On the other hand, overemphasising the "mishpat" aspect of mitzvot when addressing problems, by limiting the role of the chok only to very extreme circumstances, can be misleading.

As a default, we should always have in mind the Rambam's position that the Torah self-proclaims itself to be a document that will be philosophically and religiously intriguing to those who encounter its message. As a result, it becomes a religious duty to try to articulate the values inherent in the Torah's teachings and use them as a guide in dealing with modern challenges. That being said, there are some instances where man's intellect is stifled by the mystery of the Divine will. These scenarios, provide a periodic opportunity for us to "surrender" our intellectual capacities before the Divine command. By doing so we affirm that the Torah is, in fact our guide, and not simply an ancient text which validates the contemporary zeitgeist.

(Based on The Impact of Chukim on Religious Discourse, by Rabbi David Silverstein).

5785– A Year for the Books!

Rabbi Gedaliah Levin, Secondary Jewish Studies

The Hebrew year 5785 contains several calendrical anomalies connected to the Chagim and the sequence of the Parshiyot. If we recall back to the summer holidays, the fast day of Asarah B'Tevet fell on Friday, creating the unusual circumstance of beginning Shabbat on an empty stomach. We just celebrated Purim on Friday as well, a setup which truncates the Purim celebrations making way for Shabbat preparations. In Yerushalayim, Purim is celebrated on the 15th of Adar, which was on Shabbat this year. A 3-day celebration known as Purim Meshulash (Triple Purim) was observed spreading the Purim festivities from Thursday evening all the way through Sunday evening.

In just 3 weeks (!!) Erev Pesach will coincide with Shabbat, which brings on a host of complicated and confusing procedures. The search for Chametz takes place on Thursday night, one night earlier than usual, as a candle can not be used on Shabbat for this ritual. Likewise the Chametz cannot be burned on Shabbat as lighting a fire is explicitly prohibited on Shabbat in the opening verses of this week's Parasha- Vayakhel. Instead the chametz is burned at the regular time of an hour before midday on Friday, even though we are permitted to eat Chametz until the next day.

As we must eat a Seudah with bread on Shabbat morning and the latest time to eat Chametz is approximately 10:30am, we must Daven early on Shabbat morning to allow enough time for this to take place.

Both the Purim on Friday and Erev Pesach on Shabbat setups are rare and the next time they will occur will be in 2045– 20 years from now! This means there will be a generation of children who might not realise that these scenarios can even exist!

One lesser known calendrical anomaly exists this week. Usually the Parshiyot of Vayakhel-Pekudei are combined in a Hebrew non-leap year to ensure that the Parshiyot align with the different Chagim. This makes for a very long Keriat Hatorah, clocking in at 214 Pesukim! However this year Vayakhel and Pekudei are separated even though it is not a Hebrew leap year. The reason for this takes us all the way back to Simchat Torah at the beginning of 5785. Simchat Torah fell on Friday (or Thursday in Israel) and the Parsha sequence began with Bereishit at the earliest possible point— just one day later on Shabbat, the 24th of Tishrei. As Pesach begins on Motzaei Shabbat there ends up being an extra Shabbat between Simchat Torah and Pesach. Vayakhel and Pekudei are thus split for this reason. This scenario is rarer than the others and last occurred in 1994. It will occur again in 2045.

These calendar tidbits remind us that every day, week and year of our lives are guided by the Torah with impeccable precision. As we continue our journey through 5785 take a moment to appreciate the nuances and depth of our Hebrew calendar and how it shapes our experiences at each juncture.

Shabbat Shalom,
Gedaliah Levin

Farewell Rabbi Kimche

This week, Yavneh students and staff are farewelling Rabbi Kimche, the outgoing Rav of Mizrahi, and his Rebbetzin. We gratefully reflect on Rabbi Kimche's leadership, including his halachic guidance and wise counsel, that he has provided the school over his tenure as Rav. In addition to his involvement at a 'high-level', Rabbi Kimche has very much been part of the nitty-gritty of Yavneh. Over the past years, he has run an Advanced Gemara course for our senior students where he has exposed them to the rich lomdus (analysis) pertaining to a range of classical sugyot in Gemara. His sessions nourished not only the mind, but also the body, with meaningful siyumim that he generously hosted for his beloved students together with his Rebbetzin.

Rabbi Kimche has been a great supporter of the manifold achievements of our students in their Torah learning, attending and delivering divrei torah at milestone events and performances. We have been richly blessed by his presence, and his positive impact on our students will remain with them for their lifetime.

This Friday (after Keshet has gone to print) we will be hosting Rabbi Kimche at our school assembly where we intend to thank him for his service to our school and community and hear some parting words of Torah. We wish the Kimche's that they go in peace (צאתכם לשלום), and that they carry only fond memories of their time with us in Melbourne!



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Yavneh's Hebrew Band

The Yavneh College Hebrew Band is proud to represent our school at the 'In One Voice' Jewish Street Festival! Our talented students have been rehearsing with enthusiasm, preparing to take the stage at this vibrant community event. Here's a glimpse of our band in action.



'Hope Is a Verb With its Sleeves Rolled Up'

Shoshi Vorchheimer, *Director of Teaching and Learning*

On the final night of survival camp, our Year 7 girls decided to reenact the story of Purim for our AusCamp counselor, Elle. Finding it challenging to act out the elaborate story filled with banquets, and understanding of royal etiquette, conflicting sub plots and historical gravitas with found objects from the surrounding scrub, they took their seats around the campfire. They decided to tell Elle the story of Purim, each student taking a turn to add the next step to the narrative. Some obscure details and funny modernised versions of Queen Esther going to the shops to buy ingredients for a special dinner for Achashverosh, made their way into the story, but they persevered. One student, clearly frustrated by the lack of narrative arc, retold the entire story and ended with the fatalistic statement that 'Haman tried to kill all the Jews and encouraged others to kill the Jews, but we survived'. Elle's response to the dramatic, if prolonged retelling of the story, was that she never knew about this epic moment in Jewish history. She was awed by the details our students felt compelled to add, and their efforts in telling the story so that Elle would not miss out on any important moment, and were rewarded by her genuine interest. In a moment of inspiration, the girls began to sing Hatikvah, our beloved Israeli anthem. Their voices were full, and the lyrics enunciated clearly and meaningfully. The words 'Lihiyot Am Chofshi, B'artzeinu', to be a free nation in our land, resonated in the clear, star-filled canopy of the bushland surrounding us. 'The Hope' is the apt title of the Israeli national anthem, expressing our hope for a return to our Jewish homeland and a future of freedom and peace. But that hope is not a passive emotion that one feels deeply and doesn't act upon. David Orr, environmental thinker, says that 'hope is a verb with its sleeves rolled up. Hopeful people are actively engaged in defying the odds or changing the odds. Optimism leans back, puts its feet up and wears a confident look.' Some may have pitched hope as an emotion that you feel or may approach as a mood that may colour one's day. However, as a belief, a cognition, it can be learned and can be cultivated. Learning from the Purim story and the entire story of the Jewish people, our students understand that action is intrinsic to hope. I see a lot of action here at Leibler Yavneh College, with a teaching staff and leadership who embody Orr's understanding of hope as a doing word, a verb, with sleeves rolled up and ready for action.

Our teachers are dedicated and hardworking, earnest in their pursuit of improvement in teaching practice and student achievement. Should you walk our hallways after hours, our teachers are involved in professional learning via zoom, meeting with educators around the world, on New York time, learning the Hochman method of teaching writing. On Purim, three of our lead teachers spent the day in Ballarat watching explicit teaching in action. Our Tuesday afternoon staff meetings are another opportunity for our teachers to reflect on and hone their teaching practice.

Our teachers are constantly reflecting on their practice and adding strategies to promote academic excellence. Should you enter any classroom, whether a Maths, English or equally a Tanach classroom, you would be greeted with a 'Do Now' activity, resetting student engagement and focus to the subject at hand and offering opportunities for recall and retrieval of learning, to create long term memory. If you entered the school grounds at 7:30am, you would witness students ready to learn Gemara, in the extension classes with Rabbi Berlin and Rav Sendor. Indeed, you would also see whole cohorts of students from Year 9-12, attending early tefilla, in order to attend early morning writing sessions. Initially aimed at developing essay writing skills through practice in the space students sit their final exams, last year we included General Maths early morning test sessions. Adding to this practice this year, we have extended the morning sessions to include Maths Methods and Specialist Maths testing sessions, further exposing our students to exam-style questions and providing additional opportunities for teacher feedback. Beyond Gemara, English and Maths, our students are also attending band practice and staying late into the night rehearsing for the musical. Our teachers are there guiding, teaching, moderating, learning, accompanying our students every step of the way.

Whether you visit 2 Nagle Avenue early in the morning or late into the night, our campus is a beautiful space, a living breathing organism that is alive with energy and action.

It is fitting that our Modern Orthodox Zionist school is actively practicing the hope referenced in Hatikvah. With sleeves rolled up, our teachers are practicing the action intrinsic to hope, cultivating in our students a love of learning, a love of Israel and actively changing the odds with their explicit and reflective teaching practice.

Keshet: Australian Educators Supporting Israeli Students Through Online Learning

In the wake of October 7, as children in Israel's Gaza Envelope struggled with the trauma of war and the closure of their schools, Sydney businesswoman Talia Bernstein saw an opportunity to help. Just a week after the attack, she launched Keshet, a program connecting Australian educators with Israeli students for online lessons.

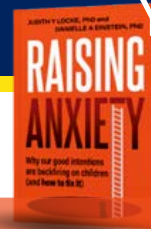
The initiative quickly grew, providing structure, distraction, and support for students who had little else to occupy their days. Through Keshet, children could engage in English lessons, interactive games, and meaningful social connections. Within weeks, the program was running full-time, mirroring the Israeli school day.

More than 1.5 years later, Keshet remains a vital educational resource. Schools across southern Israel now participate, benefiting not only the students but also the overburdened teachers. With many educators still on miluim (reserve duty), coping with trauma, or displaced, Keshet helps fill the staffing gap, ensuring students receive consistent education while offering relief to local teachers.

Several Leibler Yavneh teachers, including Mrs Wonder, Ms. de Mesquita and Morah Slonim, along with some Yavneh parents, contribute weekly lessons. However, Keshet is always looking for more volunteers—educators and non-teachers alike—to help continue this meaningful work.

If you're interested in becoming a Keshet educator, please contact Avigail Wonder at a.wonder@yavneh.vic.edu.au.





Raising Children – Not Raising Anxiety

Avigail Wonder, Head of Secondary

Does your child ever exhibit nervousness, fear, excessive worry or seek to avoid 'scary' or 'uncomfortable' situations?

If they do, what is your most natural response? Do you try to soothe or comfort them, encourage them or boost their confidence, enthusiastically problem-solve for them, leave them alone, break problems into manageable steps, or empower them to see that they can do it? Have you ever told your child that they can avoid the situation altogether?

My question is; are we raising children or raising anxiety?

Anxiety is one of the most common challenges facing children and teenagers today. As parents, it is natural to want to shield our children from discomfort, but as Dr. Danielle Einstein and Dr. Judith Locke explain in their book Raising Anxiety, the way we respond to our child's fears plays a crucial role in either helping them overcome their worries or inadvertently making things worse.

It is important to recognize that feeling anxious at times is a natural part of life. However, not every child who experiences anxiety has an anxiety disorder. It's important to make that distinction; It can be helpful to use the terms anxiousness (the feelings of worry, nervousness) and anxiety (referring to a diagnosed or clinical condition). As they grow into adults, our children will need to increasingly face challenges in their jobs, studies, VCE, and family commitments. If they consistently avoid difficult situations due to anxiousness or anxiety, they will struggle to develop the resilience needed to handle life's inevitable pressures.

In our fast-paced, high-pressure world, children are increasingly developing patterns of avoidance—stepping away from challenges because they feel anxious. But as Einstein and Locke emphasize, "Avoidance doesn't cure anxiety; it feeds it." The more a child avoids a situation, the bigger and scarier it becomes in their mind. Over time, they lose confidence in their ability to cope, and their world shrinks.

The Role of 'Hole Therapy' and 'Ladder Therapy'

One of the most powerful concepts in their book 'Raising Anxiety' is what Einstein and Locke call 'Hole Therapy.' Imagine anxiousness or anxiety as a hole in the ground. When a child is faced with an anxiety-provoking situation, they stand at the edge of that hole. If parents rush in to rescue them by letting them avoid the situation, they reinforce the idea that the hole is too deep and dangerous to manage. Instead, we must help them learn how to navigate around it, showing them that anxiety is uncomfortable but not catastrophic.

This is where 'Ladder Therapy' comes in. Rather than throwing children into the deep end of their fears, Ladder Therapy encourages small, gradual steps toward facing them. If a child is terrified of public speaking, forcing them into a full-blown speech in front of the whole school might be overwhelming, but avoiding it altogether reinforces their fear. Instead, they might first practice speaking in front of a parent, then a small group of friends, then a class discussion—each step building confidence until the fear diminishes.

What Can Parents Do?

Encourage, but Don't Rescue – When your child expresses fear about a situation, acknowledge their feelings but avoid rushing to remove the challenge. Instead of saying, "It's okay, you don't have to go," try, "I know this feels tough, but I believe you can handle it."

Model Resilience and Persistence – Children look to their parents for cues on how to handle discomfort. If they see you avoiding challenges or reacting with excessive worry, they will internalise that approach. Show them that facing fears is a normal part of life. Demonstrate pushing through challenges and giving things a go, even when they feel difficult.

Normalise Discomfort – Anxiousness or anxiety is uncomfortable, but that does not mean it's dangerous. One of the key insights from Raising Anxiety is that children need to learn that they can tolerate discomfort and that it will pass. "Growth happens outside of the comfort zone," Einstein and Locke remind us.

Teach Problem-Solving – Instead of offering immediate solutions, help your child think through the problem: "What's the worst that could happen? What could you do if that happened?" This empowers them with a sense of control.

Praise Effort, Not Just Outcome – When a child faces their fears, no matter how small the step, acknowledge their bravery: "I saw how hard that was for you, and you still did it. That's incredible!" Building self-efficacy strengthens their resilience over time.

A School and Home Partnership

By working together—at home and at school—we can ensure that our children grow into strong, capable individuals who see challenges as opportunities rather than threats.

Our goal isn't to eliminate anxiety but to equip our children with the tools to move forward despite it. As Einstein and Locke wisely said, "Courage is not the absence of fear; it is the ability to act despite it." With the right support and guidance, children can learn to confront their fears step by step and grow stronger through the process. Many of our students are already facing complex challenges, from academic pressures like exams and interviews to personal struggles with health, relationships, and family dynamics. As they transition into emerging adulthood, it's essential that they develop the resilience and skills to navigate these difficulties with confidence, preparing them to handle life's inevitable ups and downs.



Shabbat Shalom





Adar in JKA: A Month of Fun and Learning

Bronwyn Owen, Centre manager and GS teacher of JKAlief

In JKA the month of Adar has been extremely busy – filled with fun and learning.

Across all areas of our day, we have been celebrating our learning through arts and crafts, group mat sessions, and creative activities.

We have done an investigation into shapes and how they connect to our everyday, which linked to our learning about Leitzans and Hamantaschen.

We invited the parents to come in to our classroom and join our baking sessions to make Hamantaschen – which the children really enjoyed (as did the Morot!)

Every child was involved in creating their own Ra – aashanim. We connected this experience to the concept of learning about sound – investigating the differences between loud and soft noises and fast and slow pace. We listened to different types of music and used musical instruments to explore how these different methods sound and make us feel.



The children made beautiful Mishloach Manot. This is always a beautiful way to incorporate the concept of sharing and being kind to our friends.

Throughout our days in kinder, we are always focusing on the idea of sharing and taking turns such as sharing toys, negotiating spaces and understanding others feelings. This is a concept which will continue to evolve as the year goes on and the children develop more awareness of the world around them.

The month of Adar always bring so many learning opportunities for the children which we are so excited to share with our families.

The culmination of our learning was, of course, PURIM. The day was filled with so much joy and happiness and the children really had opportunities to put all of their learning into practice. We hope that you all enjoyed our Purim carnival!!





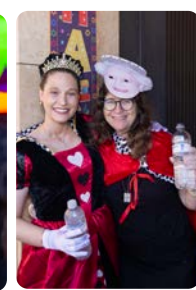
ELC: Purim Carnival!

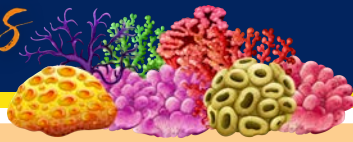
Our ELC Purim Carnival was a fantastic celebration, bringing the Balaclava Rd campus to life with colourful costumes and excited children.

After weeks of learning and preparation, our ELC children arrived dressed up and ready to celebrate Purim in a way that truly brought their learning to life.

The day was filled with Megillah readings, fun rides, engaging activities, and the excitement of swapping Mishloach Manot. Our students also took part in the mitzvah of Matanot La'evyonim, learning the importance of giving to others.

We had a huge turnout, and everyone joined in the Purim Chagiga, making it a memorable experience for all.





Year 3 Art: Exploring the Colours of the Reef

Mai Weinberg, Primary Hebrew

This week in Year 3 art, the students began a new project where they examined various tropical fish, from the Great Barrier Reef. Students described the different patterns, colours and shapes they saw on these fish and then used the fish they saw as inspiration when they designed their own unique fish. Students came up with unique patterns and designs for their fish and are looking forward to painting them using watercolours next week.



JLife: Primary Recap

Sara Amzalak, Head of Jewish Life and Learning (Primary)

Smiles were seen and laughter and music heard from the minute students stepped through the gates on Purim morning. After davening and giving Matanoy LaEvyonim, Years Prep to two heard Megillah reading in the Performing Art Space, while Years 3-6 went to the Lamm Hall. As usual, we drowned out Haman's name good and proper. After exchanging Mishloach Manot and a quick recess, primary joined with secondary for a tekes, where the Primary Band and Choir did a sterling job entertaining us with a rendition of Chag Purim. To end the day, Years Prep - Two were entertained by Dr Hubbles and is extraordinary bubble tricks, while Years 3-6 had a fantastic time dancing and singing away to the silent disco.





Year 4 Recorder Lessons: A Musical Journey

Sarah Finch, Music And Primary Jewish Studies

Our Year 4 students have embarked on an exciting musical journey, learning to play the recorder. They have mastered the first three notes: B, A, and G. With these notes, they are now practising various patterns and tunes, showcasing their growing musical skills. The students are practicing performing as a group, learning to transition smoothly from one note to another. This process not only challenges them but also brings immense joy and a sense of accomplishment. Through their introduction to the recorder, they are developing a deeper appreciation for music and the art of performance. It's wonderful to see their enthusiasm and progress!



Year 6: Hebrew Conversations

Michal Avitan, Primary Hebrew

In the Year 6 Advanced Hebrew class, students had a fantastic time practicing their speaking skills! Divided into groups, each leader guided a discussion entirely in Hebrew, asking about their long weekend. They talked about what they did, what they ate on Friday night, and which friends they spent time with. This activity not only helped them practice the language but also boosted their confidence in speaking Hebrew naturally!



Year 2 Learns About Purim Through Art

Tarryn Hersh, Primary Jewish Studies

This term, Year 2 students have been immersing themselves in the colourful and exciting chag of Purim! As part of their studies, they have been exploring the story of Queen Esther, King Ahasuerus, Mordechai, and Haman. Through this exploration, students have learned about the themes of bravery, community, and celebration that are central to the chag. To bring their learning to life, Year 2 has been engaging in creative activities that connect to the Purim story. The students have been working hard to create artistic masterpieces, including beautiful artworks that depict the four mitzvot of Purim.

We are incredibly proud of the artistic efforts and enthusiasm shown by our Year 2 students as they bring their understanding of Purim to life through art.

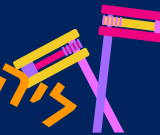
We look forward to sharing more of their amazing work with you soon!



Preps Prep for Purim

The Preps have been busy and excited as they prepared for Purim! In class, they've been creating their own colourful clowns.





What a Packed Purim at Yavneh!

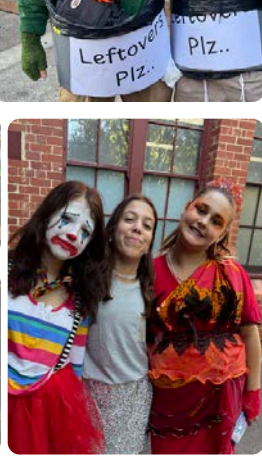
Noah Epstein, Head of Jewish Life and Learning (Secondary)

Purim 5785 at Yavneh was an epic day! Students arrived at school to discover a Madagascar-themed decoration before making their way to a Tefillah filled with ruach and singing. At the Tekes we were inspired by the Divrei Torah from Morah Shula and the JLife captains and were entertained by the annual Year 12 dance. The day ended with the Primary School enjoying special guest entertainers and the Secondary school partaking in a Chagiga (celebration) which included the Year 12 play as well as the Teachers' Revenge song.

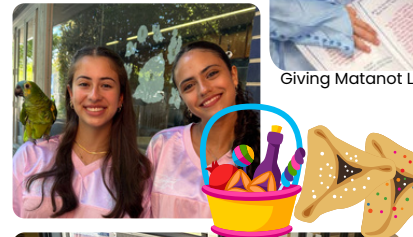
A massive thank you goes to all staff involved in Purim and ensuring it was such a success. Special thanks to the Primary and Secondary JLife teams who put in countless hours and invested enormous effort in putting the day together. Finally, Purim at Yavneh would not have been possible without the creativity, energy and time that was put in by the Year 12s. They've set the bar high for VCE '26 and we can't wait to see what they come up with!



Women & girls Megillah reading



Purim!



Giving Matanot Laevyonim



The Kids are all Right

Mel Adelst and Leigh Roncon, Primary General Studies Teachers

In Year 3, we have been exploring the important topic of Children's Rights—the essential things every child needs to be happy, healthy, safe, and cared for. These rights include access to school, time for play, freedom to express religion/culture without discrimination, and access to food, water, and healthcare.

In our learning, we have been discussing who helps children with their rights—and they identified adults including family, teachers, doctors, and community leaders. We have also been exploring the idea that with rights come responsibilities—such as respecting others, following rules, and contributing to our communities. Every child, no matter who they are or where they come from, has these rights.



Preps: Learning how to be a good friend

Nicky Kapul and Melanie Sput, Primary General Studies Teachers

In Prep, we are focusing on how to be good friends by honouring others' feelings, understanding different points of view, being inclusive, and respecting personal space. The children have been engaging in a variety of activities, including a fun art project. We've also been reading several stories to help teach the importance of inclusivity and kindness. One of the books we've explored is *Three Friends Together*, which perfectly illustrates the value of friendship and teamwork. The students have been actively participating, and it's been amazing to see them embrace these important lessons and try and apply them in their interactions with one another.



Year 3: Coding Class Gifted and Talented

Year 3 and 4 using Typing Club to improve their typing skills that will assist with their coding.



The Hebrew Band performing at the Rosh Chodesh Adar Assembly

Primary Art: Purim Masks

Dr Samara Adamson-Pinczewski, Primary Art Teacher

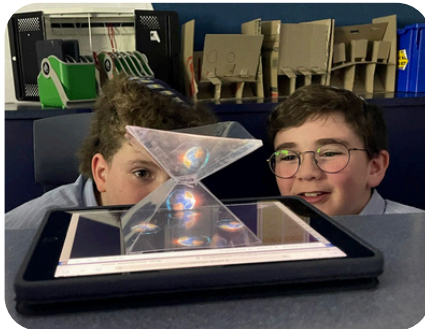
In the lead up to celebrating Purim, Year 4 students created exquisite animal masks. Students began the activity by selecting a generic mask. Next, they designed and decorated the masks with detailed patterns and textures to create a unique artwork. Students experimented with mark making techniques using a wide range of drawing materials, including coloured paint markers and metallic markers. Students also embellished their masks with sparkly glitter and ribbons. Year 4 students experienced much joy and festivity in Art during the month of Adar.




Year 5 & 6: Gifted & Talented: Explore Holograms

Year 5 and 6 Gifted and Talented learning about holograms and light. Creating their own Pepper's Ghost by constructing hologram projectors



שבת
שלום







LEIBLER
YAVNEH
COLLEGE

PRE PESACH CHAMETZ FOOD DRIVE

HELP SUPPORT YOUR COMMUNITY!

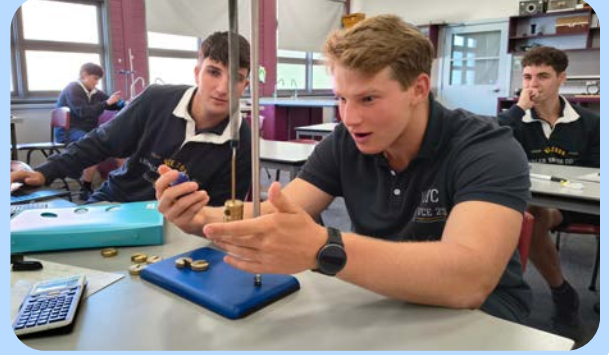
- 1** Donate a jar, tin or sealed packet of Kosher food
- 2** Put it in the box outside Primary Office or Hamakom
- 3** Your donation will be distributed by CCare

CLEAR OUT YOUR PANTRY FOR PESACH AND HELP WITH FOOD SECURITY!



Year 12 Physics

Year 12 Physics students investigate the oscillating motion of a vertical spring-mass system.



Yavneh Scholars Dive into Big Questions

On Thursday last week, the 'Yavneh Scholars' (with a few students away) had their first meeting. As an introduction to the program, the discussion was focused around the question "what's the point of discussing questions that have no answer?". Students read "The Value of Philosophy" by Bertrand Russell, a high-level text that led to some lively discussion and deep engagement with the topic.



JLife learning - a full house!

Physics in Motion: Year 12 at Luna Park

Hillel Solomon, Head of Science and Secondary Teacher

The Year 12 Physics class visited Luna Park along with hundreds of other Physics students from around Melbourne. The students put their learning into action by going on rides and taking measurements, gaining a deeper understanding of centripetal force, energy conservation and the equations of motion.



Hands-On Science: Year 8 Heart Dissection

Year 8 students had an exciting hands-on experience as they dissected a sheep's heart, deepening their understanding of the circulatory system. This practical lesson brought their learning to life, allowing them to explore the heart's chambers, valves, and blood flow pathways up close. A fantastic way to connect theory with real-world anatomy!





A Special Visit: Israeli Ambassador to Australia H.E. Amir Maimon

Leibler Yavneh College was honoured to host the Israeli Ambassador to Australia, H.E. Amir Maimon, last Wednesday as he toured the campus and learned more about the school's commitment to Jewish education, Israel, and community. Ambassador Maimon had the opportunity to hear about Yavneh's dedication to fostering a strong Jewish identity while preparing students for success in a global world. It was a meaningful visit that highlighted the importance of education, and we look forward to welcoming him back again soon!



International Women's Day

In honour of International Women's Day, the Social Action Captains organised a workshop celebrating historical women who made a significant impact on the world. From Golda Meir to Ruth Bader Ginsburg to Marie Curie, students learned about their remarkable achievements in a fun and interactive way. The session highlighted the strength, determination, and contributions of these inspiring women, encouraging students to reflect on the role of women in shaping history.



Year 9: Visits the Jewish Museum

Year 9 headed off to the Jewish Museum for the launch of the Roots Project. The day started with tefillah at st Kilda shul where students were alerted to the history of the shul by reading the various signs. At the Jewish Museum they had a series of workshops teaching them how to approach the research they would need to do for the Roots Project. They learnt how to interview, investigate objects and explored the rich history of the Australian Jewish community



Guest Speaker: A 17-Year-Old's Heroic Role on October 7

Yavneh secondary students had the privilege of hearing from Gali, a 17-year-old who helped save dozens of lives during the tragic events of October 7. From her bomb shelter, Gali managed a WhatsApp command center, forwarding messages and locations to soldiers while prioritising others' safety over her own. This courageous act almost cost her her life. On that day, she also lost her father, Tal Elon Z"L, who fought bravely in the kibbutz. Gali's visit to Yavneh gave our students the unique opportunity to hear firsthand from someone their own age who displayed extraordinary bravery and resilience during a time of unimaginable crisis. Her strength and selflessness were truly inspiring to all who listened. Thank you to the UIA for bringing Gali to speak to our students.



Footy Season!

Footy season has begun, and Yavneh is getting into the spirit! Students arrived at school proudly wearing their footy jerseys, excited for the season ahead. To celebrate, the recess and lunchtime bells were changed to footy anthems, adding to the atmosphere. A staff and student Footy Tipping Competition has kicked off, and at lunchtime, students took part in a goalkicking competition, followed by an all-in Backboard Footy match. It's been a fantastic start to the season—bring on the footy!



YOM HASHOAH COMMEMORATION 2025



מה שאבד ומה שנותר
**WHAT WAS LOST
AND WHAT ENDURES**

וואָס איז פֿאַרלוירן
און וואָס איז פֿאַרבליבן

23 APRIL 2025
ROBERT BLACKWOOD HALL,
MONASH UNIVERSITY



TICKETS AVAILABLE NOW

Arts Department Update: Alumni Podcasts – A Must-Watch!

Michael Daskalou, Head of Arts and Secondary Teacher

Over the past month, the Yavneh alumni podcasts have been making waves, offering a fascinating glimpse into the lives and careers of our former students. Hosted on Yavneh's YouTube channel, these episodes feature engaging conversations with alumni who share their experiences, insights, and reflections on life after Yavneh. Whether you're interested in career advice, personal growth, or just an entertaining listen, these podcasts have something for everyone. If you haven't already, be sure to check them out—you never know what inspiration you might find!



Mary Poppins

The energy is electric as rehearsals for Mary Poppins continue at full speed! With each practice, the cast and crew are bringing the magic of this beloved musical to life, from breathtaking choreography to show-stopping musical numbers. Under the dedicated leadership of Michi, Katie, and the incredible production team, every detail—from costumes to set design—is coming together beautifully. The entire school is buzzing with anticipation, and we can't wait to share this spectacular show with the community. Get ready to be amazed—it's going to be nothing short of supercalifragilisticexpialidocious!



Book now!

yavneh.vic.edu.au/tickets



Don't miss out!

Early English Writing Sessions

Karouna Muddapah, Head of English

This year, we are continuing our initiative with the morning writing sessions while also introducing lectures after every few sessions. While practice remains invaluable in developing strong writing skills, we also recognise the importance of targeted instruction. These lectures will provide students with the necessary tools to analyse and refine their writing, helping them understand not only what to improve but also how to make those improvements effectively. By combining hands-on writing practice with structured guidance, we aim to enhance students' confidence and proficiency in their written work.

Additionally, we firmly believe that these sessions will help students become more familiar and comfortable with the exam environment, ultimately enhancing their preparation for the end-of-semester/year exams.

Writing under strict exam conditions encourages students to move away from relying on notes and trains them to think critically under pressure. Additionally, these sessions help students develop strategies to manage the nervousness and anxiety that often accompany timed assessments.

By identifying their strengths and areas for improvement in a test-like setting, students gain valuable self-awareness, while teachers receive meaningful insights that allow them to tailor support strategies and help students overcome challenges effectively.



Upcoming public speaking competitions! (Yr11 & 12 Students)

Registrations for the Plain English-Speaking Award 2025 State Heats are now open! They will close on Monday 21 April 2025. Up to two students from our school can enter the competition, hence if there are more students interested, we will organise an internal round to select the two finalists!

There are 18 Host Schools across metropolitan and regional Victoria. If you are curious about the competition, please watch the [State Final Speeches](#) on the VCAA website, for an idea of what to expect. The full schedule of heats and finals on the [PESA page](#).

Debaters Association of Victoria - Public Speaking

Registration is now open for all divisions of the DAV's face to face Public Speaking, and all divisions of the online competition. Registration for the DAV's Public Speaking Competition (all divisions) closes 4PM, Monday 29th April or when we reach capacity.

Face to Face Competitions

Competitors will present one prepared and two impromptu speeches, with winners announced on the day.

- **Junior Public Speaking (Year 7-8)** will be run on Sunday 10 August 2025, 10am – 3pm at Loreto Mandeville Hall Toorak. For more information, including topics, please visit [Junior Public Speaking \(Year 7-8\)](#).
- **Intermediate Public Speaking (Year 9-10)** will be run on Sunday 16th March 2025 at Korowa Anglican School. For more information, please visit [Intermediate Public Speaking \(Year 9-10\)](#).
- **Senior Public Speaking (Year 11-12)** will be run on Sunday 4th May at St Kevin's College. For more information, please visit [Senior Public Speaking \(Year 11-12\)](#).

If you are interested in any of the above competitions, please speak to Ms Muddapah or anyone from the English department.






JOIN US THIS SUNDAY FOR

Holy BAGEL

Following
9:00 Shacharit at Beit Yehuda
(Mizrachi Main Shule)

ALL YOU NEED TO DO IS SHOW UP!

JOIN THE GROUP TO SIGN UP!



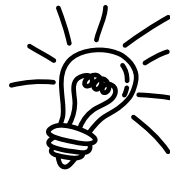


ת"ס

J-LUNCH SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 0	Gemara Club		Gemara Club		Gemara Club
RECESS		Halacha Club	Halacha Club	Halacha Club	
LUNCH	Torah for the Table- Y7-9	Ketuvim - Y10-12 What If? Y7-9	Machshava on the Parsha - Y10-12 J-VR: Y7-9	Practical Halacha in the modern world - Y10-12	The Jewish Week That Was - all years

CAPTAINS CORNER



STUDENT OF THE WEEK:
Keira L

Likes: acai, summer, hanging out with friends, sushi, my dog, tisches on zio camp

Dislikes: tomatoes, when the speakers are dead in the common room, every second Wednesday with zero frees, slow walkers

Fav subject – Math in year 10–with Mr Hao

Fav tuckshop item – poke bowls on Tuesday

What would u do if you were principal for the day – make an acai station in the common room

RIDDLES FOR YIDDLES

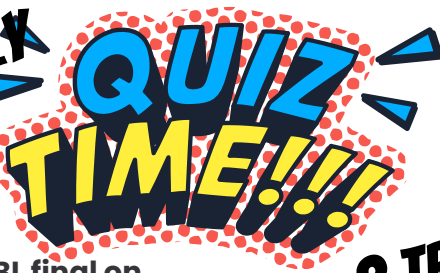
- I'm tall when I'm young, and I'm short when I'm old. What am I?
- What question can you never answer yes to?
- What is always in front of you but can't be seen?

פרשת ויקהל

PARSHA QUIZ:

- What does Moses tell Bnei Yisrael about keeping Shabbat?
- What materials do the people bring for building the Tabernacle?
- Who are the main craftsmen in charge of the Tabernacle's construction?
- What important items are made for the Tabernacle?
- How do Bnei Yisrael respond to Moses' call for donations?

TEMPELHOF FAMILY SPORT QUIZ



- Who played in the NBL final on Wednesday night?
- Which Premier League team won the EFL Cup this week?
- Who did Mirra Andreeva beat to claim the Indian Wells tennis title?
- Who won the Formula 1 Australian Grand Prix on Sunday, and for which team?
- Who did Australia play in the FIFA World Cup Qualifiers on Thursday night?

- A candle
- Are you asleep yet?
- The future

- Melbourne United and Illawarra Hawks.
- Newcastle United.
- Aryna Sabalenka.
- Lando Norris, for McLaren.
- Indonesia.

2 TRUTHS 1 LIE NOAH DAVIS



- Truth – I have never broken a bone before
- Truth – I have spent half my life in a different country
- Lie – I have three siblings

- Moses commands Bnei Yisrael to rest on the seventh day and not to do any work, especially not kindling a fire.
- Bnei Yisrael bring gold, silver, copper, dyed wool, fine linen, animal skins, wood, oil, spices, and precious stones.
- Bezalel from the tribe of Judah and Oholiab from the tribe of Dan are appointed as the chief craftsmen.
- Items include the Ark of the Covenant, the Menorah, the Table for the Showbread, the Altar of Incense, and the outer coverings of the Tabernacle.
- They give so generously that Moses has to tell them to stop bringing more materials because they have more than enough.

Yavneh BUZZ

Make sure you're following us on socials!
@yavneh_official

Upcoming Dates 2025:

MARCH

Sunday 23-25 March: School Musical

APRIL:

Last Day Term 1: Tuesday 8 April

Shabbat 12 April: Erev Pesach - 1st Seder

Sunday 13 April: Pesach - Day 1, 2nd Seder

Monday 14 April: Pesach - Day 2

Friday 18 April: Good Friday

Shabbat 19 April: Pesach - Day 7

Sunday 20 April: Pesach concludes - Day 8

Monday 21 April: Easter Monday

Wednesday 23 April: First Day Term 2

Thursday 24 April Yom Hashoa

Friday 25 April: Anzac Day (College closed)

Wednesday 30 April: Yom HaZikaron

Mazal Tovs!

Mazal Tov to the **Weinstein family** on **Asher's** Bar Mitzvah

Mazal Tov to **Bianca, Yaron and Axel Esterman** on the birth of a baby son and brother

Condolence

Wishing condolences to the **Franks Family** on the passing of **Mrs Kathy Franks z"l**. Mrs Franks had a close association with Yavneh and was an incredibly generous supporter of the College. Wishing the family arichat yamim.



Please share your Mazal Tovs with us! - marketing@yavneh.vic.edu.au

Leibler Yavneh College Chess Club



Prep - Year 6, Term 1 2025

Dates: 3 February - 7 April (excl. Mon 10 March, public holiday)

Weeks of Chess: 9 week-term

When: Monday 4.05 - 4:55pm,

Where: Room 2

Cost: \$184.50 for the term (or \$20.50 per session)



How to Register

chessideas.com.au/register

Please sign up & pay by filling out the registration form at

Contact us for a free trial!

If chess club overlaps with your child's school activities, you may deduct the cost of the session from the term total.

Please contact Chess Ideas directly if you have any questions or queries, we're here to help!

Why play Chess? Chess helps sharpen kids minds while having a blast! It boosts critical thinking, problem-solving, and concentration, teaching strategy and confidence. Plus, it's a fun way to build valuable life skills—all through an exciting game!

What is Chess Club? Small group classes, led by experienced and passionate coaches. Each class will start with an ability-appropriate lesson and then break out into game-play and coaching.

New to Chess? Chess Club is open for kids from Prep - Year 6. They don't need any experience to join, our coaches teach to their ability. Not sure if it's right for your child? [Book in your free trial online.](#)

Who are Chess Ideas? Victoria's first and premier chess coaching team, providing comprehensive Chess programs since 1994. In addition to clubs, we host tournaments, private coaching and holiday programs - we're all about developing a love of chess in the next generation.

T&C's All Payments need to be made by the second week of chess. We're unable to provide a refund for missed classes.

Students commencing after the first week do not pay for the earlier lessons.
P: 0476024493
E: schools@chess.com.au

Community Security Group



Self Defence and Awareness Training

We are excited to announce a series of Krav Maga and self-awareness sessions.

To ensure comfort and respect for all participants, we will be conducting separate sessions for men and women. These sessions are designed to enhance personal safety and self-confidence.

We will be holding these sessions on Sunday evenings, leading up to Pesach, at a convenient location in the East St Kilda area.

What to Expect:

- Krav Maga Training: Learn practical self-defence techniques that are easy to remember and effective in real-life situations.
- Self-Awareness Workshops: Develop a heightened sense of awareness and confidence in various environments.

Sessions are 90 minutes in length and run by expert Krav Maga instructors.

WOMEN'S SESSIONS
3PM - 4.30PM

SUNDAY 23 MARCH
SUNDAY 30 MARCH
SUNDAY 6 APRIL

MEN'S SESSIONS
5PM - 6.30PM

SUNDAY 23 MARCH
SUNDAY 30 MARCH
SUNDAY 6 APRIL

Download JEAP



Location provided prior to event

Register Here!



SCAN ME

<https://csgvic.link/csgtraining>



MACCABI ATHLETIC CLUB 2025 JUNIOR CHAMPIONSHIPS



A GREAT OPPORTUNITY FOR ALL YOUNG ATHLETES (CLUB MEMBERS AND NON-MEMBERS) TO COMPETE IN A FUN ATHLETICS CARNIVAL

- EVENTS 100M, 400M, 1000M, LONG JUMP, SHOT PUT (CHOOSE UP TO 3 EVENTS)
- AGE GROUPS YEAR 3/4, YEAR 5/6, YEAR 7/8, YEAR 9/10
- DATE SUNDAY 6 APRIL
- TIME 11AM-2PM (WITH A BBQ TO FOLLOW)
- VENUE DUNCAN MACKINNON
- REGISTER [BIT.LY/MAC-JUNIOR-CHAMPS](https://bit.ly/mac-junior-champs) (ALL CAPS) BY 21 MARCH
- QUERIES MACCABIATHLETICS@GMAIL.COM

FREE PARENT & CARER WEBINARS

Teen Mental Health Matters

For Parents & Carers

Co-hosted by our Clinical Psychologist, and lived experience youth advisors

Sign up to one of our below dates

- Thu 20th March, 6:30PM (AEST)
- Tues 15th April, 6:30PM (AEST)
- Tues 29th April, 6:30PM (AEST)



BETTER MENTAL HEALTH

Order your copy of the Yavneh cookbook
Now only \$20
The perfect gift for the chagim!
Order from: YPO@Yavneh.vic.edu.au

SOUPS, SALADS & SIDES
A Collection of Beloved Recipes from Leibler Yavneh College

YPO
YAVNEH PARENTS

הרגשתי את התפילות שלכם, וגם בתוך החושך היה לי אור
I felt your prayers, and even in the darkness, I had light
Omer Shem Tov

בדרך אמונה בחרתי, ובדרך אמונה שבת
I chose a path of faith, and I returned via a path of faith
Agam Berger

עבדו את השם בשמחה באו לפניו ברננה

LEIBLER YAVNEH COLLEGE
Serve Hashem with simcha