

LEIBLER
YAVNEH
COLLEGE



give me
yavneh
תן לי יבנה וחכמיה



Chag Sameach

תורה ומדע. ציונות. דרך ארץ

The community magazine of Leibler Yavneh College • Issue 1 2025

JOY, LOVE and community



In her book "Bittersweet", Susan Cain recounts the creative process that culminated in the Pixar blockbuster, "Inside Out", a film about the emotions of an 11 year old girl named Riley.

Wanting to depict Riley's feelings as lovable animated characters running a control centre in her brain, the writer decided to place Fear at the centre of the movie, alongside Joy. But three years into development of the film – with the dialogue already done, the movie partially animated, the gags with Fear already in place, the writer realised something was wrong. The third act didn't work. According to the film's narrative arc, Joy should have "learned a great lesson. But fear had nothing to teach Joy."

When reading through the story of Yetziyat Mitzrayim, the emotion that is there only in snippets is fear. Surely being enslaved to a despot would have elicited much fear and yet this emotion is noticeably absent from the narrative. Why?

Fear is not an emotion that is productive. While fear can sometimes push a person to act (fight or flight), more often it overwhelms the mind and body, leading to inaction, a freeze response.

The resounding theme of the exodus is not fear but strength. Hashem repeatedly promises Bnei Yisrael that he will take them out "יד חזקה ובזרוע נתייה" – "A strong hand and an outstretched arm". Strength and Emunah dominate the text of our nations foundational story and act as the fundamental drivers of change and redemption.

A few months ago I was contacted by a reporter asking me if Yavneh had experienced a downturn in enrolments due to families not wanting to send their children to a Jewish school because they feared exposing their children to antisemitic attacks. I replied

that not only had this not been the case, instead we had seen an increase in enrolments! The next question was whether parents had voiced concern over students wearing their uniforms to and from school – again I answered in the negative.

In the months since October 7, with the upsurge in antisemitism swirling around Australia, there have been many emotions we have experienced. Anguish yes, but in the Yavneh family, there has not been fear. Strength and firmness have pervaded the student body as they have davened harder, sung louder and volunteered their time more for our people and our land. Record numbers of Yavneh graduates are going to Israel for their gap year and many are staying on to enlist in the IDF.

*ובאשר יען אתן כן ירבה וכן
יפץ ויקצו מפני בני ישראל:*

But the more they were oppressed, the more they increased and spread out, so that the [Egyptians] came to dread the Israelites.

We have increased, we have become stronger. It is not we who are filled with dread.

Rather, we are feeling a boost in our Yirat Hashem and Emunah, much like Bnei Yisrael as they stood at the precipice of the Yam Suf:

*וירא ישראל את־היד הגדלה אשר עשה ה' באמצעם
ויראו העם את־יהוה ואמרו ביה ובמשה עבדו:*

And when Israel saw the wondrous power which ה' had wielded against the Egyptians, the people feared ה'; they had faith in ה' and in God's servant Moshe.

Just as with the Jews standing on the shores of the Yam Suf, our Emunah too has propelled us into song!

Those who have gone through the most difficult time, the hostages, have had it within them to not only strengthen themselves, but to give us strength too!

Emily Damari has inspired us with the following:
*"I have come to terms with my injury, truly.
I know there is still recovery ahead, but this time, I am surrounded by family and friends*

I love, and that's what matters. I am proud of my scars and with them I will triumph. I fully accept my hand, the pain, and the scars. To me, they symbolise freedom, hope and strength.

*גם כִּי־אֵלֶךְ בְּגִיאַת צָלוּמַת־אֵיֶרָא רַע כִּי־אֵינִי עֹמֵד
Though I walk through the valley of deepest darkness, I fear no evil, for You are with me;*

And yes, there have been times of immense sadness too. The funeral of the Bibas family was a moment where we gathered as a Yavneh family to send a message of strength and comfort to Yarden Bibas. What was not captured on the video that went viral, was the assembly that occurred on the previous Friday. An assembly where the entire High school sang Ani Maamin and Acheinu all together. Everyone sang. Everyone mourned.

Which is another thing that the writer discovered when making Inside Out. "When thinking about quitting due to his failure, the writer thought of living outside his treasured community of creatives and it made him feel like he was drowning in sadness. And the more despondent he grew, the more he realised how much he loved his colleagues. Which led to his epiphany: the real reason for his emotions – for all our emotions – is to connect us. And Sadness, of all the emotions, was the ultimate bonding agent. Sadness triggers compassion. It brings people together."

And it is only through togetherness, through Achdut, that we find not just happiness, but true joy. Rabbi Sacks explains that happiness is **individual and external**. While joy is **shared, relational, and spiritual**. Joy is the deep emotion that comes from connection, meaning and shared experience. Joy is experienced with others and arises in moments of giving, love and community. Joy is not dependent on external success and extraordinarily, can be present even in difficult times.

And I guess this really sums up the "Inside Out" emotions that have prevailed in the Jewish people since October 7. There has been sadness, and even rage. But what we have learnt is that joy can, does and must, overcome fear.

As we begin this festival of Pesach, we daven that this Chag haCheirut will bring freedom and joy to all of Am Yisrael.

לשנה הבאה בירושלים הבנויה

SHULA LAZAR
Principal



FROM LIBERATION TO EDUCATION a pesach message

As we approach חג הפסח we find ourselves reflecting on the profound connections between יציאת מצרים (the Exodus from Egypt) and our educational mission at Leibler Yavneh College. The story of our ancestors' journey from עבדות (slavery) to חירות (freedom) offers timeless wisdom that resonates deeply with our approach to Jewish education.

At the heart of the סדר פסח lies the tradition of the ארבע קושיות - the 4 questions. When our youngest participants ask "מה נשתנה" they demonstrate the quintessential starting point of all education: curiosity. Questions drive discovery. In our classrooms, we strive to cultivate this same spirit of inquiry. We don't simply impart knowledge didactically. Rather, we inspire our students to question, wonder, and to seek understanding. Our teachers know that the most powerful learning begins not with answers, but with thoughtful questions. As Rav Soloveitchik taught, ידנות sanctifies not just the answer but the question itself. The Rav emphasised that the highest form of Torah study involves creative questioning and intellectual struggle. This "dialectical tension" is precisely what we foster in our educational approach - a willingness to grapple with complexity rather than settle for simplistic understanding.

The very word "מצרים" derives from the Hebrew word מצרים for "narrow places" or "constraints." Our ancestors' exodus from Egypt symbolises the journey from limitation to possibility. In education, we witness this transformation daily as students overcome challenges and expand their understanding of the world and themselves. Rabbi Jonathan Sacks beautifully articulated this idea through his distinction between "freedom from" and "freedom to." True freedom, as Rabbi Sacks taught, is not merely freedom "from something": from oppression, limitation or constraint. Rather, freedom is also "to something", directed at goals such as growth, learning, contribution, becoming or achieving. Our educational philosophy embraces this profound insight. We don't aim to merely remove educational obstacles from our students' paths. Rather, we empower our students to discover, pursue and realise their unique potential. Just as the generation that left Egypt tapped into wells of previously unrecognised strength and courage, perhaps best exemplified by עמרניב בן נחשון at נחשון בן עמרניב, so too our students, with the encouragement and support of their teachers, discover their resilience and true capabilities when facing academic and personal challenges.

In our classrooms, we intentionally create opportunities for students to push beyond their comfort zones - whether tackling a

difficult math problem, presenting before their peers, grappling with complex ethical questions or engaging with renowned guest speakers. These moments of productive struggle mirror the story of יציאת מצרים, where difficulty preceded revelation and growth. When our students persevere through challenges, they experience their own small "exodus moments", crossing from the constraints of what they thought possible into new territories of ability and confidence.

The הגדה instructs us: בכל דור ודור חייב אדם לראות את עצמו כאילו "הוא יצא ממצרים" - "In every generation, each person must see themselves as if they personally left Egypt". This profound directive goes beyond intellectual understanding by demanding embodied experience. Our tradition recognises that deep learning occurs not through passive reception, but through active participation and personal connection.

Rav Soloveitchik understood Jewish memory not as mere knowledge of past events, but as an active re-experiencing of our history. When we say at the Seder "עבדים היינו לפרעה במצרים" that "we were slaves to Pharaoh in Egypt", we collapse time and make history present. This distinctly Jewish approach to memory serves as a model for our educational philosophy. We want our students not just to know facts but to internalise meaningful narratives that shape their identities and guide their choices.

Consider how the Seder itself exemplifies experiential learning. We taste מרור to recall slavery's harshness; we recline to physically embody freedom and we dip parsley in salt water (כרפס) to experience the tears of our ancestors. These symbolic actions transform abstract history into lived experience. Similarly, at our school, we create immersive learning environments where students don't just study abstract modern orthodox Jewish values. Rather, they enact them, feel them, live them and incorporate them into their developing identities.



These principles are brought to life through our J-Life program, which extends Jewish learning beyond the conventional classroom, through early morning shiurim, lunchtime clubs, Shabbatonim, Yabбалat Shabbat, energetic and meaningful celebrations of Jewish calendar events and camps.



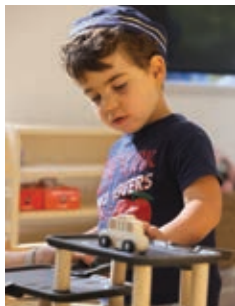
Our students become active participants both at school and in the wider community as they collaborate with youth movements and community organisations on חסד and צדקה initiatives that foster דרך ארץ and גמילות חסד. Through these experiences, modern orthodox Jewish principles move from abstract concepts to a lived practice that is valued and internalised. At Leibler Yavneh College, we will continue to approach our educational mission with the same dedication and sense of purpose that has characterised our people's quest for freedom from מצרים יציאת מצרים until today.

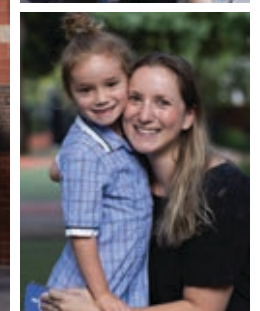
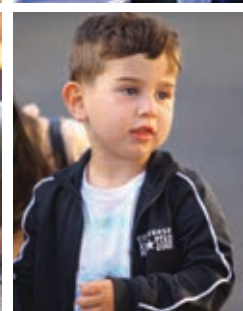
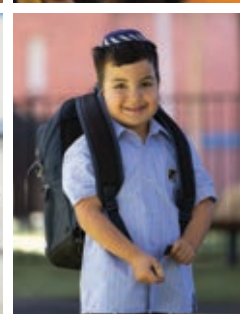
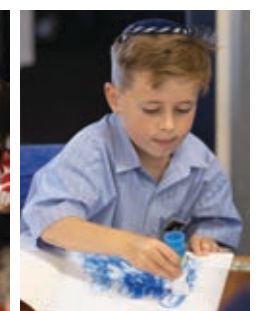
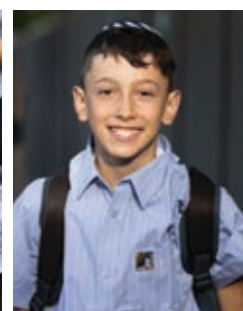
*Wishing all the Yavneh family a
חג פסח כשר ואושר*

MICHAEL MOND AND ALAN MOSS
Co-Chairs



HAPPY FACES, EXCITED FIRST DAY REUNIONS... **our campuses come to life**





OUR CENTRE is growing



Yavneh ELC is undergoing a remarkable period of growth and excitement. We have been overwhelmed by requests for tours, enrolment applications, and, most importantly, enrolment signups. So, what's driving this growth?

I believe this surge is a true testament to the vibrant, nurturing, and engaging environment we've carefully cultivated. Our ELC continues to attract high demand from families eager to entrust us with their most precious children—seeking a “home from home” community that embraces the “Yavneh difference.” Parents choose Yavneh ELC because they recognise a place where their children can truly flourish—academically, socially, and spiritually. In an environment that is not only inviting but also enriching, we foster a deep sense of belonging and pride in our Jewish identity.

At Yavneh, we instill in our children a profound love for Israel and a steadfast pride in being strong, religious Jews. We are renowned for nurturing true *mensch* behavior and a deep commitment to our community. These values resonate with the families who choose us, and together, we create a space where children can grow in an atmosphere of love and respect.



Expanding Across Campuses

As our community grows, so do our facilities. Our ELC now spans two campuses, each equipped with outstanding indoor and outdoor spaces. Our outdoor areas, meticulously designed and lovingly maintained, offer children the freedom to explore, play, and connect with nature in a safe and stimulating environment. Whether climbing, digging, or simply imagining, these spaces serve as a hub of creativity and joy.



Equally, our indoor environments are thoughtfully arranged to inspire curiosity and spark engagement in age-appropriate learning experiences. Each room is designed to be warm and welcoming, creating a space where every child feels secure and valued.

Our Dedicated Team of Educators

At the heart of our success is our incredible team of educators. Their passion for early childhood education shines through in every interaction. With warmth, enthusiasm, and professionalism, they foster strong relationships with both the children and their families, ensuring that every child receives the individualised care they need to thrive. Our educators are deeply committed to providing a high standard of education, one that is carefully tailored to the developmental needs of each child. Through both structured learning opportunities and play-based exploration, we create an environment where children's growth is celebrated every day.

A Strong Jewish Identity and Community

What truly sets our ELC apart is the strength of our Jewish identity and the vibrancy of our community. We are deeply committed to

nurturing a love for Torah, Chagim, and the values that shape our lives. Jewish traditions and celebrations are seamlessly integrated into our daily activities, from Shabbat celebrations to the deep connection we have with Israel. Our children are immersed in these meaningful experiences, deepening their connection to the values that define us as Orthodox Jews.

The excitement surrounding our Jewish learning and community events is palpable. Our children are not just learning about their heritage—they are living it, creating memories that will last a lifetime.

Expanding Our Learning Spaces

As a reflection of our growth and the increasing demand for our services, we have recently expanded our Crèche and Kindergarten spaces. Our Balaclava Road campus now offers four Crèche rooms and three Junior Kinder rooms, while this year, we've moved our two Senior Kinder rooms to the Elsternwick campus. These additional spaces provide more opportunities for learning, exploration, and connection, allowing us to welcome even more families into our community while maintaining our high standards of care and education.

The transition of our Senior Kinder children to the Nagle Avenue campus has been a resounding success. The children have embraced the move with enthusiasm, finding fresh opportunities to learn in modern facilities that continue to inspire curiosity and foster a love of learning. This change also offers our 4-5-year-olds the chance to feel connected to the bigger Yavneh College community, eagerly anticipating the next step—wearing their Yavneh uniforms in 2026.

Looking Ahead

We are immensely proud of what we have accomplished so far. As we continue to grow, we remain dedicated to providing an exceptional ELC experience—one that is grounded in warmth, a strong sense of community, and a love for Jewish lifelong learning.

CHARLENE ORWIN

Head of ELC





AFTER THE ACTIONS the heart follows



A man once approached Rabbi Shimshon Rafael Hirsch, a luminary within the West-European Jewish community of the 19th Century and the father of neo (Modern) Orthodoxy,

and informed him that he did not fulfil mitzvot because he did not believe in G-d. Rabbi Hirsch responded that it was in fact the other way round, "you don't believe in G-d" he said, "because you do not observe the mitzvot."

This anecdote brings to life the famous aphorism of the Sefer HaChinuch, which was written by its author for his son who was struggling with mitzvah observance, that אחרי הפעולות נמשכים הלבבות "after the actions, the heart follows". This notion speaks to something very deep within the human psyche, which is always striving to some degree of homeostasis and internal equilibrium. If one doesn't observe mitzvot, most likely the psyche will formulate justification for this (lack of) behaviour, quite possibly by challenging the foundational principles of faith. Likewise, when one does observe mitzvot, one's natural predilection is to develop a philosophy (or theology) that bolsters and aligns with such conduct.



As a practicing Modern Orthodox school, Yavneh addresses the heart and mind of its students, but appreciates that these are in truth only servants of action. If a student is doing what HaShem expects of them, it is inevitable that they will also feel a love for Him and develop an understanding that coheres with that service.



Over the past months, we have begun a campaign to raise the observance of the mitzvah of tzitzit among our boys. Students were involved in devising the system that would underpin the campaign and came up with a 'streak system' whereby after consistently wearing tzitzit for certain periods of time, one becomes eligible for prizes which grow in their value as the unbroken streaking progresses. Alongside this campaign, a donor reached out to the College with funds to assist families with the cost of tzitzit, which were directed to enabling the purchase of tzitzit from Golds for any price they could manage.

The response to the campaign has been outstanding, with this important mitzvah making a massive resurgence among

our secondary boys and long queues of students picking up weekly prizes in recognition of their dedication to it.

Interestingly, in the Torah's description of tzitzit, we are told "and you will see [the tzitzit] and remember all the mitzvot of HaShem". Akin to the statement of the Sefer HaChinuch, this mitzva is not only special in and of itself, but it is a domino that catapults one into further holy and good actions (and feelings!).

Albert Einstein advised his son Eduard, "life is like riding a bicycle, to keep your balance, you must keep moving." This advice, different, but aligned with the advice of the author of the Sefer HaChinuch to his son, bespeaks of the importance of continued growth. Where one becomes satisfied with their spiritual standing, decay and descent quickly follow. At Yavneh we are excited to be continuously growing both spiritual and religiously, ensuring that in spite of the darkness we are experiencing as a nation, the light of Yiddishkeit is only growing in strength and intensity.

RABBI CHAIM COWEN

Deputy Principal and Head of Jewish Studies



SHARING EXPERIENCES and growing together



EXCITING NEWS: THE OPENING OF THE SENIOR KINDER ROOMS AT OUR ELSTERNWICK CAMPUS!

**It is now a few weeks
since we opened our
Senior Kindergarten**

rooms at the Elsternwick Campus. This milestone marks an exciting chapter in the growth of our school, offering our youngest learners an enriched environment where they can explore, learn, and thrive as they take their first steps into formal education. The Senior Kinder rooms are designed to provide an educational foundation that nurtures curiosity, creativity, and a love for learning, setting the stage for a smooth transition into the primary years.

The Importance of Early Childhood Education

At our Elsternwick Campus, we understand the importance of these early years, and we are committed to providing a stimulating and nurturing environment that meets the developmental needs of our Senior Kindergarten students. From engaging activities that encourage creativity and critical thinking to play-based learning that fosters social skills and emotional intelligence, our Senior Kinder rooms offer the perfect setting for our young learners to thrive.



A "Big School" Experience for Young Learners

One of the most exciting aspects of our new Senior Kinder rooms is the opportunity for our youngest students to be integrated into the broader school community. Traditionally, early childhood education takes place in a separate setting from primary and secondary school environments. However, we believe that allowing children to experience the "big" school campus from an early age brings with it countless benefits. By being on the same campus as their older siblings and peers, our Senior Kindergarten students are exposed to the sights, sounds, and energy of the larger school environment.



This immersion in a school culture fosters a sense of belonging and helps children feel part of something bigger. It allows them to witness firsthand what school life is all about, inspiring excitement and curiosity about their upcoming years in primary school. Moreover, it provides opportunities for positive interactions with older students, promoting a sense of unity and community across the school. Our Senior Kinder rooms are not isolated spaces; they are integrated within the broader school, allowing our youngest learners to feel included and part of the school's rich fabric from day one.

The Value of Siblings on the Same Campus

One of the most meaningful aspects of the new Senior Kinder rooms is that they are located on the same campus as the older year groups. This is particularly valuable for families with multiple children attending the school. Parents can drop off all their children at the same location, reducing the logistical challenges that can come with managing different drop-off and pick-up times at separate locations. But it's more than just a practical benefit.

Having siblings on the same campus creates a sense of togetherness and unity within families. Older siblings can take pride in their younger brothers or sisters being part of the same school, and younger children are able to look up to their older siblings, feeling connected to the entire school community. It's heartwarming to see the way older students naturally look out for their younger peers, fostering a supportive and nurturing environment where everyone feels valued and included.

The new Senior Kinder rooms are an integral part of our school's mission to create a unified, cohesive community where all students—whether they're in Senior Kindergarten or Year 12—can share experiences and grow together. The opportunity for children to share these early years with their siblings is something we cherish, and it's a significant part of what makes our school so special.

Gratitude for the Visionaries Behind the Senior Kinder Rooms

The opening of the Senior Kinder rooms wouldn't have been possible without the dedication and hard work of several individuals who were involved in the design, planning, and realization of this project. We would like to extend our heartfelt thanks to Nina Hendler, who assisted with the design

and functionality of the rooms, ensuring that every aspect of the space was carefully considered to meet the needs of our young learners. Nina's expertise and vision have been invaluable throughout this process.

We would also like to express our gratitude to our architects, FPPV, whose innovative designs brought the Senior Kinder rooms to life. The team at FPPV worked closely with us to create a space that is both functional and inspiring, fostering an environment where children can learn, grow, and explore. The attention to detail and commitment to excellence in the design is evident in every corner of the room.

Finally, we thank our planning committee members—Shula Lazar, Daniel Solomon, Charlene Orwin,—who all played key roles in making this vision a reality. From the initial concept to the final execution, their collaboration and dedication have been instrumental in bringing this project to fruition.



We are incredibly grateful for their hard work and unwavering commitment to the children and families of our Elsternwick Campus. We also extend our thanks to the Board Chairs, Michael Mond and Alan Moss who together with the entire executive supported the initiative throughout the planning process.

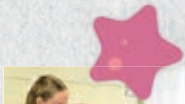
Looking Ahead

As we welcome our Senior Kindergarten students into their new learning environment, we are filled with excitement and optimism for the future. The opening of these new rooms is a testament to our ongoing commitment to providing a high-quality education that meets the needs of every child. We look forward to seeing our young learners flourish in this new space, and we are confident that the Senior Kinder rooms will be a place where they can create lasting memories and lay the foundation for a bright future.

***Once again, we thank
everyone involved in
making this vision a
reality, and we look
forward to the many
exciting developments
that lie ahead for our
Elsternwick campus
and its growing
community.***



DAVID FISHER
Head of Administration





חג פורים שמח

COLLECTIVE ACTION for bigger and better outcomes



***When people band together,
much more can be achieved.***

***When parents band together with schools
so much more can be achieved.***

**All parents and
teachers want the
learning process to
be easier for every**

**child, and for every child to have a
flourishing wellbeing.**

I recently met with parents of children in Years 4 to 6 about how they can band together with Yavneh to achieve these two goals. We need as many parents as possible, if not all, to band together in the best interest of our children.

Parenting is both wonderful and hard. The world in which we grew up as 10- to 12-year-olds is different in many ways to today. In some ways it's like foreign territory which we are navigating with an outdated map. Thank you to all parents sincerely for doing your best - that is not to be taken for granted.

It's helpful to keep in mind that children of 10 to 12 years of age are between childhood and adolescence. "They are as playful as younger children, yet they are beginning to develop social and psychological complexities of adolescents." (Jonathan Haidt, The Anxious Generation)

A major difference between parents' childhood and that of today is that current parents had a play-based childhood and today, children from as young as 10, are having a phone-based or online-based childhood, with specific behaviours and mental illnesses arising from that. I encourage you to read The Anxious Generation to further your understanding on the research findings.

What about reading?

Reading and comprehension are critically important for success in learning and even more importantly one could argue, to be able to think critically and not fall prey to misinformation.



Reading before bed can also become a relaxing experience and improve the quality of sleep. Excellence in reading and comprehension boost confidence and engagement with learning at school.



In a recent survey ALL children in Years 4 to 6 agreed that understanding what you read at school is very

important for success in learning. Many children don't prioritise reading at home for a variety of reasons including:

- They don't enjoy it
- It's difficult for them.
- They believe the myth that reading is not cool.
- They don't see parents reading.
- They prefer being online.
- They're disorganised.
- They believe no one else in their class is reading and so are resistant.

For many parents of 10- to 12-year-olds, it can feel impossibly hard and it's not a battle you want to fight night after night.

Seemingly simple changes could be

- Making time available as the first step.
- Making them feel like they're not the only one having to read is another important step.
- Making it easier through establishing a routine that works for your situation.

**At school we are banding together
across Years 4 to 6 to make it easier
for reading to happen at home and
we are asking parents to take
collective action with us.**

- We have purchased more graphic novels
- Ensured there are suitable books available in classrooms
- Introduced class novels in Year 5 and increased the number of class novels in Year 6.
- Reestablished reading requirements for home and are monitoring this closely.

What about mental health?

Research from across the globe shows that reducing anxiety and other mental health conditions and increasing self-esteem is becoming more and more of a need as a direct result of the shift from a play-based childhood to a phone-based/online based childhood.

Jonathan Haidt's post below succinctly expresses what we know to be true.



jonathanhaidt In the 90s and aughts, we were all techno-optimists. We were vowed by the potential of the internet. We bought our kids iPads and thought their ease with these products boded well for their future careers and life prospects.

We didn't know how there can be too much of a good thing and how addictive the apps on these devices could get. We didn't suspect that companies would put their skyrocketing profits ahead of the mental health of our children, recommending self-harm content to 13-year-olds.

Now that we know the effects of these powerful devices, and since we've always known kids and teens lack a fully developed prefrontal cortex and thus lack executive functioning (behavior modulation, contextualizing, knowing when they've had too much of something) — now that we know these things, we can use #collectiveaction to dial down kids' exposure to smartphones and social media.

Additionally, parents will not find themselves locked in battle with their stressed or anxious child over logging off/putting smartphones devices away, doing homework, chores, reading, bedtime routines, etc.

We see how protective parents are about keeping their child safe in the real world, sometimes parents are even overprotective. Yet when it comes to keeping children safe online, parents hand devices and smartphones to children giving instant access to the internet and social media. Unless parents can do the impossible, which is to sit with their child and watch their screen all the time, they would not know what their children are



viewing and exposing themselves to or being exposed to through their peers' sharing.

So, what could parents' collective action look like:

1. Band together with other parents and agree on a time that your children will log off.
2. Agree to set up a reading routine at home ensuring reading becomes the norm.
3. Agree to buy your children a dumb phone instead of a smartphone until at least the end of Year 9. They can still make phone calls and text when needed but are shielded from mental health issues which arise from being online.

Yavneh's mobile phone policy has made it even easier for parents to make this responsible choice as we don't permit access to phones at all during the school day until the end of Year 9.

Some parents at Yavneh have already signed the "Wait Mate" pledge and others can too (Take the Pledge | Wait Mate).

The Online Safety Amendment Bill passed by our government in November 2024, sets a minimum age of 16 for using social media platforms.

Banding together takes the pressure off parents. It also takes the pressure off their child if everyone is reading, and everyone is offline and if everyone has a dumb phone.

Take collective action so that you can make learning easier for your child. Take collective action so that you can free your child, and they can return to a play-based childhood where they invest their time in healthy pursuits like playing outdoors, connecting meaningfully with friends and family members, reading, board games, hobbies and age-appropriate risk taking. A play-based childhood which embodies these elements allows children to become independent, resilient young people with a strong sense of wellbeing.

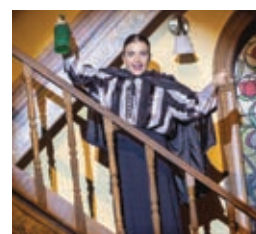


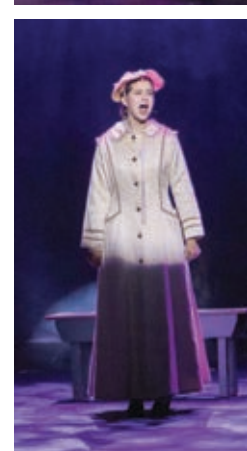
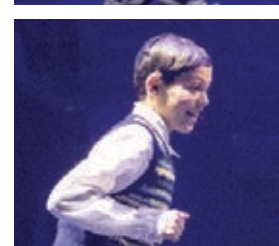
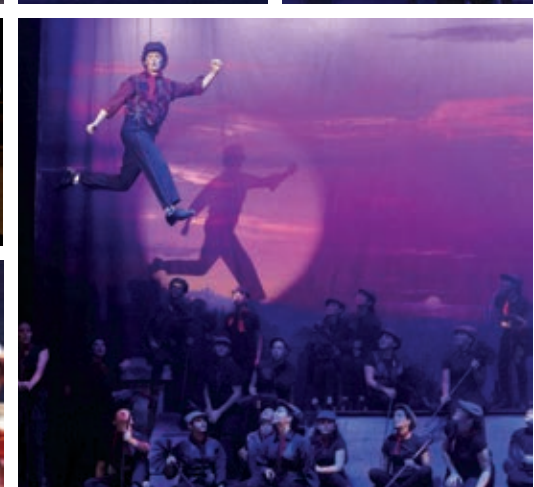
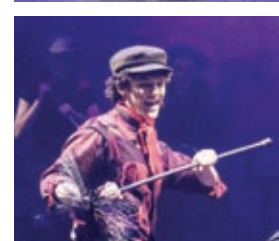
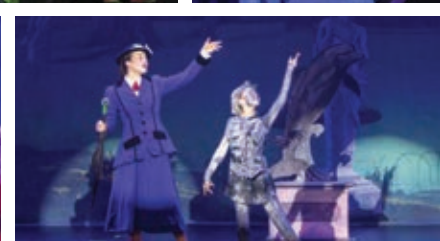
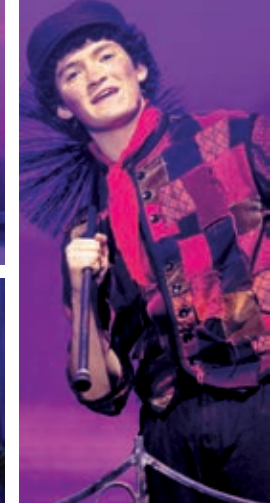
HAILEY JOUBERT
Head of Primary





A MAGICAL MARY POPPINS... had the audience buzzing!





Leibler Yavneh College's Mary Poppins production was a huge success, with four sold-out performances that had the audience buzzing. After months of hard work, our talented students showed off their skills, teamwork, and dedication on stage. Kol hakavod to everyone involved - this was a real highlight for our school community!

An enormous thank you to Katie Weston our Producer and Co-Music Director, and Michelle Swersky our Director and Choreographer for their dedication and vision. We're so proud of all the students and staff who made this production such a success!



DEVELOPING A STRONGER sense of belonging



LEV EL LEV: STRENGTHENING CONNECTIONS AND CONFIDENCE

This year we are proud to run our Lev El Lev program across all Secondary

year levels, guided by our school counsellor Tal Kedar. This initiative creates a safe and open space where students can connect, share, and develop a stronger sense of belonging. Through meaningful discussions and active listening, students gain a deeper understanding of themselves and others, strengthening their social awareness and personal confidence.

Each year level participates in at least one session per year, with some cohorts engaging in a more in-depth program during Term 3. These sessions equip students with the tools to navigate relationships and challenges, helping them grow into thoughtful, self-assured individuals who engage positively at school, online, and beyond. The concept is that through modelling of respectful, honest and authentic communication - by the facilitator and by peers - students can feel empowered to tap into their capacity to share and listen.

THE PROGRAM FOCUSES ON:

✓ Attentive listening

Students learn to truly hear one another, considering different viewpoints and broadening their understanding of personal experiences.

✓ Speaking openly at their own pace

A culture of trust and respect allows students to share when they feel ready, recognising the value of honest conversation.

✓ Developing a strong sense of self

Through discussion, students explore and take pride in their unique identities and personal values.

✓ Encouraging strong friendships

Boys engage in conversations around integrity, positive masculinity, responsibility, and respect, while girls focus on building meaningful, authentic friendships, boundary setting and creating supportive networks.

✓ Normalising challenges

Hearing others' experiences helps students understand that struggles are a natural part of life, reducing stigma and encouraging a more supportive school environment.



✓ Building inner strength

Lev El Lev promotes the idea that overcoming obstacles and facing difficulties head-on fosters true growth, rather than avoiding hardship.



By prioritising **social development and emotional well-being**, Lev El Lev ensures that Yavneh students **gain confidence in themselves and in their relationships**.

The program provides them with the skills to **navigate life's complexities with courage and authenticity**, reinforcing Yavneh's commitment to shaping individuals who support and uplift those around them.

AVIGAIL WONDER
Head of Secondary

Our SURVIVAL CAMP experience



DANA SPIVAK

My Camp Experience: Our Year 8 camp was filled with excitement, adventure and countless challenges that helped us navigate the outdoors. Camp took all of us out of our comfort zone when we were faced with having to cook our own meals from scratch and falling asleep in tents to the sound of growling koalas and nature.

Our first day activity included an intense, wild and windy bike ride to the lighthouse. Although my journey involved some falls and challenges with managing the gears, I had a blast, and we made friends with our biking instructor!

The following day we embarked on a lengthy hike. Despite the fact that it was tough, we were brought to incredible, scenic views that left us in awe, and we engaged in many fun conversations with our peers to entertain us along the way. The hike undoubtedly encouraged determination and persistence.

Although it was difficult with no modern-day equipment or a comfy bed, camp certainly connected all of us and strengthened all of our friendships; especially when we all went to our designated spots on the tree and the air was filled with laughter. I definitely left camp with valuable lifelong lessons and a satisfying, memorable experience.



ELI MOND

I loved Year 8 Survival Camp at Bimbi Park, it was a lot of fun to go on exhilarating mountain bike rides and picturesque small hikes, however the 15km hike on Day 2 was strenuous. It was enjoyable to cook our own food, and it made us appreciate the effort in preparation all the more.

Another major challenge was sleeping in tents, it was an unusual change to be sleeping in freezing cold weather, nevertheless I loved the boar sounding koalas, foxes and food swooping kookaburras, and the beautiful sights we saw along the way made it all worth it.



MIA TELLER

Camp Recap: This year's camp experience was unforgettable - each moment of camp was fun and a good time for our year to bond with each other. For 4 days, we swapped our normal lives with surviving in the wild.

As soon as we got to the campsite, we had to jump straight into it. No phones, no Wi-Fi, no warm homemade cooked meals, just us outside, eating vegetable sauces in Wraps! The first challenge was setting up our own tents, which let's just say was a lot harder than it seemed. My favourite part about the camp was definitely bike riding. I wasn't so confident about bike riding, but I did it and I was actually pretty good.

Throughout the camp, we faced a bunch of activities that pushed us to things we wouldn't normally do. All the Auscamp leaders pushed me well over my boundaries and I did things I wouldn't normally do.

The best part was definitely the evenings around the campfire. After a long day of hiking, biking and surviving, we'd sit around the fire, singing songs and looking up at the stars. Even though we discovered the unbearable sound that koalas make at night it was such an enjoyable camp.



NOAH KAVE

Our Survival Camp at Bimbi Park, Cape Otway, was an unforgettable experience filled with adventure, challenges, and breathtaking scenery. Surrounded by tall eucalyptus trees and plenty of koalas, it was the perfect place to connect with nature while pushing our limits.

One of the highlights was the 16km hike, which took us through dense forests and open coastal trails. A stop at Parker Inlet Beach gave us a chance to rest and take in the beautiful ocean views. The hike was tough at times, but the sense of accomplishment at the end made it all worth it.

Another thrilling activity was mountain biking, where we navigated through winding forest trails, tackling both smooth and rough terrain. The ride was fast, fun, and a great way to challenge our biking skills.

The Auscamp instructors were supportive and knowledgeable, making sure we learned useful survival skills along the way. The combination of adventure, teamwork, and nature made this camp an incredible experience.



ASHER WEINSTEIN

Year 8 Camp was an incredible experience for me. I was lucky enough to experience and enjoy the nature. A highlight for me was the 16km hike along the Victorian coast. The highlight of the hike was the lunch break and Parker Inlet beach. We went on the rocks and played around in the water.

We loved how independent we got to be on camp we got to make our own food and make fires together which really brought us closer together. We loved our Auscamp staff they were so helpful and taught us so many life skills.

We got to go mountain bike riding through the forests and fields and it was such a big challenge, but we overcame it together.

We were so lucky to have the best instructor, Hugo. I really want to thank the Yavneh staff Lachie and all the Auscamp people for this incredible life changing experience. Thank you.



PROMOTING academic excellence



**'Hope is a verb
with its sleeves
rolled up'**

**On the final night of
survival camp, our
Year 7 girls decided to
reenact the story of
Purim for Elle, our
AusCamp counsellor.**

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 Sender. 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.

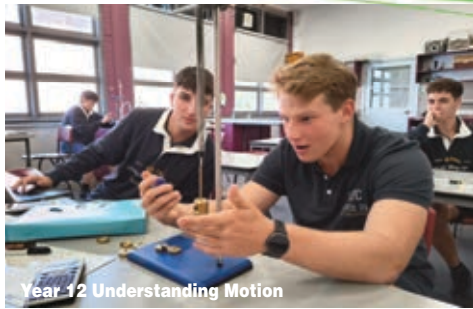


It is fitting that our Modern Orthodox Zionist school is actively practicing the hope referenced in Hatikvah. With sleeves rolled up, our teachers are practicing the action intrinsic to hope, cultivating in our students a love of learning, a love of Israel and actively changing the odds with their explicit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

SHOSHI VORCHHEIMER

Director of Teaching and Learning

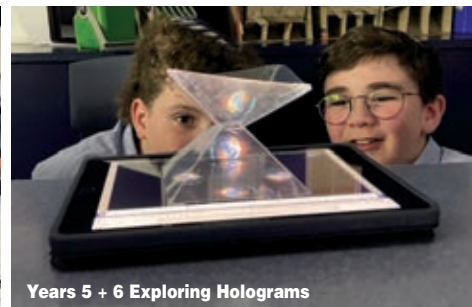
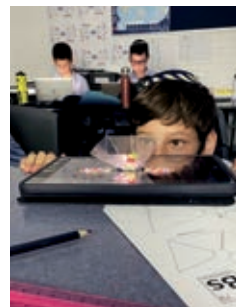
science in action



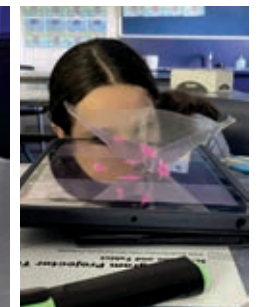
Year 12 Understanding Motion



Years 3 + 4 Coding



Years 5 + 6 Exploring Holograms



Year 7 New skills



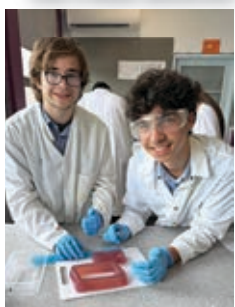
Year 6 Cyclone Alfred project



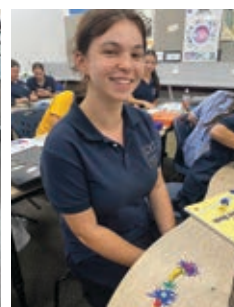
Year 8 Heart dissection



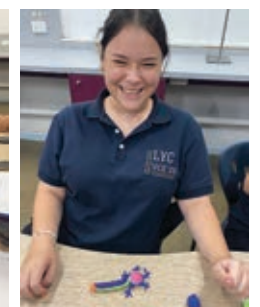
Year 10 Science DNA



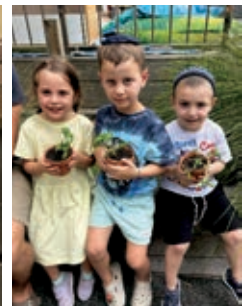
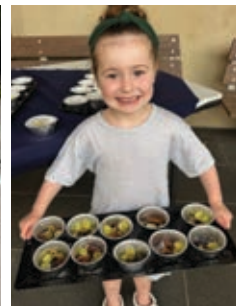
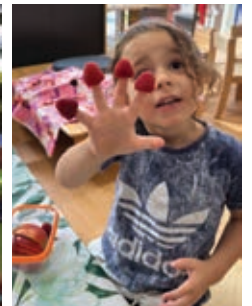
Year 11 Science



Year 11 Science DNA



TU B'SHVAT connecting with nature



A JOURNEY of change



BEYOND THE TEXTBOOK - hands on learning in Humanities

Following the professional development days with Kirstin Bourne, the Humanities

Department has embarked on a journey of change.

We are shaking things up this year, introducing new approaches to learning that make an impact in the classroom from the way we start the lesson to how students demonstrate their understanding.

Our new "Do Now" activities encourage critical thinking and engagement from the moment students walk into the room. Whether it's a thought-provoking question, a historical image to analyse, or a quick debate with a partner, these activities set the tone for active participation and deeper inquiry. For example, as an introduction to Shabbtai Zvi the 'Do Now' activity was a series of statements of 'two truths and a lie'. Students were surprised at some of the bizarre activities of Shabbtai Zvi who posed as a Messiah in the 1660s.

As we encourage students to write more, we designed new booklets to accompany the general history textbooks as well as new booklets for Jewish History. These new resources provide structured yet flexible guidance, helping students organise their notes, engage with primary sources, and practice key skills such as document analysis.

We've introduced more hands-on activities to bring topics to life. One of the creative approaches we've introduced is using magazines and other print materials to make posters that visually represent key concepts.



In a recent Business Studies lesson, students explored productivity through a hands-on experiment. First, they made paper cars individually, recording their time and output. Then, they worked in teams to produce the cars together, comparing when they were more productive. This activity allowed



students to experience the impact of teamwork, efficiency, and specialisation in a practical way, deepening their understanding of key business concepts.

The Year 10 Business Studies students have designed posters to illustrate megatrends shaping the global economy, while in History, they've been using images and text to break down post-World War I ideologies like fascism, communism, and liberal democracy. These projects encourage students to think critically, synthesise information, and present their understanding in an engaging and visually compelling way.

We love having our own dedicated classroom. Each of the History classrooms has a set of maps and we can reconfigure the room based on our needs. We've been able to set up displays, create collaborative seating arrangements, and foster a sense of ownership in our students.

It is gratifying to see the change in the students' approach and their engagement with the new elements that we have added to the study of Humanities. ***Humanities is not only about studying the past it is also about shaping the future.***



In the current educational climate, it was an honour to present to the Year 10 VCE Modern History teacher at Haileybury College on best practices for teaching the Holocaust. I was truly inspired by the commitment of the teachers to deepening their understanding and seeking guidance on effectively incorporating Holocaust education into the VCE Modern History study design.

SONIA SLONIM

Head of Humanities and Social Sciences

- The Yavneh Roots project is sponsored in memory of Mr Michael Neuhauser a"h by his children.

Year 9 students visited the Jewish Museum for the launch of the Roots Project.



A WARM WELCOME to our new families...

NEW PARENTS EVENING

On the lawn under the iconic oak tree at Yavneh's Nagle Avenue campus, new parents gathered for an evening of magic and mingling. Parents enjoyed socialising with Principal Shula Lazar, College Board, and the Leadership Team, while a roving magician entertained.



Ora-Tali and Noam Korbl shared their experience as Yavneh parents and guests were treated to a sneak peek of Yavneh's musical.

We welcome the following families:

- Amstel
- Ben Sheemon
- Bierenkrant
- Boltin
- Brygel
- Chaiton
- Charif
- Chaskiel
- Cohen
- Cooper
- Diamond
- Esterman
- Faivel
- Glazer
- Goldman
- Goldstein
- Gordon
- Grant
- Gratzner
- Hassan
- Hyman
- Kangisser
- Kooperman
- Leigh
- Ludski
- Marcus
- Marlow
- Mary Niv
- Molnar
- Passov
- Perlus
- Pincus
- Postan
- Roitman
- Rosenbaum
- Rubin
- Sachs
- Savicky
- Shapiro
- Swersky
- Teicher
- Tossia
- Tuszynski
- Vizelman
- Waller
- Werdiger
- Zecry Bogomoltz
- Zhang



YAVNEH IS GROWING... appeal update



A Heartfelt Thank You to our Supporters

We were thrilled to launch the 2024 Leibler Yavneh College Annual Appeal – Yavneh is Growing. Your generous support was more

important than ever, and we are deeply grateful for your involvement. With your help, we are empowering our students to grow into proud, knowledgeable, contributing, and committed members of the Jewish community.

The **Yavneh is Growing** campaign focused on a key project: As more families choose Yavneh for their children's education, we raised funds to expand our Elsternwick campus, including relocating our Senior Kindergarten classes from Balaclava Road to Nagle Ave. This expansion has allowed us to accommodate our growing Yavneh family and provide even more opportunities for learning and development.



The funds raised were directed to upgrading classrooms and improving learning materials. These investments create an inspiring environment where our students can continue to thrive academically and personally, all while reinforcing the strong sense of community that makes Yavneh so special.

The **Yavneh is Growing** campaign marked a transformative chapter for our school. It reflected the incredible demand for a Yavneh education and was essential in supporting the increasing number of families joining our community. Your contributions have helped ensure that our facilities kept pace with this growth while maintaining our commitment to excellence.

The appeal was not only a success but also a testament to the inspiring spirit of our students. The VCE Study Centre buzzed with energy as students eagerly took part in the campaign, organising data, answering calls, and raising funds. Their enthusiasm, dedication, and sense of ownership were truly remarkable.

Our students embodied the core values of Yavneh: Tzorchei Tzibbur (serving communal needs) and taking pride in their role within the Yavneh family. Their efforts are a shining example of the collective spirit that defines our school—a community of individuals who understand the power of working together to achieve something meaningful.

We are immensely proud of our students, staff, and volunteers for their unwavering dedication and for embodying the Yavneh spirit. Together, we are building a brighter future for Jewish education, one that will benefit generations to come.

We would like to extend our heartfelt gratitude to our major donors, **Rafi and Aliza Lamm, Mark and Rosanna Leibler, Rachelli and Joel Arber and Anonymous**, for your ongoing generosity and belief in our vision. Your substantial contributions have played a crucial role in making this campaign a success and will have a lasting impact on the future of Yavneh.

A special thank you to **Marion Slonim, Robert & Leonie Nossbaum**—for their ongoing generosity and contributions, which have underpinned this exciting project in honour of their dear parents, Richard and Dorothea Nossbaum z'l. We are deeply grateful for their unwavering and ongoing support of our school which has helped ensure that our school continues to grow and thrive. Their Chessed is a legacy to their parents.

Thank You
to all of our donors for your continuous
generosity. Your support is making a
significant difference.

The ongoing support reflects the incredible generosity of our committed benefactors, their conviction in Yavneh's unwavering devotion to the vision of Jewish continuity, and their confidence in the College's impressive track record of consistently producing fine graduates committed to Am Israel, Eretz Israel, and Torat Israel.

For more information on giving opportunities and the Yavneh Foundation, please contact Tanya Shaltiel, Executive Director Yavneh Foundation, at foundation@yavneh.vic.edu.au or 9528 4911.

TANYA SHALTIEL
Executive Director





photos circa 2006

Mazel Tov to the following Alumni:

BIRTHS:

- Emma (née Frauman) Felman '04 and family on the birth of a **son**
- Ella (née Winthrop) '08 and Joel Benjamin '05 and family on the birth of a **daughter**, Lior
- Yaron Esterman '05 and family on the birth of a **son**, Kai Roy
- Joel Bierenkrant '06 and family on the birth of a **daughter**, Freya Miriam
- Michal (née Fisher) Solomon '06 and family on the birth of **twin daughters**, Eden and Ashira
- Rabbi Aron Rubin '06 and family on the birth of a **daughter**
- Joshua Bartak '07 and family on the birth of a **daughter**, Tehilla Eden
- Joel Diamond '07 and family on the birth of a **daughter**, Luca Issy
- Ashley Rodan '07 and family on the birth of a **son**, Ike Max-Yehoshua
- Eli Barr '09 and family on the birth of a **daughter**, Libby Chaya
- Oren Bernhart '09 and family on the birth of a **daughter**, Emanuella Aliza
- Sam Gosling '10 and family on the birth of a **son**, Ariel
- Marni (née Chaskiel) Levy '10 and family on the birth of a **daughter**, Lulu
- Ilia (née Benattar) Rozner '10 and family on the birth of a **son**, Ezekiel Leo
- Danielle (née Berkovic) '11 and Joel Silver '06 on the birth of a **son**, Asher
- Rachel (née Elbaum) Flint '12 and family on the birth of a **daughter**, Victoria Maya
- Gidon Waller '14 and family on the birth of a **daughter**, Elle Libby
- Matan Slonim '15 and family on the birth of a **daughter**, Lielle Tikva
- Noah Epstein '17 and family on the birth of a **daughter**, Emmie Yakira
- Talia (née Steinberg) Procel '17 and family on the birth of a **daughter**, Hadassa
- Liam Levy '18 and family on the birth of a **daughter**

ENGAGEMENTS:

- Golan Flamm '02 to Lauren Weiss
- Avi Morrison '06 to Farrah Goldberg
- Gaby Ptasznik '06 to Leon Goldbaum
- Mikey Gurgiel '08 to Lauren Levy
- Yehonatan (Hona) Dodge '10 to Noa Barta
- Sarah Dessauer '11 to Israel Gubi
- Sefi (Yair) Praver '11 to Lauren Ashleigh
- Daniel Sischy '13 to Ash Berson
- Yonnie Lipshatz '14 to Orly Atzman
- Shira Rosenblum '15 to Yaron Fisher
- Orly Strum '16 to Zack Garkawe
- Ezra Joel '17 to Ariella Taub
- Josh Max '17 to Tal Cohenka
- Jordan Simai '17 to Rachel Hertzman
- Joel Epstein '20 to Debora Flaksberg

WEDDINGS:

- Nadav Greenberger '05 to Gabi Cohen
- Shoshi Dessauer '06 to David Elbaz
- Yakira Abraham '07 to Ari Wenig '12
- Racheli Waysman '07 to Nati Benaroche
- Jeremy Schneeweiss '08 to Jordyn Rosenberg
- Gaby Lefkovits '10 to Rivkah Nutovics
- Gidon Fixler '11 to Ma'ayan Gefen
- Rebecca Zimmermann '12 to Michael Oren '11
- Doron Kessler '13 to Simmy Zeimer
- Ellie Searle '13 to Noah Fink
- Joel Chester '14 to Sasha Fink
- Ezra Herszberg '14 to Bianca Sher
- Daniel Lotzoff '15 to Dassi Taub
- Rebecca (Bec) Meier '16 to Ilan Davidoff
- Daniel Menahem '16 to Elana Ganieva

CONDOLENCES:

- **Condolences** to the Kornhauser family on the passing of Michael Kornhauser '96, father of Daniella (Year 11) and Avigail (Year 9).
- **Condolences** to the Valanidas family on the passing of Alex Valanidas, a dedicated Yavneh teacher from 1995 to 2020.



ALUMNI

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

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



Primary Art
with Dr Samara Adamson-Pinczewski

Year 4 and Year 5
celebrate the Yom Tovim
with artworks using a variety of creative techniques.

| | |
|--|---|
|  Asha Levick |  Dahlia Harari |
|  Galila Shapiro |  Mia Vitzelman |
|  Naomi Burdo |  Moses Fineberg |
|  Reef Lipa |  Netta Grabin |
|  Noa Roitman |  Ori Hirschson, Y5 |
|  Maya Latowicz, Y5 |  Libby Grossman |
|  Maya Latowicz, Y5 |  Leopold Gontmakher, Y5 |

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LEIBLER YAVNEH COLLEGE

A MIZRACHI EDUCATIONAL INSTITUTION

2 Nagle Avenue, Elsternwick VIC 3185 Australia
T +613 9528 4911 F +613 9523 7621

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(incorporating)
The Gillian and Colin Mandel Family
- Yavneh Crèche

A.S. LEIBLER SECONDARY SCHOOL
Goldschlager Family School of Jewish Studies
Leopold & Isabella Abrahamovits Yavneh Primary School
Nicholas Slezak Campus

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David Fisher

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