



Under The Guise of Unity

Rabbi Zach Gomo, Secondary Jewish Studies

Parshat Korach recounts a dramatic conflict within Bnei Yisrael. Korach heads a faction of 250 people who challenged the leadership positions of Moshe and Aharon. At first glance, Korach appears to champion equality. Indeed, his rebellion begins with an accusation; "It is too much for you! The entire community, all of them, are holy and Hashem is within them. Why do you exalt yourselves over the congregation of Hashem?" Korach seems to be appealing to justice, fairness and a democratic spirit – why should only Moshe and Aharon lead, when all of Bnei Yisrael, the nation that stood at Sinai, are holy?

However, the commentators reveal the deeper motivations behind Korach's words. His was not a sincere call for unity, but a rouse in service of personal ambition. Significantly, Korach was himself a Levite and a cousin to Moshe and Aharon, his followers all being communal leaders too. To be certain, they were not at all distressed by their own positions of renown, nor did they have any interest in relinquishing them for the sake of others. They were comfortable with a hierarchy, unless they were not on top of it. Korach and his followers were exclusively outraged by the prospect of Moshe and Aharon seemingly holding more renown than them. The irony is striking – Korach proclaimed unity and fairness whilst actually sowing division, all so that he could ultimately see himself exalted above everyone else. Korach twisted the sacred value of equality to serve his own ego – willing to fracture the very community he claimed to defend.

This episode teaches us a profound truth about Jewish unity. It is not achieved through the pursuit of uniformity, but through the celebration of difference within a shared mission. The Midrash and Kabbalah often compare the Jewish people to a single, unified body.

דבר תורה
פרשת קרח

קשר
KESHER

Friday 27 June 2025
ראש חודש תמוז ה'תשפ"ה

Each part of a body serves a distinct function, but they are all entirely interdependent. Am Yisrael is composed of distinct tribes, roles, and personalities. From the Kohanim to the Levi'im, from judges to craftsmen, each person has a unique and infinitely significant place in the collective whole. The true spirit of the Torah does not seek to erase these differences, it sanctifies them. The Mishkan and the Temple, for instance, could only operate when each tribe fulfilled roles that could not be interchanged. Korach's seemingly utopian vision in which all distinctions disappear, was not a dream for a better future. Korach's agenda was the erosion of the very God-given framework that holds the nation together. This lesson of Korach's ultimately failed rebellion could not be more significant for us right now. In a world of dangerous polarisation, it is easy to mistake noise for leadership, and untethered appeals to genuine values as holiness. But the story of Korach reminds us that ego disguised as righteousness risks tearing communities apart and destroying everything the insincere claim to represent.

Jewish unity, and the Jewish future, demand a deep commitment to mutual respect and the humility to appreciate that not everyone must be the same to be equally holy. Most importantly of all, we must make caring for each other, as we are and for who we are, our supreme collective, and individual objective.

Am Yisrael Chai!
Shabbat Shalom

פרשת קרח

Shabbat Times



Light candles 4:52pm

Shabbat ends 5:53pm



LEIBLER
YAVNEH
COLLEGE



Loneliness

Can one feel lonely when among family?

Avigail Wonder, Head of Secondary

Connection and belonging mean something different for everyone. For both adults and children, it can mean...

- a feeling of safety
- knowing that you're being heard
- knowing that somebody wants to spend time with you
- a shared sense of trust
- feeling comfortable
- having a link to someone or something

Within each of us there is an intense need to feel that we belong. We need to feel connection with our peers. We need to feel that our presence matters. That our voice is heard. That someone loves us and cares for us.

As members of the Jewish community – and such a warm one as in Melbourne, we assume that everyone in our community experiences these feelings constantly. We assume that within one's immediate family, their friendship group, their school, shule, or sporting club – that they feel that they matter.

However, if we take a moment to consider this proposition and examine it, we know that this is not always the case. Family conflict can cause one to feel unsafe and alone. Rejection by one's peers can make them feel that no one wants to spend time with them. Feeling ignored by one's teacher or madrich may make them feel that they aren't valued. These experiences can cause a teenager to feel an overwhelming sense of loneliness.

It's not enough to assume that if our children are part of a loving family, a vibrant youth movement, an outstanding school, a dynamic sporting club or a friendship group – that they feel they belong.

In fact, recent research by ReachOut Australia has found that more than half (57%) of young people are concerned, stressed or worried about feeling lonely. These feelings have a moderate to major impact on their:

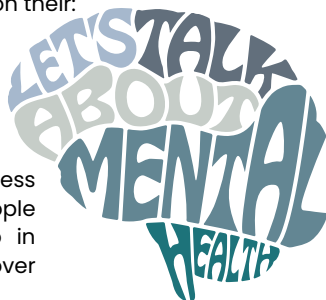
- mental health and wellbeing (82%)
- mood changes (75%)
- sleep issues (64%)
- changes to appetite (30%) and
- challenges with relationships (50%).

Furthermore, the Orygen and Ending Loneliness Together report highlights that young people aged 15–24 are the loneliest age group in Australia, with rates steadily increasing over the past decade.

What causes loneliness among teenagers?

Loneliness can be caused by the actions of others or by the teenager's perception of what is happening around them. These factors include:

- feeling misunderstood or feeling like they don't 'fit in'
- comparing their abilities to others, for example not being picked for sports teams
- experiencing a change to their mental health or wellbeing, or managing a mental health condition
- being bullied.
- being excluded by others (whether actively being rejected or left out of activities or group chats; or passively for example, not being thought about to be included)
- living with a long-term health condition or disability or a parent/sibling with long-term health condition/disability
- times of change such as moving schools, going from primary to secondary school
- the digitalisation of social interactions has altered how young people connect with each other, often reducing face-to-face interactions and exacerbating feelings of isolation.



I'd like to address one of these factors, namely exclusion. I would cite this as the most common factor contributing to wellbeing challenges for the young people I see. My assumption was confirmed when I recently sat in on a social-emotional education session among secondary students. In the session, students had given feedback (anonymously) about their challenges in the social arena and unanimously they wrote that feeling left out or excluded was among their chief concerns.

Which really got me thinking. How could an entire cohort of children all say that they feel excluded or left out? Certainly, there must be a nucleus of students who feel included and then those who don't. Until I considered further, that throughout a day, a week or a month – everyone has moments where they don't feel valued or connected. For some students these moments are sparser – for others, these feelings are constant.

The question is; how do we foster more inclusion without putting rules or limitations on friendships and socialisation? How can we honour close friendships but also care for those who need to be included more? How can we foster this among our students? How can we foster this among our parent community?

What to do?

Here are some thoughts I'd like to offer some suggested actions that students and parents can do to help tackle the issue of loneliness. I call these actions 'micro-kindnesses'. They are small acts that can change someone else's entire self-perception, mood or feelings of loneliness. By sharing your light with someone you can help them feel less 'lost in the dark'.

Consider the following 'micro-kindnesses' in these scenarios:

- If you're milling about outside shul or at lunchtime – notice those people who are on the edge of the circle or standing on their own; this is your moment to step in and change everything. Make eye contact, draw them in and make them welcome in the conversation. You could say something like 'Hey, do you want to come sit? We are talking about what we are packing for Bnei camp'. By doing this you are making them feel seen, noticed, wanted and valued. Show them that in our circles, people aren't invisible.
- If you're organising a get-together or trip to the movies with more than 6 students, bite the bullet and invite those who might not ever get invited. While they aren't part of your close friend group – they'd really feel so special knowing you thought of them to include them. Make the effort for those few hours to be the confident and welcoming friend. Everyone else will follow suit!
- If you notice that someone was away from school or didn't come to an event, say something! 'I noticed you didn't come to the Bar Mitzvah yesterday – we missed you'. You can send a text too. Showing someone that you care about their presence can do worlds for someone who feels unnoticed – they now know that they matter.
- Don't have private conversations in front of others – thereby excluding them. Whispering or speaking in code can make someone feel very uncomfortable.



KIND IS THE NEW COOL

- Think about your class list before an event. Consider who in your class might live far away or need help to get them to an event. You could invite someone to sleep over for Shabbat so they can attend an Oneg. You can offer rides to someone who might need lifts to or from a simcha because their parents might struggle with driving. Most year levels have a 'year level chat' – go through it and reach out. You might want to offer someone a place to hangout before or after Bnei. Make this something you do at least once a term.
- If someone can't find a seat or comes to sit next to you – make them feel welcome with a smile. Include them in conversations that are happening.

All of the above points are actions that are relevant to adults and children. They are relevant to the school and wider social context. We are of course – brothers and sisters of Am Yisrael – and we unite with common goals and loves; to connect to Hashem, to daven for and support Eretz Yisrael. And so too, we must unite through 'micro-kindnesses' – small acts that help everyone feel that they belong in the Yavneh Family. One small candle can dispel much darkness. If each of us shines a small light – no one will be left in the dark. So come on Yavneh – let's do this!

The Yavneh Academy: Hebrew 101 Hebrew for Heroes

Sharon Samuni, Head of Hebrew Primary & Secondary

On Wednesday, on a chilly and gloomy evening at 7:30 PM, ten people gathered—each with a deep love for the Hebrew language beating in their hearts. People from different backgrounds, with varying abilities to understand, read, and speak the language, shared a meaningful experience: one that warms and brings hearts closer together.

During the meeting, which lasted longer than planned, the attendees learned about the history of the Hebrew language, spoke, read, and even sang together. Lovers of the language shared personal stories about their lives—where they live, what they like and dislike, where they would like to travel, and all of this in Hebrew.

The evening's most important message came from the words of Eliezer Ben-Yehuda: "Without language, there is no nation."

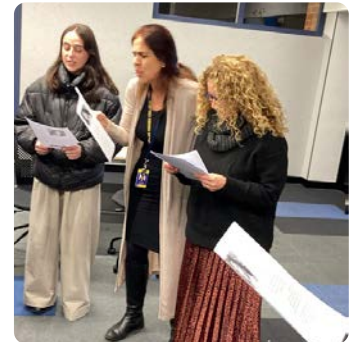
We all understand that our people need one language to unite and bring us closer to one another. Without a shared language, we might just be Russians, French, British, Americans, Moroccans, Iraqis, Persians, or South Africans who happen to live in the same geographic space. The Hebrew language contributes the most essential and meaningful part of our identity—we are a people, the Jewish people, who preserve and love our wonderful and unique language.

The words of Naomi Shemer in her song "Start from the Beginning" still echo in our hearts:

"Wake up tomorrow morning with a new song in your heart. Sing it with strength, sing it with pain. Hear flutes in the free wind, and start from the beginning."

To all the language lovers in our community—next Wednesday, another meeting full of love, hope, and dreams will take place, and you are warmly invited.

Please join us next Wednesday night 2 July for the final Yavneh Academy of the Term! Click the flyer to RSVP or scan the QR code to register



Adult Learning Series
Every Wednesday throughout Term 2
VCE Study Centre
2 Nagle Ave, Elsternwick

Last Session of Term!

Wednesday
2 July
ו' תמוז
7:30pm

Improve your hebrew
Hebrew 101
with
Sharon Samuni

Strengthen your connection to Torah & Community

Join us!

RSVP: tinyurl.com/lycacademy

Blossom With Brachot Taam Shel Yavneh - Open Day

A beautiful morning was held at our ELC as part of our Taam Shel Yavneh Sessions for Junior Kinder 2026. Children across our creche rooms and those joining us next year were invited for a colourful morning of play and a taste of the life and learning in our JK ROOMS at our PriGan room. We explored Brachot in various ways, through exciting interactive activities and hands on experiences. Playdough creations and Challah making, a fresh orange juice squeezing station, dot painting, digging through soil to find the HaAdamah fruits and vegetables, and much more! Our Head of ELC Charlene Orwin, read a beautiful story about Baruch who was on a quest to find all the Brachot! The children munched on delicious fresh fruits and vegetables, reinforcing our healthy eating habits and practiced reciting a Brachah before eating! These sessions are vital for establishing connections with our new children, even before they start at our ELC. If you are a prospective parent/ child of Junior Kinder for 2026, please join our next session on Tuesday, July 29 from 9:15am - Simcha and Song. See flyer attached.



Rolling out our HaMotzi playdough



Challah making just in time for Shabbat



Story Time with Morah Charlene



Freshly squeezed orange juice!





Dot Painting our Brachot



Magnatile Fruit Puzzles



Digging up our HaAdomah Foods!



ELC Kinder Open Day

Ta'am Shel Yavneh

103



Simcha & Song

Tuesday 29 July ד' אב 29
9:15am - 10:00am

We invite you and your little one to join
us for a morning session!



More Brachot Learning

Our Kinder rooms focused on the Brachah of HaAdamah – Fruits and vegetables that grow in the ground. A large box of soil was brought in. I wonder what is inside! The children began happily digging away with their gardening spades to find delicious vegetables! They all had a smell and a turn picking the vegetable from the ground. Carrots, tomatoes, herbs and even a strawberry!



Learning About Body Safety

Bianca Chipowitz, Creche Room Leader

In the Pri-Gan room ensuring the wellbeing and safety of every child is one of our key responsibilities. One of the most important ways we do this is by teaching body safety in a way that is age-appropriate, gentle and empowering for all our Pri-Gan children.

We help the children understand that everyone has an invisible bubble around their body- their own personal space. We talk about how it's important that no one pops anyone else's bubble without their permission. This includes hugs, holding hands, sitting close, or touching. We practise asking for permission by asking questions such as "Can I give you a hug?", and "is it okay if I sit next to you?".

If a child says "no" or "not right now", we support and respect that choice, helping all children to learn that their voice matters.

Why does body safety matter?

- It builds confidence to speak up about their needs or feelings
- It helps them to understand that their body belongs to them
- It increases empathy for other's feelings and boundaries.

In the Yavneh ELC our practices are guided by the Victorian child safe standards, which ensures that all early childhood services promote environments where:

- Children's rights to safety information and participation are respected.
- Children feel safe, valued and heard.
- Educators actively prevent harm and respond effectively to concerns.

We also follow clear policies on privacy, supervision, and child protection.

Working together to provide a safe and respectful community is something we strongly believe in. Body safety is just one of those ways we can build together- hand in hand with families. By working in partnership, we can help every child feel confident, safe and respected at Yavneh and at home.



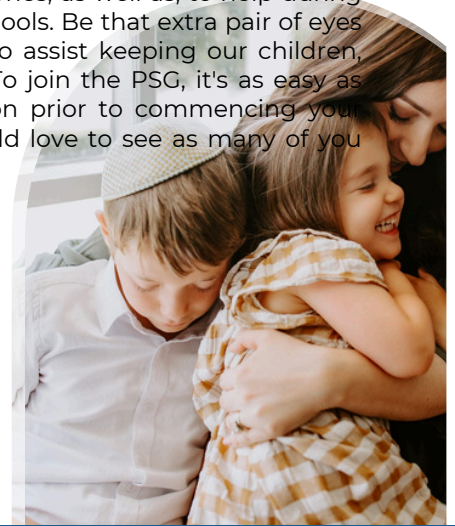
Challah Bake for Israel



JOIN THE PARENT SAFETY GROUP

Do you want to help protect your children?

Our children's safety and security is ALL of our responsibility. Your school is looking for parent volunteers to assist with school drop-off and pick-up times, as well as, to help during school excursions at some schools. Be that extra pair of eyes and ears in our community to assist keeping our children, family and community safe. To join the PSG, it's as easy as attending one training session prior to commencing your PSG shifts at school. We would love to see as many of you there as possible.



To join the PSG, please attend one of the information sessions below;

Thursday 31st July 7 pm - 8.15 pm

Monday 4th August 7 pm - 8.15 pm



Register here!



REGISTER NOW
[HTTPS://CSGVIC.LINK/PSG](https://CSGVIC.LINK/PSG)



Homemade Challah Recipe

- 4 1/4 cups all-purpose flour, spooned into measuring cup and leveled-off, plus more for dusting
- 1 tablespoon instant/rapid-rise yeast (see note)
- 2 teaspoons salt
- 3/4 cup lukewarm water
- 1/4 cup + 2 tablespoons vegetable oil
- 1/4 cup + 2 tablespoons honey
- 3 eggs, at room temperature
- 1 egg yolk, at room temperature

1. In a stand mixer fitted with the dough hook, combine the flour, yeast, and salt. Mix on low speed for 30 seconds to combine. In a separate bowl, combine the lukewarm water, oil, honey, 2 of the eggs, and the egg yolk. Add to the dry ingredients and knead on medium-low speed until you have a sticky dough that clings to the bottom of the bowl, 5 to 7 minutes. The dough may seem too wet but have faith—it's supposed to be.
2. Dust your hands generously with flour, then scrape the sticky, elastic dough out onto a lightly floured work surface. Dust the top of the dough lightly with flour and knead briefly into a soft, smooth ball. Lightly grease a large bowl with oil or nonstick cooking spray. Place the dough in the bowl, flip it over once so the top is lightly oiled, and then cover the bowl with plastic wrap. Allow the dough to rise in a warm, draft-free spot until it's puffy and doubled in size, 2 to 3 hours.
3. Invert the dough onto a lightly floured work surface and dust with flour. It will deflate. Cut the dough into four even 9-oz pieces, and then stretch and roll each piece into a rope about 20-inches long. Lay the ropes parallel to one another (vertically). Pinch them tightly together at the top, and then fan them out. If the ropes shrink a bit, just work them back into their original length.
4. Begin by taking the strand farthest to the right and weave it toward the left toward the other strands using this pattern: over, under, over. Take the strand furthest to the right and repeat the weaving pattern again: over, under, over. Repeat this pattern, always starting with the strand farthest to the right, until the whole loaf is braided. Tuck the ends under to give the loaf a finished look.
5. Carefully transfer the braided loaf to a parchment-lined 13 x 18-inch baking sheet. Cover the loaf loosely with plastic wrap and let it rise in a warm, draft-free spot until about 1.5 times the size, 1 to 2 hours. Toward the end of the rising time, preheat the oven to 350°F and set an oven rack in the middle position. (Note that the loaf will continue to rise significantly in the oven.)
6. In a small bowl, beat the remaining egg and brush the beaten egg generously over the risen dough. (Note: If you like, sprinkle poppy or sesame seeds onto the challah before putting it in the oven.) Place the baking sheet atop another baking sheet; this will prevent the bottom crust from browning too much. Bake for 25 to 35 minutes, until the crust is a rich brown color and the internal temperature is between 190°F and 200°F on an instant-read thermometer. Remove the bread from the oven and place it on a rack to cool. Challah is best enjoyed fresh, but leftovers will keep for a few days in a sealed plastic bag.

Recipe from OnceUponaChef

Primary J-Life Update:

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



Last week on Friday, in conjunction with Parashat Shlach, students learnt about the Mitzvah of Hafrashat Challah – separating dough, in their Parasha Lessons. While younger year levels made their Challah in class, Years Four, Five and Six had the option of coming and shaping their Challah at lunch recess as a JLife Activity. All who came had a fun time and adding sprinkles into the dough was a colourful highlight. Reports had it that the Challah were all devoured.

This week, Years 4,5 and 6 were treated to an extra special Charades with Nachshon from the Tzevet, as a farewell to him before he returns to Israel.

Students were also greeted at the gate by Year 6 JLife leaders on Thursday to give Tzedakah for the new month. As Rosh Chodesh activities, Preps had a build the Beit Hamikdash activity out of egg cartons, at recess, and Years Two, Three and Four, wrote letters to be handed to Chayalim at lunch recess.

Next week, Year 5 and 6 are off to camp with some amazing JLife activities planned for night time, and remember Oodie, Hoodie and Beanie day, is next Friday for a gold coin donation. All money raised will be going to MDA.



A Special Guest

B A B Y

Year 5 had a special visitor last week! Rabbi Gedaliah Levin's wife, Esti Levin, brought in their baby Yaakov. The students were pleasantly surprised and were excited to meet the newest member of Rabbi Levin's family. The class played games and connected through meaningful conversations, a fun afternoon had by all!



Rosh Chodesh Tammuz

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

Starting our day by giving צדקה (Tzedakah)



In honour of Rosh Chodesh, Preps this morning at first recess, had fun singing "Sheyibaneh Beit Hamikdash" while trying to build a Beit Hamikdash out of egg cartons.



As a Rosh Chodesh activity, Years 2-4 could come at lunch recess and write notes for the Kotel and letters to Chayalim. These will be taken to Israel by some of our very own Year 6 JLife Leaders.



Hebrew Reading

Mai Weinberg, Hebrew Teacher (Primary)

Engaging students in learning can take many forms. Recently, our students practiced their Hebrew reading skills by transforming a story into a play, complete with handmade puppets. This creative approach not only enhances language skills but also fosters collaboration and critical thinking, significantly deepening their Hebrew reading comprehension. They truly enjoyed the process, showcasing their creativity and teamwork.



Reaching Milestones: Prep Begin Writing in Hebrew Script

Sue Ash, Chavi Grossman & Tarryn Hersh, *Primary Jewish Studies*

We are so proud to share an exciting update from our Prep classrooms! After successfully completing learning the reading Alef Bet letters, the children are now diving into the next step of their Hebrew journey: writing in Hebrew script.

Each student is learning to carefully form the letters by hand, building both confidence and fine motor skills along the way. A special highlight has been watching them write their own Hebrew names in script: a meaningful and memorable achievement that connects them personally to the language and their heritage.

With patience, creativity, and a lot of enthusiasm, the children are beginning to see the beauty in each letter learnt. Their joy and sense of accomplishment is clear as they proudly show their work.

Thank you, parents, for your ongoing encouragement at home. Your support helps reinforce the learning and makes these milestones even more meaningful.

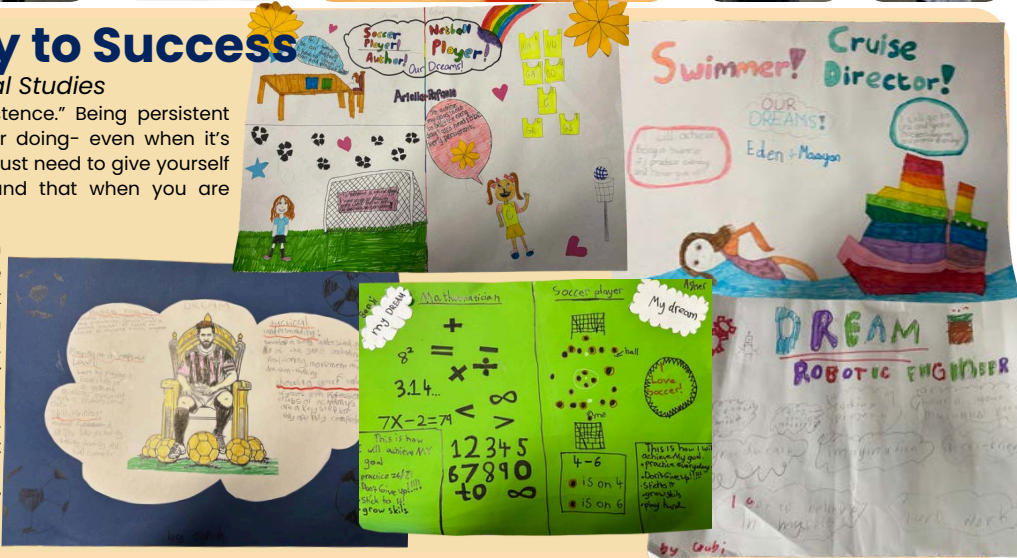


Persistence is the Key to Success

Leigh Roncon & Mel Adelstein, *Primary General Studies*

Year 3 have been exploring the disposition of "persistence." Being persistent means not giving up on something you're learning or doing- even when it's difficult. The students are learning that sometimes you just need to give yourself and your brain enough time to learn new things and that when you are persistent, you can learn anything!

Year 3's were inspired by the story of Nigerian basketball player, Ade Adepitan. At 6 months old he contracted polio and wasn't able to walk independently. One day he saw the Great British Wheelchair Basketball team play and, in that moment, he decided to become an international wheelchair basketball player. It took him 18 years of rejections; training daily and shooting 800-900 hoops a day. Finally, at the age of 27 he was selected to represent Britain in the Paralympics, winning bronze in Athens. Students thought about their dreams and how they could achieve them. Below are some samples.



Gifted & Talented

Year 3 and 4 G and T went to secondary and had a science lesson with Mr Solomon about electricity!



SCIENCE

Year 12 Zio Camp

A Meaningful & Memorable Experience

Noah Epstein, Head of Jewish Life & Learning



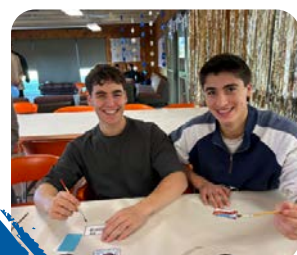
Our recent Year 12 Zionist Camp was a massive success, leaving students inspired, reflective, and deeply connected to their Jewish identity. Over the course of the camp, students engaged in thoughtful and meaningful discussions about G-d, morality, Israel, and the values that will guide them as they step into life beyond school.

A key focus of the camp was encouraging students to think about how they will maintain their Jewish identity after graduation. Through dynamic and creative programs, they explored what it means to live a meaningful Jewish life in the wider world.

Alongside these serious and enriching conversations, there was also time for fun, connection, and nostalgia. Students enjoyed celebrating their final camp together, sharing memories from their schooling, and taking the opportunity to reflect on their journey so far.

It was a beautiful and moving experience, and we are so proud of our Year 12s for the maturity, curiosity, and ruach they brought to the camp.

Special thanks must go to all the staff involved in camp – to Morah Shula, Rabbi Cowen, Jaimee, Ms. Switalo, Ruby, Ilan, Natan and Raph – thank you for your unwavering commitment to the students and the success of the camp. We can't wait for the rest of Zio Camps in Term 3!



Farewell Nachshon!

Secondary sadly said goodbye to our dedicated Tzevet member, Nachshon, who gets to take a piece of Yavneh home to Israel. We thank you for your חינוך and mentorship!



Dvar Torah at Zio Camp

Hadas Adler & Keira Lewis, Year 12 Students

As we give this dvar torah which officially marks our final one of a four year long tradition, we would like to thank everyone who has made our zio camps as special as they have been for us. Thank you to the jlife team for the incredible work and for all the effort you put into making each and every camp better than the last, we really gain so much from them and we are sure that we will carry the amazing memories we have made from the past 3 zio camps and especially this final one with us as we leave our Yavneh schooling journey. Thank you to the teachers who are here now and for all the ones who have come in the past for helping bring extra ruach and fun, and for leaving your families at home to spend camp with us. We do appreciate all you do even if its difficult to put us to bed sometimes!!

And thank you to vce25, as a year level we should be really proud of how far we have come as a cohort as we head into the final parts of VCE. Zio camp has been a time for each and everyone of us to connect, reflect and instil essential values and ideas about Judaism and Zionism into our lives. A few core memories that are definitely things none of us will ever forget are getting woken up at 3am, hitbodedut with rav sendor, aroma cafes, chuggim and the bonfire tish. I know all of us are super grateful for the experiences we were able to share together on these camps.

This weeks parsha, shelach, marks a significant time in our history when Moshe sent 12 spies into the land of canaan. As we know, 10 came back with a bad report and were punished whilst only 2 reported positive things. This teaches us to head into this next chapter of our lives with an open and positive mindset. Although it may seem scary or daunting making our way into the unknown we must remember to look at the good, embrace challenges, and have faith in hashem.

When the Torah describes the travels of the spies, an inconsistency in the phrasing is noticed:

וַיַּעֲלוּ בְנֵי יִשְׂרָאֵל בְּנֵי יִשְׂרָאֵל וַיָּבֹאוּ עַד-חִבְרוֹן
 "And they ascended in the Negev and he came to Chevron"

Rashi notices the discrepancy and explains that the singular person was Calev who decided to make a detour to daven at Ma'arat Hamachpela, the burial place of the Avot and Imahot. We later find out that he was given Chevron when the people entered the land.

This teaches us to always try connecting to Hashem no matter where we are or what we are doing. Even if that means just showing up to shul or simply saying a bracha we should all try go an extra step in our own Jewish journeys as it not only brings us closer to Hashem but also gives us a sense of purpose and meaning as we head off into post-school life. And even more so during times when the journey or destination seems difficult such as going on a gap year or starting university, we must strive to do that extra mitzvah to strengthen our connection, just as Clev did. Because when the chance to grow is not handed to us on a silver platter by Yavneh and when we will no longer have the same opportunities to fall back on, each one of us should aim to utilise the values we have developed throughout our years in school and on these camps to ensure we don't lose this connection.

Another key idea in the parsha is how the spies described the way they felt in canaan.

וְהָיָה בְּעֵינֵינוּ כְּחַגְלִימוֹת וְכֵן הָיָיוּ בְּעֵינֵיהֶם
 "And we were like grasshoppers in our eyes, and so were we in their eyes"

It makes sense that the spies described how they felt, but how could they know what they looked like to the inhabitants of the land? It appears to be that the Canaanites only viewed the spies as weak because they saw themselves felt that way. We must learn from this mistake to not allow others to see us as the weak minority of grasshoppers, but rather a strong nation of rising lions. And especially during these times of war where it's difficult for us in the diaspora and we are constantly faced with antisemitism; we must be extra proud and present ourselves in that way to the rest of the world so they can see us in such a way as well.

So, as we are bringing in our final Zio shabbas, and shared one last beautiful kabshab together as a year level, remember all these lessons we can take from this parsha, think about them and how you can implement them into the next chapter of your lives. Lets make this the best shabbas to ever exist on a Zio camp, sing in all the tisches, talk to people or teachers you don't usually speak to, enjoy the last camp meals, dance during ruach, and get involved, because one day each of us will look back on these zio camps and remember the experiences we created together. Right now we are creating our memories to look back on in the future, so let's make this the best Shabbos yet, as VCE 25.

Shabbat shalom

Foundation Event: Alex Ryvchin

The Yavneh Foundation was honoured to welcome Alex Ryvchin, Co-CEO of ECAJ, who delivered a powerful address on the enduring challenges of antisemitism and the vital role of Jewish education in building resilience and pride. He reminded us that Jewish schools are not just places of learning, they are the guardians of our identity, strength, and continuity.



Alex shared, "I feel enormously proud of the contribution of Yavneh's old collegians .. When I hear of their achievements I feel immense pride in this school and the community"

Our Principal, Shula Lazar, reaffirmed Yavneh's commitment to excellence in both Jewish and general studies, nurturing students who are grounded in Torah and equipped to lead in the modern world. She highlighted the remarkable number of Yavneh alumni who have made Aliyah or served in the IDF, a testament to the values we instil.

Thank you Alex Ryvchin for your leadership and for being a loud, unequivocal voice for Jewish Australians.

We are deeply grateful to our Foundation Members for their unwavering support, ensuring that our students—our future leaders—continue to thrive.

To learn more about the Yavneh Foundation, please contact: foundation@yavneh.vic.edu.au



The Big Science Comp

Mazal Tov to our secondary students who achieved distinctions and high distinctions in the Big Science Competition - a nation-wide science comp! Go Yavneh!



In Any Weather!

Aaron Fetter, Head of Sports (Secondary)

What a thrilling end to term 2 it has been in Secondary PE! The headline act that has had everyone talking in the Yavneh hallways? The Year 7 boys' historic Beachside District Footy triumph, defeating perennial powerhouse Albert Park in the Grand Final to book a spot in the South Metro Regional Finals. I am extremely proud of the team's commitment to the 'Luv Yav' sporting spirit which ultimately proved to be the secret to their success. It was also gratifying to witness everything discussed and developed in the weeks leading up to the event, come to fruition on the big stage. Not only did the team execute the Yavneh footy game plan (ball control, 'Runway not Airway' and 'Tackle and Tough') against strong opposition, but it was the manner in which everyone conducted themselves on and off the field – from my perspective, that's the ultimate metric of Yavneh sporting success.

Round Robin Wrap

- Game 1: Yavneh 7.3 (45) defeated Elwood 2.4 (16). After conceding the first two goals of the match, the boys responded with seven unanswered majors to run out convincing winners. Four goals to ruck/forward Levi T (pictured), the standout performance.
- Grand Final: Yavneh 6.4 (40) defeated Albert Park 2.4 (16). Led by three points at half-time. Slammed on four goals to one to clinch a famous victory that triggered epic and memorable celebrations. Gavi F two goals (three for the day), Zander J, vice-captain Shua S, Asher W and Daniel R all hit the scoreboard at crucial times.
- Full marks to the rock-solid backline led by skipper Judah T, Lior V, Alon N, and an engine room ('GBD', Gidi G, Charlie B and Zac A) that gave their all.
- Next stop: Southern Metro Regional Finals on August 6 down the coast in Seaford!

Around the grounds, other Year 8s and 7s put weeks of training and dedication into action in their respective Round Robins. Boys footy, Girls soccer and netball, and boys badminton were all competitive and played with great energy, cohesion and skill. Highlights included:

- the year 7 girls netball team's 7-1 trouncing of Glen Eira.
- the year 7/8 girls soccer side's 1-0 win over Mentone courtesy of a sublime Elly S through ball to Mia T who ran in behind the defence to slot home the winner in the bottom corner.
- The Y7/8 'Badminton Boys' strutting their stuff at MSAC.
- The gallant year 8 boys footy side who were ultra-competitive all day, despite a spate of injuries.
- The term 1 year 7 Interschool Volleyball team finally received their championship flag delivered by carrier pigeon (pictured).

Coming Up in Yavneh Sport..

- July 4: VCE Sport – Yavneh vs King David – Girls Soccer and Boys Footy at Princes Park

Term 3 Winter Round Robins – Beachside District (Interschool Sport). Basketball, Futsal, Hockey, Table Tennis. Year 9/10 – July 23, Year 8 – August 8, Year 7 – August 14

Regional XC

Neerav Trivedi, Secondary PE Teacher

The Southern Metro Regional Cross Country Finals were held at Ballam Park, Frankston in what might have been the most miserable rain of the winter. Yavneh had five Secondary students representing the school after qualifying at last month's Beachside District event. Benji L began his 5km race strongly and despite being pelted with rain throughout, he finished in a very respectable 20th in a time of 18:29. The slippery conditions and difficult inclines provided challenges for all competitors as Omri B and Avishai S tackled the



course. The day concluded with year 7s Charlie B and Raph P competing with good desire in their race to finish inside the top half of runners in their age group. All boys ran well and with a good attitude despite the treacherous conditions.



Niche Player of the Week

Noah G, Year 8 Student

Edgar Allan

Ed Allan is a midfielder for Collingwood.

He got 17 touches against the Saints last weekend.

He also got a crazy disposal efficacy with 82.

Allan has been great for the Pies over these last 7 weeks



Hands-on Maths: Pythagoras' Theorem

Morgan Levick, Head of Mathematics

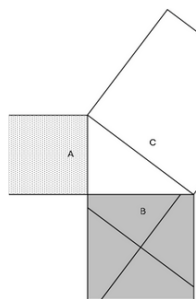
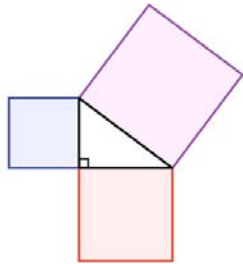
Pythagoras' Theorem states that, for a right-angled triangle with long side c and shorter sides a and b and, we have:

$$a^2 + b^2 = c^2$$

This simple and beautiful theorem has so many practical uses in geometry and has fascinated mathematicians since its discovery. In fact, the Pythagorean Theorem has hundreds of unique proofs, with new proofs still being discovered today!

Geometric proofs of Pythagoras' Theorem essentially start with the diagram shown, trying to figure out how to prove that the largest square contains the same area as the two smaller squares combined. A certain class of geometric proofs are "dissections," meaning that we start cutting up these squares and rearranging them to show that the areas satisfy the formula.

Ms Elena Kozyreva decided to have her year 8 class get a hands-on feel for Pythagoras' Theorem and confirm a proof called Perigal's Dissection, which involves cutting up the larger of the two smaller squares into four congruent quadrilaterals. Then, these four pieces and the smaller square are arranged inside the largest square in a way which fills it up exactly. Students were provided with a worksheet, scissors, and glue and were tasked with verifying this dissection proof. Working in pairs, they followed in the footsteps of countless mathematicians who wanted to confirm this remarkable formula for themselves.



Now, when students apply this formula again and again in their exercises, they will feel a sense of ownership over it, since they have verified it for themselves! Pythagoras' Theorem is not just a mathematical relationship discovered thousands of years ago, it is an alive part of mathematics which has countless applications. Confirming a proof for ourselves connects us to every mathematician who has studied and been amazed by this simple and elegant formula.



Fun Facts about Pythagoras's Theorem!

- The theorem is named for the Greek mathematician and philosopher Pythagoras, who first formalised and proved the theorem. There is evidence that Babylonian mathematicians knew specific cases of this relationship as early as 1000 years before Pythagoras, but the Greeks were the first to formally contend that the relationship is true for all right-angled triangles and then go on and prove it geometrically.
- United States president, James A Garfield, a hobbyist mathematician, discovered an original proof of Pythagoras' Theorem using trapeziums while he was serving as a congressman from Ohio.
- Pythagoras' Theorem gives us the distance formula used in Euclidean geometry, $\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$. Since the x and y axes are perpendicular, the length of any slanted line is found by first determining the horizontal and vertical distances covered by this line, and then applying Pythagoras' Theorem. The theorem is also the basis for finding any locus of points in the Cartesian plane, providing a beautiful harmony between algebra and geometry, which can often feel like separate areas of mathematics.
- The converse of Pythagoras' Theorem holds, which is not common for most theorems! This means that if a triangle has sides which satisfy the equation, $a^2 + b^2 = c^2$ then the triangle is a right-angled triangle. This was one of two (standard) methods available to students on a question in the year 12 Methods SAC I wrote earlier this year! A triangle was formed using three points in the plane, two of which had variable coordinates. Students were required to find the value of a variable that made this triangle a right-angled triangle. The two appropriate methods were using gradients to solve for when two sides were perpendicular, or solving for when the three sides of the triangle satisfied Pythagoras Theorem!

Seudat Hodaya

Tzviki Goldberg, Hesder

This week, the Tzevet created an educational timeline in the Beit Midrash, offering students a meaningful opportunity to engage with the current events unfolding in Israel. Through this visual display, students were able to gain deeper insight, context, and a personal connection to these historic times. To further mark the moment, the Tzevet hosted a "Seudat Hodaya" — a Meal of Gratitude — to express thanks to Hashem for the remarkable developments of the past week. With Gomo, Mizmor L'Todah (a Psalm of Thanks), and of course, burekas, the students came together to reflect, celebrate, and express their gratitude in a powerful way.



Yavneh Buzz

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

Upcoming Dates 2025:

JULY:

Friday 4: Last day of Term 2.

Sunday 13: Fast day – 17th Tammuz

Tuesday 22: First day of Term 3

Mazal Tovs

Mazal Tov to Principal **Shula Lazar** & family on the engagement of their daughter, **Yael Lazar**.

Mazal Tov **Daniel R** and family on the occasion of your Hanachat tefillin. .

B'NAI B'RITH 30TH JEWISH YOUTH ART COMPETITION EXHIBITION



THURSDAY 26 JUNE - SUNDAY 20 JULY

Featuring a showcase of art by the Centre of Jewish Artists (COJA)

AWARDS CEREMONY: SUNDAY 20 JULY, 3PM

Glen Eira Town Hall Gallery

Vote for your favourite artwork with the People's Choice Award



9523 0888 | artcomp@bbvic.org.au | www.bnaibrith.org.au/victoria



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



Leibler Yavneh College

Chess Club

Prep – Year 6, Term 3 2025

Dates: Monday, Jul 28th – Sept 15th

Weeks of Chess: 8-week term

When & Where: Monday 4:05 - 4:55, Room 1

Cost: \$156.00 for the term (or \$19.5 per session)

How to Register

Please sign up & pay by filling out the registration form at <https://chessideas.com.au/register>

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!

Contact us for a free trial!

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! Bottom of Form

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



Bring a Gold Coin for Hoodie/Oodie/Beanie Day!



**Join the fun for the last day of Term 2
Friday 4th of July**

Year 6 JLIFE leaders will come to collect your gold coin!

