



קשר KESHER

Friday 29 August 2025
ה' אלול ה'תשפ"ה

דבר תורה
פרשת שופטים

Becoming Our Own Shoftim

Gedaliah Levin, Jewish Studies Teacher

Chazal teach us that the month of Elul is hinted to in several acronyms:

1. "Ani L'dodi V'dodi Li" – "I am to my Beloved, and my Beloved is to me" (Shir HaShirim 6:3), expressing our closeness with Hashem.
2. "Ish L'rei'eihu U'matanot L'evyonim" – from Megillat Esther, hinting to kindness and unity between Jews.
3. "Ina Leyado V'samti Lecha" – from Parashat Mishpatim, hinting to refuge and teshuvah.
4. "Et Levavcha V'et Levav" – from Parashat Nitzavim, referring to the circumcision of the heart and spiritual renewal.

Each acronym reveals a different dimension of Elul: our relationship with Hashem, our connection with others, our path of teshuvah, and our inner transformation.

Parashat Shoftim is always read in the first week of the month of Elul. We can find connections between these acronyms of Elul and Parashat Shoftim as follows:

Parashat Shoftim opens with the words:

"Shoftim v'shotrim titein lecha b'chol she'arecha" – "Judges and officers you shall appoint for yourself in all your gates" (Devarim 16:18). On a simple level, this is about setting up justice in society. But the Sfat Emet and other Chassidic masters explain that it also applies to the individual: each of us must guard our own "gates" – the gateways of the eyes, ears, mouth, and heart, to ensure that we are living in line with Hashem's will.

How does this connect to Elul?

- Ani L'dodi V'dodi Li – To truly reach closeness with Hashem,

we must judge ourselves honestly, ensuring our inner "gates" are open to holiness and not corrupted by distraction.

- Ish L'rei'eihu U'matanot L'evyonim – By guarding the "gate of the heart," we cultivate compassion and responsibility toward others.
- Ina Leyado V'samti Lecha – The "cities of refuge" mentioned in Shoftim symbolize that even when we fail, Hashem provides us with a path of return. Guarding our gates means not giving up but channeling mistakes into teshuvah.
- Et Levavcha V'et Levav – The ultimate goal of Elul is to purify the heart. By installing "judges and officers" over our actions and desires, we prepare our hearts for renewal in Tishrei.

So the message is this: Elul is our personal Shoftim. Just as the nation is commanded to set up courts and officers, each of us in Elul must become our own judge – not to condemn ourselves, but to guide, protect, and direct our gates so that when Rosh Hashanah comes, we are ready to crown Hashem as King. Wishing the entire Yavneh community a Ketiva Vachatima Tova and a good and sweet upcoming year.

Rabbi Gedaliah Levin

פרשת שופטים

Shabbat Times 

Light candles 5:38pm

Shabbat ends 6:36pm



Pool Fences, Seatbelts and Screentime

Avigail Wonder, Head of Secondary

This year I've been blessed to teach a Year 7 Gemara class. Teaching is the highlight of my day and I relish teaching Torah – especially to help them build their reading, translating and comprehension skills. My class is energetic, motivated, whip-smart and conscientious. They ask the most profound questions, and have really worked to study, understand and revise their learning. I'm so proud of their achievements and growth.

In our move to make classes more screen-free – especially in the junior secondary years – my lessons do not involve the use of computers. Using the old-fashioned booklets, pens and paper but assisted by engaging slidedecks, the students have thrived this year with less distraction, meaningful reading, and focussed discussion and explanations. Given hard-copy resources, the students have concrete study tools and can sit without a computer screen and revise the learning. For students who may need some more visual prompts, the slidedecks, recordings of explanations and all resources are stored on Compass for the students to use if they need.

Let's face it – a computer in the classroom can mean that a child sits at their desk, facing a teacher but trying to ignore a magical portal to the seeming infinity of the virtual world. The NBA playoffs, the latest news out of Israel, updates on draft-picks for the AFL, messages incoming from family or friends, or online shopping are only clicks away. **A screen-free classroom is a focused classroom where students have the cognitive load to take in and process information, to ask questions and store learning into their memories.** They have the opportunity to speak with and ask questions of their teacher. They are engaged, present and then able to plan for study, homework or the next lesson.

How Much Screentime?

The Black Dog Institute's research titled 'Teens and Screens' cites that 89% of youth participants reported spending at least two hours a day using screens, while almost 48% were using screens for four or more hours a day. While this has obvious impact on a child's study and memory of learning, we know that there is growing evidence that increased screen time affects mental health, self-image, self-esteem, socialisation skills, family bonding time and more. And of course, we cannot ignore the scourge of cyberbullying that affects children and teenagers so profoundly.

- Someone saying hurtful things to them online
- Purposely left out of an online activity
- Had humiliating or hurtful things said about them online
- Had humiliating or hurtful lies spread about them online
- Had their private messages, information or secrets shared
- Were sent or tagged in offensive or upsetting photos or video
- Were told online to hurt or kill themselves or that they should die
- Had humiliating or hurtful photos or videos of them shared online
- Had someone say that they were going to hurt or kill them or told other people to hurt or kill them
- Had someone share their phone number, email or home address online
- Had humiliating or hurtful fake photos or videos made of them and shared online
- Had a fake online identity or profile made of them, without their permission



What can do about my child's screentime?

The Torah gives us the unique mitzvah of *מִצְוַת מַאֲכֶה* Maakeh (building a fence) – obligating us to construct a fence around a rooftop to protect against a hazard. We do this for anyone – how much more so, for our own children. We would never let our children ride in a car without a seatbelt. We would never install a pool without a fence. So we need to eliminate and reduce risks for our children – emotional, mental, spiritual, cognitive and social – by being the responsible adults and intervening in their screen usage. Even if your child already has a computer in their bedroom (an obvious issue), or their own mobile phone – you can step in.



an example of daily screen time usage for a teenager. Imagine if they spent 8 hours a day at school (phone free) and hopefully another 8 hours sleeping – then it means virtually every other moment of their 24-day would be spent on a screen.

Practical Actions You Can Do:

- 1) Track screen-time usage on their phone – How much time are they using their phone each day? What apps are they using?
- 2) Enable limits on screen time – work out a reasonable amount of time your child should be using their phone each day and set parental controls and limits on screen-time, app-usage time. You're paying the phone bill and they're your child – you can set the boundaries of what is acceptable.
- 3) Eliminate apps that are not healthy or appropriate – using parental controls, you can remove apps from your child's phone that are not necessary for their learning, growth, healthy socialisation or mental health. You can limit download capabilities to ensure that your child cannot download new apps onto their phone.
- 4) Regularly monitor your child's phone – check that they have not reset the phone or redownloaded apps. For children in junior secondary, their phone and group chats should be monitored for inappropriate messaging. According to the eSafety Commissioner, more than 50% of children had been cyberbullied at some point.

If you don't know how to do this yourself – engage a professional!
When we decided to purchase our 13-year old son his first phone, we knew that it would be important for him to be able to make plans with his class. We purchased an Apple iPhone and engaged a provider to install software and limits on the phone. We chose to give our son the following apps:

- School learning system (eg. Compass)
- Email and calendar (Microsoft Outlook)
- Whatsapp for group messaging
- Maps
- PTV – to access public transport schedules
- Torah app for daily Torah learning
- Siddur
- Tehillim
- Google Maps
- JEAP
- Wallet
- Fitness tracking capability



Percentage of youth participants who said they used the following categories of apps for at least one hour per day.

We eliminated Safari or Google and our son cannot access any links to any websites. Even when I sent him a link to a PDF sent by the school – he couldn't access it. This small inconvenience is a small price to pay for my son's screen time which sits comfortable below 1 hour per day. (I did take a screenshot of the PDF and whatsapp it to him so he had access to the information)

His phone is used for healthy socialisation (which we regularly monitor), public transport, finances, self-organisation and learning. Even with limited apps, his screen time is limited by parental control so that he doesn't spend too much time messaging his friends. We didn't even enable the NBA app for basketball scores, as we felt that there was too much risk of wasted time and exposure to inappropriate content. He can look up the scores on the family computer.



This intervention – the pool fence, the seatbelt – is not only doable but a moral imperative for every parent. With the incoming laws prohibiting children under 16 from using social media apps – now is the time to step in and help our children navigate their lives in a healthy way.

What's needed is an initial commitment to set up your system as a family, engage outside help if needed and remain committed and unwavering to your values and priorities as a family. Your child will thank you for it and the naches you will derive will last for generations!

Cyberbullying is more common among teens than younger children⁵

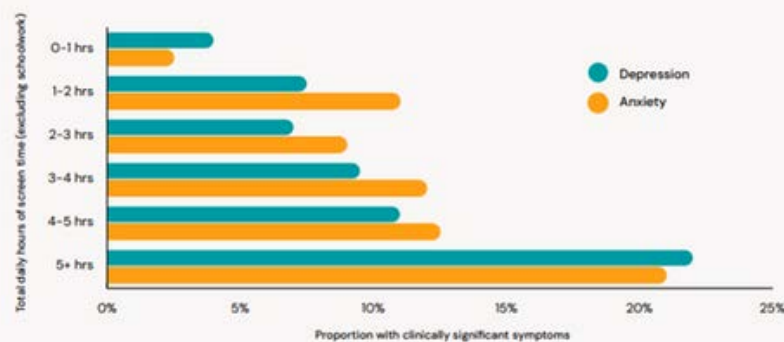
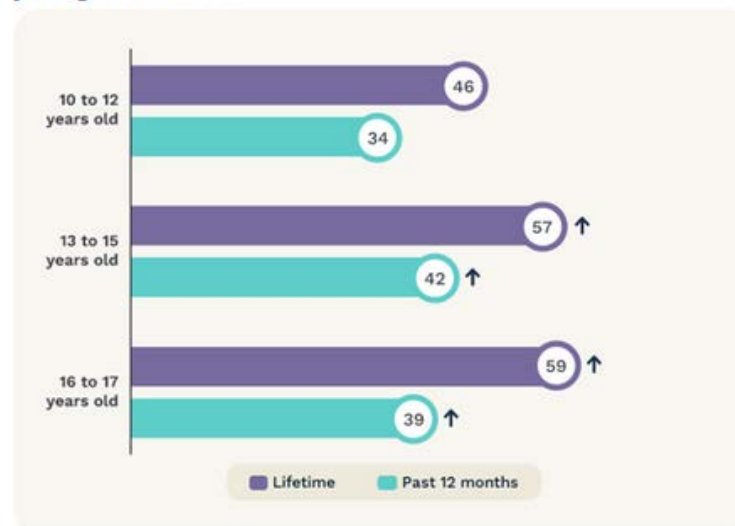


Figure 10. Cross-sectional associations between daily hours of screen time with depression and anxiety.

Black Dog Institute's graph showing association between daily hours of screen time with depression and anxiety

ROSH HASHANA GIFT BOXES 2025

All proceeds going to support the Emunah Therapeutic kitchen in Sderot and therapy sessions for children and families

\$60 per box

trybooking.com/DFAVR

EMUNAH AUSTRALIA

Biscuit Bakers

Elul is Here!

Melissa Roach & Chava Cohen , SK Aleph Educators

The month of Elul marks a special period in the Jewish calendar—a time for spiritual preparation, and heartfelt reflection as we approach Rosh Hashanah and Yom Kippur. In our kindergarten, the children are beginning to sense the unique atmosphere and are learning about the meaning of this month in their own special way.



We began Elul with a creative and exciting activity—making shofars! The children were curious and engaged, asking questions, looking at pictures, and even listening to the unique sound of the shofar. Through this hands-on experience, they are connecting to the idea of the shofar as a tool that awakens us to think, reflect, and strive to improve.



During our Shofar -making activity, each child created their own shofar using plaster and paints. As they worked, we spoke about what the shofar “says” to us. Does it remind us to say sorry? Maybe it invites us to think about our friends and treat them with kindness? The children shared touching thoughts and expressed a desire “to be better”—at home, in kinder, and with their friends.

The shofar is sounded during Elul and on Rosh Hashanah in Shules. Its sound is not just music—it’s a voice that stirs the heart, reminding us to pause, consider our actions, and aim to be better. Even young children, in their pure and innocent way, grasp this message through play, creativity, and conversation. Our Elul program also includes a variety of experiences which includes stories, songs, role-playing, and age-appropriate discussions. Our goal is to make the values of Elul—forgiveness, self-improvement, love of others, and closeness to God—accessible and meaningful through joyful and experiential learning.

We believe that even at a young age, children can connect to the spirit of Judaism and the values it offers, especially when learning is done through creativity, experience, and open dialogue.

Wishing everyone a month of Elul filled with light, renewal, and good intentions!

Visit From Magen David Adom Teddy Bear Hospital

The MDA Teddy Bear Hospital visited our Junior Kinder rooms this week! After hearing an engaging story about Hershy and his ‘medical emergency’, the students were delighted to dress up as paramedics and put their skills to action as they cared for their much loved teddy bears and soft toys.



Teddy Bear
'Hershy'

Book Week in The ELC



Our children in the ELC thoroughly enjoyed Book Week and came dressed as their favourite Book characters! Thank you to the parents who came and read books to our students!



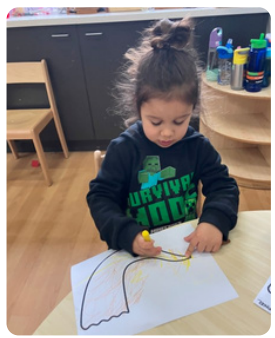
From The ELC! שבת שלום



Rosh Hashana Learning in PriGan



As part of their Elul learning, the Pri-Gan children decorated shofar outlines, using a real shofar as a visual reference to observe its unique shape and features while creatively colouring with brown, yellow, and black crayons. Before lunch, they engaged in a hands-on apple-themed activity that reinforced colour recognition, counting, and number identification. Each child took turns placing the correct number of red or green apples on matching mats, guided by Morah Bianca's instructions. This interactive experience supported their development in listening, following directions, one-to-one correspondence, and fine motor skills—all in a fun and meaningful way.



ELC Kinder Open Day

Ta'am Shel Yavneh



Simcha & Song

Thursday 30 October תשפ"ו
9:15am - 10:00am

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

RSVP: <https://tinyurl.com/simchansong>



Primary J-Life Update:

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

In JLife Primary, one can feel that Elul and Rosh Hashanah are in the air.

Last week in Jewish Lego Masters club, children were set the challenge to make a shofar. This week, students continued to decorate bags for Smiles on Seniors' Rosh Hashanah packages and making cards for CCare. At the primary assembly last Friday, we had a guest come to speak to us about CCare and kick off the honey collecting for Rosh Hashanah care packages. Honey is due in by Friday September 12th. Collection box is outside the Primary Office.

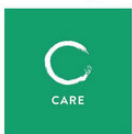
Monday being the second day of Rosh Chodesh Elul, students were greeted at the Nagle Gate with coins to give to Tzedakah. JLife is also holding its annual Tzedaka raffle, with a raffle ticket given to each student who gives Tzedakah. The raffle for each year level will be drawn at the final assembly for Term 3. Please encourage your child/ren to bring a bag of coins to give a coin to Tzedaka each day.

The Elul Tzedakah box making competition has begun, with our display bench already starting to fill up with very creative boxes. Be sure to get yours in before Monday 15th of September.



Please bring in full jars of honey to be donated to CCare!

Bring in a honey container to donate to CCare
Bring in by Friday 12th of September



TERM 3 LUNCHTIME CLUBS
12:30 – 1:00pm

MONDAY Jewish Diamond Art
Years 3 – 6 in Room 31

WEDNESDAY VR Club
Years 5 and 6 in Beit Midrash

THURSDAY Art with Teacher Samara
Choir with Morah Sarah Finch
Years 3 – 6 in the Music House

FRIDAY Jewish Lego Masters
Years 1 – 3 in Room 31

ELUL אלול
PRIMARY
TZEDAKAH BOX MAKING COMPETITION
צדקה

TEFILLA תפילה

TESHUVAH תשובה

TZEDAKAH

DECORATE THE BOX TO THE THEME OF THE CHARITY YOU WILL BE DONATING THE TZEDAKAH TO

Place on the downstairs white bench
From - MONDAY 25th AUGUST - א' אלול
Until - MONDAY 15th SEPTEMBER - כ"ב אלול
Don't forget to write your name and year level



The Quiet Crown of Humility

Rivki Herzog, Jewish Studies Teacher

This week's parasha, Shoftim, speaks about kings and the temptations of power. A king is warned not to amass horses, wives, or wealth, so he does not believe he stands above the law. Instead, the Torah commands that every king must write a Sefer Torah and keep it with him always:

"...so that he may learn to be in awe of the Lord his God... and not feel superior to his people or turn from the law to the right or to the left."

Even a king, the one person in Israel, whom all are commanded to honour must carry with him a constant reminder of humility. This is nothing short of revolutionary. In the ancient world, rulers defined themselves through grand monuments, palaces and statues that placed their ego at the centre. Judaism redefines greatness. Not through vanity, but self-restraint; not arrogance, but humility. Humility does not mean thinking less of yourself. It means being secure enough in yourself that you don't need to be above others. When Hashem is at the centre of your life, you no longer need to be.

It is no coincidence that we read this parasha now, in the first week of Rosh Chodesh Elul. Elul begins a season of Teshuvah and above all, conversation with Hashem. But how do we speak to the King of Kings? With the same humility the Torah demands of kings themselves.

In Year 5, this week, we discussed the Tefilla of Avinu Malkeinu. The students discussed the idea that we are speaking both to our Father and to our King. Elul reminds us that Hashem's greatness is shown not in distance but in closeness, not in splendour but in listening. Just as the king of Israel was commanded to keep Torah by his side, we too are asked in Elul to keep Torah and Hashem Himself close to us, shaping our every day. The students noted that speaking to Hashem as both our Father and King reminds us that humility brings closeness, not distance. The greatest kings are those who listen.

And here lies the paradox: humility is the key to boldness. Avraham declared, "I am but dust and ashes" yet he challenged Hashem to save Sodom. Moshe asks Hashem "Who am I?" when called upon to save the Bnei Yisrael and was called "the most humble of men" yet he confronted Pharaoh. Their humility was not weakness. It was strength rooted in knowing that they were shlichim of Hashem. They did not need to prove themselves, so they could stand tall for others.

In comparing different leadership approaches and diving into communal responsibility, in his book *To Heal a Fractured World*, Rabbi Sacks z"l discussed the difference between Avraham and Noach. Noach was righteous, but his righteousness was private. When warned of the flood, he built an ark to save himself and his family, but he did not daven for his generation. He was what Rabbi Sacks called a "tzadik im pelts" a righteous man in a fur coat. He kept himself warm, but he did not light a fire to warm others. Avraham, by contrast, embodied covenantal responsibility. Humble before Hashem yet bold on behalf of humanity, he davened for Sodom, welcomed strangers into his tent, and became the father of our people because he lit a fire of faith and justice that spread outward to the world. Our challenge is not only to keep ourselves warm in Torah and mitzvot, but to light fires of kindness and responsibility that bring warmth to others.

This same principle of leadership is expressed in Parashat Shoftim. The king of Israel, despite his power and honour, was commanded to write a Sefer Torah and carry it with him at all times, "so that his heart not be haughty over his brothers." A true Jewish leader or king cannot live insulated in his own "fur coat." He must remain humble and act with responsibility for those he serves. Like Avraham, he must carry Torah close, placing Hashem at the centre of his life, so that he can lift others and spread warmth throughout a nation.

As Rabbi Sacks quotes C.S Lewis "Humility is not thinking less of yourself; it is thinking of yourself less".

Good Shabbos,

Year 5 Fashion Show



Corinne Caballo Goldberg, Primary & Secondary Hebrew Teacher

This week in Year 5, we concluded our unit on weather, seasons, and how they influence the clothes we wear. To make learning meaningful, we began each lesson by observing the day's weather, helping students connect classroom discussions to everyday life.

To celebrate the end of the unit, we held a special fashion show. Students prepared short descriptions of their outfits, and many added a personal touch by bringing clothing and accessories from home. The result was a vibrant, fun, and educational showcase that beautifully wrapped up our study of seasons and clothing.

Here are some snapshots of our enthusiastic students in action.





Year 1 Explore Data

Romy Browne & Megan McKenzie, Primary General Studies

Our Year 1 students have been busy learning all about collecting and interpreting data. They explored the purpose of data collection and discovered how to represent information using tally marks and pictographs.

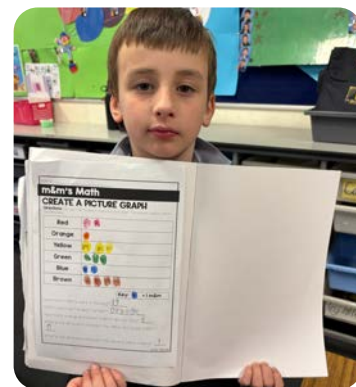
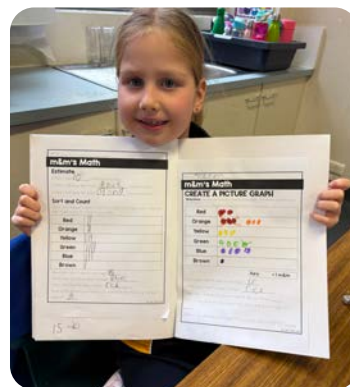


The children practised asking strong, clear questions to guide their data collection and then organised their findings into tally charts and pictographs. This hands-on approach helped them see how numbers and information can tell a story.

To finish off our unit, students enjoyed a colourful and engaging activity using small bags of M&Ms. First, they estimated which colours might be inside their bag and how many of each they thought they had. Then came the exciting part – tipping them out, sorting the colours, and recording their results. They represented their findings in pictographs, putting their new skills into action. Of course, the best part was getting to eat their data afterwards!



This activity was a fun way to wrap up our learning and showed just how meaningful and enjoyable Maths can be!



Who Knew?

Pnina Douek, Library Operations Officer

Who knew that the tooth fairy collected all the teeth lost by little children and created a village called Hypnagogia?

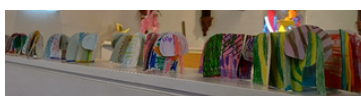
Who knew that that in 1916, when relocating the Sydney Zoo from the Eastern Suburbs to the new Taronga Zoo, Jessie the elephant was walked through the streets at night to board a ferry to cross the Harbour, because there was no truck big enough to transport her?

Who knew that bear cubs are tossed out of the family group when still young to fend for themselves? Makes one wonder, do those cubs they grieve?

Can a 13 year old be best friends with an 83 ½ year old?

All these facts, (some imaginative!) have come from books shortlisted in the Children's Book Council Book of the Year. Each and every book you and your child read will not only build your background knowledge of any topic you choose, but also take you on an adventure into a new and different place, imaginative or real!

Please enjoy some of the students' creations as they went on their adventures through books during Book Week.



Math With Ms. Joubert

Students learnt about surface area and nets of rectangular prisms and cubes in Ms Joubert's Maths class.



Years 4 – 6 Balaclava District Athletics Carnival

Selected Yavneh students from Years 4–6 proudly represented the school at the Balaclava District Interschool Athletics. Despite Melbourne's famously unpredictable weather, our students showed incredible resilience and team spirit, competing with enthusiasm and determination. From sprints to long jumps, each event was met with effort and pride. A huge congratulations to all our place-getters, and a special kol hakavod to every participant for their sportsmanship and commitment. You've made Yavneh proud!



Year 9 Zionist Camp!



Year 11 Physical Education & Legal Studies Collaboration

Jaimee Krongold & Tahni Swiatlo, VCE Teachers

This week, the Year 11 PE and Legal Studies classes worked together to explore legal and ethical issues in sport. In groups, students researched topics such as concussion, drug use and racism, considering both the physical impacts and legal elements involved. They then created posters to present their findings, highlighting the links between physical, psychological, and legal aspects, including the type of offences and the implication this has on society, while building collaboration and critical thinking skills.





Cyber Bullying Workshop

Students in Years 7 and 8 attended a powerful dramatised workshop on cyberbullying, presented by Brainstorm Productions as part of their The Protectors program. Through a live theatre performance followed by a guided discussion, students explored themes of digital responsibility, empathy, and resilience. The storyline followed relatable characters navigating online and in-person bullying, helping students understand the impact of their actions and the importance of standing up for themselves and others. The session encouraged thoughtful reflection on what we post and share online, empowering students to become "protectors" in their digital and real-world interactions.



Chaverim Program Year 8 Visit Jewish Care

In continuing our amazing Chaverim Program for our Year 8 students, we visited Jewish Care Windsor for another beautiful afternoon. Our students love engaging with the older community in such a positive, meaningful way. These interactions are not only a huge Mitzvah, but it give our students integral skills in communication, active listening, respect for our elders and empathy.



Niche Player of the Week

Noah G, Year 8 Student

Ewan Mackinlay



Ewan Mackinlay is a midfielder from Port Adelaide.

He scored 1 goal against Gold Coast last weekend.

He got 15 disposals with 73% disposal efficiency. Mackinlay was picked up in this year's mid-season draft.

Last round, he earned 75 AFL Fantasy points and 80 Supercoach points.

CAPTAINS' CORNER PARASHA QUIZ

STUDENT OF THE WEEK:
Zara L

Likes: dogs, soccer, pasta, sushi, traveling, horse, zio camps

Dislikes: Cats, tuna, reptiles, exams, waking up early, cold weather, long lines at the tuckshop

Fav tuckshop food: Veggie burger

Fav Subject: Hass

If I were principal for the day:

Organise a whole school trip to Israel



EMOJI QUIZ

Guess the Movie!

1. 🧙 📖 🍏
2. 🦁 🎉
3. 🧙 🏹 ♂ 🗡️ ⚡
4. 🦖 🦖 🌴
5. 🧊 🏰 ❤️ 💔
6. 🦋 🚲 🍌
7. 🏹 🍞 🔥
8. 🐟 🔍 🌊
9. 🦋 🧙 🍷



- Emoji Answers:
1. Snow White and the Seven Dwarfs
 2. The Lion King
 3. Harry Potter
 4. Jurassic Park
 5. Titanic
 6. E.T. the Extra-Terrestrial
 7. The Hunger Games
 8. Finding Nemo
 9. The Wizard of Oz

2 TRUTHS 1 LIE JORDI M

1. I eat 1 banana every single day
2. I once went to Collingwood training 6 times in 12 days
3. It takes me 40 minutes to get out of bed in the morning

1. Why does the Torah command appointing judges and officers in every city, rather than just having one central court?
2. What is the Torah's warning about taking bribes, and why is bribery described as "blinding the eyes of the wise"?
3. What are the specific limits placed on a king of Israel regarding wealth, horses, and wives — and what's the reason behind these limits?
4. How does the Torah describe the role of a prophet, and how can the people tell if a prophet is genuine or false?
5. What is the law of the Eglah Arufah (the broken-neck calf), and what lesson does it teach about communal responsibility?



- Tempehof Answers:
1. Grimsby Town
 2. Western Bulldogs
 3. Travis Head, Mitch Marsh and Cameron Green
 4. Geelong
 5. Dallas Cowboys and Philadelphia Eagles

1. Because justice must be accessible everywhere, not only in a central location. Local courts ensure fair judgment for every community and prevent corruption or neglect.
2. The Torah says, "You shall not take a bribe, for a bribe blinds the eyes of the wise and distorts just words." Even wise judges can lose objectivity when influenced by personal benefit, leading to unfair decisions.
3. The king may not accumulate many horses, take many wives, or amass excessive wealth. These limits prevent arrogance, distraction, and reliance on military or material power rather than on Hashem.
4. A prophet must speak in Hashem's name and guide the people according to the Torah. If a prophecy fails to come true or contradicts the Torah, the prophet is false.
5. If a murdered person is found and the killer is unknown, the elders of the nearest city bring a calf, break its neck, and declare they are not guilty of neglect. This teaches that leaders and communities share responsibility for protecting human life and maintaining safe conditions.
- 6.



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

Upcoming Dates 2025:

SEPTEMBER:

Monday 1: Primary Parent Teacher Conferences
Tuesday 2: Secondary Parent Teacher Conferences
Thursday 4: Years 4 -6 Father's Day Tefillah
Monday 8: Secondary Parent Teacher Conferences
Tuesday 9: Primary Parent Teacher Conferences
Friday 19: Last Day term 3.

Mazal Tavs

Mazal Tov Ella **Gordon** and family on the occasion of her Batmitzvah.

Mazal Tov to Kayla **Eppel** and family on the occasion of her Batmitzvah.

Mazal Tov to Sara **Amzalak** and family on the occasion of her son's Barmitzvah.

Mazal Tov to Ettie **Spigelman** and family on the occasion of her grandson's Barmitzvah.

Mazal Tov to Michi **Wenig** and family on the birth of a daughter.

Mazal Tov to Teri, Ben and Rafi **Glazer** and family on the birth of a baby son and brother, Noah.

Condolences

Condolences to Lynnece LeBransky and family on the passing of her father, **Robert Lutz Goldman** ז"ל.

Shabbat Shalom



JUNIOR PICKLEBALL

Mondays 5-6pm
Grade 5-Year 9

Weekly Tournaments
Pickleplay- 1 South Dr
Bentleigh East



Term 3 Adult Learning Series

Weekly Evening Sessions
VCE Study Centre
2 Nagle Ave, Elsternwick

Uncover the unexpected!

Wednesday
3 September
י' אלול
7:30pm

The Craziest Solution to the
Israeli-Palestinian Conflict
You Have Never Heard Of
& Why It Just Might Work
with
Rabbi Zach Gomo



Strengthen your connection
to Torah & Community

Join us!

RSVP: tinyurl.com/lycacademy



LEIBLER
YAVNEH
COLLEGE



Strengthening our
community.
Protecting our
way of life.



CSG Victoria
Annual Appeal August 2025
<https://donate.csqvic.com.au/2025appeal>





180\$



Happy New Year in a basket

A flowering plant or dried flower bouquet, pomegranate liqueur and olive oil from the Gaza Envelope, Honey from Northern Israel, and Natural pomegranate juice from Ramat Hagolan.

To better days

Beautifully crafted spread, jam, olives, honey, 2 alcoholic beverages - gin/ honey liqueur/ citrus liqueur / lemon Arak/ pomegranate liqueur/ grapefruit Arak

144\$



A taste of Israel

Olive oil, honey and lemon Arak from the Gaza Envelope. Lemon Arak can be switched for pomegranate liqueur.

72\$



All products are certified kosher, sourced from the Gaza Envelope or Northern Israel, and may vary depending on stock availability

Visit our website - unitedwithisrael.com.au/rosh-hashanah-hampers



Rosh Hashana Hampers

A Gift Wrapped in Love, from You to Israel

We're proud to be part of a heartfelt Rosh Hashana initiative, inviting you to send beautiful gift hampers to family, friends, or those in need in Israel - while directly supporting small businesses across the country.

It's a win-win:

- Each item is sourced from communities near the Gaza border and in the north - from small businesses working to rebuild under incredibly tough conditions.
- 100% of profits go toward mental health support projects on the ground.

You can choose to:

- Send a gift to someone you love in Israel
- Donate a hamper to hostage families or injured soldiers

This Rosh Hashana, let's support rebuilding and hope, one gift at a time.

Visit our website - unitedwithisrael.com.au/rosh-hashanah-hampers

ה' יתברך
תמיד
אוהב
אותי
ותמיד
יהיה לי
רק טוב



INTRODUCING ILLUMINATE BY ERDI FOUNDATION

A powerful MJCF initiative, designed to spark meaningful giving and bring light to countless lives every week.

How it works:

- 01 Subscribe to the Illuminate platform.
- 02 Choose donation amount.
- 03 The automated system will donate the money to MJCF at candle lighting time each week.

Every Friday at candle lighting time, Jewish Women will now have the opportunity to give charity in the most meaningful way, seamlessly, spiritually, and with purpose.

Share kindness. Spread light. Transform lives.



illuminate.mjcf

illuminatebyerdi.org.au