



קשר KESHER

פרשת ויקרא

Friday 20 March 2026
ב' ניסן תשפ"ו

Are we to blame for our mistakes?

Chaim Cowen, Deputy Principal, Head of Jewish Studies

In secular criminal law there are two simultaneous components necessary in finding culpability for a crime; mens rea (a guilty mind) and actus reus (a guilty act). A quirky case which illustrated this point is that of Thabo Meli v The Queen in which four assailants attempted to kill the victim and then, thinking he was dead, threw his body off a cliff. Upon forensic investigation it was found that in fact the victim had died from the later fall and not from the earlier attempts at murder. The defendants argued before the Privy Council against a guilty finding being that at the time of the actus reus there was no mens rea (as the assailants believed they were merely disposing of a dead body) and at the time of the mens rea there was no actus reus (as the victim was not fatally injured).

The focus upon the concurrence of the dual concepts of mens rea and actus reus is contrasted by a very different perspective on culpability discussed in Parshat Vayikra. Among the discussion of various atonement offerings brought for wrongs committed between man and G-d is the Korban Chatat, an offering brought specifically for inadvertent sins. The notion of culpability for wrongs committed inadvertently, without a guilty mind, is foreign to the secular legal system (aside for unique cases of strict liability) and are seemingly counter-intuitive. After all, what atonement is necessary where one never even intended to cause wrong?

In relatively recent times, psychoanalysis has opened the door to the subconscious, revealing hidden depths to human character that were previously uncharted. It is specifically in the light of such discoveries that we are able to fully comprehend what the Korban Chatat teaches us. Human beings are in fact responsible not only for their witting actions, but also for their unwitting ones. We are responsible for the habits we form and for the shaping of our subconscious. In fact, our inadvertent wrongs often reflect our true colours more vividly than our intentional acts. Our conscious acts may well be calculated to impress or to flatter. Yet our subconscious represents the truth of where we are at. Is it instinctual for us to say thank you, to give, to love, to care? Is the sanctity of Shabbat something we feel at the very depth of our being? Is G-d present even in our absent-minded thoughts?

While there is a clear distinction between the severity of wrongs done consciously and those which are inadvertent mistakes, the Torah teaches us to demand of ourselves a level of integrity that permeates our very essence.



פרשת ויקרא

Shabbat Times 

Light candles 7:13pm

Shabbat ends 8:09pm

Fun in the Kinder



Fun in the Kinder



Gematria Genius Celebration and getting into the Pesach Spirit

Sara Amzalak, Head of Jewish Life and Learning

Last week on Friday, students from Year 3-6, who had completed all 5 Gematria challenges, came in their Crocs to celebrate their achievement. Student's Crocs were adorned with a number of smiley face Jibbets and a special JLife Jibbet, rewarded when challenges were completed. During Friday lunch recess time, students gathered to battle it out in a final challenge - a Gematria Blooket. In third place was Boaz. L 5B, second place Eytan.E 5B and in first place was Asher. H 5B. A huge Yashar Koach to all who participated - a fun and educational time was had by all.

Last week in JLife lunchtime craft club, students got creative with matzah print to get us into the Pesach spirit - student's creation were very imaginative and have created a decorative pin board display in our downstairs main corridor.

Our Year 6 JLife Leaders are running a frog guessing competition. Gold coin for a guess, with all money raised going to Maot Chitim - supplying people with Pesach essentials. Competition will run till next Thursday 26th of March and the winner will be announced at the final assembly of Term 1.



Year 4's learning new Hebrew vocab

Shiri Peres, Primary Hebrew Teacher

In Hebrew, Year 4 students have been learning new vocabulary related to food and drinks. They practiced naming different items and discussing what they like to eat and drink. Students wrote a short story describing their favourite foods and drinks using the new vocabulary and verbs they had learned.

After completing their writing, they created their own posters adding their favourite food and drinks. It was wonderful to see their creativity and enthusiasm while using their new vocabulary.



Year 3's Embracing Art

Romy Browne, Primary General Studies Teacher

Our Year 3 students have embraced their art lessons this year with enthusiasm, letting their creativity and imagination shine.

This term, our focus has been on developing and refining drawing skills. Students explored optical illusions, drawing inspiration from the work of Israeli artist Yaakov Agam. A key challenge in this project was carefully folding their artwork to achieve the intended illusion effect. While this proved tricky, students demonstrated impressive persistence, using trial and error to problem-solve and ultimately produce results they were proud of.

We are now working on an exciting new project using Posca markers, where students are designing abstract "name puzzles" that creatively incorporate their own names into bold, colourful designs. We are looking forward to sharing more of their finished pieces soon!



The humble flashcard and the science of remembering

Shoshi Vorchheimer, Director of Teaching and Learning

At a time when students are often searching for the most efficient way to study, one of the most powerful tools remains one of the simplest: the flashcard. Research in cognitive science continues to show that flashcards are highly effective because they harness two key principles of learning; retrieval practice and spaced repetition.

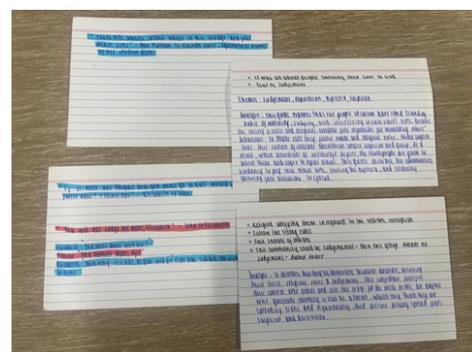
Studies by psychologists Henry L. Roediger III and Jeffrey D. Karpicke found that students who practise retrieving information from memory perform significantly better on later tests than those who simply reread their notes. Although rereading can feel easier and more familiar, actively recalling information, such as answering a flashcard prompt, creates what researchers call desirable difficulty. This effortful process strengthens memory and leads to deeper learning.

Flashcards are particularly effective when used over time rather than all at once. Cognitive science consistently shows that spacing study sessions improves long-term retention. Revisiting flashcards across several days or weeks strengthens memory traces and makes information easier to recall later. Importantly, students should continue reviewing cards even after they have answered them correctly, as repeated retrieval helps secure the knowledge.

Another common misconception is that flashcards only support rote memorisation. In fact, when designed well, they can prompt deeper thinking. Flashcards that ask students to explain ideas, compare concepts, or apply knowledge can help integrate new learning into existing understanding.

Across the school, students are increasingly using these evidence-informed study strategies. In Year 11 English, for example, students studying *The Crucible* by Arthur Miller are using flashcards to practise recalling key quotations, characterisation, and analytical ideas. By repeatedly retrieving this knowledge, students strengthen their ability to use textual evidence confidently in essays and assessments.

In a world of ever-changing study tools and technologies, the humble flashcard endures because it aligns closely with how memory actually works. Simple, portable, and grounded in research, it remains one of the most effective ways students can build durable knowledge.



Torah and Kemach, Entrepreneurship in Action: Learning from Taiba Ash from Finer Rings

Year 9 Torah and Kemach students recently had the privilege of hearing from Taiba Ash, founder and CEO of Finer Rings, who shared the story behind her entrepreneurial journey and the lessons she has learned while building a successful business.

Taiba spoke candidly about how her company began with identifying a gap in the jewellery market. She noticed there was little available between low-cost fashion jewellery and high-end solid pieces and recognised an opportunity to create something in between; beautiful, accessible jewellery that was still handcrafted and distinctive.

She encouraged students to think creatively about how they present themselves and their ideas. One of the keys to her success, she explained, has been being willing to put herself at the centre of the brand, promoting her products openly, appearing in marketing content, and engaging with her community. This personal connection, combined with the point of difference of handmade designs, helped establish the brand's identity.



Taiba also emphasised the importance of market research. Understanding the right price point, calculating production costs, and determining sustainable profit margins are essential parts of turning an idea into a viable business.

Today, Finer Rings has grown to six stores and a team of around 50–60 staff, an achievement that began with curiosity, determination, and a willingness to learn. Taiba reminded students that aspiring entrepreneurs have unprecedented access to knowledge, noting that many practical skills, from product design to building a website, can be learned through platforms such as YouTube and TikTok.

Her visit offered students an inspiring message: with initiative, research, and confidence in your ideas, it is possible to turn a simple concept into a thriving enterprise.

Our Swimming Stars

Aaron Fetter, Head of Secondary HPE

Three of Yavneh's brightest swimming stars shone in last week's Beachside District 2026 Championships at Oakleigh Pool. Mikaela S (Year 7), Judah T (Year 8) and Omri B (Year 10) competed in a range of events, including freestyle, backstroke and breaststroke in age and open categories.

Results:

Mikaela S – 1st 50m breaststroke. Runner up by .5 of a second in 100m breaststroke (open age event). Runner up 50m backstroke.

Omri B – 3rd 100m breaststroke (open event). Top 5 finish in 50 & 100m freestyle.

Judah T – Top 6 finish in 50m freestyle and backstroke.

Well done to all students on their efforts and achievements. Mazal Tov and good luck to Mikaela S who has qualified for next week's Southern Metropolitan Region Finals.



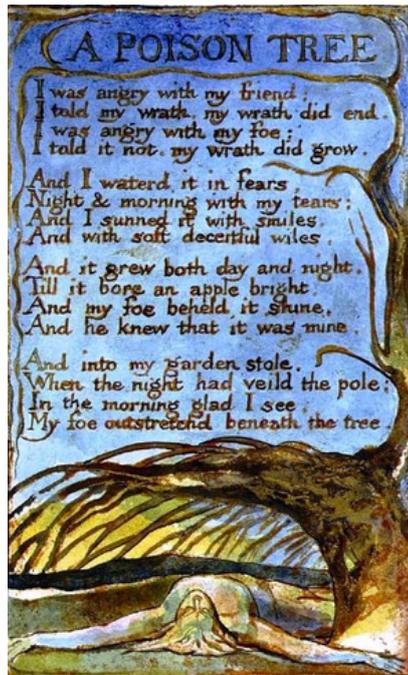
Year 8 English: Pencils and Poets

Aaron Fetter, Year 8B English Teacher

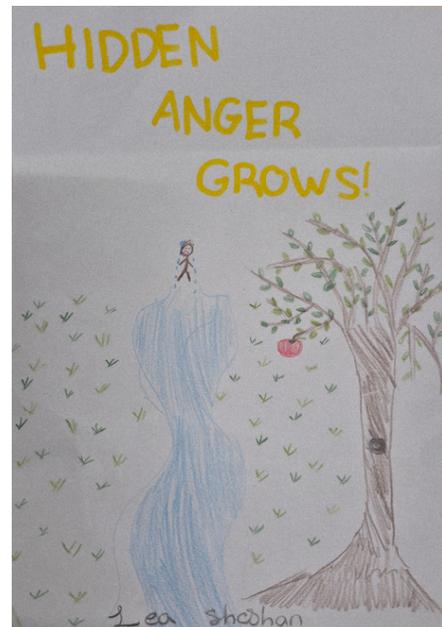
In term 1, students have been immersed in the visionary world of William Blake, the 18th-century British poet, painter, and printmaker. Blake was a pioneering figure, celebrated for his profound spiritual insights, imaginative power, and distinctive artistic vision. His groundbreaking illuminated works were hand-coloured, illustrated books that merged poetry with intricate visual art. His most iconic collections, *Songs of Innocence* (1789) and *Songs of Experience* (1794), showcase his genius for blending lyrical verse with striking illustrations, creating immersive artistic experiences that challenged conventional boundaries between literature and visual art.



'Glad I See' by Raph P 8A



'Hidden Anger Grows' by Lea S 8B



'A Poison Tree' by William Blake

As part of the Analytical Response to Text Unit, students studied Blake's powerful poem *A Poison Tree*, examining themes of anger, revenge, and human nature. Students were instructed to design their own illuminated works, with their creations inspired by Blake's approach. Students were encouraged to express their interpretation of the poem through a blend of drawing, imagery, and minimal text. Educationally, there is strong evidence that highlights both visual expression and artistic creation as tools that support comprehension and memory retention.

Furthermore, drawing combined with reading and writing supports students with diverse learning styles, fostering a deep and emotional connection to texts. Fittingly, this notion is exactly what Blake himself championed through his illuminated masterpieces. Here's a couple of our budding Blake's best works:

What a week in JLife!

Sivan Blitman, Jewish Life Educator

It has been a fantastic weeks in JLife! The teachers vs students Lashon Hara basketball game was a huge success, with unreal energy and incredible vibes from everyone involved. Shkoyach to Deena E for making it all happen, and for encouraging students to learn more about Lashon Hara. It was amazing to see the whole school come together for such a fun and spirited event.

We were also excited to have our Rosh Chodesh girls breakfast back again, and it was as special as ever, a great opportunity for the girls to connect, reflect and start the new month of Nissan together.

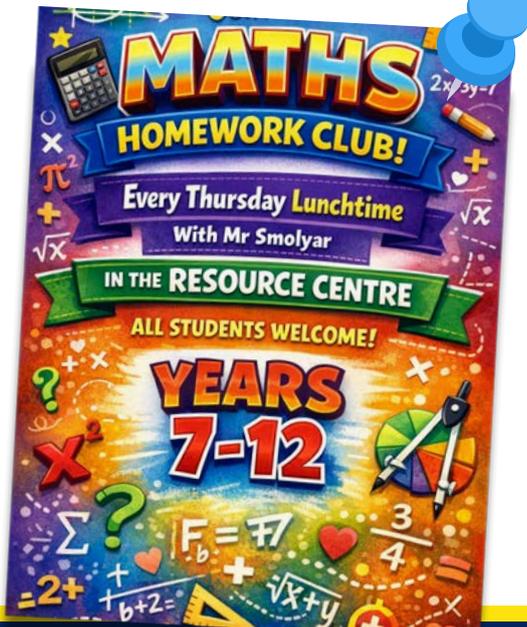
Pesach preparations are well underway! We're excited for Pesach kit packing next week, and our Year 7 Pre-Pesach Parent-Child Learning, which is shaping up to be a really meaningful and enjoyable evening for families.




VCE Subject Selection Info Evening
 Wednesday 15 April
 7:30 - 9:00 pm
 28 Nissan 5786

Lamm Hall
 Elsternwick campus
 All Students & Parents in Year 10 (Year 11s are welcome to attend)

 **LEIBLER YAVNEH COLLEGE**



MATHS HOMEWORK CLUB!
 Every Thursday Lunchtime
 With Mr Smolyar
 IN THE RESOURCE CENTRE
 ALL STUDENTS WELCOME!
YEARS 7-12



Upcoming Dates 2026

MARCH:

Friday 27:
Last Day Term 1

APRIL:

Wednesday 1: Erev Pesach

Tuesday 2: Pesach Day one

Wednesday 3: Pesach Day 2

Tuesday 14: First Day Term 2

Yom Hashoah

Mazel Tov

Mazel Tov and Yasher Koach to Asher G (3Bet) who chose to give tzedakah in lieu of gifts for his recent birthday. Asher and his friends made donations to Boys Town Jerusalem which transforms the lives of disadvantaged boys through excellent education in technology and Jewish values. We are so proud of you Asher!



The Yavneh Academy

תלמידינו וחכמיה

We're excited to announce the return of The Yavneh Academy!

Join us every Friday morning from 8:20 - 9:00am in the VCE Study Centre at our Elsternwick Campus for inspiring LaLaf-style learning sessions.

Stay connected and never miss an update, scan the QR code here to join our WhatsApp group for all upcoming session details!



SCAN HERE



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MONDAY, MARCH 23, 7:30 PM
CAULFIELD LOCATION





