



קשר KESHER

פרשת נשא

Friday 29 May 2026
יום סיון תשפ"ו

Personal and Social Capability: a shared responsibility between school and home.

Hailey Joubert, Head of Primary

The Australian Curriculum, Assessment and Reporting Authority through the inclusion of the "General Capabilities" in ACARA 9.0, recognises the importance of explicitly teaching the skills and dispositions students need not only for academic success, but for life. These capabilities include self-management, communicating effectively, working collaboratively, being open to feedback, and developing as critical and reflective thinkers.

When we look more deeply at the Personal and Social Capability, it also helps us clarify an important partnership: what schools are responsible for teaching and reinforcing, and what families are responsible for nurturing at home. Schools play a vital role in explicitly teaching and practising skills such as emotional regulation, respectful communication, resilience, teamwork and reflection. Families play an equally vital role in reinforcing values, boundaries, empathy, accountability and respectful behaviour in everyday life. The Personal and Social Capability is organised into four interconnected elements:

Self-awareness

This involves students developing an understanding of themselves, namely, recognising their emotions, strengths, challenges, values and the impact their behaviour has on others. Students learn to identify their feelings, reflect on their actions, develop confidence, and build a realistic understanding of themselves as learners and people.


Developing self-awareness helps children recognise when they are frustrated, overwhelmed, proud, anxious or excited, and respond more thoughtfully rather than impulsively.

Self-management

Self-management focuses on the ability to regulate emotions, behaviour and impulses. It includes persistence, resilience, organisation, goal setting and the ability to cope with challenges and setbacks. These are the skills that help students stay calm when things do not go their way, manage disappointment, follow expectations, resolve conflict appropriately and continue working when learning becomes difficult. Increasingly, these skills are essential for helping children navigate a fast-paced world that often rewards immediacy rather than patience and perseverance.



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Shabbat Times 

Light candles 4:52pm

Shabbat ends 5:52pm

Personal and Social Capability: a shared responsibility between school and home.. contd...

Hailey Joubert, Head of Primary

Social awareness

Social awareness develops students' capacity to understand others, appreciate different perspectives and show empathy, respect and compassion. Students learn to recognise the feelings and needs of others, value diversity, and understand how their actions affect the people around them. This element underpins kindness, inclusion, gratitude and the ability to contribute positively to a community.

Social management

Social management involves building and maintaining positive relationships and interacting effectively with others. Students learn how to communicate respectfully, collaborate, negotiate, resolve conflict, accept feedback, and work through disagreement in constructive ways. Importantly, students learn that being part of a community means balancing individual wants with collective responsibility.

Together, these four elements shape far more than behaviour management at school. They help develop young people who can think reflectively, act responsibly, contribute positively to relationships and communities, and navigate life with increasing independence and maturity.

While schools explicitly teach, model and reinforce these capabilities every day through classroom routines, restorative conversations, collaborative learning, consistent expectations and age-appropriate accountability, these skills are strengthened most powerfully when reinforced at home. When schools and families work in partnership, sharing consistent messages about respect, responsibility, empathy and accountability, children are far more likely to flourish socially, emotionally and academically.

Importantly, these qualities are not developed through explicit teaching alone. They are cultivated gradually through modelling, repetition, boundaries, conversations and everyday experiences from the earliest years through to the pre-teen years, at school and at home.

Parents can nurture respect by modelling respectful communication at home – especially during moments of stress or disagreement. Children learn how to speak to and about others largely by listening to the adults around them. Encouraging children to greet others politely, use please and thank you, listen without interrupting, speak kindly to siblings, acknowledge differences respectfully, and consider how their words affect others all contribute to building respectful habits. As children grow older, respectful behaviour also includes learning that disagreement does not justify rudeness, and that respect should extend to peers, teachers, family members and themselves.



Organising elements for Personal and Social Capability

Children develop responsibility when they are trusted with meaningful age-appropriate tasks and experience the natural consequences of their choices. From packing away toys and helping set the table in the early years, to organising school materials, managing homework, preparing for sport or contributing to household responsibilities as pre-teens, children build competence and independence through participation. Responsibility also grows when adults avoid rescuing children from every discomfort or forgotten item and instead support them to problem-solve, reflect and learn from mistakes.

Empathy is strengthened through conversations that help children consider the feelings and perspectives of others. Parents can encourage this by asking reflective questions such as, "How do you think your friend felt when that happened?" or "What could you do to help?" Reading stories, discussing real-life situations, noticing acts of kindness and involving children in helping others all contribute to developing compassionate thinking. Empathy is also built when children themselves experience empathy as happens when adults acknowledge their feelings while still maintaining appropriate expectations and boundaries.

Developing accountability means helping children understand that actions have impact and that mistakes are opportunities for growth rather than something to avoid or deny. Accountability grows when children are encouraged to tell the truth, apologise sincerely, repair harm where possible, and reflect on what they could do differently next time. As children move into the pre-teen years, accountability becomes increasingly important in friendships, online behaviour, learning habits and emotional regulation. Children benefit when adults respond calmly and consistently, separating the child from the behaviour while still holding high expectations and following through.

Across all of these areas, one of the most powerful influences on children is observing adults who model these qualities themselves. Witnessing adults who apologise when needed, speak respectfully about others, manage frustration appropriately, honour commitments, and demonstrate kindness, resilience and integrity in daily life enculturates children into this way of being.

When schools and families work together to cultivate these capabilities, we are not simply managing behaviour in the short term. We are helping shape young people who can contribute positively to their communities, navigate challenges with resilience, build healthy relationships and grow into thoughtful, capable and compassionate adults.



Choosing the Right Road: A Small Moment, A Big Lesson

David Fisher, Head of Administration

Each afternoon, as the final bell rings and our children spill out of classrooms into the embrace of parents, carers, and familiar routines, another daily ritual begins: the school pick-up. Cars crawl, doors open, greetings are exchanged—and, at times, patience is tested.

It is in these ordinary moments that something quite extraordinary is taking place.

Our children are watching. They are watching how we speak, how we wait, how we respond when things are inconvenient or rushed. They are learning—not from what we say, but from what we do. And in this way, the school pick-up zone becomes more than a logistical exercise; it becomes a classroom of its own, one in which we are all teachers.

Judaism places a profound emphasis on the idea of *derech eretz*—the way we conduct ourselves in the world. It is said, “*Derech eretz לתורה* לקדמה” — proper conduct precedes even Torah. Before we can teach values, we must embody them. Before we ask our children to act with kindness, patience, and responsibility, we must model those behaviours ourselves.

The principles that guide us in the synagogue or around the Shabbat table do not pause at the school gate. They extend into every interaction, including how we park, how we wait, and how we move through shared spaces.

A hurried three-point turn in a no-standing zone. A quick stop in front of a driveway “just for a moment.” A decision to double-park rather than circle around. These may seem like small choices—but they carry consequences. They affect the safety of our children, the flow of traffic, and the sense of respect within our community. More importantly, they send a message.

There is also the idea of *arevut*—mutual responsibility. We are not just individuals navigating a busy street; we are a community. Each of us plays a role in ensuring that every child, not only our own, arrives and departs safely. When we act considerately, we look out for one another’s children as if they were our own.

And yes, there are times when we are in a rush. We all have places to be, schedules to keep. But perhaps the few extra minutes taken to park properly, to wait our turn, to choose patience over urgency—these are the moments that truly shape our children’s understanding of right and wrong.

In *Pirkei Avot* we are reminded: “Who is wise? One who foresees the consequences.” Let us be wise in these daily choices. Let us recognise that the way we behave in the car line is not incidental—it is impactful.

So as you approach the school this afternoon, take a breath. Slow down—not only your vehicle, but your thinking. Choose actions that reflect the values we cherish: respect, responsibility, and care for others. Because in the end, our children will not only remember that we picked them up—they will remember how we did it.



Tzedakah

Incredible donations of seasonal fruit and vegetables from our creche and kinder families were donated to C Care to mark the chag of Shavout and performing the mitzvah of tzedakah.





Bikkurim with Pre-Gan Children

Pre-Gan Teachers

Last Monday, our Pri-Gan children had the incredible opportunity to participate in the beautiful Bikkurim Parade at Mizrahi Shul as part of our Shavuot celebrations. The room was filled with so much joy, excitement, and ruach as the children proudly sang the songs they have been learning, including their much-loved "Torah, Torah and Little Torah."

The children were so proud to wear the gorgeous crowns they worked so hard to create, and it was wonderful to see their excitement shine throughout the celebration.

One of the most memorable moments of the day was seeing the Torah so closely. The children were incredibly excited and engaged as they had the opportunity to kiss the Torah, making the experience feel so real and meaningful as celebrated our love for תורה.

For our learning in the room, we planted our own mung bean to observe them sprouting and growing like the flowers that would grow and bloom on the humble Har Sinai. The children were responsible for watering their own plant every morning. We were also able to strengthen those grip and palm muscles as we learn how to use a spray bottle to water the plants.



Celebrating Shavuot in Junior Kinder Alef with Farm and Dairy Delights

Bronwyn Owen and Talia Morris

In the Junior Kinder Alef classroom, our journey leading up to Shavuot was filled with engaging learning experiences and delightful discoveries. As part of our daily routine, we embraced the tradition of counting the Omer. These few weeks are intended for personal reflection, strengthening positive behaviours, and increasing spiritual self-awareness. With little learners, such as the junior kinder children, this means focusing on being kind, respectful and considerate. It's a time to teach the children about these concepts along with others of sharing and caring, taking care of others and understanding how to contribute to 'Tikkun Olam' repairing the world through acts of loving kindness and doing mitzvot. We learnt about Har Sinai being the mountain in which the Jewish people received the Torah and Luchot Habrit (10 Commandments). The children have learnt that on Shavuot we eat dairy foods and we spoke about how Eretz Yisrael is known as the land of milk and honey.

Our learning has also centred around the fascinating world of farms and dairy foods, providing a rich foundation for exploration and creativity. We began by examining various farm animals and their contributions to our lives, learning that cows provide us with milk and sheep offer wool. This naturally led us to explore the interesting relationship between adult animals and their young, enriching our vocabulary and understanding of the animal kingdom.

Building on this foundation, we delved into the practical role of shearers. Our young learners enthusiastically took on the role themselves, "shearing" wool from our model sheep and creatively attaching it to a cutout of a jumper. This hands-on activity beautifully illustrated how wool is transformed into useful items, such as clothing.

We also did some cooking experiences which enriched our learning. The children eagerly participated in making a delicious cheesecake, discussing the recipe and ingredients before combining them to prepare the treat for baking. In addition, we conducted a fascinating science experiment to make butter. By shaking cream and marbles in a jar, our budding scientists experienced the churning process firsthand and delighted in tasting the fresh butter they created. Visiting the Mizrahi Shule for the bikkurim parade, with all the other kinder and crèche children, was also a highlight as the ruach was so special and could be felt by all who was there. We loved having the Tzevet join us along with Rabbi Epstein to show us the real Torah which was very anticipated. Along with enjoying a beautiful musical tefillah, the children all performed a special mitzvah of donating fruit and vegetables to CCare for people in need within the community. Watching the curiosity and joy of discovery unfold in our Junior Kinder Alef class has been truly wonderful. Through these activities, our young learners have gained a deeper appreciation for the connections between farm life, food production, and the celebration of Shavuot. We look forward to more opportunities for growth and exploration in the weeks to come.

Running Strong

Ryan Rothschild, Head of Sports - Primary

Term 2 has been all about gearing up for the Cross Country season. For the first time in a matter of years, all students from Year 4-6 competed in the Yavneh Interhouse event at Elsternwick Park. In what was an incredibly successful (and sunny!) day, students pushed themselves to achieve things they didn't know yet were possible, while also striving to progress to the District Competition (which took place on 13th May). Every participant earned points for their house. Congratulations to all for giving it a go, and a special mention to the below placegetters in each event!

Year 4 boys (2km): 1st place: Manny B / 2nd place: Benji H
 Year 4 girls (2km): 1st place: Ariella W / 2nd place: Eden S
 Year 5/6 boys (3km): 1st place: Asher L / 2nd place: Adam D
 Year 5/6 girls (3km): 1st place: Romy I / 2nd place: Emma L

All students earned points for their house, with the winners announced at assembly last week. Well done Rosh Tzurim!
 Rosh Tzurim 223
 Ofra 209
 Magshimim 197
 Efrat 191

Year 5/6s still have the Winter Interschool Round Robin to look forward to! Please enjoy pictures of our Prep-3 students enjoying their sport, which has this term focused on kicking skills which included plenty of soccer!



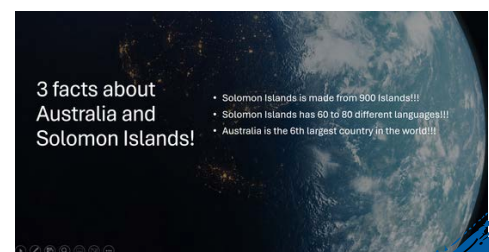
Year 3's journey around Oceania!

Romy Browne, Primary General Studies

As part of our Unit of Inquiry into Australia, the Year 3 students embarked on an exciting research project, honing their inquiry and research skills by comparing Australia and one of its neighbouring countries. Working collaboratively in pairs and groups of three, students discovered many facts about their chosen countries including climate, population (including the Jewish and Indigenous population of each country), flags, as well as significant natural and man-made landmarks.

Using a variety of sources, students gathered and organised information before turning their findings into engaging digital presentations. They embraced technology to create impressive PowerPoints complete with transitions and visuals, demonstrating perseverance as they navigated and overcame technological challenges along the way.

It was wonderful to see students expanding their vocabulary and general knowledge and fine-tuning their research skills. They also learnt the important skills of fact-checking their sources, and rewriting facts in their own words. Most importantly, the project highlighted the power of teamwork, with students supporting one another, sharing ideas, and working thoughtfully and collaboratively to complete their projects. Please see some screenshots from their fascinating presentations below. Well done Year 3!



Yerushalayim comes alive with JLife Primary on Yom Yerushalayim

Sara Amzalak, Head of Jewish Life and Learning

As students stepped into school on Yom Yerushalayim, they passed through a magnificent Shaar Yaffo created by our Tzevet. They then could walk a short distance to the Kottel and say a Chapter of Tehilim and/or write a letter which will be placed in the real Kottel.

Continuing their walk, students came to the main downstairs corridor, where they could pass many famous landmarks of Yerushalayim, made by students who entered the Yom Yerushalayim model making competition. Landmarks included, Chord Bridge, the Knesset Menorah, Shuk – Machaneh Yehudah, the Kottel, the Mifletzet Slide, as well as the I Love Jerusalem Sculpture. Models were made from Lego, plasticine, cardboard and boxes, to paper, sticks and string.

All models were very creative, and each participant received a certificate and small prize. Major prize winners were: - 5th place: Leeyam. K 2A and Talia. C 1B. 4th place: Gabe. G PB. 3rd place: Maya. J 1B. 2nd place: Amalya. B 4A and in first place: Levi. G 2A.

At lunch recess time, over seventy students from Year 2- 6 came to make JLife Yerushalayim tote bags – ready to use when they next shop down Ben Yehudah Street!

May we all meet in the rebuilt Yerushalayim very soon!



Melbourne Design Week Excursion — A Celebration of Creative Excellence

Fabi Sierra, *Secondary teacher*

Last Wednesday, against the vibrant backdrop of Melbourne Design Week, a wonderful group of Visual Communications students ventured into the city to experience design in its many forms. The group explored a diverse range of exhibitions and studios spanning industrial, graphic, and architectural design, including the Ford Design Foundation, Tait Furniture, and showcases of stationery and clothing design.

In the afternoon, students had the privilege of hearing from Jack Murray — Architect and Exhibition Design Documenter at Museums Victoria — who shared the inspiring trajectory of his creative career. The day concluded with a viewing of the prestigious Top Designs exhibition, where students engaged thoughtfully with the work on display, discussed design with peers, and gained a deeper appreciation for the evolving nature of careers in the creative industries.

It was a reminder that creativity, craft, and human ingenuity remain at the heart of great design. A heartfelt thank you to the students, who were excellent company and brought genuine curiosity, enthusiasm, and insight to every moment of the day.



Torah V'Kemach program

Shoshi Vorchheimer, *Director of Teaching and Learning*

As part of our ongoing Torah V'Kemach program, students were privileged to hear from entrepreneur Jeremy Goldman, Founder and Director of the well-known kosher dips brand Tahini Neri. Jeremy shared his journey from student to business owner, offering students an honest and inspiring insight into entrepreneurship, resilience, and the importance of taking action.

Jeremy spoke candidly about the many twists and turns that shaped his career path. After studying commerce, he launched a valet car parking company before later starting a pet food business, selling products at farmers' markets. Jeremy advised our Year 9 students that while every venture they attempt may not be successful, making mistakes is an essential part of growth. Each experience, he explained, gave him greater confidence, sharper instincts, and the resilience needed to persevere through setbacks and rejection.

One of his strongest messages to students was the importance of putting ideas into action rather than overcomplicating them. He encouraged students not to wait for perfection before beginning, reminding them that many successful businesses start with simple ideas pursued with passion and consistency. Sharing that the original Neri logo was designed through Fiverr for just five dollars, Jeremy demonstrated that success does not always require enormous resources at the outset — often, it begins with initiative, creativity, and belief in your vision. Jeremy also spoke about the importance of inclusiveness and values-driven leadership.

Students were inspired to hear that Neri employs refugees in its kitchens, reflecting Jeremy's commitment to creating opportunities for others while building a successful business. His message reinforced the idea that commercial success and social responsibility can go hand in hand.

Throughout the session, Jeremy repeatedly returned to the importance of preparation, persistence, and appreciating "the little wins" along the way. He reminded students that resilience is built over time, particularly when facing rejection and hearing "no" far more often than "yes."

Jeremy's presentation was both practical and motivational, leaving students with valuable insights not only into entrepreneurship, but also into courage, adaptability, and purposeful leadership.

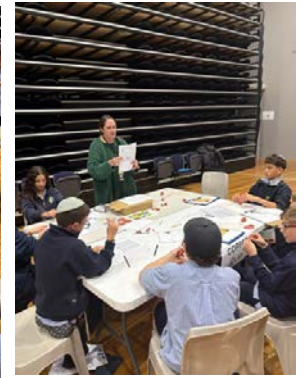
HASS "Ancient Egypt Day"

Samuel Brygel, Head Of Humanities and Social Sciences

On Wednesday, our Year 7 students had a wonderful incursion which both concluded and enhanced their studies in HASS on 'Ancient Egypt'. The day began with a special guest presentation from Dr. Janet Davey, a Forensic Egyptologist. Following this the students were split into six groups and throughout the day completed interactive and engaging learning activities.

Dr Janet Davey had the students learning about mummification and then practising their mummifying skills on dolls while additional guest Gail Stiffe had the students learning about papyrus and then creating their own designs. We were also so grateful to have former head of HASS and beloved Yavneh teacher, Mrs. Sonia Slonim return to help our students create their own Egyptian baskets through weaving. Other learning stations included comparing ancient Egyptian documents with pessukim from Sefer Shemot, the students writing their initials in copper and clay with hieroglyphics and learning about how a sundial was used in Ancient Egypt.

I would like to give a huge thanks to our guest presenters and the teachers who supported and lead our learning stations. And lastly a huge thanks to our Year 7 HASS teachers, Mrs. Menahem and Mr. Goldstein for their constant commitment to the learning of our students.



MAY 11 - JUNE 5

LEVEL UP

20 MINUTES. EVERY DAY.

THE BEIT MIDRASH LUNCH TIME

FOOD + SNACKS **CHIPS** **1 ATTENDANCE = 1 TICKET** **WEEKLY GIVEAWAYS**

2 LEARNING TRACKS - YOU CHOOSE!

BAVA KAMMA MISHNAH OR **SHOFTIM**

WEEK 1 **WEEK 2** **WEEK 3** **WEEK 4**

JBL SPEAKER **MYSTERY PRIZE** **MYSTERY PRIZE** **GIFT CARD FINALE!**

SIYUM EVENT
FOR WHOEVER FINISHES A SEFER

Invest in **Jewish** education Strengthen our **community**

Giving Appeal 2026



OUR STUDENTS - OUR FUTURE - OUR RESPONSIBILITY

Support Yavneh Support the Jewish future

Jewish education is one of the greatest gifts we can give our children and our community.

Now, more than ever, our students need the solid foundation of a proud Jewish and Zionist education; a Yavneh education!

Every day, Yavneh students grow in knowledge, in values, and in confidence deeply connected to the Jewish people, to Eretz Yisrael, and to their heritage. At Yavneh, students don't just learn about Judaism, they live it and love it. This happens because there is a community behind them. It happens because of people like you.



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For further information please contact 9528 4911
foundation@yavneh.vic.edu.au



Upcoming Dates 2026

June:
Monday 8: Kings Birthday
College Closed / ELC Early Dismissal

Mazal Tov

To the Levick family on the birth of a baby girl.

Condolences

To Ilana Bozdagonian on the passing of her grandfather.

ALIYAH WEEK

SYDNEY | MELBOURNE | PERTH | 1-8 JUNE 2026

PARENTS & STUDENTS INFORMATION EVENING

Join us for an insightful evening for young adults considering their post-school opportunities

- Hear directly from Australian Olim who made Aliyah as young adults and experienced a range of pathways including programs, studies and career.
- Gain valuable guidance from an Israel Student Authority representative who will provide detailed information on study options and program pathways in Israel.

A unique opportunity to ask questions, hear real stories and better understand the opportunities available in Israel.

SYDNEY MONDAY 1 JUNE 7:00PM	MELBOURNE THURSDAY 4 JUNE 7:00PM	PERTH MONDAY 8 JUNE 6:00PM AWST
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REGISTER NOW
Scan the QR Code
Or contact: aliyahaustralia@jafi.org

<https://linktr.ee/AliyahWeek2026>

TERM 2 LUNCHTIME CLUBS

Monday	Craft Club Years 1 - 4 In Room 31	Israeli Dancing with Orli and Chedva Years 1 - 3 girls In the Primary Library
Tuesday	Primary Choir with Morah Sarah Finch Years 3 - 6 In the Music House	
Wednesday	Jewish Lego Masters Years 2 - 4 In Room 31	
Thursday	Jewish stories Preps In the Prep Playground	Parasha Quiz w/ the Tzevet Years 4 - 5 In the Beit Midrash
Friday	Sports Mishmar with Eitan Year 6 Lunch eating/learning in Room 23 Lunchtime sport on Blue Courts	

The Yavneh Academy for Our Community

ENGAGE. EXPLORE. GROW TOGETHER.

TWO FORMATS, ALTERNATING WEEKLY

FRIDAYS LAFAL SESSIONS Lafal Parsha Circle (Coffee & Cake Edition)	MONDAYS GUEST SPEAKERS All sessions at 7:30pm (First session is Wednesday)
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UPCOMING SESSIONS	
WEDNESDAY SESSION 1 6 MAY	Orly M, Deena E and Jacob S Facilitated by Miri Harel Salomon (Head of Science) and Rabbi Dr-Chaim Cohen (Head of Jewish Studies)
MONDAY SESSION 2 18 MAY	Rabbi Sammy Brygel Head of HALS
MONDAY SESSION 3 1 JUNE	Rabbotzin Ilana Epstein Rabbotzin of Marachi
MONDAY SESSION 4 15 JUNE	Rabbi Zach Gomo Head of Education Support
FRIDAY LAFAL 1, 15, 29 MAY 12 JUNE	Lafal Parsha Circle (Coffee & Cake Edition)

MINIMUM ATTENDANCE REQUIREMENTS	
Monday Sessions:	Minimum of 10 confirmed responses
Friday Lafal:	Minimum of 5 confirmed responses

JOIN THE YAVNEH ACADEMY WHATSAPP GROUP TO RSVP AND RECEIVE UPDATES & INFORMATION

Learning together. Strengthening our community.