



קשר KESHER

פרשת שלך

Friday 12 June 2026
כ"ז סיון תשפ"ו

JLife Primary Makes Judaism Come to Life

Sara Amzalak, Head of Jewish Life and Learning

Proverbs 22:6 states, "Chanoch l'naaro al pi darko" – "Educate a child according to his way." This famous verse teaches that effective teaching isn't a one-size-fits-all approach. We can and must tailor our teaching to individual personalities, interests and individual learning styles.

Through JLife Primary activities and clubs, we are providing hands on learning and transforming abstract and/or ancient concepts into vibrant and lived experiences.

While text-based study still remains central in the classroom, JLife provides as many opportunities as possible for experiential learning, to forge deeper, lasting connections to our heritage.

Take for example our very own Mafrish Challah and Challah Bake:

On Thursday, students from Prep to Year 2 came together to witness the actual Mitzvah of Mafrish Challah – the taking a portion of dough called Challah and separating it to burn. In the times of the Beit HaMikdash, this dough was given to the Kohanim to eat – a Mitzvah we are commanded to perform. (See this week's Parasha – Parashat Shlach.)



פרשת שלך

Shabbat Times



Light candles 4:48pm

Shabbat ends 5:50pm

Goldschlager Family School of Jewish Studies
Leopold and Isabella Abrahamovits
Yavneh Primary School
A.S. Leibler Secondary School
P +61 3 9528 4911

Abeles Liberman Pre-School incorporating
The Gillian and Colin Mandel Family
Yavneh Creche
81 Balaclava Road, Caulfield VIC 3161
P +613 8317 2510



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JLife Primary Makes Judaism Come to Life contd....

Students answered a resounding Amen to the Bracha, when challah was taken; before davening, at this auspicious time, for a Refuah Shleima for the sick; singing “AvinuSheBashamayim” for the protection of our Chayalim in Eretz Yisrael; giving Tzedakah and then learning to plait their very own Challah to take home and bake.

Witnessing and being a part of the Mitzvah of Mafrish Challah brings the Mitzvah to life. Tactile projects like making Challah create positive, emotional memories that remain with the learner for life.

Hands-on activities also help to break down social barriers and help build organic peer connections.

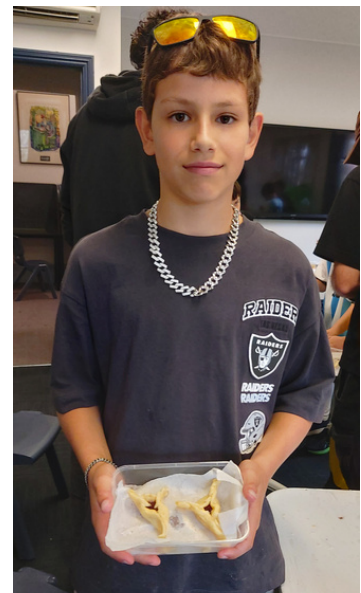
JLife Jewish Lego Masters Club is another example – where students from Years Two to Four come together and at times construct a group project. This is another opportunity for these connections to form. Just this past week, students worked to create all the letters of the AlephBet. While each student chose a different letter and constructed it in their own style, they had to work collaboratively to make all the letters without doubling up and to put the letters together in the correct order.

Experiential education is not a modern gimmick; it is deeply rooted in Jewish tradition. Judaism commands tactile action to spark spiritual mindfulness. So, when JLife provides opportunities to plant seeds on Tu B'Shvat or to make Oznei Haman on Purim, or to make Afikoman bags for Pesach, JLife is providing students with opportunities to internalize their identity.

When students come to visit “Rabbi Shimon Bar Yochai” on Lag BaOmer, sitting by his cave, learning and being “sustained” by the stream and carob tree, and they get to see and touch real carob, this makes their Judaism come to life and helps solidify everything their teachers have taught them in the classroom.

Ultimately, experiential learning does something that textbooks alone cannot do: it transforms Jewish identity from a subject being studied into a life to be lived.

By JLife providing tangible, tactile experiences, we are doing more than just teaching history and law. We are giving our students the tools to build their own unique connection to our heritage. Through every hands-on project, we ensure that our ancient values remain vibrant, relevant and deeply rooted in the next generation.





This Weeks Parsha – Shlach

Noah Epstein, *Head of Jewish Life and Co-Curricular*

When the 12 spies are sent ahead of the people to scout the land of Israel, their report is not one which fills the people with much Zionist inspiration. They acknowledge that the land indeed flows with milk and honey, but they fill the nation with fear and anxiety, assuring them that they will not be able to conquer it due to the strong residents and their fortified cities. One aspect of the spies' report is highly perplexing:

וְנָהִי בְעֵינֵינוּ כְּחַגְלִים וְכִן הָיִינוּ בְעֵינֵיהֶם:

And we were in our eyes like grasshoppers, and so we were in theirs (the local people's eyes). (Bamidbar 33:13)

The spies refer to themselves as similar to grasshoppers in the sense that they were harmless and irrelevant from the perspective of those living in the land (Seforno), and Rashi indicates that they knew this because they heard the locals speaking about them in this manner.

However, the Gemara in Masechet Sotah (35a) brings the view or Rav Mesharshiya, who argues that the spies were lying. He says that it is reasonable for them to have said that they felt like grasshoppers in their own eyes, but how could they have possibly known what they looked like in the eyes of others?

Perhaps the answer to this question reveals a powerful truth about human nature. It is possible that the spies only looked like grasshoppers in the eyes of others because of how they felt about themselves. They projected their self-perceptions onto their exterior and caused themselves to seem small to those around them. When we see ourselves as unimportant or insignificant, those around us will treat us accordingly. But if we recognise our potential for greatness, without letting it lead to arrogance, then we will indeed be great. Ultimately, the story of the spies teaches us that the way in which we are perceived by the world around us is fundamentally determined by how we view ourselves.

Shabbat Shalom!

SKA learning

Gail Nochomowitz, SKA teacher

We eagerly counted down the days until winter finally arrived! To celebrate the first day of winter, the children worked together to create a special "Welcome Winter" sign, which sparked many conversations about the changing season and the cooler weather.

We also enjoyed a cosy winter treat by drinking warm hot chocolate while listening to winter-themed stories. This special experience encouraged the children to relax, engage in discussions about winter, and develop their listening and language skills. It was a wonderful way to welcome the new season and create warm memories together as a class.

In recognition of World Environment Day, we discussed the importance of caring for our Earth and the many ways we can help protect our environment. The children shared ideas about keeping our world clean, saving water, recycling, and caring for plants and animals. Together, we created a "Helping Hands for the Earth" display to show how each of us can make a positive difference. Through these discussions and activities, the children are developing an understanding of environmental responsibility and learning that even small actions can help care for our planet.

This week we learnt about World Oceans Day and explored why our oceans are so important to life on Earth. Through discussions, stories and activities, the children discovered that oceans do much more than provide a home for sea creatures. We learnt that oceans help produce much of the oxygen we breathe, provide food for people around the world, help keep our water cycle healthy and even contribute to medicines that improve our health.

The children also discussed ways we can care for and protect our oceans. We explored the impact of plastic pollution and learnt that much of the rubbish found on beaches and in oceans is plastic, which can be harmful to marine life. Together, we talked about simple actions we can take every day, such as reducing single-use plastics, recycling correctly and disposing of rubbish responsibly.

To extend our learning, the children completed a fish dot-to-dot activity and then decorated their fish creations. This activity supported number recognition, fine motor development and creativity while reinforcing our ocean theme. Through these experiences, the children developed a greater appreciation for our oceans and an understanding of how even small actions can help protect our environment for future generations.



Year 4 Hebrew: Bringing Language to the Table

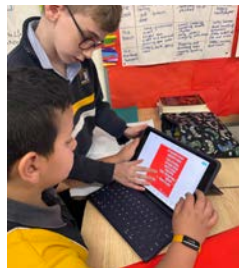
Shiri Peres, *Primary Hebrew*

This Term, Year 4 has been building their Hebrew vocabulary through our unit on food. Along the way, students learned a fun song that includes many of the food vocabulary we've been practising. The song helps them remember pronunciation and feel more confident to use new vocabulary.

They also designed their own menus for our class restaurant, which gave them a chance to use their Hebrew in a creative and meaningful way. Through this process, students practised reading, writing, and applying Hebrew vocabulary in a meaningful context, while also expressing creativity and making personal connections to the language.

To further deepen this experience, students enjoyed a cup of tea with mint, "Tai im nana" in Hebrew, and a cookie, "Oogiya", just as described in the song. This hands-on activity strengthened their understanding of how language connects to culture, traditions, and daily life in Hebrew-speaking communities.

We will finish the Term with a class restaurant, where students will take on different roles and use Hebrew to act out real-life conversations, using the menus they have created.



Year 4 Science Incursion – Forces in Action!

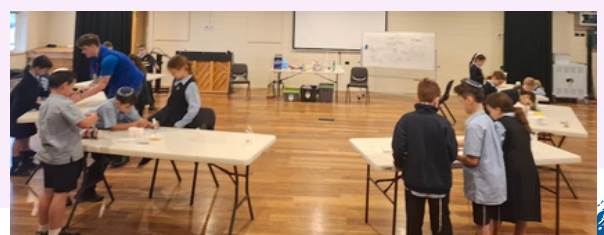
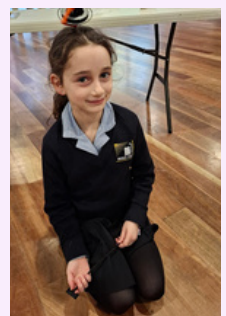
Natalie Ackerfeld, *Primary General Studies Teacher*

Last week our Year 4 students became scientists as they participated in the exciting Forces in Action incursion presented by Mad About Science. The incursion perfectly complemented our current Science unit on forces and provided students with a hands-on opportunity to explore how forces affect the world around us.

Throughout the session, students investigated concepts such as gravity, friction, inertia, air resistance and balanced and unbalanced forces. They took part in a range of engaging experiments and demonstrations that brought scientific ideas to life. From exploring the fascinating behaviour of gyroscopes to investigating how different surfaces affect movement, students were encouraged to predict, observe and explain what they discovered. The program also helped to embed their understanding of Newton's Laws of Motion through fun and memorable activities.

The room was filled with curiosity, excitement and plenty of "wow" moments as students worked collaboratively, asked thoughtful questions and tested their scientific thinking. It was wonderful to see students making connections between the experiments and the concepts we have been exploring in class.

Year 4 scientists left the session with a deeper understanding of forces and a renewed enthusiasm for discovering how science helps explain the world around us!



Ahoy Year 1 Families

Megan and Barry, Year 1 Teachers

This term, Year 1 has set sail on an exciting writing adventure and we could not be prouder of the incredible learning that has been happening in our classroom.

We have been using an approach called Talk for Writing, developed by literacy expert Pie Corbett. The idea is simple but powerful: before children can write well, they need to live inside a story first. That means hearing it, saying it, acting it out, and making it their own, all before a pencil touches the page.

How it all began

Our unit launched with a bang. The children made their very own pirate hats and then, to their absolute delight, their teachers arrived to class fully dressed as pirates, complete with accents! The excitement in the room was something to behold. From that moment on, every child was hooked and ready to dive into our model text, The Story of Pirate Tom.

Learning the story by heart

Over the following weeks, the children learned the whole of Pirate Tom off by heart, words, rhythm, and actions. Every part of the story has a movement to go with it: sailing the seas, digging for treasure, crying when they find nothing but an old fishbone and a smelly boot, and the wonderful moment when Captain Tom dives deep and spots something glittering, glistening, gleaming. Ask your child to perform it for you. We think you will be amazed at what they know!

Building a writers' toolkit

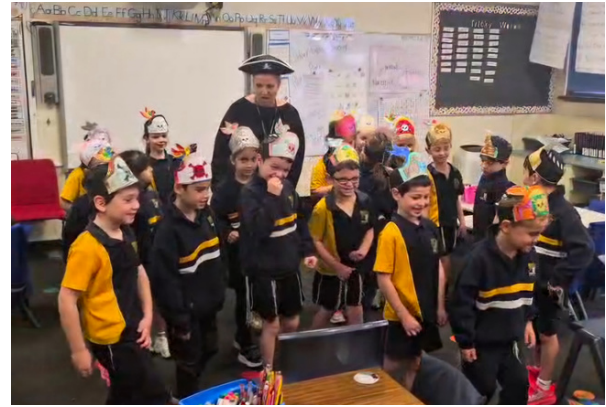
Once the story was in their bones, we got to work on the craft of writing. Together we built a writers' toolkit, four tools that the author used to make the setting come alive:

- Give your setting a special name, using a proper noun with a capital letter, just like Treasure Island and The Jolly Ship
- Help the reader picture the setting, choosing adjectives carefully to paint a vivid image
- Pile up the description, using commas to list describing words, just like glittering, glistening, gleaming
- Help the reader feel the setting, bringing in the senses so the reader is right there in the story

The children have been practicing each tool, talking about why writers use them, and having a go at their own short bursts of writing along the way.

What's coming next

Next week is a very exciting milestone, our hot write. This is the moment where our Year 1 writers bring absolutely everything they have learned together and write their own setting description from scratch. They will use all four tools, draw on everything they have practiced, and show us just how far they have come.





Achdut: The Strength of Standing Together

Michelle Sharp, *Primary Jewish Studies*

Over the past few weeks, the Year 4 students have excitedly embarked on a new area of study in Jewish Studies, Navi, the Prophets. This year we are focusing on the book of Yehoshua, the first of the Prophets. An important message we learn from the book of Yehoshua connects beautifully with this week's parashah, Shelach.

In this week's parashah, Shelach, we read about the twelve spies, representatives of the twelve tribes, sent by Moshe to explore the Land of Israel. Twelve representatives were needed because some of the tribes distrusted the others and insisted on having their own leader represent them. Although all twelve saw the same land, they did not return with the same message. Ten spies focused on fear and doubt, while only two — Yehoshua and Calev — stood united in their faith and confidence that Hashem would help Bnei Yisrael succeed.

Many years later, in the book of Yehoshua, only two spies were sent to scout the land. Why were two enough this time? Because the Jewish people were stronger, more united, and ready to enter Eretz Yisrael together. Only two men were needed to represent the people. When there is achdut, unity, even a small group can accomplish something great.

This teaches us a powerful lesson: When we stand together, we can achieve far more than when we stand alone. Every Jew is connected to every other Jew. We are like a chain — each person is a link. If one link is weak, the whole chain is affected. But when every link is strong, the chain becomes unbreakable.

This is the essence of achdut: recognising that my actions affect you, and your actions affect me. When we support each other, speak kindly, include others, and work as a team, we strengthen the entire Jewish people.



There is a beautiful idea taught by our Sages: The difference between Gola (exile) and Geulah (redemption) is just one letter — the Aleph. The Aleph represents Hashem, and it also represents unity — the oneness that binds us together. When we bring the Aleph of achdut into our lives, we help transform our world from Gola into Geulah. Every act of kindness, every moment of patience, every time we choose peace over conflict, we add another Aleph to our community, we bring more light into the world, and we bring the world one step closer to redemption.

As we approach the month of Tamuz when we will enter the period of the Jewish year known as the Three Weeks, we remember that the Beit HaMikdash was destroyed because of sinat chinam, senseless hatred. The best way to rebuild it is through ahavat chinam, unconditional love. Let's make this a time of helping one another, speaking kindly, including others in games and activities, and working together as a school and as a community.

May we continue to grow in achdut, strengthen every link in our chain, and fill our days with ahavat chinam. Through our unity and kindness, may we help bring the rebuilding of the Beit HaMikdash speedily in our days.

Yavneh's Jerusalem Marathon / Cross Country

Aaron Fetter, Head of Secondary HPE

Yavneh's Jerusalem Marathon

To celebrate Yom Yerushalayim, Secondary students recently took part in a Jerusalem marathon-themed Run/Walk Club event. Following a 4-6km walk/run to school, students enjoyed a Jerusalem-inspired breakfast to refuel. A host of Yavneh graduates and 'Running with Zisser' participants proudly ran in the official Jerusalem Marathon last month in Israel.

Big tick for our Cross Country Team

With time trials and training behind them, Yavneh's Secondary Cross Country runners put their best foot forward at the Beachside District Interschool event at Karkarook Park.

Half a dozen students qualified for the Southern Metro Regional Cross Country Finals next month, which was a fantastic result.

Open Boys 5km	14 Boys 3km
Zac A – 7th (17:35)	Charlie B – 11th (10:31)
	Rafi P – 14th (10:49)

16 Boys 5km	12/13 Boys 3km
Omri B – 10th (18:44)	Shai H – 13th (11:21)

15 Boys 3km
Giddy B – 15th (11:19)

Mazal Tov to all students on their dedication and achievements



Following Your Passion: Rachel Donath Inspires Year 9 Students

Chaim Cowen, Deputy Principal, Head of Jewish Studies

As part of the Kathy Franks Torah v'Kemach program, Yavneh's Year 9 students recently had the opportunity to hear from Rachel Donath, a successful entrepreneur who shared her journey from employee to business owner.

Rachel spoke candidly about her career path, explaining how she initially worked for the Leader newspaper, building strong relationships with advertisers and earning success through commission-based sales. When COVID brought unexpected challenges and she was laid off, Rachel was forced to rethink her future. Rather than seeing this as a setback, she embraced the opportunity to pursue a long-standing passion and launched her own furniture business.

Throughout her presentation, Rachel highlighted a number of important lessons that resonated strongly with students. She emphasised that success does not necessarily begin with money; rather, it begins with passion, determination, and a willingness to work hard. She encouraged students to surround themselves with people who believe in them and support their goals, noting the crucial role that positive influences have played in her own journey.

Students were fascinated by Rachel's insights into building a business from the ground up. She shared stories of her first sales, discussed the importance of establishing a strong social media presence, and showcased some of her furniture designs. Rachel also spoke honestly about the realities of entrepreneurship—the long hours, commitment, and perseverance required—while also highlighting the rewards that come from building something meaningful.

The session concluded with an engaging question-and-answer segment, during which students asked thoughtful questions and reflected on the lessons that had impacted them most. Rachel's story served as a powerful reminder that passion, resilience, and hard work can transform challenges into opportunities and dreams into reality.

We thank Rachel for generously sharing her experiences and inspiring our students to think ambitiously about their own futures.





Upcoming Dates 2026

June:

Friday 26: Last Day Term 2

July:

Tuesday 14: First Day Term 3

The Yavneh Academy
מכון יאבneh

ADULT LEARNING for Our Community

ENGAGE. EXPLORE. GROW TOGETHER.

TWO FORMATS, ALTERNATING WEEKLY

FRIDAYS LAFLAF SESSIONS
Laflaf Parsha Circle (Coffee & Cake Edition)

MONDAYS GUEST SPEAKERS
All sessions at 7:30pm (First session is Wednesday)

UPCOMING SESSIONS	
WEDNESDAY SESSION 1	6 MAY
Orly M. Deena E and Jacob S Facilitated by Rabbi Shalom (Head of Science) and Rabbi Dr. Chaim Cooper (Head of Jewish Studies)	Starstruck: Science, Space, and Judaism
MONDAY SESSION 2	18 MAY
Rabbi Sammy Brygel Head of HATS	Tragedy, Turmoil and Rebirth: Rabbi Akiva and Sefar HaChomer
MONDAY SESSION 3	1 JUNE
Rebbetzin Ilana Epstein Rebbetzin of Mitzvah	From One Pasuk to Two Sponges: The Evolution of Kashrut
MONDAY SESSION 4	15 JUNE
Rabbi Zach Gomo Head of Education Support	The Voluntary Jews of Communist East Germany: The Greatest Story Never Told
FRIDAY LAFLAF	1, 15, 29 MAY 12 JUNE
Laflaf Parsha Circle (Coffee & Cake Edition)	Come for learning, conversation and great company!

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

MINIMUM ATTENDANCE REQUIREMENTS

- Monday Sessions: Minimum of 10 confirmed responses
- Friday Laflaf: Minimum of 5 confirmed responses

Learning together. Strengthening our community.

MACCABI JUNIORTENNIS BOYS

2026 COMPETITION SEASON

BEGINNER TO ADVANCED LEVELS
COMMENCES JULY 2026
SUNDAY COMPETITION

Register your interest by 7 June 2026

Send full name, skill level, DOB, email, phone: tennis.VIC@maccabi.com.au

MACCABI JUNIORTENNIS GIRLS

2026 COMPETITION SEASON

BEGINNER TO ADVANCED LEVELS
COMMENCES JULY 2026
SUNDAY COMPETITION

Register your interest by 7 June 2026

Send full name, skill level, DOB, email, phone: tennis.VIC@maccabi.com.au

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Giving Appeal 2026



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

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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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