



קשר KESHER

פרשת קרח

Friday 19 June 2026

ד' תמוז תשפ"ו

Every Student, a World Entire

Chaim Cowen, Deputy Principal, Head of Jewish Studies

At Yavneh, we often speak about the importance of seeing the individual within the collective. While our school community is built on shared values, traditions and aspirations, each student is also an עולם מלא – a world entire, with unique strengths, challenges, questions and potential. This belief sits at the heart of Project Olam Malei, a new initiative that has been launched this year across our Secondary School.

For some time, we have been blessed to offer targeted support to students who require additional assistance in Jewish Studies. At the same time, our JS Scholars Program provides enrichment opportunities for high performing students seeking greater challenge and deeper learning. Through that program, students enjoy one-on-one learning with members of our Israeli Tzevet and engage with visiting scholars and educators who broaden their horizons and deepen their connection to Torah.

As we reflected on these programs, we asked ourselves an important question: what about the many students who sit between these two groups? How do we ensure that every student feels known, supported and inspired in their Jewish journey?

Project Olam Malei is our response.

The initiative seeks to ensure that every student has a meaningful connection with a mentor – someone who learns with them, takes an interest in their wellbeing, notices their spiritual growth, and provides guidance along the way. In many ways, it offers students an "older brother" or "older sister": a trusted role model who is present, approachable and invested in their success.

The goal is not simply academic support. Rather, it is to nurture the whole student: their Jewish growth, their sense of belonging, their character development and their wellbeing. At a time when young people are navigating increasingly complex challenges, those personal relationships matter enormously.

פרשת קרח

Shabbat Times



Light candles 4:49pm

Shabbat ends 5:51pm

Every Student, a World Entire, cont'd.....

This first term has seen the foundations of the program laid with the enthusiastic involvement of our Jewish Life team and Tzevet. We have already witnessed the impact that regular check-ins, one-on-one learning and meaningful conversations can have on students. We look forward to continuing to develop and strengthen the program in the months and years ahead.

As we celebrate Project Olam Malei, it is fitting to recognise how over the past year, our Israeli Tzevet – Neshamel, Daniel, Shaked, Chedva and Orli – have become an integral part of Yavneh life. Their contribution extends far beyond any one program. Day after day, they have invested themselves wholeheartedly in our students and our school community.

They have learnt one-on-one with students, led engaging educational sessions, inspired students through daily davening, and created countless opportunities for connection and growth. They have organised tisches, created the magnificent “Level Up” initiative in which students completed Sefer Shoftim or Mishnayot Bava Kama in the period leading up to Shavuot, learned with students in the Mizrahi Beit Midrash after school, and helped shape many of the moments that have defined this year.

Their impact was particularly evident around Yom HaZikaron, where they played a central role in both the assemblies and the powerful exhibition that moved so many members of our community. Through these experiences, they brought Israel to life in a deeply personal and meaningful way.

Next week we bid farewell to Shaked, who returns to Israel after an exceptional year of service and leadership. The remaining members of the Tzevet will stay with us until after Tisha B'Av, and we are grateful for every remaining opportunity to learn from them and enjoy their presence.

On behalf of our students, staff and families, we thank Shaked, Neshamel, Daniel, Chedva and Orli for the dedication, warmth and enthusiasm they have brought to Yavneh. More than anything, we thank them for the example they have set – for showing our students what it means to live lives of commitment to Yiddishkeit, kindness, responsibility and Tzinyonut.



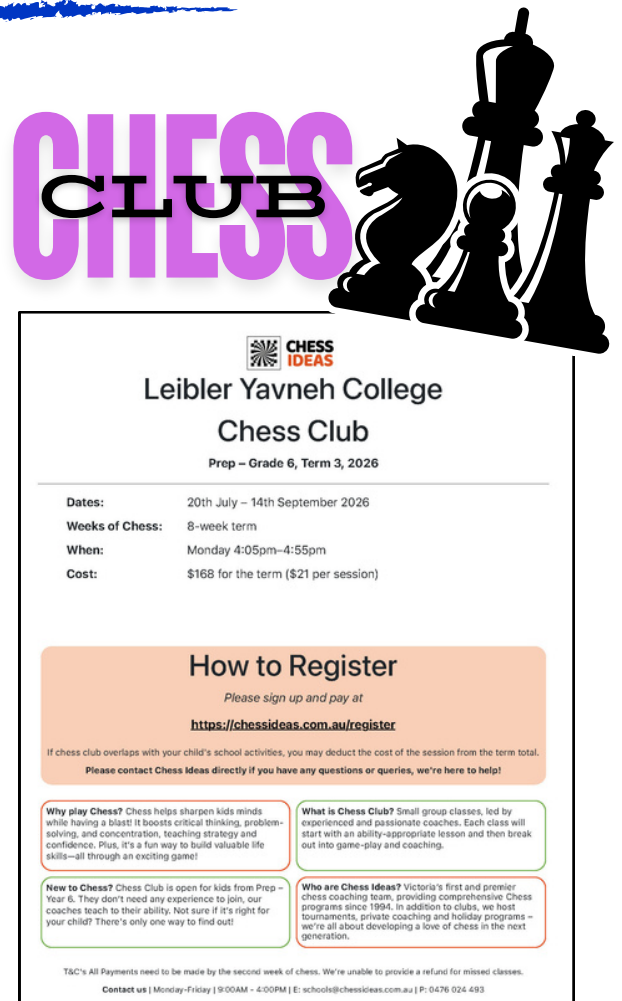
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**CHESS
CLUB**

CHESSE IDEAS

**Leibler Yavneh College
Chess Club**

Prep – Grade 6, Term 3, 2026

Dates:	20th July – 14th September 2026
Weeks of Chess:	8-week term
When:	Monday 4:05pm–4:55pm
Cost:	\$168 for the term (\$21 per session)

How to Register

Please sign up and pay at

<https://chessideas.com.au/register>

If chess club overlaps with your child's school activities, you may deduct the cost of the session from the term total.
Please contact Chess Ideas directly if you have any questions or queries, we're here to help!

Why play Chess? Chess helps sharpen kids' minds while having a blast! It boosts critical thinking, problem-solving, and concentration, teaching strategy and confidence. Plus, it's a fun way to build valuable life skills—all through an exciting game!

What is Chess Club? Small group classes, led by experienced and passionate coaches. Each class will start with an ability-appropriate lesson and then break out into game-play and coaching.

New to Chess? Chess Club is open for kids from Prep – Year 6. They don't need any experience to join, our coaches teach to their ability. Not sure if it's right for your child? There's only one way to find out!

Who are Chess Ideas? Victoria's first and premier chess coaching team, providing comprehensive Chess programs since 1994. In addition to clubs, we host tournaments, private coaching and holiday programs – we're all about developing a love of chess in the next generation.

TSC's All Payments need to be made by the second week of chess. We're unable to provide a refund for missed classes.
Contact us | Monday-Friday | 9:00AM – 4:00PM | E: schools@chessideas.com.au | P: 0476 024 493

Pursuing Purpose in Uncertain Times

Noam Sender, *Informal Educator and Jewish Studies Teacher*

There are moments when the world feels deeply uncertain. This week, many of us have been watching with deep concern as reports emerge of a peace deal that seems, at least from what we know so far, to be a significant capitulation to Iran. The details remain unclear, and we do not yet know what will actually come of it. But the very possibility that Israel's security is being shaped without Israel at the centre of the conversation is deeply worrying. It leaves us with a real sense of vulnerability, uncertainty, and concern for what may come next.

But moments of uncertainty also ask something of us. They force us to ask not only what will happen, but who we are meant to be while it is happening.

Parshat Korach tells the story of a terrible rebellion against Moshe and Aharon. The Ibn Ezra and Ramban disagree about when this rebellion took place. According to the Ibn Ezra, it happened soon after Matan Torah. The Ramban disagrees and maintains that the Torah is recording the events in order, which means that Korach's rebellion took place after the sin of the spies.

That timing is crucial. After the meraglim, the people had been told that they would not enter Eretz Yisrael. The dream that had carried them through the desert suddenly felt lost. Moshe and Aharon's standing was weakened, and Korach took advantage of that moment.

Rav Ben Zion Firer, in Hedyon Shel Torah, explains that the deeper problem was not only that Moshe and Aharon had become less popular. It was that Klal Yisrael had lost its sense of mission. When people no longer feel that they are going somewhere, frustration easily turns into rebellion. Instead of asking, "What is my task now?" they begin asking, "Who is to blame?"

That is a powerful message for our own moment. When the world feels unstable and Israel feels isolated, the danger is not only fear. The danger is that fear can drain us of purpose.

As a school community, this becomes one of our deepest responsibilities. We cannot shield our students from every complexity or uncertainty in the world around them. But we can help them discover that even, and perhaps especially, in challenging times, they are capable of living with meaning. We can teach them that Jewish life is not only about reacting to fear, but about responding with identity, courage, learning, responsibility, and hope.

Our task is not to pretend that everything is simple. It is to make sure that worry does not become our identity.

The answer to uncertainty is purpose. We strengthen Torah. We strengthen tefillah. We strengthen our commitment to Israel and to one another. We raise children who know that being Jewish is not only a burden of history but a calling.

Korach's tragedy began when a nation lost sight of where it was going.

Our response must be the opposite. Precisely when the road ahead feels unclear, we must return to the clarity of why we are walking it in the first place.

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

Well Done

When Yavneh student Libby G. (Grade 6) recently celebrated her batmitzvah, she asked for guests to donate to C-Care. Libby raised enough money to feed 284 people.

Libby received a certificate from Rabbi Shlomo Nathanson of C-Care.



Our Brachot Learning & Human Body Inquiry

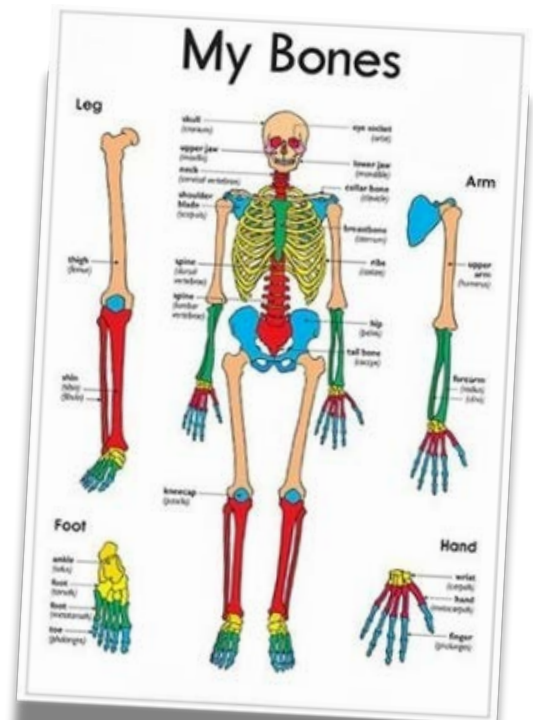
Shannon Sims and Shuli Yitzhaki,
Yavneh Early Learning Centre

Over the past few weeks, the children have been exploring the fascinating topic of the human body alongside their learning about Brachot (blessings). Through hands-on investigations, discussions, creative experiences, songs and games, the children have developed a growing understanding of both how their bodies work and the importance of expressing gratitude for the many gifts Hashem has given us.

As part of our Human Body inquiry, the children have explored the skeletal system and begun learning about the organs inside our bodies, including the brain, lungs, heart and stomach. Through body tracing, model making and discussions, the children have discovered some of the important jobs these organs perform to keep us healthy, active and able to learn and grow.

At the same time, the children have been learning about the different Brachot through a variety of engaging sensory and creative experiences. They have explored HaGefen, HaMotzi, HaEtz, HaAdamah, Mezonot and Shehakol through art, cooking, games and hands-on investigations, helping them develop an understanding of the blessings we say before enjoying different foods.

Together, these learning experiences have encouraged the children to reflect on how wonderfully our bodies are designed and how the food we eat helps nourish and support them. As the children learn about blessings and gratitude, they are beginning to recognise the many ways Hashem provides for us—from the food that helps our bodies grow to the organs and systems that work together every day. Through both areas of learning, the children are developing a sense of wonder, appreciation and gratitude for themselves, their health and the world around them.



Primary students welcome the FIFA World Cup

Ryan Rothschild, *Head of Sports - Primary*

Primary students joyously welcomed in the beginning of the FIFA World Cup last Thursday. With just as many Messi and Ronaldo shirts as there were Australian, it was great to see the excitement as they walked into school, showing off their colours. Thank you to the Year 6 social & interact leadership group who assisted with the face painting and engaging lunchtime activities. Go Socceroos!



A Love of Reading Grows in Year 2

Mrs Crothers and Morah Sonia,
Primary General Studies

The importance of reading is clearly reflected across the Year 2 classrooms, where students consistently make use of their Quiet Corner to read. These inviting spaces provide valuable opportunities for students to read independently and enjoy a wide range of quality literature.

Year 2 students are encouraged to read throughout the day, often selecting a book after completing classwork. There is a dedicated 15-minute reading session following lunchtime and if you were to pop in you would see children engrossed in reading and sense the calm enjoyment. Each student has access to a variety of appealing texts from the class library, supporting both choice and independence in their reading.

It has been particularly pleasing to observe students sharing their enjoyment of books with one another, recommending favourites and discussing stories with genuine enthusiasm. This collaborative approach strengthens both their confidence and their appreciation of reading.

We are proud of the positive reading culture that is developing across the classrooms and looks forward to seeing students continue to grow as enthusiastic and confident readers.



Power vs Influence?

Rivki Herzog, *Primary & Secondary Jewish Studies*

In this week's parsha, Korach, we read about a rebellion against Moshe and Aharon. Korach challenges them, saying:

"כִּי כָל־הָעֵדָה כָּל־אִשׁוֹ קְדֹשִׁים... וּמִדּוּעַ תִּתְנַשָּׂאוּ"

"The entire community is holy... so why do you raise yourselves above them?" (Bamidbar 16:3).

At first, Korach's argument sounds fair. But as the story unfolds, it becomes clear that his motivation was not to help the people but rather to gain power. Moshe responds sharply: "וּבִקְשָׁתֶם גַּם־כֹּהֲנָה" "Are you also seeking the priesthood?" (Bamidbar 16:10).

Moshe recognises what is really going on here: Korach doesn't just want equality; he wants a higher position. He wants leadership for the sake of status.

Rabbi Sacks zl explains that Korach's argument was not for the sake of truth, but for the sake of power. He teaches that there is a big difference between leaders who want to be important and leaders who want to make a difference. Korach wanted leadership so he could have power.

Moshe, however, represents the opposite model. The Torah describes him as "עֲנֹו מְאֹד" "very humble" (Bamidbar 12:3). Moshe did not seek leadership and he never used it for himself.

When Moshe is first asked to lead Bnei Yisrael he famously responds "Who am I?" (Shemot 3:1) His greatness came from his qualities: his humility, his responsibility and his dedication to Bnei Yisrael.

Rabbi Sacks zl puts it so beautifully: "Always choose influence rather than power. It helps change people into people who can change the world." (Lessons In Leadership) This is exactly what Year 5 have been learning. Leadership is not about having a badge, a title, or being "in charge." You don't need an official role to be a leader. What really matters is your character, how you act, how you treat others and how you influence the people around you.

A student who includes someone new, helps a friend, or speaks kindly is already leading, even without any position.

Parshat Korach teaches us that chasing power doesn't make someone a leader. Real leadership comes from who you are, not what title you have. The challenge for all of us is to ask: Are we trying to have power? Or are we using our strengths to make a positive difference?

Preparing for Camp Through Torah Learning

Prina Landau, *Primary Jewish Studies*

As our Year 5 and Year 6 students excitedly prepare for camp, they have also been preparing spiritually by learning about the importance of sharing words of Torah around the table.

Our students learnt that when people gather together for a meal, it is a special opportunity to share a D'var Torah – a short Torah thought that brings meaning and inspiration to the occasion. Since camp provides many opportunities for students to eat together, we wanted to ensure that our students were ready to contribute to these meaningful moments.

Next week, Jewish communities outside of Israel will read a double Parasha, Parashat Chukat-Balak, in order to catch up with the Torah reading schedule followed in Israel. This difference arose because Shavuot is celebrated for one day in Israel and for two days in communities outside of Israel. As a result, while Israel read Parashat Naso on the Shabbat immediately following Shavuot, communities outside of Israel were still observing the second day of Yom Tov and read the festival Torah reading instead. Reading the double Parasha of Chukat-Balak allows everyone to once again be united in the same weekly Torah portion.

To prepare for camp, our students were given the opportunity to develop and present their own Divrei Torah.

Year 5 students focused on Parashat Chukat, while Year 6 students explored themes from Parashat Balak.

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- The Power of Words – Blessings Instead of Curses
- Seeing the Good in Others – "Mah Tovv Ohalecha Yaacov"
- Hashem's Protection Over Bnei Yisrael
- The Talking Donkey – Learning Humility
- Choosing the Right Path
- Everyone Has the Ability to Bring Blessings

Using guided questions, students investigated their chosen topic, examined the messages found within the Parasha, and identified practical life lessons that they could apply to their own lives. They reflected on how the teachings of the Torah can guide their actions, relationships, and choices both in school and beyond.

This activity not only strengthened students' understanding of the weekly Parasha but also helped develop their confidence in sharing Torah ideas with others. We look forward to hearing these thoughtful Divrei Torah during camp meals, as our students enrich the camp experience through meaningful discussion, reflection, and the sharing of Jewish values.

We are proud of the enthusiasm and maturity our students have shown in preparing these Divrei Torah and wish them an enjoyable, meaningful, and memorable camp experience.

JLife Primary Activities

Sara Amzalak, Head of Jewish Life and Learning

Last week on Thursday, Year 6 students were privileged to hear from Aryeh Myers – a senior paramedic in Magen David Adom, with over twenty years of experience. Students were fascinated to hear about the day-to-day operations of MDA and asked a lot of good questions.

While Prep to Year 2 had a Challah Bake on Thursday all together to be part of the Mitzvah of Hafrashat Challah, students in years 3-6 had the option of coming and making Challah on Friday at lunch recess – with a large turnout. This week, for the first day of Rosh Chodesh Tammuz, students were greeted at the gate by Year 6 JLife Leaders with coins to give to Tzedakah.

On Tuesday, the second day of Rosh Chodesh, the much-awaited brownie distribution took place. Year 6 JLife Leaders packed the orders and delivered them to the classrooms for the end of the day. Together we raised \$630 for Friendship Circle Melbourne. Thank you to all who participated in this Tzedakah initiative by our Year 6 JLife Leaders. A very big Hakarat Hatov to the Raksin family from Uncle T's Pantry for donating all the ingredients, making and delivering the brownies – they were delicious.



YS Teiva: The Yavneh Ship Sets Sail

Zachary Gomo, Head of Education Support Secondary

A few weeks ago, we officially launched the YS Teiva, the newly reimagined Secondary Education Support Centre at Leibler Yavneh College.

Previously affectionately known as “The Shed”, the space has been transformed into a warm and welcoming nautical environment. YS stands for Yavneh Ship, and Teiva is Hebrew for ark, as in Noach’s Ark.

The name reflects our purpose. The YS Teiva is a ship for students who may, at one time or another, find the waters of school life difficult to navigate. Some students come aboard for academic support. Others are seeking help with organisation. Some just need a friendly space or someone to talk to. Whatever current leads them to us, our aim is always the same: to help our students feel safe, supported and prepared to keep sailing forward.

Our logo features a ship on turbulent waters, together with the words from Shir HaShirim:

מים רבים לא יוכלו לכבות את האהבה

Mighty waters cannot extinguish the love.

This pasuk sits at the heart of the YS Teiva’s mission. It reminds us that care must remain predictable and steady, even amid turbulent seas. Students know that challenge does not pull them away from us. It brings us closer to them.

This redesign is not only a matter of theme or decoration. Learning environments matter deeply. Lighting, noise, colour, seating and the overall feel of a space affect how students learn.

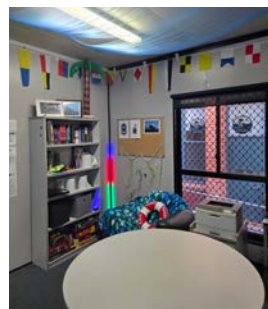
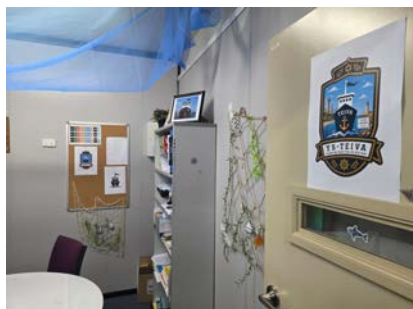
A welcoming setting can help reduce the sense of feeling overwhelmed. It can allow students room to pause, reset and reengage. At the same time, every student requires something different to feel welcome. Some need quiet. Some require movement. Some benefit from targeted sensory input. Some seek a conversation with a trusted adult. A good support space offers the opportunity to have all these differing needs met.

Such a setting is what we work to create aboard the YS Teiva. The space is calm, but not clinical. It is structured, but not sterile. It is playful, but purposeful. Most importantly, it is designed to help students feel that they belong. To be certain, Education Support is never about lowering expectations. It aims to help students access the tools, strategies and confidence they need to rise to any challenge.

Our goal is to ensure that every student who comes aboard the YS Teiva knows, without doubt, that they are not alone, that they matter, and that there is a loyal crew that will sail with them all the way to port.

Wishing all our students safe sailing and calm seas.

Zach





Upcoming Dates 2026

June:

Friday 26: Last Day Term 2

July:

Tuesday 14: First Day Term 3

Mazal Tov

To Dion and Danya Shapiro on the birth of a baby boy.
Brother to Lielle (prep) and Noa (Nitzanim creche room).

To Faye Gibson (JKA co-educator) on the birth of a granddaughter.

ADULT LEARNING for Our Community

ENGAGE. EXPLORE. GROW TOGETHER.

TWO FORMATS, ALTERNATING WEEKLY

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

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

UPCOMING SESSIONS	
WEDNESDAY SESSION 1	6 MAY
MONDAY SESSION 2	18 MAY
MONDAY SESSION 3	1 JUNE
MONDAY SESSION 4	15 JUNE
FRIDAY LAFLAF	1, 15, 29 MAY 12 JUNE

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

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

Learning together. Strengthening our community.

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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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2026 COMPETITION SEASON

BEGINNER TO ADVANCED LEVELS
COMMENCES JULY 2026
SUNDAY COMPETITION

Register your interest by 7 June 2026

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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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