



קשר KESHER

Friday 11 September 2026
כ"ט אלול תשפ"ו

ראש השנה

The Most Important Resource in Every Classroom

Hailey Joubert, *Head of Primary*

There are many resources that contribute to a child's education including carefully designed curriculum, quality programs, books, assessment data and specialist support. But the most important resource in any classroom is, and always will be, the teacher. Teaching is an extraordinary profession because its work is both highly visible and largely invisible. We see the lesson being taught, the book being marked and the conversation with a parent. What we do not always see is the enormous amount of professional thinking, decision-making, noticing, adjusting and caring occurring simultaneously.

One of the least visible aspects of teaching is this: a teacher's nervous system is one of the most powerful interventions in the room.

Before children fully process a teacher's words, they notice their pace, tone, facial expression, movement and predictability. Children continually read the adults around them for cues: Is this situation manageable? Can this adult help me through this? Children borrow calm and safety from the adults around them. At school, those adults are their teachers.

In a primary classroom, this can mean approximately 20 children, each arriving with their own temperament, experiences, worries, excitement, frustrations, friendships and learning needs, looking to one adult to create the conditions in which they can feel safe enough to learn.

And then, of course, the teacher needs to teach.



ראש השנה

Shabbat Times



Light candles 5:48pm

Shabbat ends 6:47pm

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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The Most Important Resource in Every Classroom , continued...

Behind a 45-minute lesson:

While explaining a concept, a teacher is constantly scanning the room.

One child looks confused. Another has understood immediately and needs greater challenge. Someone is beginning to lose focus. Another is still processing something that happened on the playground. A child cannot find their book. Someone needs reassurance before attempting the first question.

The teacher notices. They adjust an explanation, redirect a student, provide an extension prompt, liaise with an education assistant, support a child one-to-one and continually assess: Who understands? Who needs another example? Can I move on? Who needs me beside them before they can work independently?

At the same time, they are monitoring the clock, the learning intention and the pace of the lesson.

Then come the mental notes.

Check in with that child afterwards.

Follow up on that email.

Speak to a colleague about the behaviour we are monitoring.

Find that missing book.

And while all of this is happening, the teacher is still teaching: explaining, questioning, providing feedback, maintaining expectations and ensuring that every child has the best possible opportunity to experience success.

Hundreds of decisions are embedded within an ordinary school day. Many are made in seconds. Most will never be seen by anyone other than the teacher making them.

Teaching the whole child:

Every day, parents entrust us with what matters most to them, their children. We take that responsibility enormously seriously. Our teachers know their students not simply as readers, writers and mathematicians, but as developing human beings. We care deeply about their academic, physical, social, emotional and spiritual wellbeing.

We notice when confidence grows and when a usually enthusiastic child becomes quiet. We help children navigate disappointment, repair friendships, manage frustration and understand that mistakes are part of learning. We celebrate the child who finally takes a risk after weeks of hesitation and sometimes carry concerns for children long after they have left our classrooms for the day.

This deeply human work sits alongside considerable professional expertise.

Excellent teachers draw upon knowledge of curriculum, pedagogy, assessment, child development, behaviour, learning science, differentiation and wellbeing. They observe, analyse, adapt and reflect. They collaborate and continually undertake professional learning to become even better at their craft.



The Most Important Resource in Every Classroom , continued...



A profession worthy of our respect:

Teaching asks something unusual of those who choose it. Teachers are expected to manage behaviour, teach a rigorous curriculum, meet a wide range of learning needs, assess progress, communicate with families and respond to children's social and emotional needs, all while regulating their own nervous systems sufficiently to lend that calm to the children around them.

A teacher may be managing their twentieth interruption of the morning and still respond gently to the child who needs them. They may have repeated an instruction numerous times yet know that the next child deserves to hear it without frustration. They may spend lunch helping children resolve a friendship issue and then walk straight back into the classroom ready to teach. They reset. And reset. And reset again.

Not because teachers are superhuman, but because teaching is a profession built upon an extraordinary combination of knowledge, skill, judgement, patience, responsibility and service. There will be times when families and schools see things differently. Strong partnerships do not require us always to agree. They require something more important: mutual trust and respect.

Parents hold invaluable knowledge about their child. Teachers bring professional expertise and a perspective developed from knowing that child within the complex social and learning environment of a classroom. When those two forms of knowledge meet with curiosity rather than assumption, and partnership rather than opposition, children benefit enormously.

At Yavneh, I see extraordinary commitment every day. I see teachers who know their craft, know their students and care deeply about both. So, when we see a teacher standing at the pick-up zone, we might remember that we are seeing only a fraction of what they have done that day. They have taught, noticed, adjusted, encouraged, reassured, challenged, protected, problem-solved, held boundaries and begun thinking about what each child will need tomorrow.

And through it all, approximately 20 young nervous systems have been watching theirs. Our children deserve exceptional teachers. Our teachers deserve our trust, our partnership and our respect.

When families and teachers stand together, we surround our children with something incredibly powerful: adults united in believing in them, caring for them and helping them become the very best versions of themselves.



Connecting Man and Creation: A Message for Parshat Ha'azinu and Aseret Yemei Teshuva

Elisha Ernest, *Jewish Studies Support*

Parshat Ha'azinu opens with a powerful poem— Shira. In this poem, Moshe describes how Hashem chose the Jewish people, showered them with goodness, and how—despite leaving Hashem's path and suffering exile—the story ultimately ends with redemption and hope.

At the very beginning of this Shira, Moshe turns to the heavens and the earth, describing his words like water giving life to grass and plants. Why does Moshe speak to the sky and the earth? Rashi's famous explanation is that heaven and earth are eternal witnesses to the covenant between Hashem and the Jewish people.

However, we can also see this as a lesson about our deep connection to the world around us. Our actions do not happen in a vacuum. When human behavior goes off track, it causes harm to the entire world and brings creation itself into a state of "exile."

This idea connects directly to the days we are about to enter— Rosh Hashana, Yom Kippur and Aseret Yemei Teshuvah.

The Rambam writes in Hilchot Teshuva 3:4—
"A person should always view themselves as half deserving and half guilty, and the entire world as half deserving and half guilty. If they perform one mitzvah, they tilt themselves and the whole world to the side of merit, bringing salvation and deliverance to the entire world... For this reason, all of Israel increases their charity, good deeds, and mitzvot between Rosh Hashanah and Yom Kippur more than the rest of the year."

The Rambam teaches us that every single human action directly impacts the destiny of the entire world, for better or for worse.



Understanding this powerful connection adds another meaningful layer to Teshuva. Beyond the Teshuva between person and friend— Bein Adam Lechavero, and between person and Hashem— Bein Adam Lamakom, there is also a dimension of Teshuva between man and creation. Caring for the environment, protecting the future of our planet, and showing respect for all living creatures and plant life are all part of the Teshuva process during these holy days.

These big concepts can easily be brought into our everyday lives—keeping our homes and school grounds clean and organized, being mindful and wise about saving energy and resources, showing kindness and care to animals and plants around us and so many more simple and everyday actions could all be seen as part of Teshuvah.

May our efforts in Teshuva between man and creation join with our Teshuva towards one another and towards Hashem. Together, may we tip the scales of the entire world toward goodness and merit, and merit the fulfillment of the poem's final blessing: "וכפר אדמתו עמו" and he will forgive his land, and his people"

Rosh Hashanah: Returning to be Someone New

Zachary Gomo, *Secondary Teacher*

Rosh Hashanah is not only the beginning of a new year. It is an invitation to begin again.

Most of us carry a story about who we are. We tell ourselves that we are confident or shy, hardworking or lazy, patient or quick-tempered, successful or unsuccessful. Some of these descriptions may once have been true, but over time they can become limiting. We begin to treat them not as descriptions of our past, but as predictions of our future.

"I am just not good at that."

"I always give up."

"I am the kind of person who gets angry."

"I could never change."

Rosh Hashanah challenges this way of thinking. The central idea of the season is teshuvah, usually translated as repentance, but more literally meaning "return." Teshuvah means returning to the person we are capable of becoming. It teaches that human beings are not fixed. We are not trapped forever by our habits, our mistakes or the choices we made last year.

This does not mean pretending the past did not happen. Judaism takes responsibility seriously. Reinventing ourselves requires honesty. We have to recognise what is not working, admit where we have fallen short and decide what must change. But after that honest reflection comes something equally important: the belief that change is genuinely possible.

The shofar expresses this message powerfully. Its sound is sharp, direct and impossible to ignore. The Rambam describes it as a wake-up call. Sometimes the deepest sleep is not physical. It is the state of moving through life automatically, repeating the same reactions and assuming that tomorrow must look like yesterday.

The shofar interrupts that pattern. It asks: Who do you want to be this year?

For a student, reinvention might mean becoming someone who asks for help instead of trying to conceal confusion. It might mean deciding that one disappointing result will not define an entire year. It could mean becoming more disciplined, more courageous or more willing to include others.

For adults, the question is just as relevant. A new year may be an opportunity to become more present with our loved ones, more patient in difficult moments, more careful with words or more willing to repair a damaged relationship. Reinvention does not always require a dramatic transformation. Often it begins with one changed habit, one difficult conversation or one decision repeated consistently.

The great challenge is that change can feel unnatural at first. A person trying to become more confident may still feel nervous. Someone trying to become patient may still feel irritated. Someone rebuilding after failure may still feel disappointed. Reinvention does not mean that the old feelings disappear immediately. It means that we stop allowing them to make every decision for us.

Rosh Hashanah reminds us that the future is not simply something that happens to us. It is something we help create through our choices.

As the new year begins, we do not need to remain the person we were last year. We can learn, repair, grow and begin again. The pages ahead are not yet written, and that is one of the greatest gifts Rosh Hashanah offers us.

Wishing us all every success and the sweetest new year!

JLife takes Centre Stage for the New Year

Sara Amzalak, Jewish Life and Learning

Year Five girls came together this week at lunch recess to make a decorative centrepiece for their Rosh Hashana tables. The girls enjoyed being extremely creative, while listening to music and even breaking out into spontaneous dance.

Using tree branches, wool, string, pipe cleaners, small foam apples and scratch apples, the girls each came up with their own unique and stunning centrepiece. An enjoyable time was had by all, and we hope they elevate your Rosh Hashana tables.

Tishrei charts were handed out to all Primary students. Please encourage your child/ren to put them on the fridge and fill in as we journey along the month of Tishrei. Charts are due back, with a parent signature, when we return for Term 4.

Wishing everyone a happy, sweet new year.



Shana Tova Cards for Israeli Soldiers from Years 3 and 4

Michelle Sharp, *Primary Jewish Studies*

Over the past week, students in Years 3 and 4 enjoyed creating Shana Tova cards for Israeli soldiers. With members of our classes travelling to Israel for the Chagim, the students were excited to know that their cards will be hand-delivered to soldiers in Israel on their behalf.



The Halls Are Alive with the Sound of the Shofar

Over the past month, as you walked down the halls of the Primary School each morning, you could hear the sound of the shofar reverberating from all three levels. Kol Hakavod to our dedicated Year 6 senior shofar blowers, Levi G, Simcha R, and Yonatan L, who, with dedication and passion, inspired our students to “wake up” and prepare for Rosh Hashanah.



In addition to our Year 6 students, several committed shofar blowers “in training” from Years 3–5 also blew the shofar for their individual classes. It was wonderful to see the excitement of the shofar blowers and their peers as they proudly blew the shofar for their classes!



As we daven in shule and hear the sound of the shofar on Rosh Hashanah, as we coronate Hashem as our King, may we be zoche to hear the sound of the shofar that will be blown with the coming of Moshiach, please G-d, speedily in our time!



Preparing for Rosh Hashana

Yossi Smoller, *Primary Jewish Studies*

As we prepare for Rosh Hashana, Students of one Aleph have been learning about the importance of teshuva, thinking about our actions, saying sorry, and trying to do better.

To make this learning fun and hands-on, we played a life-size game of “Sorry!” in our classroom. Students enjoyed the game while exploring the meaning of saying “I’m sorry” and making amends.

It was a great way to help our children practise the important middah of being able to say sorry and learn from our mistakes as we get ready for the year 5787!



Gifted and Talented Program

Lina Robertson, *Primary General Studies*

In Term 2, students explored "Domino World", an investigation into how actions and events can create far reaching consequences. Using the concept of a domino effect as a starting point, students examined a range of scientific, social and economic outcomes, considering how one decision, invention or event can influence many others. Through discussion, debate and analysis, students compared different perspectives, explored cause and effect relationships and considered how people may experience the same situation in very different ways. The unit challenged students to think beyond immediate consequences and recognise the interconnected nature of our world.

This term, students are investigating, "Beyond the Obvious". This topic invites students to explore the ideas of perspective, perception and paradoxes and how these concepts provide unique lenses through which we understand the world. Through visual illusions, philosophical questions, puzzles and real world scenarios, students are discovering that there is often more than one way to interpret information or approach a problem. The unit encourages students to question assumptions, remain open to alternative viewpoints and appreciate the value of nuanced thinking.

In addition to the Gifted and Talented program, students continue to develop their coding skills through weekly lessons with Digimaker. These sessions challenge students to think logically and creatively as they learn programming concepts and apply them to a range of digital projects.



It has been a jam-packed Term in Primary sport!

Ryan Rothschild, Head of Sports – Primary

Major events included:

- The Balaclava District Interschool Athletics Carnival (more in 28/8 Keshet edition)
- Year 4-6 Swim Intensive Week
- Year 4-6 Interhouse Swim Carnival

Our upper primary students spent last week participating in our weeklong swim intensive program. The program provided the students the opportunity to further develop vital swim skills, including a water safety day which showcased crucial learnings if students are to ever find themselves in danger. They also completed time trials, in preparation for the Primary Swim Carnival.

The Swim Carnival was once again a great day full of competitive spirit, with students striving to earn points towards their respective house! Well done to all of our swimmers for competing in the event and engaging in the life of the school. It's always fantastic to see Yavneh families spectate the event and provide a great atmosphere. As always, thank you to all the staff and coaches who assisted in making the event run as smoothly as it did. All students who competed in the event received a well-earned Zooper Dooper for their efforts on Thursday. Swim Carnival results below. A reminder that results are weighted proportionately to accommodate for some uneven numbers across the houses.

Boys:

- 1st – Ofra 407 points
- 2nd – Efrat 359 points
- 3rd – Magshimim 280 points
- 4th – Rosh Tzurim 199 points

Girls:

- 1st – Efrat 361 points
- 2nd – Rosh Tzurim 324 points
- 3rd – Magshimim 201 points
- 4th – Ofra 169 points

After the many heats across four different swimming disciplines for boys and girls, the winner and our overall champions for 2026 is Efrat!

- 1st – Efrat 720 points
- 2nd – Ofra 576 points
- 3rd – Rosh Tzurim 523 points
- 4th – Magshimim 481 points

Apologies to the girls who stuck around at the end to hear the announcement of the results as I may have miscalculated on the day! Once again, well done to all competitors.

Attention has already turned to Sports Day. The younger year levels have begun practicing for their events, and can't wait to show off all their hard work on the 3rd November.

And finally, with the AFL home and away season now wrapped up, so too has the classroom footy tipping. Congratulations to our top 3!

1st – 6B: 151

2nd – 5B: 146

= 3rd – 4A & 4B: 144

As a reward, the top 3 (and staff!) will receive a pizza lunch on Thursday 17th September and as a bonus, each student in 6B will receive a packet of footy cards for claiming first place!

Term 4 Primary Sport dates

- Year 6 boys Division Cricket Finals (selected students only)
 - Tuesday 20 October
- Yavneh Sports Day
 - Tues 3 Nov 2026 @ Duncan McKinnon Reserve
- Year 5/6 Interschool Sport Round Robin
 - Friday 13 November
- Prep-Year 3 Swim Intensive Program
 - Monday 30 November – Thursday 3 December & Monday 7 December (No Friday session)



JOIN US!!

JEWISH LIFE EDUCATOR

WE ARE SEEKING DYNAMIC AND ENGAGING EDUCATORS TO JOIN OUR JEWISH LIFE TEAM FOR 2027.

THE ROLE WILL INVOLVE:

- ACTIVELY ENGAGING WITH A BROAD RANGE OF STUDENTS ACROSS THE SECONDARY SCHOOL
- DELIVERING EXPERIENTIAL AND EXTRACURRICULAR PROGRAMS
- RUNNING EVENTS THAT PROMOTE THE VALUES AND IDEALS OF THE COLLEGE
- PLAYING AN INTEGRAL ROLE IN SCHOOL CAMPS AND SHABBATONS
- CANDIDATES WILL BE SELF-MOTIVATED, HAVE PROVEN ABILITIES IN ENGAGING WITH AND INSPIRING STUDENTS, DEMONSTRATE STRONG COLLABORATIVE SKILLS AND MODEL THE RELIGIOUS ZIONIST ETHOS OF THE COLLEGE.



Apply Now at: hr@yavneh.vic.edu.au

PLEASE EMAIL YOUR APPLICATION BY
OCTOBER 5TH 2026





Upcoming Dates 2026

September:

Friday 11 – Erev Rosh Hashana (early dismissal) 1pm
ELC 12.45pm

Condolences

Condolences to the **Spivak Family** on the passing of their grandfather.

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AUSTRALIA



Rosh Hashana Boxes 5787/2026

What's in the box?



3D Table Decoration



Choc Chip Biscuits



5 Apple Shaped Honey Biscuits



Honey Bundt Cake with Yellow Icing and a Chocolate Bee



100gm Rocky Road



100gm Chocolate Dipped Honeycomb



5 Chocolate Dipped Dates with Coconut



5 Rosh Hashana Fondant Biscuits

Emunah provides a range of life-changing programs that support Israel's most vulnerable children, women and families helping them break cycles of dysfunction and build stable, fulfilling lives.

Your invitation to the Australian Jewish Community Survey

Are you in? ✓

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