



# קשר KESHER

Friday 23 October 2026  
י"ב חשוון תשפ"ז

פרשת לך לך

## Study Smarter, Not Harder: Preparing for SATs and Exams

**Shoshi Vorchheimer**, *Director of Teaching and Learning*

In this week's parsha, Lech Lecha, Avraham is called to leave what is familiar and embark on a journey into the unknown. Preparing for SATs and exams is, of course, a rather different journey, but there is a useful lesson in Avraham's willingness to take that first step. Success rarely happens all at once. It comes from having a direction, making deliberate choices and continuing to move forward, even when the destination feels a long way off.

As we approach the end of the school year, our Secondary students are beginning their own journey towards their upcoming assessments. Each student will receive a revision booklet from their subject teachers, explaining what to expect, where to find the relevant notes and resources, and how best to prepare. These booklets provide a roadmap, but students still need to take responsibility for the journey itself.

The good news is that effective study is not about spending endless hours at a desk or sacrificing every moment of free time. It is about working smarter, not harder. Research into how we learn gives us some clear guidance about which strategies make the greatest difference.

### Retrieve, don't just reread.

One of the most common study habits is also one of the least effective when used on its own: reading over notes and highlighting important information. The material may look familiar, but familiarity is not the same as knowing it. Students can easily mistake the feeling of recognition for genuine understanding.

A much more powerful approach is active recall: closing the book and trying to retrieve information from memory. Students might answer practice questions, write down everything they remember about a topic, explain a concept aloud or test themselves using flashcards. The effort involved in remembering is part of what makes the learning stick. If something cannot yet be recalled, that is valuable information about what needs further revision.

פרשת לך לך

Shabbat Times



Light candles 7:26pm

Shabbat ends 8:27pm

## Study Smarter, Not Harder. Preparing for SATs and Exams, continued...

Mock exams and practice questions are particularly useful because they combine retrieval with the experience of applying knowledge under assessment conditions. They help students identify gaps, become familiar with the demands of an exam and build confidence before the real thing. The key is to check answers carefully and learn from mistakes, rather than simply completing questions and moving on. Spread it out.

Avraham's journey was not completed in a single day, and effective revision should not be attempted in one marathon session either. Spaced repetition involves revisiting material over several days or weeks, rather than trying to learn everything the night before an exam. Each return to the material strengthens memory and makes it easier to retrieve later.

A realistic study timetable can help students distribute their revision across subjects and topics. Short, focused sessions are often more manageable than hours of unfocused work, particularly when they include regular breaks. The Pomodoro technique, for example, involves working with concentration for a set period – often 25 minutes – followed by a short break. It can be a useful way to get started when motivation is low or a task feels overwhelming.

The important thing is consistency. A little revision, done well and repeated regularly, is far more valuable than a last-minute scramble.

### Make your brain work.

Students can also strengthen their understanding by explaining ideas in their own words, a strategy often associated with the Feynman technique. Imagine having to teach a concept to someone who knows nothing about it. Can you explain it clearly and simply? If you get stuck, you have discovered something worth revisiting. Teaching a parent, explaining a mathematical process aloud or talking through the causes of a historical event can reveal whether knowledge is genuinely secure.

Other techniques can support this process. Mnemonics can help students remember lists, sequences or key facts. Brain dumping – writing down everything remembered about a topic before checking notes – is an effective way to practise retrieval and identify gaps. Summarising can also be useful when students must select and organise the most important ideas, although copying out notes or repeatedly rewriting them should not be mistaken for learning.

The revision booklet is an excellent place to begin. Students should use it to identify what they need to know, then choose study strategies that require them to do something with that knowledge: retrieve it, explain it, apply it or practise using it.

### Choose your environment wisely.

Avraham had to leave the familiar behind to begin his journey. For students, one of the most important first steps may be putting away the phone. Social media notifications, video games and constant interruptions make sustained concentration difficult. A quiet study space, a clear task and a phone out of reach can make a considerable difference.

Music may help some students feel settled, but it can also compete for attention, particularly when it contains lyrics or when the work involves reading and writing. Watching videos and lectures can be helpful for introducing or clarifying a difficult concept, but watching passively is rarely enough. Students should pause, take notes, answer questions and test what they have understood.

Ultimately, the most effective study session is not necessarily the one that feels easiest. It is the one in which students are thinking hard, practising what they know and discovering what they still need to learn.

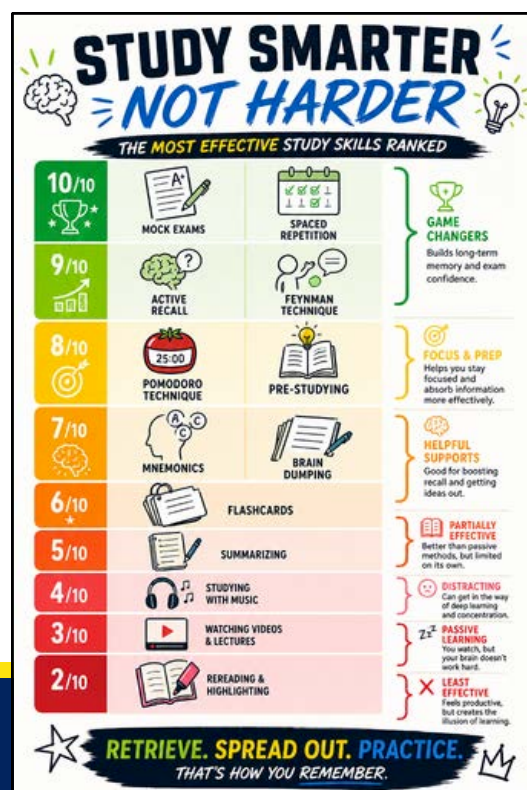
### Keep going, and ask for help.

Even with a good plan, there will be moments when a practice question goes badly, a concept refuses to make sense or motivation begins to fade. These moments are not signs of failure. They are opportunities to adjust the plan, seek assistance and try again. Students should make use of their teachers, ask questions early and avoid allowing small gaps in understanding to become larger ones.

As Avraham's journey reminds us, we do not always need to know every detail of the road ahead to take the next step. Students cannot control every question that will appear in an assessment, but they can control how they prepare. And the purpose of learning extends well beyond a mark on a report. The knowledge students acquire, the discipline they develop and their ability to persevere when something is difficult will serve them long after their exams are finished.

My advice to all students is simple: retrieve, spread out your revision and practise. Use your revision booklets, make a plan, work consistently and ask for help when you need it. You do not need to complete the entire journey today. You simply need to take the next step.

Wishing all our students success and hatzlacha in their preparation.





## Lech Lecha – Constant Growth

**Raphael Eppel, Jewish Life Educator**

The Parsha begins with the compelling Passuk:

וַיֹּאמֶר יְהוָה אֶל־אַבְרָם לֵךְ־לָךְ מֵאֶרֶץ, וּמִמְּלַכְתְּךָ וּמִבְּיֶת אָבִיךָ אֶל־הָאָרֶץ אֲשֶׁר אֹרְאָךְ:

“And the Lord said to Abram, “Go forth from your land and from your birthplace and from your father’s house, to the land that I will show you.”

Rav Levi, quoted in the Midrash, poses a question on the first two words of the Parsha. Looking at the pshat of the text, the words literally mean “go for yourself”. Rav Levi is puzzled as to what the Torah means in the commandment for Avraham to go ‘for himself.’ When deciphering the meaning behind words in Tanakh, it is good to cross-reference and find where the same phrase comes up again in context to gain understanding of what the Torah’s trying to say.

The words “Lech Lecha” are mentioned for the second and final time when Hashem commands Avraham to sacrifice his son on Har Moriah. In comparing the two ‘tests’, Rav Levi concludes that the latter is ‘greater’.

Seemingly, there shouldn’t even be bounds for comparison. Obviously, the test of sacrificing a son, whereby losing a child is one of the most difficult things for one to go through, seems to be the astoundingly greater test than simply leaving a father’s house. Avraham was heart-wrenched, devastated, at the horrifying prospect of taking his son’s life in service for Hashem.

The Yeshod Ha’Avodah quotes the Arizal by looking at the essence of one’s life. He explains that each person has an individual purpose which is specific to them. Thus, every situation we are placed in is precisely the correct environment to fulfil this purpose, and we must actively search for opportunities to do so. Even the tests, the great challenges and difficulties, are there to shape us and prepare us to ultimately fulfil our mission in this world.

We can extend this theory by analysing the unique tendencies of every individual, made up of traits one is born with and traits one collects over time. One person may be naturally quick to anger, and another may be overly accepting and forgiving. The Rambam mentions this in Hilchot Deot and recommends that one should use these personality niches towards fulfilling one’s purpose and utilising them for good. Therefore, through the various tests Hashem gives us, our character is challenged and ultimately refashioned, and it is in our power whether we use these tests to change us for the better or worse.

This thought can be applied in our Parsha, whereby the commandment by G-d is a test for Avraham. It must be for his benefit, as it directed him further towards his unique goal. Each aspect of the commandment contains a separate benefit from which we all can learn.

In the Passuk, Hashem commands Avraham first to leave his “artzecha”, “his land”. Rav Kook teaches that the land of Israel (or Canaan) has its exceptional Kedusha, which Avraham’s life mission would benefit from.

Secondly, Avraham must leave his “moladetecha”, “his birthplace. The place we are born all carry their own dispositions and defines our upbringing. In Avraham’s case, he was surrounded by Avodah Zara, and needed to break free from this environment.

Finally, the instruction to leave “beit avicha”, “his father’s home”, was intended for Avraham to break away from his fathers, and his teachers, and pave a new life for himself. He was born into an ancestry of fracture, coming from the years following the flood which included the dor haflagah, the generation of dispersion following the Tower of Babel. Avraham needs to create a change in this descent and redirect history

As such, we can now interpret the first Passuk and the question by Rav Levi. Regarding the Lech Lecha in our Parsha, we can understand it to represent the daily, constant struggle against our inner tendencies and environment. We all have natural traits we grow up with, and we should learn how to balance this with new ideas we discover over time.

Concurrently, along the way we are presented with unique tests, targeted by G-d to allow us to grow from this and combat the daily tussle. This test was the Akeidah, a once-off task by Hashem towards Avraham which ultimately directed him closer to his mission in life.

There is a Midrash which teaches about the time when the Beit Hamikdash was destroyed and the Jews were exiled from their land. Each of the Avot presented their claim to save the Jews. Avraham used his servitude towards G-d by almost sacrificing his son as a merit to save the Jewish people by.

Yet, instead of listening to Avraham, G-d only relents and shows mercy when Rachel pleads her case. She argues that in merit of her constant struggle of being thwarted to marry the man she loved was deserving. Hashem sees the constant struggle of Rachel as a reason to save the Jews, rather than the singular tests that Avraham and Yitzchak had overcome.

From this Midrash, we see that Hashem values the daily tests, even over the large isolated incidents.

Ultimately, looking deeper at the words, ‘go for yourself’, we can realise that every situation we are placed in, every toil Hashem throws at us, is for the better, and furthermore, we must continue ‘going,’ and marching forward. The perpetual difficulties daily are paramount to our continuous growth, which will eventually result in us achieving our ultimate purpose in life.

## Exploring Israel, one step at a time!

**Charlene Orwin**, Head of Yavneh Early Learning Centre

Yesterday our Junior Kinder children were treated to a special visit from JNF. With a giant map as their guide, the children embarked on an exciting journey across Israel, discovering famous cities, diverse landscapes and unique terrain along the way.

Travelling by "plane", "bus" and "camel", they learned all about Eretz Yisrael through fun, movement and imagination. What an adventure!



## Y5 Buddy Time

**Lina Robertson and Terry Crothers, Primary General Studies**

We are thrilled to share that our Grade 5 students have embarked on an exciting rite of passage – the introduction to their 2027 Prep Buddies!

The Year 5 students approached this moment with eager anticipation, excited to meet their new Buddies and engage in fun activities together. It was heartwarming to witness the interactions at the Senior Kindergarten, where connections blossomed and joyful bonds were formed. The enthusiasm in the air was palpable, and we can't wait for the next session of play and learning together!

*"I felt on top of the world and so happy to see my buddy. We ran around and chatted a lot while we were playing. I'm looking forward to having fun and talking with him next year."*  
– Eytan E

*"When I met my buddy, he was a bit shy at first, but it was so much fun. I am feeling extremely excited that I'm going to spend all year with him."* – Gabe L

*"Meeting my buddy made me feel more responsible. We solved puzzles and played outside. I'm looking forward to helping them with their learning next year."* – Asher H

*"I am so grateful that I can be a good example for my buddy. My buddy is so kind and fun. I can't wait to see her again."* – Rae B

*"My two buddies led me to the activities that they wanted to do. I felt so happy because they were so sweet. One of my buddies drew me a picture which made me feel amazing. When we went outside, we played What's The Time Mr. Wolf?"* – Naomi B

*"When I met my buddy, he was so energetic. He ran straight inside and started building a Lego maze. He was so creative he even made traps in the maze. I am looking forward to having more time with him next year."* – Alon E

*"Together we drew nice pictures of rainbows, played with Lego and played outside in the playground. I felt a little bit shy when we first met my buddy but soon realised it wasn't as difficult as I thought. We started talking about what we like and it was amazing. I am looking forward to 'coming closer' to my buddy next year."* – Netta G

*"When I met my buddy, she gave me the biggest hug! I feel so excited to spend more time with her. I had such a good time since I'd been waiting for this moment all year!"* – Mia V

*"I was excited. Even though my buddy for next year wasn't there, I buddied up with someone else. We had a lot of fun playing games and drawing. Letting her choose what to do was easy because she chose things that I like to do too. I am really eager to meet my 'real' buddy next year."* – Be'er E



## Year Ones Learn about Avraham Avinu

**Yossi Smoller**, *Primary Jewish Studies Teacher*

This week, our Year 1 classrooms were filled with creativity, collaboration, and lively learning as our students dove into the story of Avraham Avinu in the Parasha. As part of our learning, the children connected the weekly Torah portion directly to our ongoing Chumash unit, where they have been developing foundational pre-Chumash skills.

To bring the Chumash learning to life, Year 1 explored one of Avraham's most famous traits: his selfless dedication to Hachnasat Orchim (welcoming guests). The Midrash teaches us that Avraham's tent was open on all four sides so he could spot travellers coming from any direction and invite them in for food and shelter.

Working in small groups, the students put their teamwork skills to the test as they built their very own "Avraham-inspired" tents using a wide array of classroom materials, including blankets, craft items, and building blocks.



## BarMe this week and our new decision making course

**Sivan Blitman**, *Jewish Life Educator*

It's been a busy and exciting week with the upcoming Israeli elections just around the corner! Students enjoyed their first election explainer session, where they explored the different political parties, followed by a lively grand debate in which teachers and students took on the roles of political candidates.

Our new decision-making course has also officially launched! Each class will participate in a session exploring how Jewish values and sources can provide a meaningful framework for navigating decisions in their own lives.

In BarMe this week, the Year 6 boys enjoyed a fun, hands-on session learning how to tie their very own tzitzit!



## Roots Project Evening

**Brent Goldstein, Head of Year 9 and 10**

The Roots Project Evening was a truly special celebration of family, heritage and identity. Throughout the evening, our students proudly shared the stories, traditions and experiences that have shaped their families across generations. The quality of the projects on display reflected not only the hard work and dedication of our students, but also the deep pride they have in their family histories. It was wonderful to see students confidently presenting their work and engaging in meaningful conversations about their roots and the journeys that brought their families to where they are today.

A sincere thank you to all the parents, grandparents and family members who attended the evening and helped make it such a success. Your presence demonstrated the importance of family and community, and it was clear how much it meant to our students to have their loved ones there to celebrate their achievements. The support, encouragement and interest you showed throughout the evening created a warm and welcoming atmosphere that perfectly reflected the spirit of the project.

We are especially grateful to those family members who contributed their time, memories, photographs and personal stories throughout the research process. The Roots Project is only possible because of the willingness of families to share their experiences and preserve their histories for future generations. Thank you for helping our students connect more deeply with their heritage, strengthen their sense of identity, and create a lasting record of the stories that make each family unique. The Roots Project is not a simple school assignment, it is a lasting legacy.



## Maths Competitions Available at Yavneh

**Morgan Levick**, Head of Mathematics



This year at Yavneh we have given our students the opportunity to participate in mathematics competitions designed to challenge their mathematical reasoning, creativity, and problem-solving skills. The problems students have been doing can be very difficult, but they are also often very satisfying to attempt, with interesting concepts, clean numbers, and requiring novel approaches to solve.

The Australian Mathematics Competition (AMC) is our most widely accessible mathematics competition, starting with some easy questions (all multiple choice) and gradually increasing in difficulty to the point where the hardest problems require a numerical answer. Problems are mostly logical and require strong numeracy skills but not necessarily much maths content knowledge.

The Kangourou sans Frontières (KSF) is a famous international mathematics competition, with more than six million students participating worldwide each year. Its multiple-choice problems often require an unexpected observation or clever shortcut rather than complicated calculations.

For the most hardcore maths students who enjoy a serious challenge, there is the Australian Intermediate Mathematics Olympiad (AIMO). This four-hour competition is aimed primarily at Years 7–10 and includes problems involving topics such as number theory, geometry, inequalities, counting and proof. Only a small number of students are expected to complete the entire paper and use all of their allotted time.

We also offer competitions that move beyond traditional mathematics. The Computational and Algorithmic Thinking (CAT) competition challenges students to develop and analyse algorithms, without requiring any programming experience or ability to program in any language.

Finally, the Australian Informatics Olympiad (AIO) is for students who enjoy mathematical programming and have some programming ability in C, C++, Python, or Java. Competitors write computer programs to solve problems, with the challenges becoming progressively more difficult.

The Australian Mathematics Competition will be required for all accelerated mathematics students in 2027, but core maths students are welcome to join, too. The other competitions are open by invitation or expression of interest, so I encourage all students to sign up for any and all maths and programming competitions that they are interested in! Whether you enjoy puzzles, pure mathematics, logical reasoning or programming, there is a competition waiting to challenge you. Check out the sample problems provided to see which ones interest you!

### KSF Sample Problem

The length of a set of four well-parked and fitted supermarket trolleys is 108 cm.



The length of a set of ten well-parked and fitted supermarket trolleys is 168 cm.  
What is the length of a single supermarket trolley?

60 cm

68 cm

78 cm

88 cm

90 cm

### AIMO Sample Problem

Aimosia is a country which has three kinds of coins, each worth a different whole number of dollars. Jack, Jill, and Jimmy each have at least one of each type of coin. Jack has 4 coins totalling \$28, Jill has 5 coins worth \$21, and Jimmy has exactly 3 coins. What is the total value of Jimmy's coins?

### AMC Sample Problem

Four equilateral triangles of the same size are arranged with horizontal bases inside a larger equilateral triangle, as shown. What fraction of the area of the larger triangle is covered by the smaller triangles?



(A)  $\frac{2}{3}$

(B)  $\frac{1}{2}$

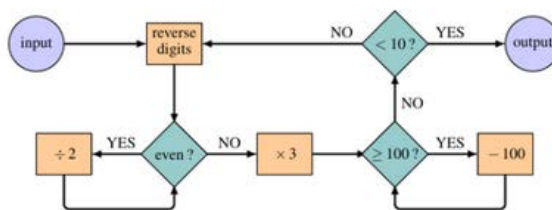
(C)  $\frac{4}{9}$

(D)  $\frac{4}{7}$

(E)  $\frac{16}{25}$

### CAT Sample Problem

The number 38 is input into the following flow chart:



How many times is the 'reverse digits' process applied before 'output' is reached?

(A) 1

(B) 2

(C) 3

(D) 4

(E) 'output' is never reached

## Fantastic New Puzzles

**Sara Amzalak**, Head of Jewish Life and Learning

Here at Yavneh, we have been fortunate to have had a generous donation by Haim and Keren Dadoush of Memory Block Puzzles.

Puzzles have been designed with the six Keilim (vessels) of the Beit Hamikdash and with the Shivat HaMinim (seven species of the land of Israel).

These puzzles are available to be used during lesson time to enhance, reinforce and vary the learning experience for children learning about these topics during Parasha, Chumash and Chagim lessons.

We are very grateful to the Dadoush family for this donation and look forward to the children using these beautiful wooden puzzles to enhance their learning.



**WHAT DOES YOUR FAMILY NEED FROM OUR COMMUNITY?**

From childhood to our older generations, what services from the Jewish community are important to you?

**Gen26** Are you in? ✓

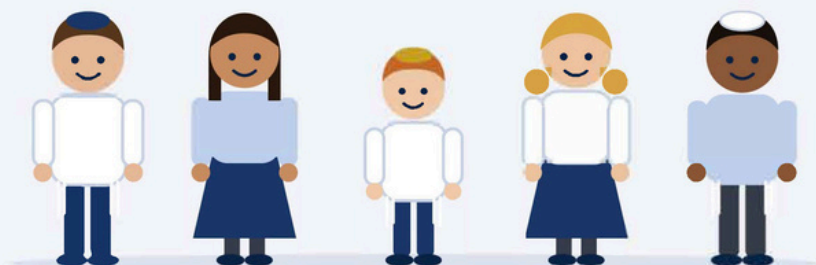
Your voice counts. Help shape our community's future.

JCCV MONASH University AUSTRALIAN CENTRE FOR JEWISH EDUCATION JCA Jewish Community Appeal

ונשמרתם מאד לנפשותיכם

TAKE GREAT CARE OF YOUR LIVES · DEVARIM 4:15

## We take the safety of every child seriously



01

### Our staff and volunteers are checked and screened

Every adult who works with our children is screened, checked and trained in child safety.



02

### We listen to children and act on their concerns

Every child has a voice. If something feels wrong, tell a teacher you trust – we will listen and respond.



03

### We keep children safe together, as a kehilla

Children, parents, carers and our wider community help shape our child safety policies and practices.



04

### Our policies and Code of Conduct are up to date

They are reviewed regularly so they always reflect best practice and the Child Safe Standards.

#### Need to talk to someone?

Speak to any teacher, or our Child Safety Team

Leibler Yavneh College

כל ישראל ערבים זה לזה

LEIBLER YAVNEH COLLEGE

# New Phone Policy for 2027

Phones away, minds on.

From Term 1 · January 2027

## DEVICES COVERED



Mobile phones



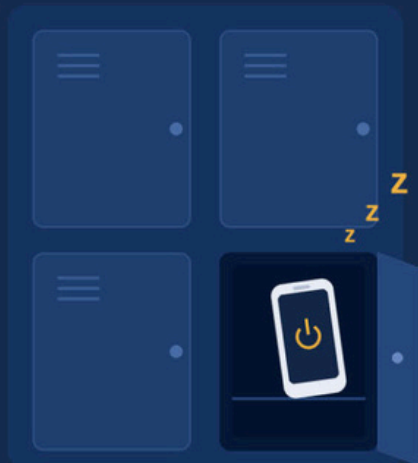
Smart glasses



Smartwatches



Headphones



On 4 August 2026, the Victorian Government amended the Education and Training Reform Act 2006, requiring all Victorian schools to restrict student use of personal electronic devices during school hours.

On Tuesday 20 October 2026, further information was published about how schools must do this (Ministerial Order No. 1515 – Personal Electronic Devices in Victorian Schools).

To follow the new requirements, our school will have a new Mobile Phones and Personal Electronic Devices policy. This policy will be in place from 2027 and will be made available on our website later this year.

## Which devices are covered

The new policy will restrict student use of:

- mobile phones
- smart glasses
- wearable devices, such as smart watches
- personal audio devices, such as headphones and earbuds.

## Why we are doing this

Restricting these devices helps to ensure:

- a learning environment free from unnecessary distractions and disruptions
- a safe environment for students, staff and visitors
- greater opportunities for social interaction and physical activity during recess and lunchtimes, without the distraction or social pressures caused by devices.

## What changes from Term 1 2027

The following restrictions will apply to these devices if they are brought to school:

- **Mobile phones and smart glasses** must be switched off and stored in the designated areas, which will restrict student access to them during school hours.
- **Wearable devices** must have notifications, cellular connection and recording functions turned off during school hours.
- **Personal audio devices** must not be used during school hours.

## Exemptions

Our school can only grant exemptions for the use of mobile phones, wearable devices and personal audio devices to support:

- student learning
- health or wellbeing
- managing risks when students are offsite.

Due to the unique privacy risks posed by smart glasses, exemptions will only be granted where their use is a reasonable adjustment for a student with disability (for example, a student with vision impairment) and the adjustment cannot be reasonably provided by another device or approach.

Our school will provide further information to you prior to Term 1 2027. If you have any questions, please contact David Fisher at [d.fisher@yavneh.vic.edu.au](mailto:d.fisher@yavneh.vic.edu.au).



## Upcoming Dates 2026

### November:

Sunday 22 – Year 12 Graduation

### December:

Thursday 3 Speech Night (early dismissal 3.15pm)

Friday 11 Last day for students K-11



## MULTI-SPORTS COACHING



### SOCCER | BASKETBALL

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**POSH OPP SHOPPE**  
484 GLEN HUNTLY RD, ELSTERNWICK

**KIDS ENTERTAINMENT**



**ART ACTIVITIES**  
with Glen Eira Artists Society



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**BALLOON ARTIST**



**FACE PAINTING**



**GLUCKS FOOD & DRINKS**

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