GRANDPARENTS AND SPECIAL FRIENDS DAY
A wonderful morning full of song and activity
> p6

FIDDLER ON THE ROOF
from Tradition to Anatevka
> p8 - 9

PESACH
Preparations are in full swing
> p10

The community magazine of Leibler Yavneh College • Issue 1 2017
Dr. Zhao's works focus on the implications of globalisation and technology on education. He has designed schools that cultivate global competence, developed computer games for language learning, and founded research and development institutions to explore innovative education models. He has published over 100 articles and 20 books, including his latest book World Class Learners: Educating Creative and Entrepreneurial Students, which has won several awards including the Society of Professors of Education Book Award (2013), Association of Education Publishers' (AEP) Judges' Award and Distinguished Achievement Award in Education Leadership (2013). Dr. Zhao was named one of the 2012 10 most influential people in educational technology by the Tech & Learn Magazine.

Dr. Zhao is an engaging and most thought provoking academic. He suggests that in this current age we should be focusing on the “what” of education rather than the “how”, the debate currently dominating our politics and media. Zhao's proposition is that we are trying to prepare our students for the future but we can only rely on the past to do this. Our schools are stuck in the Industrial Age but technology and globalisation require educators in first world countries to look beyond the essentially homogenous education we currently provide. Today’s schools are about being "ready for something" and we define this by our expectations. We focus on ensuring that students "can do what we want them to do" and we measure their success by assessing the skills and knowledge that we believe are currently important rather than those skills and talents that will be needed for the future. We know that digital technology is replacing the training of people who do routine jobs, and manufacturing is not the only industry being replaced. Much of the work in professions such as law and accountancy is also being completed more efficiently through the use of computers. However we continue to prepare our students to have the opportunity to enter universities which produce graduates for careers where job opportunities are not guaranteed in the future. There is a global talent mis-match.

Zhao suggests that the education of children for tomorrow should focus on nurturing the qualities of the entrepreneur: confidence, persistence, global competency, friends, creativity, uniqueness, risk taking, alertness to opportunity, empathy. These are often known as the soft skills and few schools measure student achievement in these important areas. Entrepreneurs are people who are self-motivated. They are creative thinkers who are not just problem solvers but problem identifiers. Perhaps problem identification and knowing which problems are worth solving are already more important than problem solving skills. We only have to consider how many new professions have emerged in the last twenty years, for example social media manager, website designer and organisational development specialist to appreciate that we don’t know the world for which we are educating our children. Schools need to liberate creativity and move beyond a good student being a student who can tell you what you want them to tell you in the way that you want to receive it.

Zhao also focuses on the rise of the social entrepreneur and suggests that the successful entrepreneur of the future is one who is motivated by how to improve the lives of others. These entrepreneurs increase their own value by serving others. This interdependence is becoming increasingly important in our world, and for humanity’s survival into the future.

During my first term at Leibler Yavneh I have been impressed by how worldly our students are and am encouraged by their natural disposition to question and to debate the knowledge and issues they encounter. I know that their study of the Torah and the high value placed on discussing its meaning within our Jewish Studies program together with the importance placed by Judaism on scholarly endeavour, fosters our students to be curious and to question. A recent article by Israel’s Education Minister, Naftali Bennett (Wall Street Journal, 23/03/17) explains this important difference in pedagogical approach and I think it is well worth quoting. He talks of a parallel education system that operates alongside the formal one, where Israeli children learn to become entrepreneurs.

"...our heritage of debate - it’s in the Jewish DNA. For generations the Jews have studied the Talmud, our legal codex, in a way vastly different from what goes on in a standard classroom. Instead of listening to a lecture, the meaning of complex texts is debated by students in hevruta - pairs - with a teacher offering occasional guidance. Unlike quiet Western libraries, the Jewish beit midrash - house of study - is a buzzing beehive of learning. Since the Talmud is one of the most complex legal codes ever gathered, the idea of a verdict is almost irrelevant to those studying. Students engage in debate for the sake of debate. They analyse issues from all directions, finding different solutions. Multiple answers to a single question are common. Like the Talmud itself - which isn’t the written law but a gathering of protocols - the learning process, not the result, is valued".

At Yavneh our teaching and learning program must have high regard for the knowledge and skills students bring into the classroom and must value inquisitive minds, which want to discover more than the correct answer. Our students must be empowered to think critically and encouraged to question and to debate. As Einstein observed “It is a miracle that curiosity survives formal education”. Our strong Yavneh values of integrity and compassion, pursuing excellence, and loyalty to communal, civic and personal responsibilities also support our students in gaining the social entrepreneurship qualities that Zhao promotes as so important. If you are interested in learning more about this topic please follow this link to a twenty minute TEDx presentation of Dr Zhao www.youtube.com/watch?v=NOXAJzqm2Rw

Cheryllyn Skewes
Principal
In a 2007 American Psychological Association journal article, Gregory Walton from Yale University and Geoff Cohen from University of Colorado jointly published their landmark research on the importance of belonging to the motivation and achievement of students. It followed the work of other leading academics who earlier concluded that the need for social belonging is a basic human motivation, that social connectedness predicts favourable life outcomes and that the perceived availability of social support buffers mental and physical health. Walton and Cohen partially ascribed the underperformance of Black Americans, Latinos and Native Americans to their experiences of social exclusion.

The Torah is itself exceptionally sensitive to the notion of social disconnection. The Gemara (Bava Metzia 59b) notes the remarkable fact that the Torah warns us in no less than 46 places that we are required to be sensitive to the Ger (stranger). One of the more famous sources, in Devarim (10:19) demands proactive expressions of love to those unfamiliar to us: (and you shall love the stranger for you were strangers in the land of Egypt*). The Baalei Hatosafot, commenting on Bava Metzia, point out that the 46 instances are not all explicit warnings, but that they do comprise every textual reference to the fact that Jews were strangers. In other words, having experienced the pain of non-belonging ourselves, Jews are repeatedly reminded by the Torah that we, more than any other nation, must be firmly resolved to unparalleled sensitivity and thoughtfulness to those who are at risk of exclusion.

Passover is our Festival of Freedom. But true freedom actually means the freedom to serve G-d responsibly and to realize our human potential in the process. The mere fact that behaviour towards the stranger is referenced on 46 occasions suggests that a relationship with G-d is defective if one has failed to proactively engage with those on the social outer. We need to mimick Abraham, the archetype Jewish personality and role model, who with four doors of his tent perpetually open, keenly awaits the opportunity to make another person feel that they belong.

At Yavneh we pride ourselves on our sense of community and it is of course such an important part of the Yavneh Difference. That pride has for many years and in countless instances been so justly earned, however there is always more we can do. I have personally spoken to some graduates who have felt, for periods of time during their schooling at least, a sense of painful isolation to the mainstream. Not all of our students feel completely connected, not all of them feel a sufficient sense of belonging, and as a community we bear the collective responsibility for the pain of their disconnectedness. We can, adults as role models and students as peers, undoubtedly do more. This Pesach, as we celebrate the blessing of freedom, let us all redouble our efforts to harness that blessing for the benefit of others by giving them the gift of belonging that Walton & Cohen highlighted, and the Torah long before them emphasised, as a sacred act and as such a central motif in Judaism.

Avi Gilboa
Chairman
The brain is a complex biological organ possessing immense computational capability: it constructs our sensory experience, regulates our thoughts and emotions, and controls our actions. The adjective sensory describes something relating to sensation — something that you feel with your physical senses.

Children use their senses to explore the world as soon as they are born. That's why we see babies and toddlers putting things in their mouths as they're trying to discover the taste and texture of different objects.

Not all children find it easy to understand the messages they receive from their senses. By using sensory play activities they can explore their senses in a safe environment.

Sensory play also has other benefits as it helps children develop a range of other essential skills:

**Cognitive** - Multi sensory play encourages children to make observations and predictions. It also helps with problem solving and decision making. Research shows that sensory play builds nerve connections in the brain's pathways, which lead to the child's ability to complete more complex learning tasks. This type of play aids in developing and enhancing memory.

**Speech and Language** - Children talk and share ideas with each other as they play. Sensory play supports language development, cognitive growth, fine and gross motor skills, problem solving skills, and social interaction.

**Physical** - Sensory play improves fine skills. These are small muscle movements needed for picking up toys or turning a page in a book. They can be developed by encouraging children to manipulate materials.

**Social/Emotional** - Playing together in a group for example around a sensory table can help develop children's confidence while learning social skills such as turn taking and sharing as they play. Sensory play is great for calming an anxious or frustrated child.

It also helps children learn sensory attributes (hot, cold, sticky, dry)

Some people, when they think of sensory play, immediately picture sand and water tables or kids playing with clay and playdough. But sensory play isn't all about touch, it's about the other senses, too. For instance, the sharp scent of vinegar involved in a science experiment or the colours of water during a colour mixing experiment or the texture and smells of scratch and sniff painting are all part of appealing to your child's senses.

Sensory exploration is a child's way of examining, discovering, categorising and making sense of the world. And it's beneficial to provide them with many opportunities for this type of play.

At the Yavneh ELC, using our senses to learn is essential. During early childhood the senses are developing and children are learning to use their senses in many different ways. So, by providing our young children with opportunities to explore with their senses, we aim to enhance them and encourage the development of fine and gross motor skills through moulding, pouring, lifting and sifting as well as developing a child’s creativity through experimentation with new materials. By stimulating senses through play, signals are sent to the brain which help develop its ability to identify objects and explore the world. Learning to differentiate sharp from round, smooth from rough, cold from warm is a basic step in empowering the brain’s ability to discover, classify and sort more sophisticated information later through life.

If children have enough exposure to messy and sensory play, they will have more experience stretching their sensors and exploring various concepts of space and movement. While they’re young, children will learn best by being active and personally experiencing various sensations and our educators become the facilitators of these opportunities.

As we approach the Chag of Pesach, we once again tap into our senses to bring the learning to life. The children are taught the entire story from Slavery to Redemption.

They get to create their own Hagadot and decorate Seder plates using touch and sight. The educators use song, dance and stories to act out the Makot (10 plagues) and learn all about Moshe, ensuring that our learning is tangible and fun.

We discuss colour, taste (salty/bitter), shapes, emotions and appropriate behaviour and interactions with others and of course we emphasise the miracles that Hashem performs. The highlight of our Pesach learning culminates in the mock seders that we have for the children. All of our children really get to experience Pesach in its entirety.

Charlene Orwin
Head of the Abeles-Liberman Early Learning Centre incorporating The Gillian and Colin Mandel Family - Yavneh Creche
Our newly refurbished classrooms have reinvigorated the learning spaces of our children and educators: inherent in the concept and design is the belief that a child’s development is directly linked to their ability to positively interact with and be inspired by the learning environment.

The extension of the classrooms onto the deck, playground and garden is an excellent example of a well-designed, carefully considered space for children that recognises its power to educate and its ability to promote healthy relationships among all that engage within it. It provides an atmosphere that offers information, entertainment, adventure and reward. The outdoor environment and its ability to relate to and extend the indoor space has the potential to promote choice and playful activity that can spark social, affective and cognitive learning.

As educators, we appreciate that the environments children experience in their early years of life contribute to their developing understandings of many concepts. A child’s daily interactions with their environment have the potential to challenge and foster spatial awareness, stimulate the senses, nourish curiosity and encourage meaningful interactions with peers. We have worked closely with the architects and landscapers to ensure the child’s needs and established educational theory were at the centre of all planning ideas. It should also be acknowledged that this important project would not have been possible without the generosity of the Slonim and Nossbaum families to whom I would like to place on record my own personal sincere thanks.

Changing the outdoor physical environment of our Prep and Year One children has enriched the playing spaces by exposing the brain to many visual, auditory and tactile sensory textures while also providing endless opportunities for the children to engage in creative, imaginative play, elements vital to healthy brain development. It is through play that children from a very early age engage and interact in the world around them. Vygotsky, a renowned educator who contributed greatly to our understanding of childhood development, recognised that children use play and their imagination to make sense of their world by not merely copying what they see and hear but by creatively reworking their impressions of the experiences they acquire. Vygotsky stated that children combine these experiences and use them to construct a new reality that correlates to their own needs and desires.

The child’s attraction to the mysteries of their natural environment has already become evident in the way the students are interacting with the new garden spaces. They have been busily filling their pockets with acorns that have fallen from the beautiful oak tree, standing majestically in the corner, and have expressed delight in the way the fronds of the ferns have begun to unfurl. They have also begun to explore and enjoy the deck as a place to sit for lunch, chat with a friend, draw on the blackboard and use as a ‘stage’ where they can role play various scenarios. The sandpit continues to provide endless possibilities for innovative play and learning opportunities. Recently, I was mesmerised watching one of the Preps repeatedly construct a volcano, race to the ‘magic tap’ to run the water so the volcano erupted creating a stream of ‘lava’ that flowed into, what he referred to as, a fiery billabong. The child, through playful interactions with the environment, shared with me, the onlooker, his innate curiosity about how the world works and the breadth of his knowledge about volcanoes.

The new garden frames the outlook from the classrooms and in a most satisfying and tangible way realises the potential for creating a seamless connection between the inside and the outside learning spaces.

Yianna Pullen
Head of Primary, General Studies
In March, our Preps invited their Grandparents and Special Friends to celebrate family and to share a wonderful morning of song and activity. It provided us with a beautiful opportunity to come together as a collective to publicly express our gratitude, deep affection and appreciation for the senior members of our community, and to celebrate the importance of a shared heritage. In the case of our younger students, this event was particularly germane as it is in the sharing of these important milestone moments early in that formative, very special first year of formal school that will help create the foundation of lasting, life-long memories.

Although the children had only been at school for a few weeks they proudly stood up in front of all and entertained us with song, smiles and with their funny socks. The children were met by their grandparents and special friends back in their newly refurbished classrooms to share in a variety of activities. We were all very proud of the way the children happily engaged with all the adults in the room, keen to showcase their classroom and many aspects of their learning. The children and grandparents were busy all morning packing food for ‘C Care’, making colourful Purim masks, sculpting clay into artistic expressions, threading colourful beads, constructing interesting models and drawing. The morning was made complete with all enjoying delicious hamentashen, scrumptious fruit and a refreshing drink on our beautiful new deck and playground under clear blue skies and a gentle breeze. A perfect morning!

Our Prep children had the opportunity to build on many concepts they have been exploring in the classroom. They have been investigating the concept of ‘Families’ through their Unit of Inquiry. Our special day contributed to our developing understandings and supported much of the learning planned for the unit.

We are grateful to all who attended and helped to make the day such a memorable event. Thank you to our captains who also contributed to this very special day and we are looking forward to many more opportunities to share our learning with our families.

“The history of our grandparents is remembered not with rose petals but in the laughter and tears of their children and their children’s children. It is into us that the lives of grandparents have gone. It is in us that their history becomes a future.”

– Charles and Ann Morse

The Prep team

I was delighted and very proud to attend the recent Prep Grandparents and Special Friends Day. It was wonderful to explore the beautiful new classrooms, deck and playground area and to see how comfortable the children feel there. They seem to have adjusted well to their new environment and their performance in the hall demonstrated to us just how much they have already learned in a very short time.

I really enjoyed sitting with my granddaughter, Mia, while we decorated and filled Mishloach Manot bags for Jewish Care and chatted about the school day. There was an air of excitement as the children entertained us, introduced us to their teachers and shared with us their sense of pride in their new role as Yavneh schoolchildren!!

Thank you to all the Prep staff and others involved in organising this beautiful event.

Peta Birnbaum (grandparent)
In this modern age of education where instructional learning is integrated with technology and students work on laptops and browse online databases, the library is no longer a room only filled with books, journals and magazines.

Libraries should be reinventing themselves as content becomes more accessible online and their role becomes less about housing books and more about connecting learners and supporting the creative and innovative learning and teaching process. Rather than maintaining a quiet location for individual study, our College should consider creating an environment for collaboration and knowledge sharing.

Printed books still play a critical role in supporting learners, but digital technologies offer additional pathways to learning and content acquisition. Students and teachers no longer need a library simply for access. Instead, they require a place that encourages participatory learning, collaboration, communication and sharing of resources. In other words, instead of being an archive, libraries are becoming a learning hub.

To meet the needs of teachers and students, flexible multifunctional spaces with moveable chairs, desks, and bookshelves should be designed in collaboration with the library staff and teachers. Small rooms can be opened up to allow for group projects, and the librarian’s desk, walls as well as the sides of the bookshelves should be writeable to encourage collaboration and sharing. There would be glass walls to facilitate transparency and a feeling of space where active learning takes place instead of silence and independent study.

In conclusion, the vision of a 21st Century library at our school would provide a welcoming multipurpose ‘common’ space that encourages exploration, creation, and collaboration between students, teachers, and even the broader school community.

If you would like to make this dream a reality, please feel free to be in touch with me.

Renee Dabscheck
Deputy Principal, Curriculum, Teaching and Learning
Fiddler on the Roof
Wow, this term was an exciting one, filled with many wonderful activities.

We started with a build-up to Purim culminating in an exciting carnival at our school, before finishing the term with colourful and exciting Hagadot with interesting Divrei Torah for the Seder nights.

Pesach is the Hebrew name for Passover. It means “a jump”. When God killed the Egyptian first-born in each house, He “jumped” over the homes of the people of Israel, sparing them. Jumping implies not being bound by one’s previous position or status. Used figuratively, it is the existential, intellectual, emotional leap to freedom.

Passover is also about speech. For example, the sages tell us that the syllables of the word Pesach each represent a word in their own right: “Pe” means “mouth” and “sach” means “speaks”. The Seder night is the time for telling about the Exodus. The text we read is called the Hagadah, meaning literally “the telling”, consistent with the explicit commandment “…and you shall tell your son on that day ...”.

Prep, Year 1 and Year 2 had a very special Model Seder with their teachers, where they ran through the Seder night activities in preparation for the real event. It was a pleasure to hear them sing the songs and recite the Divrei Torah that they learnt in class, before continuing with the ‘Ma Nishtana’ and the rest of the Seder. The children have loved being immersed in the story of Pesach.

This year our Year 3 and Year 4 students were given the opportunity to participate in the making of Matzah with the visit of ‘The Matzah factory’ to our school. The students went over the Halachot of making Matzah and were baking Matzot.

Year 5 and Year 6 students worked hard on preparing themselves for the Seder, learning many Divrei Torah that they are waiting to share on the night.

I am looking forward to an eventful jam-packed Term 2 and would like to wish you all Pesach Kasher Ve’Sameach and an enjoyable Yom Tov.

Pnina Landau
Head of Jewish Studies, Primary
CHALLENGING OUR understanding and beliefs

"So that the children will ask," is one of the most powerful themes of the Seder Night. We include many rituals throughout the evening whose sole purpose is to pique the interest of the children and children at heart so that they will ask, "Why?" This questioning itself is the goal, not the answer that follows. The culture of questions which surrounds the Seder has solidified its place as a most-beloved evening for Jews of all ages, as there is truly something for everyone.

One of the challenges we face is how to ensure we continue asking questions. As children, our curiosity is rewarded and addressed, and we are given answers that form our awareness and identity. However, those answers have a shelf-life. If we don’t continue to challenge our understanding and beliefs, we may come to the erroneous conclusion that Judaism lacks depth and sophistication. If we purely recycle last year’s Seder night answers and insights, they lose their impact. In time, we cease to ask questions because we don’t feel an adequate response exists. Thus, our preparation for Pesach must not be limited to scrubbing and sorting. It must also include in-depth study of the Haggadah text so that we can truly fulfill the the mitzvah of "ויָהֹדָדֵת לְבָנִי יִשְׂרָאֵל". "And you shall tell your son on that day." "On that day" specifically - you must have an answer which relates to the questions of the present. On that note, I want to share with you a new insight that I have come across recently in hopes that it will lend new meaning to your Seder experience.

If you were to ask a child why we eat Matzah on Pesach, they would of course give the answer provided in the Haggadah - the dough of our forefathers did not have time to rise before they were whisked out of Egypt. This may be so, but a close study of the Torah reveals an interesting question. We see that Am Yisrael was, in fact, commanded to eat matzah several days before they were actually brought out of Egypt, and even before the last of the 10 plagues (see Shemot Chapter 12). If that was so, could they not have had the time to make proper bread? It is clear that it was not a lack of time that created the commandment to eat matzah, but rather, what the flat bread represents.

Dr. Tova Dicktein, an expert on biblical food, suggests the following fascinating idea: Herodotus, the Greek historian from the 5th century BCE, relates that the Egyptians were "bread eaters," yet Pliny, the first century CE Roman naturalist, relates that during that same period the rest of the world was eating unleavened breads and cereal porridges. In Egypt, bread was not merely food, but the basis of their entire economy. It was the standard of weight in commerce, payment for workers, priests and slaves, and served as a most-beloved evening for Jews of all ages, as there is truly something for everyone.

YAVNEH WELCOMES a new family

Anyone who has ever immigrated will attest to the fact that a move as insurmountable as this, is filled with emotions that one never dreamed of ever knowing they had. Entering a brand new world, a new life, new ‘everything’ accompanied by three young, courageous and brave children, has been an experience that Justin and I will never forget.

After arriving in an icy cold, wet and miserable winter of June 2016 and bidding farewell to all our friends and loved family members in South Africa, we began the slow process of rebuilding our new lives. We are experiencing the challenges and hiccups that any family in a brand new world have experienced, which is certainly making us stronger and more resilient and we certainly have laughed as a family, together more than ever before :) Exploring and creating new memories is totally exhilarating and every day is getting easier. We are starting to find our way and rhythm in this incredibly beautiful and mystical City we are proud to call our new home.

When our children joined the warm, welcoming, beautiful faces at Leibler Yavneh College, we immediately felt that their new environment was without question, the best decision we had made. Our daughter Shayna and son Noah have made the loveliest and sweetest new friends who have shown nothing but love, patience and kindness towards them. Our little Ozi who is at the Early Learning Centre, has received an abundance of love and nurturing from everybody around him. Parents and families have been so lovely, helpful and accommodating and always willing to call or help with any advice or questions, we have had.

We cannot thank Dionne Abramowitz enough for helping facilitate this process and to ALL the Hebrew, Jewish Studies and General Studies teachers who have been there for the children and us. We are humbled and grateful.

The Jewish Education, which the children are receiving, is far greater than what we had ever imagined they would receive and we thank everyone for making this all possible!

We are looking forward to our many school years ahead!

Thank you!
Adi, Justin, Shayna, Noah and Ozi Davis

Ten Li Yavneh Issue 1 • 2017     11
As a teacher, I marvel at what does and does not penetrate my students’ minds. I have reflected with some shock on an occasion when I turned to a student who had been studying Gemara for a large section of their Secondary education and could not define the term ‘Gemara’. Admittedly, there is rarely a simple definition for anything in Judaism; however, it got me thinking about initiatives to demystify the Jewish Bookcase for our students.

As such, the Beit Midrash (or simply ‘the Base’) was born. From the commencement of 2017 one of the Yavneh classrooms has been converted into a traditional study zone for our students. We are amassing a bookcase of sefarim (donations are always welcome) which are in the process of being colour-coding to ensure that students can identify the period of our history in which they were written and creating opportunities for student engagement with the said bookcase.

This versatile space has attracted a wide range of uses: Our extension Gemara class in VCE, led by the Rav of Mizrachi, Rabbi Danny Mirvis, study in the classic Chavruta style in the Bet Midrash, using the resources available as a foretaste of the experience they will face in their year of study at Yeshivot and Seminaries abroad. To earn the privilege to attend this class, students are required to commit voluntarily to an extra two periods of Gemara study per week – a challenge that has been accepted by an impressive swathe of our VCE students.

In addition, each morning the Hesder bachurim and banot learn Torah in the Base, creating a spiritual core at Yavneh, which uplifts the school by virtue of their fiery discussions and debates as they attempt to decode our holy texts. Twice a week, they welcome Rabbi Menachem Channen who transforms their flame into a conflagration by delivering a stimulating shiur that leaves our informal team bursting with inspiration, adequately preparing them with the vitality they need to engage meaningfully with the student body throughout the day.

Being that voluntary Torah learning is the bread and butter of a committed Jewish life, the Beit Midrash has become a hub of extra-curricular sessions and workshops, creating opportunities for our students to learn Torah ‘lishma’ for the sake of nothing else but to be ensconced in the wisdom of the Divine. In period zero on Mondays and Wednesdays, well before the first class has begun, students are welcomed warmly into the Base where they are presented with a range of shiurim, led by Rabbis Evan Widmonte and Menachem Channen. On Tuesdays, students and parents are encouraged to behold a range of speakers and topics at the convenient hour of 8.30am. It is these precious sessions that cement the future commitment of our students to Torah learning, child and parent tackling topics of interest with one another.

The Beit Midrash has also been the centre of our Jewish Studies support program, ably led by Yavneh alumnus Steph Israelsohn. A range of our formal and informal staff have put up their hands to join the support team which caters to the needs of our diverse student body, enabling us to provide our students with the enrichment they require to better perform in the classroom and beyond. At any time of the day, animated instruction emanates from the Bet Midrash as tutor and student tackle a tailored program geared to ensuring our students have skills and motivation to excel in their studies and solidify their Jewish identity.

Beyond the above stated initiatives, the Bet Midrash is an exciting space, which grows organically in synch with the novel ideas and creative energy of our staff and student body. It is a place from which Kol Torah (the sound of Torah learning) emanates and is a constant visual and audial remembrance for the focus that Yavneh places on providing our students with literacy in our traditional texts and the centrality of Torah learning to a committed Jewish life.

Rabbi Chaim Cowen
Head of Jewish Studies, Secondary
The Leibler Yavneh journey at the Elsternwick campus commences in the Prep Centre, where the gorgeous sound of young voices can be heard and where the characters of our children are indelibly shaped. This is the foundation of our children's experience and as such, we are thrilled that the beautiful new classrooms and outdoor area are able to provide an outstanding environment that harness the children's imagination and enable inquiry based learning to flourish.

We were honoured to welcome Mrs Dorothea Nossbaum together with Marion Slonim, Robert & Debbie Nossbaum and Leonie Nossbaum to take part in a very significant ceremony of placing the Mezuzot on the Prep, Year 1 and 2 classroom doors.

Our Prep children sang beautifully for our guests including "I have a Mezuzah on my door" and heard the Halachot about placing a Mezuzah on the door from Rav Danny Mirvis.

The students together with our staff and parents are thrilled with the refurbishment of the classrooms and the outdoor area. "The Nossbaum Family Primary Junior Wing" in honour of Richard z’l and Dorothea Nossbaum is a pivotal component and key feature in the College. This major refurbishment has provided our students with spacious and bright classrooms as well as a beautiful deck and grass area which is a wonderful and useful facility.

We thank Families Nossbaum and David & Marion Slonim for their generosity in partnering with us and helping us make a dream become a reality.

For more information on giving opportunities and the Yavneh Foundation, please contact Tanya Shaltiel, Executive Director - Yavneh Foundation, foundation@yavneh.vic.edu.au or 9528 4911

Tanya Shaltiel
Executive Director - Yavneh Foundation
It was a case of better late than never when the Class of 1997 held a 20-year reunion at the college last month. After a false start at the 10-year mark, more than 30 graduates and old collegians met on February 26 to reminisce about life at the school and what they’ve been doing since their last VCE exam. Some students who hadn’t been on campus for two decades were visibly blown away by the changes to the school since they had left, especially the high tech auditorium.

There were plenty of tips down memory lane when the group went on a tour of the buildings, pointing out where funny incidents had occurred during their school days. Special guests included former maths teacher David Lissek, Jewish Studies teacher Rabbi Yossi Franner and Principal Cherylyn Skewes, as well as graduate Jessica Klein’s 10-day-old son.

The gathering was arguably the most high-tech reunion Yavneh has seen, with the speeches streamed via Facebook Live to several students living overseas, including a large cohort in Israel. Ithamar Jotkowitz, who lives in Boston, humoured the group with a video message that parodied President Donald Trump, while Sarah Schwob (nee Weiner) sent a video from the ski slopes of Switzerland, where she lives with her family.

Rom Rimer (nee Anaf) gave a humorous speech that recounted a funny fact about each person in the class, while Shelley Bernstein (nee Gryenberg) gave a touching tribute to Danny Pollak, a much-loved classmate who died after a battle with Leukaemia. The pair were married and have a daughter, Noa. The class of 1997 would like to thank Zoe Goodhardt for all her help organising the reunion.

By Melissa Singer, on behalf of the class of 1997

BIRTHS
- Sara (nee Savicky) ’05 & David Nemirovsky ’94, Zak
- Bar & Daron Spivack ’09 had a daughter
- Rebecca & Yisroel Hoffmann ’06 had a son
- Jaid & Amir Esterman ’03, Joshua
- Janine & Maxwell Shifman ’00, Lucinda Maya
- Monica & Geoffrey Kozminsky ’99, Noach Shimon
- Sash & Eli Fisher ’03, Tahnee Rose
- Lydia (nee Sionim) ’10 & Marcus Rosenberg, Oz
- Nicole & Guy Mizrahi ’03, Aiden David
- Monique (nee Tempelhof) ’00 & Jonathan Katz, Liele Zella
- Natalie & Anthony Herman ’96, Ben Ze’ev
- Racheli & Nadav Prawer ’04, Odelya Shira
- Gila & Danny Brill ’97, had a son
- Hayley & Ari Rosenbaum ’03, Mia
- Ashleigh & Leighton Pyke ’97, Yvie Ariella
- Goli Hasen ’97 & Dean Ogden, Meira Aderet
- Natalie & Oren Flamm ’98, Ellie Sienna
- Bat-Ami & Ben-Zion Hain ’97, had a girl

ENGAGEMENTS
- Govriella Welzter to Joshua Bartak ’07
- Michelle Cohen to Eli Barr ’09
- Lexi Lambert to Yoel Rosenbaum ’04
- Elisehva Simon to Ashter Seliman ’04
- Jessica Cantori to Max Parasol ’02

MARRIAGES
- Liya Bibla Eben-Ezra to Avi Lewis ’10
- Ilyan Levin to Joshua Levin ’07
- Danielle Beder to Braham Skurnik ’08
- Yardena Korbl ’07 to Eden Prazanski
- Alissa Rubin ’08 to Robbie Goldman
- Sasha Kliger to Phil Relman ’04
- Yaal Freedman to Yoni Kraus ’02
- Shiff Einmainkas to Joel Bierenkant ’06
- Ellie Schon ’04 to Aaron Gubieski
- Cara Moses to Josh Kolski ’02
- Yardena Lissauer ’08 to Mark Montag
- Sarah Beilner ’02 to Mark Sofer
- Debbie Reiser ’08 to Roger Hassan
- Marni Chaskiel ’10 to Benji Levy
- Dana Ochert to Dion Raleigh ’03

ALIYAH
- Ari Wenig

Please inform us of any changes to your contact information and of any alumni who have received special Awards. If we have overlooked your Simcha, please contact us so that we can include it in the next issue of Ten Li Yavneh.

Please update and be in touch by emailing: alumni@yavneh.vic.edu.au