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HOPE FOR CHANGE AND CHANGING FOR HOPE

The hard work of Teshuva in preparation for Rosh Hashana and Yom Kippur, needs to be done well before we stand in front of the Aron Kodesh at Shacharit and Musaf. Indeed, the sounding of the shofar at the beginning of Ellul, and each day thereafter, reminds us that the hard work of introspection takes place for the entire duration of Ellul, so that when we do come before Hashem on the first of Tishrei, we have made inroads into the process of introspection and self-scrutiny.

The rabbis are quick to point out that this period of preparation parallels – indeed mirrors – the period of cleaning before Pesach, when we search meticulously for all the chametz that “pollutes” our cupboards, drawers and homes. Searching for chametz is not just a physical process, we are taught. We are supposed to apply that same meticulous investigation and searching internally, too. The chametz we remove helps us cleanse ourselves from the bitterness and arrogance that “pollutes” our spiritual lives and prevents us from growing spiritually to the next level.

In much the same way, in readiness for Rosh Hashana (יום הַשָּׁנָה) we have to adequately prepare by increasing our tzedaka, our Teshuva and our acts of chessed. Moreover, we need to strategically ask those whom we have offended in some way, for forgiveness, in order to be able to arrive on Yom Hadin ready to be forgiven from Hakadosh Baruch Hu. This is the time when our moral choices should be placed before us in ever sharper focus. The Yamim Noraim are days of truth. We need to be truthful with each other in the first instance, but more importantly, this is a time to be true to ourselves.

The fact that we have these days of change is testimony to the fact that being “human” means we are imperfect. It means we are fallible: we lie; we cheat; we hurt; we judge; we score; we spread rumours; we blaspheme; we steal; we disguise; we break and we hurt. Each day during Ellul, the sound of the shofar is supposed to clarify the task ahead and move us out of our moral and spiritual apathy. It is a call to action – to put the balance back into our lives.

We cannot stand before Hashem on Yom Hadin feeling arrogant, proud and “puffed up”. It’s especially at this time that we must feel vulnerable, naked and alone, just like Adam in Gan Eden – but unlike Adam, we are expected not to hide – for where is there where we can hide from G-d? Hashem asks Adam Ha Rishon איאקה? On Rosh Hashana, and again on Yom Kippur, that same question is asked of us. Our answer should be an answer of humility and contrition, for who is there amongst us who has no need of heavenly forgiveness? Who is there amongst us who can afford to feel that his relationship with G-d is perfectly restored? Who is there amongst us who cannot see the brokenness and tragedy of a world gone mad – and not feel partly responsible for it in some way?

The beauty of Judaism is that, while it accepts the transience and the fragility of life, it also extols the value of moral, ethical and personal change. In fact, we gave the concept of change to the world.

The highest level of Teshuva, called "מייקאן", means “completion”, “fixing” and “making whole” and “healing”. It lies beyond the correction of sinful deeds and is reached when the change and correction penetrates the very essence of the sins once committed. In this way, the Sages tell us that Teshuva and Tikkun create the condition in which a person’s transgressions actually become their merits. This is achieved when we can use the knowledge of our sins from the past and transform them into such an extraordinary thirst for good that they become a divine force in our lives and in the world at large.

It is my prayerful hope this period of reflection and introspection will help all of us achieve a measure of Teshuva in our lives, and by doing so, help reconnect us with those from whom we have been estranged. In reconnecting with ourselves spiritually, we also reconnect with our history, our people, our culture and our G-d. May this Rosh Hashana bring us a sweet judgement and may we be blessed with a year of health, strength and peace.

Shana Tova

Roy Steinman
College Principal

PRIMARY ART

L-R Amira Kacser, Dahlia Sion, Elise Nathan, Jake Surdut
The Midot (values) concert recently held for our Year 3 students was conducted very deliberately during Elul, a month synonymous with character refinement. The concert is a beautiful experience for family members as they see the fruits of many weeks of preparation and learning about Yavneh’s core value of Derech Eretz.

The Midot program is only one of a plethora of related value initiatives embedded into our curriculum at all levels and whereas the Australian Curriculum does not mandate Derech Eretz (it ought to), at Yavneh we are very serious about ensuring our graduate profiles are truly unique. Thank G-d, we have an enviable track record in that regard.

As a corporate executive, I am often invited to participate in leadership development forums. I don’t often attend, however at about the same time as the Midot concert, I decided to participate in what proved to be a fascinating workshop on mindfulness run by veteran Professor Ellen Langer of Harvard University. Amongst her many works is a book called The Power of Mindful Learning in which she emphasises the importance of awareness of context in order to learn effectively. Langer is in fact Jewish, and during the workshop I reflected on the fact that Chazal (our Rabbis) were themselves no less mindful of the importance of mindfulness and the criticality of using cognition to deepen our understanding of the world and how we best contribute towards it.

My 12 year old son, Yoni, asked me recently how Tefilla (prayer) can possibly be meaningful to a Jew when it is repeated with such frequency. Given how much time we spend in shule at this time of year, it was a very fair question! My answer to Yoni was that I tell him, his siblings and his mother, multiple times a day that I love them, and yet those expressions always have meaning because of my deep awareness and sensitivity to the importance each family member plays in my life. But I acknowledged that Tefilla actually needs to be studied to appreciate its complexity and its inherent beauty and only then can an appropriate awareness accompany the ritual process. Indeed, Chazal tell us that people who lack understanding/ awareness of what they are saying simply do not fulfil their obligations of prayer. Mindless mumbling is far, far removed from the purpose of Tefilla.

As a community, we invest an inordinate amount of resource and emotional energy into our children’s education. With no shortage of alternatives, we send our children to Yavneh specifically because we want our children’s relationship with their identity as Jews to be mindful. We want less superficiality and more awareness for our children. When they walk into Shul during the Yamim Noraim and Chagim we want them to have age-appropriate understanding of the rich fabric of emotion, intellect and ritual associated with what they are doing. But before they walk into shule, we want their mindfulness to commence with an awareness of their own personal relationships and related behaviours - we want them to be mindful of the importance of the midot of Chessed (kindness), Tzedakah (charity), Rachamim (compassion), Reut (loving friendship) and we want them to inculcate those values into their lives so that they can positively change the lives of those around them. I am humbled by the examples of these sorts of attributes that many of our students so regularly and so mindfully display. We have much to be proud of.

So as we welcome yet another New Year, may it be one in which all of us, our children particularly, enhance our sense of mindfulness to add meaning to everything we do and most importantly, to open up our eyes with an awareness of how we can bring incredible light into the lives of those around us.

B’Virkat Shana Tova Umetuka,

Avi Gilboa
Chairman
Life isn’t about getting and having, it’s about giving and being. As I write this article, we have just moved into the Hebrew month of Elul where we focus on giving tzedakah and giving to our community. We reflect on the year that has been and focus on mending past mistakes and being better human beings. The earlier we are able to learn and understand the importance of treating others well and giving of ourselves to those around us, the more opportunities we are given to evolve into adaptable, resilient and well-meaning individuals. Our children are spending Elul preparing for the Chag both through magnificent and meaningful artwork, but more importantly, by discussing, reflecting and channelling positive behaviour and interactions – a lifelong lesson.

On weekday mornings during the month of Elul, we listen to the sound of the shofar. The extreme volume of the blast peaks our senses, serving as a daily reminder that Rosh Hashanah, the Day of Judgment, is on its way. We must focus our souls, take stock of the year, and reach deep down into our hearts to ask for forgiveness. In each of the ELC rooms, dads and grandfathers have been taking time out of their busy schedules to blow the shofar for all the children in their child’s class – what a beautiful way of combining family involvement with the fulfilling of this important mitzvah. We so value and appreciate the family support and know that the joy and impact this brings to your child, will emphasise the learning and meaning for him/her.

Songs, books, puppet shows and provoking conversation are all in a day’s play. Your children have spent the year developing an extensive repertoire of all of the above to bring deeper meaning and understanding of the Jewish and secular environment in which they live. We have set positive and strong foundations upon which an even stronger superstructure can be built.

“It is not the beauty of a building you should look at; it’s the construction of the foundation that will stand the test of time”.

Charlene Orwin
Head of the Abeles-Liberman Early Learning Centre incorporating The Gillian and Colin Mandel Family - Yavneh Crèche
PROMOTING STRATEGIC reasoning and creativity...

"It is important to society that schools and teachers are clearly aware of how much space we leave children for original thinking, without rushing to restrict it with predetermined schemes that define what is correct according to a school culture. How much do we support children to have ideas different from those of other people and how we accustomed them to arguing and discussing their ideas with their classmates? I am quite convinced that greater attention to processes, rather than only the final product, would help us to feel greater respect for the independent thinking and strategies of children and teenagers". Vea Vecchi

The above quote by Vea Vecchi, an atelierista from Reggio Emilia, is a favourite of mine and one I go to when I feel myself losing patience and sight of the bigger picture. The Industrial Era brought about the ‘factory model’ of education, a model of schooling based upon strict regimentation, lack of individuality, and characterised by rigid systems of seating, grouping and grading, all overseen by the authoritarian figure of the teacher. Children were taught en masse, teacher out the front, fountain have moved away from the view of teaching as transmission and are transforming our classroom environment into one of collaboration where children are encouraged to be active participants engaging with a curriculum that comes alive when imbued with a culture of intelligence, purposefulness, perseverance and creativity. As a staff, we have begun introducing each of the habits of mind to our children through authentic situations that help to equip them with a greater awareness of themselves as learners and their thought processes in order to gain a positive outcome. We have worked particularly on understanding the importance of effort, the ability to persevere and that mistakes play an important role in learning. To FAIL: First Attempt In Learning.

Karen Boyes, an expert in Habits of Mind, and a winner of NZ Educator of the Year award 2014, worked with staff during our last student free day supporting us to broaden our knowledge and further develop our skills. Megan Noy, an experienced Mathematics coach, has worked with us in the area of mathematics, supporting teachers with their planning, highlighting the importance of shared intentions and clear, achievable goals. Kylie Graham, a highly experienced educational consultant, continues to work with staff on differentiation and tailoring programs to cater for the individual needs of the children.

Examples of this theory being translated into actual practice can be seen by a variety of activities undertaken throughout the year.

Our Year 5 teachers and children, for instance, have worked with the Port Phillip EcoCentre education team to design and deliver an exciting educational program for sustainability with a focus on Energy. The Year 5 students have explored the topic of Energy, monitored how energy is used in the school and attained skills in sustainability leadership. This program was aimed at helping young people understand and appreciate the key principles and issues of sustainability, while also gaining the knowledge and skills to become leaders in their community. And our Year 1s have been introduced to the programming and coding of robots and have entered, for the first time, the Junior First Lego League Competition and we wish them every success for the upcoming competition.

2016 has been another very busy year for our teachers and our children. I look forward to 2017 as we continue to work toward creating a climate that is intellectually stimulating focused on promoting the development of individuals who can think, plan, create, question and engage independently in the process of learning with confidence and joy.

Yianna Pullen
Head of Primary, General Studies
We can get messages of inspiration from everywhere, if we are open to it. I want to share with you one such message I received from none other than the Belfast Cowboy, Van Morrison. The album - It's Too Late to Stop Now, the song - Cyprus Avenue.

Towards the end of the song, Morrison builds up the melody and rhythm until it is pumping, the whole band rocking in unison. And then, one by one, he begins to cut out the instruments. First he cuts out the horn section, then the guitars, then the drums, until it is just the bass keeping the groove, with him grunting along from time to time. Until finally both he and the bass fade out.

Although there was no music playing, you could still hear the powerful melody, because it had rocked so hard. The song had not finished - the silence was part of it. After a little while of this silent music, a voice yells out, “Turn it on!” To which Van replies, “It’s turned on already.” At which point, the whole band comes back together to finish the song with great strength. You see, Van was guiding his audience to hear the song even when no notes were being played. The music is always on, we just need to listen.

For me this is a powerful image to help us understand the mitzvah of the Shofar. The bracha we recite before blowing the shofar is “Blessed is… the One who commanded us to listen to the voice of the Shofar.” That’s it. Just to listen. Throughout the entire Torah, we are taught that our connection to Hashem is predicated upon our ability to listen, most famously “Shema Yisrael Hashem Elokenu Hashem Echad.” Learning to listen is the most powerful tool in music, relationships and spirituality. We kick start the process of Teshuva in Elul by listening to the sound of the Shofar, as it wakes us up to our higher calling. However, it is not merely the sound of the shofar that connects us, it is the learning how to listen which is the true catalyst for growth and change. There is always a voice calling out to us, telling us to grow and learn and to connect, we just need to learn how to hear it.

I think this is a valuable lesson for education, as well. We often think that educating our children is about ensuring they learn the information needed to be professionally successful in life. This is only part of the picture - a very small part indeed. I believe education is about awakening within our children a thirst for knowledge and wisdom so that they will seek it out wherever it may be found. We want our children, after they leave the cocoon of school where they have consistent access to knowledge, to blossom into eternal learners. We want our children to hear the sound of the shofar, even when it is not playing.

The idea I just communicated makes me very grateful to have had the opportunity to work under Roy Steinman for the past five years. I am first off grateful that he saw the need for someone like me in the school and he gave me a chance to give what I can to this community. But it is bigger than that. Mr Steinman believes in this theory of education - that it is about equipping the whole child with the tools to be a life-long learner and servant of Hashem. Education is not about scores, it’s about souls. It was a true honour to work for Mr Steinman, who, on a personal level, has given me endless support and guidance and has not only served as an educator for the students in school, but for all the parents and staff. I want to wish him, Carolyn and their whole family continued success being great educators for all of Am Yisrael. And I would like to bless all of us with the ability to listen deeply to the sound of the Shofar this Rosh Hashana, to let it guide us to always hear the music of life, so our year ahead will be filled with much sweetness, happiness and love.

Shana Tova U’metuka!

Rav Noam Sender
Campus Rabbi

AWAKENING IN OUR CHILDREN a thirst for knowledge

For more information, visit www.tenliyavneh.org
This term we were blown away by our Year 1 students at their Simchat Shabbat Concert and our Year 3 students at their Midot Concert.

The students razzled and dazzled on stage as their parents, grandparents and special friends looked on in amazement as they sang with enthusiasm, shook pom-poms, played musical instruments and danced like no-one was watching.

During the year, our Year 1 students have been busy learning about Shabbat. The children discussed how all the mundane activities of the week are put aside and on this day, instead we light Shabbat candles, eat challah, drink wine, wear our fanciest clothes, go to Shule, eat special food, sing Zmirot around the Shabbat table and enjoy being with our family and friends.

What better way to showcase all their learning than to share the simcha that Shabbat brings us, with you. And so the "Simchat Shabbat Concert" was born. Earlier this term our Year 1 students worked very hard on creating their own, very special, very beautiful, handmade challah covers which were presented to them at their concert. We hope they will treasure this creative piece of artwork and use it each Shabbat, with love, for many years to come.

All our guests received a special Zmirot book filled with the artwork of our talented Year 1 students. We hope everyone enjoys using it around their Shabbat table, singing zmirot shel Shabbat, to help bring their simchat Shabbat into homes and hearts.

The Year 3 Midot Concert was a time to celebrate everything that they have learnt in their Midot classes this year. The Torah and our Chachamim have taught us about so many important Midot/special qualities or character traits that each person must have. Each week this year the Year 3s have explored a Midah and how we can put it into practice. Together they have discussed such important qualities of Emet/Honesty, Savlanut/Patience, Zrizut - enthusiasm and energy for everything we do. We’ve also discussed the importance of how we treat others – with Chesed/Kindness and Kibbud Av Va’im/Respect for our parents and of course all elders. The Year 3 students learn about the Midot through stories, Pitgamim, group discussions, acting out in role-plays and through worksheets, arts and crafts and more.

The Midot Concert ended with a special dance which included the lyrics - I CAN be anything. We hope that the messages shared through the Midot concert and the learning which has taken place in the classroom, will help guide you to be the best people that you can be.

A special thank you to our Year 1 and Year 3 teachers for inspiring our students each and every day and preparing them so wonderfully for these milestones.

Rivka Measey
Primary Coordinator, Informal Jewish Education

YAVNEH SHOWCASES
a celebration of talent...
I love Shabbat because I get to spend time with Hashem. I get to have some rest and Hashem gets to rest too.

Poppy Heatherington Year 1 A
“UNLEASH YOUR INNER INVENTOR” and “CROSS AGE PEER MENTORING”
It has been a very busy and successful celebration of National Science Week. A big thank you to all the co-ordinators and participants across the entire school. Key events have included:

Robotics activity for preps and selected Year 7 “Robotics enthusiasts”

Year 1 and Year 7 aeroplane design, construction and Flight Night

Bridge building competition for Year 8

Year 9 Art Machine construction and Olympic rings challenge. Science Expo with Years 3, 4 and 6 using “Little Bits” electronic blocks.

Fluro gene transformation, Boat design competition and Fruity fuel cells for Year 10 Science.

Year 10 “Q and A” with Professor Prawer as well as Piaget’s Theory investigation with Year 2.

Mazel tov to all the Year 7 and 9 students who hosted Flight activities and “Little Bits” (electronic blocks) challenges. Thank you to VCE Biology students, Leah Jones and Sarah Winthropp who hosted a Primary lunch time challenge to build origami DNA models. An extended thank you to Netanel Morris, Shane Grouber and Matthew Orwin for designing a VR google glasses lunch time challenge as well as hosting a Primary lunch time DNA construction task using pipe cleaners. These programs highlighted the social and academic benefits that school-based cross-age peer mentoring can produce for both the mentee and mentor. In addition to the primarily academic Science focus, these activities demonstrated the potential for cross-age peer mentoring to enhance social inclusion in school environments.

Below is what Year 4A had to say about the Science Expo program with the Year 9’s.

Dahlia – we learnt how to work together and not do it all on our own
Lila – We learnt how to make things like robots that can draw and move
Livia – We learnt that one gear can do a lot of things. like one of them dimmed a light
Hannah – If you don’t succeed the first time, then try again and see if things work
Meira – We learnt how to put two magnets together
Shayna – We learnt about different engines and different gears
Nadav – We learnt it if you do something together, it’s a team effort
Shai – You can do a lot when you have teamwork

The Science Department ran a diversity of competition challenges over the course of the week.

The annual Flight Night was a very fun, professional and successful night for Year 1 and Year 7. The Science department would
like to commend all students for their enthusiasm and hard work during the model aeroplane design project. During this task, students were able to apply their understanding of forces to the construction of their planes and their models demonstrated interesting elements and principles of design.

We would like to congratulate the following students who won awards on Flight Night:

**Most creative plane** – Year 1 Hannah Knibbe and Year 7 Alon Schmidt
The longest flight distance – Benjamin Lotzoff and Year 7 Gideon Cher
The most accurate flight path – Year 1 Mia Meadows
The most accurate landing – Year 7 Joshua Levenzon

Floating boat (AKA Noah’s Ark). It was able to support 100g.

The winners of the Year 9 Olympic rings challenge – Talia Davis, Hannah Ostilly, Mia Singer and Noa Strum. (pictured below – with some lovely Year 10 “models” – Ami Sionim and Eli Wyman holding the art machine poster)

The winner of the VR “In Mind” cardboard google glasses challenge – Ariel Elbaum

The Science “Get it Challenge” winners included: Mr Ryan Levin (Biomimicry)
Leah Jones and Batya Maron (Osmosis)

The Science Department were very grateful that Professor Steven Prawer was so willing to give up his valuable time to join us for Science Week. He summarised his “Bionic Eye” research successfully and related it to real life case studies during the Wednesday morning secondary assembly. Professor Prawer is currently a major part of Australia’s most prestigious national projects dedicated to the development of a bionic eye.

His team is possibly within two years of developing an amazing device which will enable profoundly blind people to once again be able to recognise the faces of family members and written material.

Later that morning he lead a forum with the Year 10 cohort. Students raised very thoughtful questions about the project that is sure to help solve a global issue. We all believe that his team can achieve the same type of success that the cochlear implant has done for so many people over the last 30 years.

A quote from Professor Graeme Clark, the cochlear implant inventor seems to parallel what is in the near future for the pioneering work for the bionic eye.

“I had much criticism and was referred to as ‘that clown Clark’ but I was determined to persist and see it through, and I’m so pleased I did. I cannot imagine any technology that has had such a profound effect on transforming so many people’s lives.”

Thank you very much for taking the time out of your day to come and talk to the Year 10 class, about your recent discoveries. It was quite fascinating to hear about the process that you and your team went through to make the finished product. Many students were inspired by your discovery, which is leading the way for us, upcoming scientists. Only time can tell what we will be able to do in the future. Asher Wiener - Year 10 student

It was yet another “Blast from the Past” during Science Week with the return of passionate Science students such as Joseph Bloom, Libi Boroda, Alon Douek, Ariel Lebenbaum and Benji Prawer. Some spent time chatting to our current Year 10 students about their Science courses at university or became part of the Q and A forum with Professor Prawer.

Lesley Malligan-Paul
on behalf of the Science Department
At the commencement of 2016, we implemented our pioneering laptop/tablet programs in Years 7 and 8. All students in Years 7 & 8 are now using the Microsoft Surface Pro 3 as an integral part of their learning. Our Surface Pro 3 program has made a substantial and positive impact on educational delivery. The original purpose of introducing ICT (Information and Communications Technology) to students was to use technology to “bring the classroom into the world and the world into the classroom”.

Technology is a fundamental component of both education and life in the 21st Century. State-of-the-art technology and professional learning equip teachers with transformative skills and develop students who are innovative, independent, confident and lifelong learners in an ever-changing digital world.

Schools are increasingly evolving pedagogical practices and the physical learning environment to be more conducive to developing 21st Century learning skills. As schools transition to 21st Century learning environments, it is essential for school leaders to revisit their pedagogies and learning space designs, and ensure they align with their school community (i.e. teachers, students, parents) strategic planning and needs.

By transitioning to both a more interactive learning space and pedagogical practice, schools are catering to 21st Century’s demands, ensuring students & educators are gradually developing and growing.

This article explores various methods which can respond to the needs of today’s learners and educators through pedagogy and space.

We need to develop practical strategies for redesigning adaptable learning environments and teaching pedagogies. This should be done in consultation with educators and architects working in cross-disciplinary teams. We should identify our school priorities and articulate them in the planning process. Furthermore, we must aim to achieve pedagogical change in these new learning spaces. Delivering professional learning support for teachers is a priority if we are to improve practice.

To facilitate this, we should understand:
- How globalisation and technology has changed education.
- What the future of education looks like.
- What solutions are required to face the challenges of future learning.

Using the school’s strategic plan, we should:
- Use the building design to drive innovative thinking among teaching staff and students.
- Grow a leadership team who are involved in the evolution of this process.
- Enhance the existing professional development program for teachers.
- Ensure involvement of key stakeholders.
- Generate an engaging culture through teaching and learning methods.
- Foster a strong teacher-student relationship.
- Design measures to monitor and evaluate the success and improvements on student outcomes and teacher satisfaction.

Until now we have focused our attention on introducing technology in the classroom. By all accounts this has been a smooth and successful implementation. This experience has actually allowed us to think creatively beyond the classic classroom. Looking forward we should extend our focus to the whole school environment and invest energy and time planning learning spaces which are conducive to interactive, creative and flexible areas. These learning spaces will foster student collaboration and build strong student - teacher relationships resulting in better outcomes for the entire school community.

Renee Dabscheck
Deputy Principal, Curriculum, Teaching and Learning
Much like the fact that education is a topic of fascination not just for teachers, so too leadership is a compelling subject, not just for managers. Leadership, like education, is a part of every person’s life. We are all called upon to lead – be it in our families, friends, workplaces or communities. We are challenged to be part of the solution: thinking, initiating and creating. For this reason, when one comes across a truly remarkable leader, there are myriad lessons which can be gleaned from them by every person, in every facet of life. I have been privileged to work under one such towering leader, Mr Roy Steinman. A tremendously accomplished individual, Roy is a living example of the qualities of good leadership and it is in even the slightest details that his mastery is evident.

One small dose of wisdom, which I gleaned from Roy this year, was his advice to me when I was attempting to solve an issue that had come up in my capacity as nascent Head of Jewish Studies. Having proposed a solution to the problem before Roy, he considered it for a moment before responding “never jeopardise something which is working in order to correct something which is not working.” It was a soundbite of leadership advice which I followed and it ultimately proved itself true. Upon reflection, I believe it was this wisdom which our greatest monarch, King David, intended when he wrote (תהלים ד טו) - turn from evil and do good (Tehillim 34:15). One cannot do good if one hasn’t first turned away from evil. If one has not yet fully consolidated their own identity and is still struggling with the evil within, one cannot yet embark on the process of doing good and correcting the brokenness outside of oneself.

Particularly in the realm of Jewish education, this wisdom is paramount. To raise students who are confident and proud of their own identity and knowledgeable in Torah, it is critical that they are given a safe space in which they can explore their heritage. To heave them into adulthood too soon, and force upon young students the responsibility of grappling with that which needs correcting before they have matured, risks compromising their identity and causing a miscalibration of their moral compass. Roy, in his 30 years as principal thus far, ten years of which he stood at the helm of Yavneh, has emulated leadership at its very best. Most significantly in his attitude of putting students first, never jeopardising their growth even for the sake of correcting that which is not yet working.

Rabbi Chaim Cowen
Head of Jewish Studies, Secondary
YEAR 5 CAMP
grandparents and community members in partnership with the College have helped us dramatically improve the growth of the Yavneh Foundation has seen facilities at the College. Opportunities and the establishment of new initiatives, projects, naming rights the transformation of the College through

THE LAMMM HALL

On behalf of the Yavneh family, we express our heartfelt appreciation to the Lamm family for the remarkable financial pledge that has culminated in the naming of the College Hall.

Rafi Lamm, alumnus (1994) and his family share a longstanding and meaningful relationship with the College and have a deep appreciation for the indelible impact Yavneh has had on the lives and Jewish commitment of so many children throughout Melbourne’s Jewish community. Commenting on behalf of the family, Rafi emphasised that the donation is in recognition of the “excellent Jewish and secular education” that he and his siblings David and Kara received throughout their experience at Yavneh. “We are particularly proud to see another generation of the Lamm family experience the Yavneh Difference”.

The Lamm family has a proud history of leadership in various roles across Mizrahi, Yavneh and the broader Jewish community. We wish the Lamm family Mazal Tov on this magnificent dedication.

PREP AND YEAR 1 CENTRE

Our gratitude goes to the Nossbaum Families together with Marion and David Sionim, whose major donation will underpin the exciting forthcoming major refurbishment of the new Prep and Year 1 Centre.

The Leibler Yavneh journey at the Elsternwick campus commences in the Prep and Year 1 Centre where the sound of young voices can be heard and where the characters of our children are shaped. These beautiful modern classrooms will provide the ideal environment to harness our children’s imagination and enable their inquiry-based learning to flourish.

THE REICH PRIMARY STAFF CENTRE

We acknowledge and express gratitude to Kathy Franks for her generosity in funding the refurbishment and naming of “The Reich Primary Staff Centre” in honour of Kathy’s late parents, Irene and Leopold Reich z”l. Irene and Leopold, grandparents of Mark and Karen Franks, Gabrielle and Alain Bloch and great grandparents of Kivi, Ariella, Yona and Asher Franks and Gila, Ellie, Ariel and Zac Bloch.

Kathy noted that she “feels blessed to be able to support Jewish continuity and authentic religious educational experiences in the best environment our community’s children can dream of. After the terrors of the Shoah it brings me immense joy to see Jewish children flourishing in the unique Yavneh environment”. Kathy and her family members are longstanding supporters of our College and epitomize the value of Tzedaka that is such a central tenet of Yavneh’s educational ethos.

THE JEANNE PRATT INSTRUMENTAL MUSIC PROGRAM

We acknowledge and express thanks to The Pratt Foundation for its generous donation in funding Yavneh’s Primary Musical Instrumental Program. The Primary School instrumental program will strengthen our children’s music learning experience in their early years to consolidate this important aspect of our co-curricular program.

We are privileged to be able to acknowledge this contribution in honour of Jeanne Pratt’s 80th birthday and are thrilled to announce the naming of “The Jeanne Pratt Instrumental Music Program”.

These very significant donations reflect the incredible generosity of our committed benefactors, their conviction in Yavneh’s unwavering devotion to a vision of Jewish continuity, and their confidence in the College’s impressive track record of consistently producing fine graduates committed to Am Israel, Eretz Israel and Torat Israel.

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

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ALUMNI UPDATE

BIRTHS
- Ruth & Danny '96 Akoka, Nina Rose
- Lauren & Daniel '94 Cohen, Asher
- Monique (nee Tempelhof) '00 & Jonny Katz, Lielle Zelda
- Rachel & Daniel '99 Kraus, Amiel
- Alana (nee Herz) '06 & Ariel Hersh, Benji
- Michelle '04 & Daniel Buchanan, Asher
- Melanie & Mark Blashki '96, Gracie Charlotte
- Ilana (nee Konhausser) '06 & Paul Perlich '01, Isabella
- Simone & David '94 Fleischmann, Archer
- Shira & Shmuli '99 Wenig, Yishai
- Sarit & Daniel Braver '05, Avia Carmella
- Naomi (nee Lissel) '03 & Will Feutrill, Harrison
- Tanya & Gabriel '03 Tugendhaft, Tuvia
- Rebecca Brygel '94 & Tsachi Moshinsky, Sophia Noam

ENGAGEMENTS
- Shoshi Borowski '01 & Ariel Menashe, Yehonatan Chananya and Elian Yisrael
- Yael Brygel '01 & Ilan Bloch, Amayla and Eviatar

MARRIAGES
- Alissa Rubin '08 to Robbie Goldman
- Den Lissauer '08 to Mark Montag
- Shiff Elmalekas to Joel Bierenkrantz '06
- Ricky New to Marc Levin '10
- Marni Chaskiel '10 to Benji Levy
- Dani Ptasznik to Sam Bruce '04

ALIYAH
- Davi Weinstein '15

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