



LEIBLER  
YAVNEH  
COLLEGE

**R**espect

**I**ntegrity

**G**ratITUDE

**H**onour

**T**radition

The **RIGHT**  
way to be

# Parent Handbook 2022

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# PARENT HANDBOOK INDEX

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## COLLEGE PROFILE

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Leibler Yavneh College was founded in 1962 and began in Balaclava Road with 53 students from Kindergarten to Year 1. It was established with the clear objectives of attaining high standards in Torah Studies, fluency in the Hebrew language and a commitment to the land of Israel, together with a first-class General Studies program. The College saw its first Year 6 graduates in 1966 and for the next 13 years operated solely as a Primary School. In 1979 a Secondary School was opened on a site in Mercer Road, Armadale, and six years later Leibler Yavneh proudly presented its first VCE graduates. By 1989 the College was expanding at such a rate that larger premises were required. This led to the acquisition of the present Slezak Campus, Elsternwick, which today accommodates around 600 students from Years Prep to 12. The remaining 100 Junior and Senior Kindergarten students are accommodated at the Abeles-Liberman Pre-School, Balaclava Road, Caulfield. In 2014 the College opened the now named Gillian & Colin Mandel Family Yavneh Crèche accommodating babies and toddlers from 15 months to 3 years.

### Vision Statement

**To be Melbourne's pre-eminent Jewish Day School:** developing the characters, enriching the intellects, and engaging the souls of outstanding, Torah and Israel-committed youth.

## MISSION STATEMENT

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The mission of Leibler Yavneh College is to play a central role in the personal development of its students, nurturing them to be:

- **of fine character, imbued with integrity and compassion**
- **inspired by and committed to a relationship with Hashem based on study of Torah and adherence to its values and Mitzvot**
- **life-long independent learners who pursue excellence and strive to achieve their potential**
- **knowledgeable and passionate about Yahadut (Judaism) and Zionism**
- **committed Australians, aware of and loyal to their communal, civic, and personal responsibilities.**

## PHILOSOPHY AND VALUES

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We aspire to a lifetime love of learning and pursuit of academic excellence in both Jewish and General Studies because they are mutually reinforcing, ensuring all students can achieve their potential.

- We believe that helping our students to realise their potential requires a holistic emphasis on their overall sense of well-being: personal, emotional and intellectual needs.
- We believe in fostering each student's personal, emotional and intellectual commitment to Religious-Zionist ideals and to the State of Israel.
- We strive to develop resilient, independent learners, equipped with the appropriate

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knowledge and skills to participate effectively as Jews in the outside world.

- We encourage our students to take pride in their Australian heritage and challenge them to make their own contribution in order to shape its future direction.

## BEHAVIOUR EDUCATION AND EXPECTATIONS

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### The R.I.G.H.T Way to be at Yavneh

The philosophy which frames our Behaviour Education Policy is the understanding that positive, respectful, and compassionate behaviour arises when the student, school, and community work together. Creating the conditions for positive behaviour is a melding of elements that respond to or prevent negative wellbeing and actively promote the positive wellbeing needs of students. Yavneh's approach is founded on the belief that every student has the right to learn and every teacher has the right to teach by effectively encouraging the positive social and educational development of each child. All areas of Leibler Yavneh College are learning and teaching environments. We consider that the Behaviour Education Policy supports valuable social development and maximises the success of student learning programs.

The 5 pillars of the Behaviour Education Policy promote our students to be:

#### Respect

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- Life-long, independent learners who pursue excellence and strive to achieve their potential;

#### Integrity

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- Of fine character, imbued with integrity and compassion;

#### Gratitude

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- Inspired by and personally committed to a relationship with Hashem based on study of Torah and adherence to its values and Mitzvot;

#### Honour

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- Committed Australians, aware of and loyal to their communal, civic and personal responsibilities;

#### Tradition

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- Knowledgeable of and passionate about Yahadut (Judaism) and Tziyonut (Zionism).

Our [Behaviour Education Policy](#) is supported by the Tahalich תהליך (Process) which guides the College response to behaviour, mental health and critical incidents.

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## OUR CURRICULUM

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Our Curriculum provides a direction for the development of course content, student activities, teaching approaches and organisational procedures in accordance with the Australian Curriculum.

The Curriculum at Leibler Yavneh College aims to:

- Provide a rich educational experience in accordance with the College's mission statement, philosophy and values.
- Exemplify the harmonious integration of Jewish values and practice and general learning.
- Provide for the wellbeing of students.
- Equip students for living in a changing society and for lifelong learning.
- Meet the needs of individual students academically, socially, emotionally, physically and spiritually within a safe environment.
- Incorporate cross-curriculum practices.
- Provide a personalised education from Crèche to VCE.
- Consider and incorporate current educational theory and practice.
- Implement stimulating and challenging programs.
- Establish clearly defined, expected outcomes.
- Establish and maintain effective assessment, recording and reporting strategies.
- Meet state and national curriculum and assessment requirements.
- Be supported by College organisation and work practices.
- Provide opportunities for success.
- Reflect the fact that parents, students and teachers are partners in the education process.

Leibler Yavneh College is committed to maintaining a position at the forefront of educational practice demonstrated through the development and delivery of its Learning and Teaching Program. During their years of schooling, students will undertake studies in and across the Learning Areas of:

- The Arts (Art, Drama, Music, Visual Arts)
- Chagim
- English
- Gemara (Sugya/Agadata)
- Halacha
- Health and Physical Education (HPE)
- Hebrew Language
- Humanities and Social Sciences and Jewish History
- Israel studies
- Languages Other Than English (LOTE/EAL)
- Mathematics
- Mishura
- Science

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- Tanach (Chumash/Navi)
  - Technology (Information Technology/Multimedia)

The College also provides students with opportunities to develop areas of talent and interest. The programs offered by the College strive to take into account the nature and experience of each student, recognising that there are different ways of learning and different learning styles. Support and enrichment programs are provided for students. These programs provide opportunities to discover and extend students' talents and skills in terms of academic, social, physical and spiritual needs.

### Student Educational Support

Leibler Yavneh College aims to provide an inclusive education for all students. The Student Education Support Team co-ordinates the integration of students including assessments, programming and modification, curriculum options, teacher support and communication, and liaise with outside professionals. Students requiring Student Education Support are integrated into the mainstream classroom and, are supported by specialised staff and their class teachers. Assessments indicating that further support may be required in addition to already funded lessons, will be negotiated with relevant families on a "user-pay" model.

### Extension and Enrichment

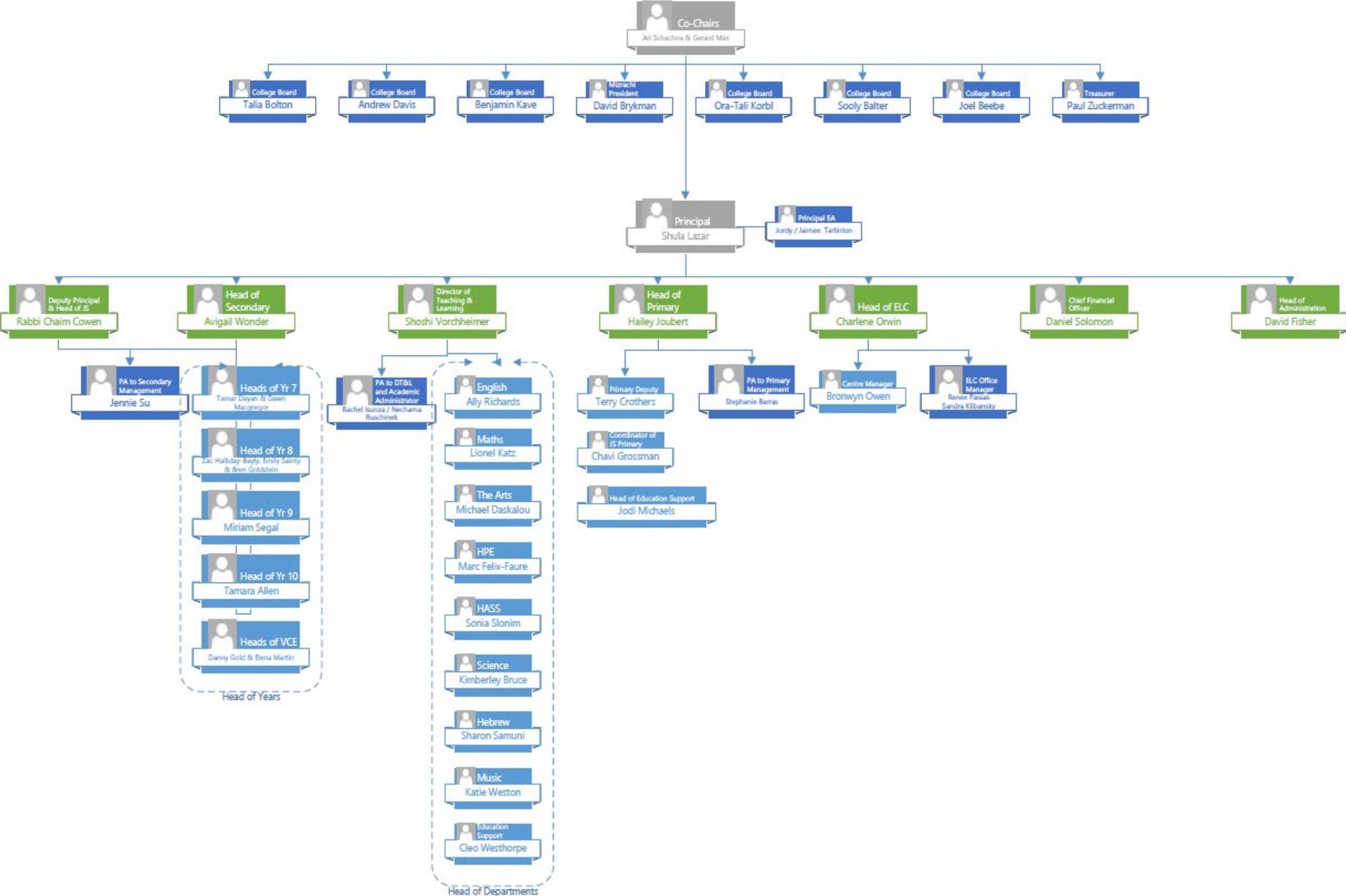
A range of Extension and Enrichment Programs are offered at different year levels. The program includes liaising with parents and teachers, co-ordinating assessments, curriculum extension and individualisation. Ongoing monitoring and liaison with classroom teachers and parents are a key element in supporting students with differentiated needs.

### Homework Guidelines

The College has a Homework Policy in both the Primary and the Secondary School. Please see Appendix A for College Homework Guidelines.

# STRUCTURE OF LEIBLER YAVNEH COLLEGE

## Leibler Yavneh College Structure



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## AFFILIATED ORGANISATIONS

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### Mizrachi Organisation

The Mizrachi Organisation in Melbourne was established in 1943. It is committed to *Medinat Yisrael* and the enhancement of Torah-true Judaism. The Mizrachi Organisation is particularly involved with the transmission of Religious Zionist philosophies through its educational institutions and informally through youth activities. The Mizrachi Organisation ultimately oversees the activities of the College and directly manages the operations of six synagogues, the Kashrut Authority, the Melbourne Eruv and the Kollel Torah M'Tzion. Bnei Akiva Youth Movement and Emunah Women's Organisation are directly affiliated with the Mizrachi Organisation.

### Yavneh Parents' Organisation – YPO

All College parents are members of the Yavneh Parents' Organisation (YPO). The YPO organises a variety of cultural, social, educational and fund-raising activities. This enables the YPO to assist the College in a variety of practical ways. The YPO has contributed to all College building projects during the past few years.

The YPO also provides a channel of communication between the parent body of the College, the College Council and the College Executive. In addition, the YPO acts an active forum for parents to present their views.

Some of the regular functions and activities of the YPO include:

- Fundraising events
- Cultural evenings
- Seminars on topical matters
- Annual hostess evenings
- Theatre and film nights

The achievements and strength of the YPO are reliant on the active involvement of parents. All parents are warmly invited to attend and become involved.

YPO meetings and events are held regularly during the school year and notification of these dates is provided in the YPO section in Keshet, the weekly College newsletter. For information or enquiries about the YPO please email [ypos@yavneh.vic.edu.au](mailto:ypos@yavneh.vic.edu.au).

### Yavneh Foundation

The Yavneh Foundation was established in 1999 to support the College in the implementation of its long-term goals. It is the body responsible for major fundraising for the College and encourages significant donations for capital projects and programs that are of direct benefit to Yavneh students. Since its inception, the Foundation has raised more than \$6 million, with these funds applied to major building projects and programs including the recently completed "state of the art Multi-Purpose Hall, the refurbishment of the Multi-Purpose Courts, eLearning programs and a range of other important projects.

Together with the Foundation Chairmen, Benji Jotkowitz and Reuben Zelwer, Executive Director, Tanya Shaltiel, we thank Foundation members who share a vision for the future of the College. We are now looking to welcome new members of the Yavneh Foundation and we invite all who share our vision to join and help build the future of our College.

If you would like to visit the College, we would be delighted to introduce you to the dynamic and educationally wide-ranging world that it encompasses. To make an appointment, please contact the Executive Director of the Yavneh Foundation, Tanya Shaltiel: [t.shaltiel@yavneh.vic.edu.au](mailto:t.shaltiel@yavneh.vic.edu.au).

*Leibler Yavneh College Parent Handbook 2022*

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## Alumni Association

The College has established a strong Alumni Association. A range of activities and get togethers ensure our past graduates remain affiliated with the College. Individuals wishing to involve themselves in the Alumni Association are asked to email The Acting Development Officer, Jaimee Tarlinton at [Jaimee.tarlinton@yavneh.vic.edu.au](mailto:Jaimee.tarlinton@yavneh.vic.edu.au)

## KEY POLICIES AND PROCEDURES

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### Student Information

Accurate student information informs the College of any changes to the students' needs that may impact on their learning and safety. It is essential to ensure up-to-date contact information is available for the College to contact parents and emergency contacts if an issue arises. If information about your child (contact details, medical) change during the year, parents are asked to notify the College in writing. Please email Reception ([l.pilalis@yavneh.vic.edu.au](mailto:l.pilalis@yavneh.vic.edu.au)) for our Elsternwick Campus or the ELC Office [ELCoffice@yavneh.vic.edu.au](mailto:ELCoffice@yavneh.vic.edu.au) for the ELC to make any updates to your information.

### College Uniform

Students at Leibler Yavneh College enjoy the opportunities and benefits of being members of our College. It is expected that students will uphold the ethos and values of the College, both within and outside the College when in College uniform. Students must not act in such a way that harms members of the College Community. The College works in partnership with families who may be involved in purchasing or altering uniforms for their children.

For students at Leibler Yavneh College, wearing the school uniform fosters a sense of belonging, instilling recognition of themselves as an integral part of the College community. It also assists in developing pride in their appearance and in representing their school. In addition, our Uniform Policy aims to:

- promote equality amongst all students
- provide appropriate clothing that is cost effective and practical for our school environment
- maintain and enhance the positive image of the College in the community
- encourage students to present themselves appropriately and for secondary students to prepare them for the expectations of a workplace

Our [College Uniform Policy](#) includes further details about our uniform guidelines.

### College Uniform Shop

The College operates a Uniform Shop, located at the Slezak Campus. Orders can be placed at the Uniform Shop during open hours. The Shop is located past Hamerkaz entrance and turn left. The Uniform shop Opening hours are:

Monday	7:30am – 9:30am
Wednesday	7:30am – 10:30am
Thursday	3:00pm – 5:00pm

Please refer to the weekly Keshet for any opening hour changes. Alternatively, parents may place their order online. Please go to the [Leibler Yavneh College Uniform Shop](#) website and follow the link through Flexischools. Orders will usually be delivered within a week depending on stock.

## Parental Concerns

### Abeles Liberman Early Learning Centre & Gillian & Colin Mandel Family Yavneh Crèche

Charlene Orwin

Head of Early Learning Centre/Gillian & Colin Mandel Family Yavneh Crèche

Renee Passas &

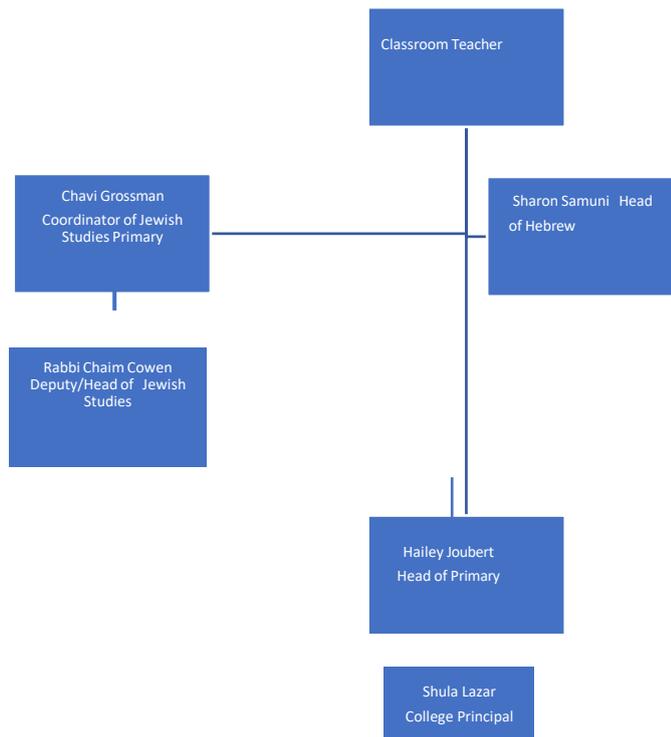
Office Managers at Early Learning Centre/Gillian & Colin Mandel

Sandra Klibansky Family Yavneh Crèche

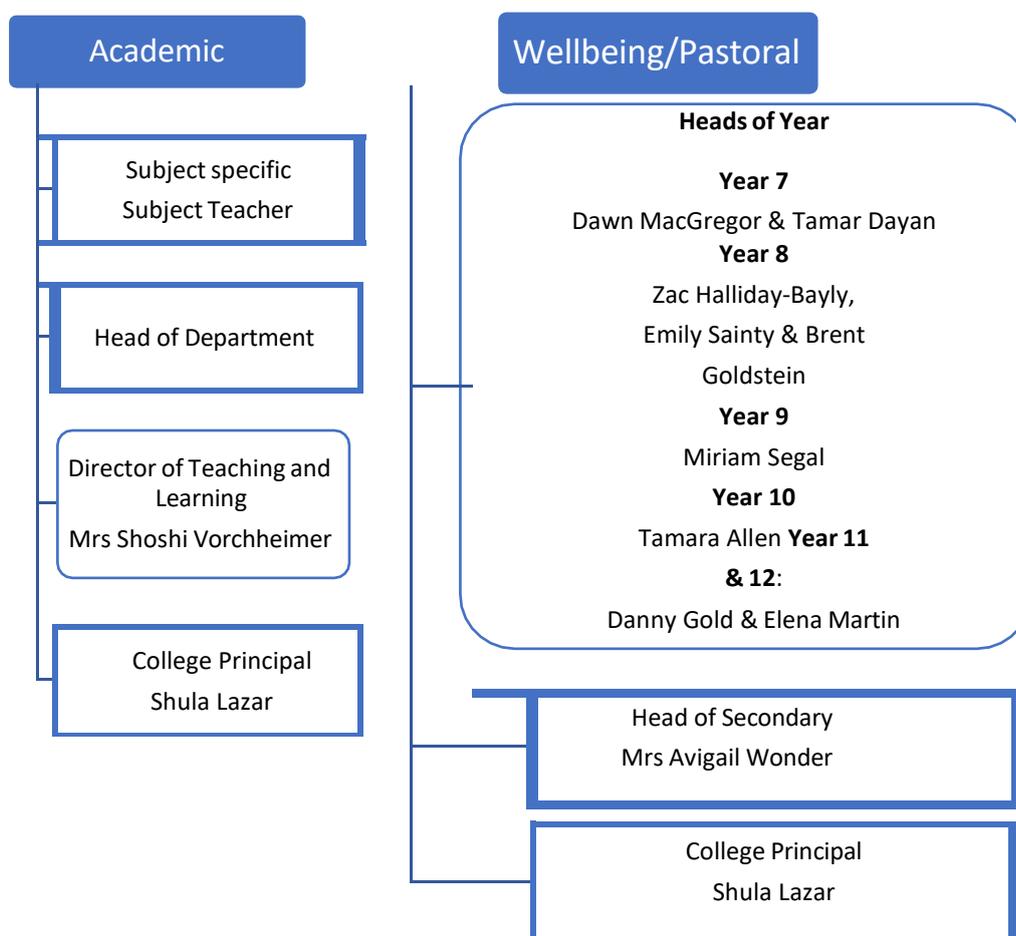
### ELC Fees

Please note that a proportion of school fees may be used to support the operation of the ELC.

### Academic Concerns – Primary School



## Academic Concerns – Secondary School



## Psychological/Counselling Services

The College offers a support and welfare program, including the services of the Psychologist. Support services include counselling, advice relating to specialised assessments, crisis management, intervention programs and student-teacher support.

## Referral Process

All concerns are addressed with professionalism and confidentiality. Parents are encouraged to notify the classroom teachers (Primary School) or Heads of Year (Secondary School) in the first instance of any concerns which may arise. Direct communication can also be made with the Head of Education Support, Psychologists or the Heads of Schools. Relevant staff will review the concern and determine the appropriate intervention required. Liaison with all relevant personnel involved including teachers, education support staff, parents and outside professionals may be required. All interventions are documented in writing and followed through by the relevant staff members.

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## Child Safety/Child Protection

The College is both proactive and vigilant in ensuring that our Child Protection Policies are of the highest standard. We have consulted with Child Wise and Early Childhood Association of Australia and involved staff, parents and students in the accreditation process. Our physically buildings ensure exemplary child centred practice with visibility to all rooms possible at all times.

Our Early Learning Centre staff have participated in extensive professional development training under the guidance of the Commonwealth Government registered organisation "In Safe Hands". At the Elsternwick Campus, Child Wise sessions have been conducted in every year from Prep to Year 12, ensuring our students comprehend the critical elements of child safety and protection. The College is officially accredited as a Child Safe Organisation.

All staff have the legal and moral obligation to be familiar with the following policies listed on our website. These can be found on the Yavneh website under the dropdown menu 'About Yavneh Privacy and Polices. Please see the links below for our policies

- [Child Protection Policy](#)
- [Mandatory Reporting Policy](#)
- [Conducting an Investigation into Allegations of Abuse](#)
- [Protocols regarding the handling of sensitive, critical and child protection incidents involving students](#)
- [Positive Relationships Policy](#) (including anti-bullying and harassment)
- [The Wellbeing of LGBTI+ Students Policy](#)
- [Behaviour Education Policy](#)
- [ELC Relations with Children Policy](#)

Continued employment at the College requires staff to abide by each and every one of these policies.

## Visit to the Nurse

The Nurse's Office is staffed full time. Students who need to see the school nurse are required to receive a note from their class teacher. During recess and lunch times students may attend the Nurse's Office as necessary. If a child is ill or injured during school, parents will be required to sign their child out via the Nurse's Office. Parents are requested to follow this dismissal process.

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## College Hours

### Abeles-Liberman Pre-School & Gillian & Colin Mandel Family Yavneh Crèche

Crèche & Kinders	7:30am – 6:00pm Monday to Thursday
	7:30am – 3:30pm Friday (during daylight savings)
	7:30am – 3:00pm Friday (during non-daylight savings)

### Slezak Campus, Elsternwick

<b>Prep – Year 2</b>	8:20am – 4:00pm	Monday to Thursday
	8:20am – 3:10pm	Friday

<b>Year 3 – Year 6</b>	8:20am – 4:15pm	Monday to Thursday
	8:20am – 3:15pm	Friday

Supervised before care for Primary 8:00am-8:15am

<b>Year 7 – Year 12</b>	8:15am – 4:15pm	Monday to Thursday
	8:15am – 3:15pm	Friday

### Slezak Campus – Reception

8:00am – 4:45pm	Monday to Thursday
8:00am – 3:30pm	Friday

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## Secondary School Tefillah

Secondary students are expected to arrive on time to start the day with Shacharit at 8:15am. Mincha will take place after homeroom at 2.10pm

## Absence / Attendance

Leibler Yavneh College encourages students to achieve to the best of their abilities. Therefore, it is expected that our students take full advantage of their educational opportunities and attend all lessons including Tefillah, activities and special days. This promotes student engagement and connection to the College. When parents/guardians know their child will be absent from school an attendance note should be raised via Compass. If you email individual teachers or Heads of Year they may not see this in time and you could be contacted as to why your child was not at school. [Leibler Yavneh College Attendance Policy](#)

## Punctuality

Arriving on time for the start of the school day and lessons is a key component in setting up students for success in their learning.

In the Primary School, the start of the day is used by teachers to outline the schedule for the day, build relationships with and between students as well as activate the brain for that day's learning. Arriving late even one minute can increase stress for students which impacts negatively on learning, as well as a child's sense of belonging and emotional well-being.

In the Secondary School, students are encouraged to develop independence and responsibility as life-long learners who are actively involved in their learning and engaged in school activities. Being punctual demonstrates respect for the people, times and schedules of the College and sets students up for success in learning.

## [Leibler Yavneh College – Late Policy](#)

## Departing the College

Students are expected to leave the College premises in full College uniform each day. Boys are expected to wear their kippot at all times. Locker areas and classrooms must be left neat and tidy at the end of the day. Prep and Year 1 students are escorted by their teachers to the front of the school Monday to Thursday at 4:00pm and Friday at 3:00pm.

Secondary students who have written permission from a parent/guardian, must sign out of the College via the Secondary Office where they will be issued a pass to exit the College. Permission must be given by a parent/guardian via an attendance note in Compass. Please note if you only email/call, this can delay your child's departure.

## Shared Custody Arrangements

The College is required to abide by court orders regarding shared custody arrangements. Children will only be placed in the care of the person listed in the court orders, as per the arrangement.

## Mobile Phones

Mobile phones, technology and use of the internet are useful tools for communication, socialisation and learning in the 21<sup>st</sup> Century. Leibler Yavneh College holds that the safe and responsible use of technology, students' safety and wellbeing, and developing positive social skills and respectful behaviours are key to positive growth and development for our students.

The College also understands that many parents choose to give their children mobile phones to give them

tools for connecting with parents should they feel unsafe. The College recognises the growing influence and reliance that society has on technology and that mobile phones are an important tool for communication and connection. Yet research has shown that use of mobile phones can be disruptive to learning both within and outside of the classroom. It can undermine students' capacity to think, learn, remember, pay attention and regulate emotion.

At recess and lunchtime, opportunities for students to communicate with each other face-to-face or be involved in physical activity are also imperative to adolescent wellbeing and development. When students are focused on a mobile phone, particularly when they are using it to engage with social media, these important interactions are impeded. Face-to-face contact, physical activity and recreation, and time off from screens and texts is a key part of the school day to be enjoyed at breaktimes in school.

### [Leibler Yavneh College Mobile Policy](#)

Parents are to be aware that in case of an emergency, the College remains an appropriate point of contact to reach their child quickly. Any student who needs to contact their parents is welcome to do so through the Primary or Secondary Office or their Head of Year.

## Daily Structure

### Primary Prep – Year 2 Timetable Structure

	Monday - Thursday				Friday		
Period			Min	Period			Min
HR	8.20	8.30	10	HR	8.20	8.30	10
TEF	8.30	9.00	30	TEF	8.30	9:00	30
1	9.00	9.45	45	1	9:00	9:40	40
2	9.45	10.30	45	2	9:40	10:20	40
RECESS	10.30	10.45	15	RECESS	10:20	10:35	15
3	10.45	11.30	45	3	10:40	11:20	40
4	11.30	12.10	40	4	11:20	12:00	40
LUNCH & BENCH	12.10	12.30	20	LUNCH & BENCH	12:00	12:15	15
PLAY	12.30	1.00	30	PLAY	12:15	12:50	35
5	1.00	1.45	45	5	12:50	1:30	40
6	1.45	2.30	45	6	1:30	2:05	35
Recess	2.30	2.45	15				
7	2.45	3.25	40	7	2:05	2:40	35
8	3.25	4.00	35	8	2:40	3.10	30

## Primary Year 3 – Year 6 Timetable Structure

Period	Monday - Thursday			Min	Period	Friday		Min
HR	8.20	8.30	10	HR	8.20	8.30	10	
TEF	8.30	9.00	30	TEF	8.30	9:00	30	
1	9.00	9.45	45	1	9:00	9:40	40	
2	9.45	10.30	45	2	9:40	10:20	40	
RECESS	10.30	10.45	15	RECESS	10:20	10:35	15	
3	10.45	11.30	45	3	10:40	11:20	40	
4	11.30	12.10	40	4	11:20	12:00	40	
LUNCH & BENCH	12.10	12.30	20	LUNCH & BENCH	12:00	12:15	15	
PLAY	12.30	1.00	30	PLAY	12:15	12:50	35	
5	1.00	1.45	45	5	12:50	1:30	40	
6	1.45	2.30	45	6	1:30	2:05	35	
Recess	2.30	2.45	15					
7	2.45	3.30	45	7	2:05	2:40	35	
8	3.30	4.15	45	8	2:40	3:15	35	

Please note lunch across the primary school includes 20 minutes eating and bench time.

## Secondary Timetable Structure

SECONDARY								
MONDAY	TUESDAY	THURSDAY	WEDNESDAY & ROSH CHODESH			FRIDAY		
8.15 - 9.00	45	<i>Tefillah</i>	8.15 - 9.00	45	<i>Tefillah</i>	8.15 - 8.55	40	<i>Tefillah</i>
			9.05 - 9.35	30	<i>ASSEMBLY</i>	9.00 - 9.45	45	<i>Wellbeing</i>
9.05 - 10.00	55	<i>Period 1</i>	9.40 - 10.30	50	<i>Period 1</i>	9.50 - 10.35	45	<i>Period 1</i>
10.00 - 10.55	55	<i>Period 2</i>	10.30 - 11.20	50	<i>Period 2</i>	10.35 - 11.20	45	<i>Period 2</i>
10.55 - 11.15	20	<i>RECESS</i>	11.20 - 11.35	15	<i>RECESS</i>	11.20 - 11.40	15	<i>RECESS</i>
11.15 - 12.10	55	<i>Period 3</i>	11.35 - 12.25	50	<i>Period 3</i>	11.40 - 12.25	45	<i>Period 3</i>
12.10 - 1.05	55	<i>Period 4</i>	12.25 - 1.15	50	<i>Period 4</i>	12.25 - 1.10	45	<i>Period 4</i>
1.05 - 2.00	55	<i>LUNCH</i>	1.15 - 2.10	55	<i>LUNCH</i>	1.10 - 1.45	35	<i>LUNCH</i>
2.00 - 2.20	20	<i>MIFGASH</i>	2.10 - 2.30	20	<i>MIFGASH</i>	1.45 - 2.30	45	<i>Period 5</i>
2.25 - 3.20	55	<i>Period 5</i>	2.35 - 3.25	50	<i>Period 5</i>	2.30 - 3.15	45	<i>Period 6</i>
3.20 - 4.15	55	<i>Period 6</i>	3.25 - 4.15	50	<i>Period 6</i>			

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## Parking and Traffic Flow

### Student Safety

Parents who drive in the vicinity of either Campus are requested to exercise respect at drop off and pick up times. Double parking is illegal and endangers students' safety. The co-operation of parents not to park in this way is urgently sought. To maximize student safety, parents are also requested to observe all "No Standing" signs, especially in the vicinity of the pedestrian crossing on Brentani Avenue.

There is a '**Drop and Go**' area at the Nagle Avenue gate in the mornings.

### Vehicle Parking

For vehicle parking external to the College grounds, please note that parking restrictions exist in the immediate vicinity of the College. Fines may be incurred from the local Council if parking restriction signage is not observed.

#### *Nagle Avenue Southern (residential) side*

No Standing or Parking	8:00am-8:30am & 4:00pm-4:30pm Monday – Thursday 8:00am-8:30am & 3:00pm-3:30pm Friday
Permit Zone	6:00pm – Midnight

#### *Nagle Avenue Northern (College) side*

2 spots only outside staff carpark – ¼ hour parking	8:00am-8:30am & 4:00pm-4:30pm Monday – Thursday 8:00am-8:30am & 3:00pm-3:30pm Friday
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Kiss and Go on Nagle Avenue 8:00am-8:30am & 4:00pm-4:30pm Monday – Thursday

8:00am-8:30am & 3:00pm-3:30pm Friday

### Traffic Flow

#### *Nagle Avenue*

Please note that Nagle Avenue is designated a **one-way street** by law from west to east between the following hours:

8:00am-8:30am & 4:00pm-4:30pm Monday – Thursday  
8:00am-8:30am & 3:00pm-3:30pm Friday

i.e. only enter Nagle Avenue from St James Parade, not Gough Street during these times.

#### *Brentani Avenue*

Although not designated a one-way street by law, parents are requested to treat it as one-way from east to west, entering from the Clarence Street end, during the same hours as Nagle Avenue above.

### Consideration of Neighbours

Parents are urged to be considerate of our neighbours, in particular by not parking in front of their driveways, as well as observing all parking sign requirements as detailed above.

### Early Learning Centre Parking

For those attending the Abeles Liberman Early Learning Centre and the Gillian & Colin Mandel Family Yavneh Crèche at the Balaclava Road Campus, parking is available in adjacent side streets. Fines may be incurred if "No Standing" signage is not observed.

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## Parking Fines/Damage to Vehicles

Please note that the College accepts no responsibility for either parking fines incurred for illegal parking outside the College premises or for any damage to vehicles parked on the College premises or surrounds.

## Pedestrian Entry to the College

### Brentani Avenue

The College is accessible through the Brentani Avenue entrance between 8:00am to 8:30am, and 3:45pm to 4:30pm each day. The Brentani Avenue gates will be locked at all other times.

### Nagle Avenue

The College is accessible through the Nagle Avenue pedestrian gate at all times when the College is open.

### Important Note – Entry to Staff Carpark

The electronic gate from Gough Street to the Staff Carpark must not be used by pedestrians as it places them in great personal danger and becomes a serious safety breach.

## Security

The College has in place a range of security measures. We adopt a continuous improvement process to achieve best practice and may, at times consult with Victoria Police, the Community Security Group (CSG), our independent security consultant, as well as international professionals with specialist expertise in all aspects of security relevant to an organisation such as ours. The Board “Security Sub-Committee”, comprising select members of the College Executive in addition to members of our parent body with relevant domain expertise to assist in decision making oversee this process.

*Any suspicious objects, people or vehicles should be immediately reported to Reception at the Slezak Campus or the Mizrahi Office at the Caulfield Campus.*

## Emergency Management Plan

The College has an Emergency Management Plan. Any parent on the College premises at the time of a critical incident/evacuation should report to Reception. Parents may be requested to evacuate Nagle Avenue, Gough Street, Brentani Avenue and the Early Learning Centre in the event of an emergency.

In the event of an evacuation, all students and staff of the Slezak Campus are evacuated to a nearby site. Parents are not permitted to remove their child until roll call has been attended to and completed at the evacuation site. The authorities in charge must be satisfied that all students are safe and accounted for before the dismissal of any students from the evacuation site.

Parents are requested to park at a safe distance from the evacuation site and wait for instructions with regard to dismissal of students or return of students to the College. In the case of students being unable to return to school, parents will be able to collect their children from the evacuation site once the official authorisation is provided.

Parents are requested to await instructions rather than ringing the College in the immediate event of a disaster. Appropriate debriefing and recovery plans will be in place as soon as possible after any critical incident. Parents of students at the Early Learning Centre are notified in each year of the particular evacuation procedure for the Early Learning Centre children.

Regular evacuation drills are held to ensure the safety of all students.

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## Visitors to the Elsternwick Campus

- (i) Adult visitors are welcome. However, for security an appointment must be made prior to attending. Entrance is via the Nagle Avenue pedestrian gate, where the security guard will require the visitor to sign in and provide a security badge.
- (ii) Visitors will not be permitted to enter classes unless they have received appropriate permission from an appropriate senior staff member. Student visitors must receive permission from the College Principal or their delegate before attending classes. Permission will be granted based on the needs of the College, a 24-hour notice period and the student's commitment to obey all rules and College expectations.

## High Temperature Days

If the temperature is expected to exceed 40°C, Primary School students may bring a signed note from parents indicating permission to leave early. If students leave early, they must sign out at reception. Primary students may be collected at lunchtime or during afternoon recess, however, parents are requested not to disturb classes between break times.

Parents will not be permitted to take relatives or friends home without written consent. Verbal permission will not suffice. Parents collecting students on behalf of other parents accept liability and must sign out all accompanying children at reception.

Parents of Secondary School students should note that **regular classes will continue**, and it is the students' responsibility to catch up on work missed.

## Withdrawal of Students

Parents must notify the **College Principal in writing** ([principal@yavneh.vic.edu.au](mailto:principal@yavneh.vic.edu.au)) with **one term's notice** of any decision to withdraw a child from the College. **A term's fee in lieu of notice** will be incurred if a term's notice is not provided.

### Temporary Withdrawal of Students During the School Year

If a child is withdrawn from the College for any period during the school year, prior permission to do so must be sought, **in writing, from the College Principal**. If the period of absence is to be longer than one term, the **Finance Department** must also be informed and any request for temporary suspension of fees provided in writing. **A term's notice is required for any suspension of fees.**

Leibler Yavneh College supports students participating in Year 10 Israel Programs provided by external organisations, however, College fees during attendance while attending are **not** suspended.

Please refer to the [Attendance Policy](#) regarding planned absences for shorter periods of time.

The College cannot take responsibility for the work missed by students who take holidays during term. Furthermore, examinations, tests and assessment tasks cannot be automatically rescheduled in such cases.

## Newsletter – Keshet

A weekly newsletter, Keshet, is emailed to all Yavneh families every Friday, providing information about College life during the previous week and news of forthcoming events.

## Tuckshop (Slezak Campus) – 'Health Haz-it'

All lunch orders must be placed online via [this link](#). Our Tuckshop has now gone cashless and has card facilities for counter service.

**All orders must be placed by 9:30am.** If orders are not in by this time, food must be bought over the counter during recess or lunchtime, therefore, a full range of items cannot be guaranteed.

*Leibler Yavneh College Parent Handbook 2022*

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Baskets are collected from the Tuckshop by Years Prep – 6 Home Group monitors just prior to their time for eating lunch. Secondary students collect their lunch orders between 1.05pm. and 1.45pm.

Please refer to the Tuckshop Price List for a complete list of food items available. The College policy is to provide healthy and nutritious food. Prices are kept as competitive as possible.

Volunteers are sought to assist the Tuckshop Manager on a daily basis. Volunteers may help for any amount of time from two hours weekly to two hours termly. All help is greatly appreciated.

### Allergy Aware School

The College is an Allergy Aware School. This means there can be no nut products on Campus, including peanut butter and anything with sesame seeds (e.g. pretzels). Extreme care must be taken to reduce nut contamination as some of our students have anaphylaxis which can be life threatening. The nut allergy is so severe for some of our children that even breathing the fumes of nut foods can cause illness.

### College Photographs

Prep to Year 12 Home Group/Year Level photographs are taken in Semester One and are available for purchase. Photo orders are now placed online. The College does not handle any photo orders. Special Group photos, (for example leadership photos), are also taken on this day and are available for purchase.

### Toys, Valuables and Expensive Items

Students are discouraged from bringing toys to school. No electronic games, radios or other expensive items are allowed. Items brought for Primary “Show and Tell” are to be placed in school bags after display. Each item must be clearly marked with the name of the student to whom it belongs.

Secondary students are encouraged to secure their lockers and should not leave any money or valuables in their bags or lockers. The College cannot take responsibility for lost valuables. Students should be careful not to leave expensive items of equipment such as calculators on top of their lockers or in bag cubicles.

### Lost Property

Lost property is stored in the Lost Property Cupboard in the Primary and Secondary Offices. Students are invited to check for lost items at the **end** of each school day. Unidentified and uncollected lost property items are removed at the end of each term.

### Scholarships and Awards

#### The Nicholas Slezak Scholarship

The Nicholas Slezak Scholarship entitles the holder to **25% paid tuition** for the length of the scholarship. There are three Slezak Scholarships awarded on the basis of academic and general excellence.

- One student in Year 6 for redemption in Years 7 & 8
- One student in Year 8 for redemption in Years 9 & 10
- One student in Year 10 for redemption in Years 11 & 12

#### Other Scholarships and Awards

In addition to the Prizes awarded each year there are also a number of other Scholarships and Awards. Many of these are linked to the generosity of friends of the College who have a strong belief in the value of Jewish Education. A current list of Awards and Scholarships is available on request.

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## FIRST AID AND HEALTH ISSUES

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The College employs a full-time nursing position that is located at the Health Centre, Slezak Campus.

### Administration of Medication

- The student's parent may wish to supply medication to be administered at school. To minimise the quantity of medication held at the school, parents may consider if the medication can be taken outside the school day, for example, medication required three times per day may be able to be taken before and after school, and before bed.
- All medication to be administered at the school must be in the original medication bottle or container and clearly labelled including the name of the student, dosage and time to be administered.
- All medication to be administered at the school should be accompanied by written advice providing directions for appropriate storage and administration.
- As medication should be supplied in the original bottle or container, the student's parent/carer may need to organise a second label led container from the pharmacy for safe storage at home.
- The medication must be within the expiry date of the product when delivered to the school.
- Parent/carer must accompany the medication into and out of the first aid room – **not the child.**

### Accidents/Illness During the School Day

If a child has an accident, or shows signs of illness during school hours, the student's parents will be informed immediately. For this reason, it is vital that emergency telephone numbers are kept up to date. Students who are ill or injured must be signed out by the Nurse. Parents are requested not to make arrangements directly with their children.

### Medical Action Plans

For students with medical conditions that require action plans (including asthma, allergies, diabetes, epilepsy, intolerances), parents must provide the school with an Action Plan completed by the student's medical practitioner. The plan must outline the students known triggers and the emergency procedures to be taken when required. Parents are required to update these action plans annually.

### Notifiable Diseases

If a student contracts any of the diseases listed below, it is the parent's legal duty to notify the College immediately. In these circumstances the student must not attend school without written medical consent. The College will inform the parent body in these instances.

The diseases are; chicken pox, conjunctivitis, acute contagious impetigo, diphtheria or membranous croup, enteric fever (typhoid and paratyphoid), gonococcal infection (eyes and genitals), infectious hepatitis, measles, German measles (rubella), meningitis, meningococcal, mumps, poliomyelitis, ringworm (scalp or body), scabies or itch, scarlet fever and streptococcal sore throat, smallpox, trachoma, tuberculosis (of lungs), tuberculosis (other forms), typhus and whooping cough.

### Immunisations

An immunisation History Statement must be supplied to the College. This is processed at your Local Council Offices. A child's certificate must be provided to the College Nurse at the time of Prep entry.

### Sunsmart Policy

The College has adopted a Sunsmart Policy to ensure that all students of the College are protected from the harmful rays of the sun. It upholds our philosophy that the College ensures a safe and healthy environment for students to work, learn and play. The College Sunsmart Policy aims to increase awareness of students and staff so that they can assume responsibility for their own sun protection.

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The College expects all students to wear the College sun hat that protects the face, neck and ears when they are outside (including recess and lunch breaks, excursions, camps and sport) throughout the year:

- Students are encouraged to use 30+ sunblock, which they bring from home. Sharing is not advisable due to allergies and hygiene issues.
- Any student without a hat is required to stay in a shaded area. The College rule for the Primary School is “**No Hat, No Play**”.
- All primary students must wear a College sun hat during outside Health and Physical Education lessons in Term 1 and Term 4. Any student without a hat will not be allowed to participate.
- Secondary school students are encouraged to wear a sun hat when outdoors.

## FOOD

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Meat products should not be brought onto the College premises.

All food provided by the College is Kosher approved by Kosher Australia or Kashrut agencies approved by Kosher Australia.

In the event of school celebrations where students bring food into the College, the food must be Kosher approved by Kosher Australia or Kashrut agencies approved by Kosher Australia. The food must come in closed packaging. No home-made goods are permitted. No soft drinks or juice is to be supplied for school celebrations held during school hours.

Students are encouraged to eat nutritious, healthy food. Parents should ensure that their children bring Kosher lunches and snacks to school. All Leibler Yavneh College families are provided with a complimentary membership to Kosher Australia and receive a Kosher List Book annually. For access to the Kosher List online, please contact Kosher Australia.

When on excursions or in school uniform, students are only allowed to purchase Kosher food or drink or eat in Kosher eateries approved by Kosher Australia.

## CELEBRATIONS / INCLUSION GUIDELINES

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Leibler Yavneh College promotes inclusion rather than exclusion. We expect that all students and families feel comfortable to attend events outside of the school that are hosted by Yavneh families. We ask that in planning a Simcha or celebration, every effort is made to conform to the ethos and Halachic standards of the College. If students are invited for Shabbat, Shabbat observance must be adhered to. If there are any questions concerning the Kashrut or any other aspect of your celebration, please feel free to contact the College for advice.

### Inclusion of All Children

In addition, we ask parents and students to live by our values of inclusion when planning their guestlist for parties. If inviting more than a **few students**, parents and students are asked to please include **all the boys or all the girls or all the children** in the class or year level as appropriate.

Out of sensitivity for students' feelings, invitations to parties can only be given out at school when the entire class or year level is included.

## STUDENT LEADERSHIP

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College Captains, Vice Captains and Portfolio Captains are elected annually in Secondary School. Portfolio positions include House/Spirit, Social Action & Wellbeing and Jewish Life & Zionism.

Primary School Captains, Vice Captains and House Captains are selected annually in the Primary School.

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## PARENT TEACHER COMMUNICATION

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Students in Years 3 – 10 are expected to use the College Student Diary. This is to be utilised as a means of communication between parents and teachers and is also a record of set homework. Please examine your child's diary on a regular basis.

Teachers are available to be contacted via email. Parents can expect return communication within 48 hours (excluding weekends) for full time staff. Some variation is likely at busy times of the term.

### Discussions with Teachers

Teachers are always willing to discuss a student's progress with a parent. It is advised to make an appointment in advance through the appropriate School office.

### Parent Information Evenings

These are held at the beginning and during the school year as relevant. We encourage parents to attend these sessions as they are valuable opportunities to connect and engage with staff and take an active interest in school life. The information imparted at these evenings is updated as we continue to strive for best practice. Parent participation at these events also develops a sense of belonging to the school community.

### Parent / Teacher / Student Conferences

Parent Teacher Conferences are conducted twice yearly. The purpose of these conferences is to discuss the student's ongoing progress or discuss specific issues. Parents will be informed by School Stream and Compass of dates and times. Parents and teachers are encouraged to liaise on an ongoing basis. Meetings will be held at other times as needed. Secondary school students are expected to attend any parent/teacher meeting with their parent or guardian. These three-way parent/teacher/student conversations have been extremely beneficial in ensuring each stakeholder is involved and fully informed of the student's progress.

### Reporting Procedures

#### Primary Reports

Primary Reports provide valuable information about your child as a learner. The Semester One and Two reports will consist of

- Course content which describes what concepts have been taught in each subject area
- Learning outcomes which reflect your child's level of understanding concept or skill
- A written comment from each of your child's Jewish Studies, General Studies and Hebrew teachers

The teacher's comment will describe your child's

- Attitude to learning and progress in Jewish Studies, General Studies and Hebrew
- Learning behaviours which he/she successfully employs to support his/her efforts to learn
- Ability to work independently and collaboratively in response to constructive feedback

When reading your child's Semester One report, all three components of the report, namely the teachers' global comment, course and learning outcome descriptors, come together to provide parents with a detailed and holistic update of your child's learning at this point in time. The three components should therefore be viewed and interpreted in combination with each other.

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## Secondary Reports

Secondary reports provide important information regarding your child's achievement and progress.

Each semester's report contains the following:

- A brief Unit Description outlining the concepts and skills taught in each subject area
- Learning outcomes and their associated assessment tasks which assess student understanding and application of the concept or skill
- A letter grade indicating the level of achievement attained with respect to the stated assessment tasks. The descriptors accompanying the letter grades are aligned with the requirements for reporting in the Australian Curriculum.
- A teacher comment that provides feedback about the student as a learner, including attitude to learning and progress; learning dispositions that have been successfully employed to support learning and the ability to work independently and collaboratively with teachers and peers

Listed on the report for all year levels that have semester exams is the student's examination result stated as a percentage or a grade. A Semester Grade is also given, this being based on the student's overall performance in each of the outcomes (and semester exam if applicable).

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## PRIMARY SCHOOL CLASS PLACEMENT POLICY

Outlined in Appendix B is the process we use at Leibler Yavneh College Primary School to place students in their respective classes for the start of the school year.

Our primary staff are committed to meeting the educational needs of all our students. A great deal of thought, planning and time goes into placing children into classes each year. Every effort is made to place each child in a learning environment that is happy, productive and successful.

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## SPECIALIST SUBJECTS / PROGRAMS

### Health and Physical Education, Sport and the House System

*Inter-school* Secondary students are involved in a diverse interschool sport program.

*Inter-house* Students from Years 3 to 12 are allocated to a House to engender school spirit and pride. The four College Houses are:

- **MAGSHIMIM – Blue**
- **ROSH TSURIM – Yellow**
- **EFRAT – Green**
- **OFRA – Red**

Primary School Interhouse Competitions may be held during the year in areas of sport, chess, debating and public speaking.

*Swimming* Students from Prep to Year 9 participate in Aquatic Programs throughout Term One.

*PMP (Perceptual Motor Program)* – Weekly PMP activities are conducted throughout the year for Prep and Year 1 students.

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## Library

### Primary School

The Library supports all areas of the curriculum and is open to students Monday to Friday.

### Secondary School

The Library is open each day of the academic year for students and teachers to use. Photocopying and computer resources are available. The Librarian will assist with research and references for all areas of the curriculum.

## Music

The College has a comprehensive Instrumental Music Programme. We are proud of our Music Program which also encourages students of all ages to participate in public performance. We have a number of special bands, vocal ensembles and performance groups, which together with solo singers and instrumentalists, perform in our musical productions, soirées, concerts and assemblies. Music is an elective/rotating subject in Year 7 and 8. The College offers Music as an elective in Years 9 and 10 as well as VCE Music in Years 11 and 12.

All enquiries regarding Primary and Secondary Music can be addressed to Katie Weston at [k.weston@yavneh.vic.edu.au](mailto:k.weston@yavneh.vic.edu.au).

## EAL (English as an Additional Language)

The school provides assistance to those students for whom English is a second language, EAL support assists students on an individual and small group basis.

All English teachers (primary and secondary) are cognisant of EAL requirements and individually cater for and accommodate each student's academic, social and emotional needs.

## Art

- Prep and Year 1 students participate in Art activities in their Home rooms, with their General Studies teachers.
- Year 2 and 3 students have three periods per fortnight of Art in the Art Room with a dedicated Art teacher.
- Year 4 to 6 students have three periods per fortnight of Art with a specialist Art teacher.
- Year 7 and 8 students experience Art electives on a rotating basis.
- Year 9 and 10 students are offered Art as an elective.
- Studio Art and Visual Communication & Design Units 1-4 are offered in the VCE program.

A special focus is given to the Art program during the Chagim.

## Information Technology Across the Curriculum

The College is equipped with an Information Technology Centre, which is open for students and teachers to use throughout the academic year. Secondary students in Years 7 to 9 purchase a school managed HP EliteBook. We operate a BYOD for students in Year 10-12.

Each primary class has a weekly session in the Information Technology Laboratory, with their General Studies teacher. Information Technology is also integrated into several Jewish Studies learning activities.

In the secondary school, Technology, Media Arts (TMA) is offered as an elective/rotating subject in Years 7 and 8. TMA is an elective in Years 9 and 10. Media Units 1-4 are offered in the VCE Program.

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## Community Service Program (Secondary School)

Students engage in a range of formal and informal community service activities and events. In Years 7 and 9, students engage with learning and action programs coordinated by the Jewish Life Team designed to build skills and awareness. In the Senior Years, students are encouraged to develop and continue relationships with Jewish and non-Jewish organisations. All students are involved in College organised events and student led initiatives, which include, fundraisers, social-action awareness events, drives and more.

## Drama and Production

Drama and Theatre Production is experienced by students of Years 7 and 8 on a rotating elective basis. Drama is offered as an elective subject in Years 9 and 10. VCE Drama Units 1-4 are offered in Years 11 and 12.

A regular musical production is conducted. Past productions include “Joseph and His Amazing Technicolour Dreamcoat”, “Fiddler on the Roof”, “Les Miserables”, “Oliver”, “Seussical”, “Seussical”, “Little Shop of Horrors”, “Once on this Island” and “Aida”. The College musicals are of the highest standard and promote camaraderie across the year levels. Students may audition for roles in the performance or assist backstage.

## COLLEGE EVENTS

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### College Calendar

A condensed version of the College Calendar is available in the weekly Keshet Newsletter distributed to parents weekly online or via the College Website. Parents are advised to check the forthcoming events in Keshet each week as well as School Stream and Compass for notifications relevant to their student’s year.

### Excursions

Excursions are an important part of the College program. Every effort is made to integrate excursions into the overall curriculum. The College levy charged at the beginning of the school year covers all year level excursions and incursions.

Additional monies will only be sought for excursions/incursions organised for select group of students.

Parents are required to complete the online consent and payment forms via Compass by the due date. Wearing of full College uniform (unless otherwise notified) is required.

### Camps and Shabbatonim

Camps form an important dimension to the development of student wellbeing, offering students the opportunity to develop self-awareness, improve their social and emotional skills and build resilience. From Years 4 to 12, students participate in a College camp, which may last between two and six days.

The aim of the camps are threefold; firstly, students have the opportunity to be a part of a total Jewish living experience. Secondly, a range of outdoor educational opportunities are available which broaden students’ horizons and increase their skills. Thirdly, they offer an alternative environment in which teachers and students can interact in a way that the classroom and timetable cannot provide.

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For these reasons, all camps are compulsory. Exemption from attending a camp must be granted by the College Principal and is provided only in exceptional circumstances. Every effort is made to keep camp costs to a minimum.

Shabbatons may be held for select year levels or groups of students during the year. These Shabbatons will incur an additional cost.

### Year 10 Israel Programs

Leibler Yavneh College supports students participating in Year 10 Israel Programs provided by external organisations, however, College fees during attendance while attending are **not** suspended. The College cannot take responsibility for the work missed by students who take holidays during term time. Furthermore, examinations, tests and assessment tasks cannot automatically be rescheduled in such cases.

### Bnei Akiva

- (i) The College has an ideological association with the Mizrachi movement in Israel and the with Torah Department of the World Zionist Organisation.
- (ii) Mizrachi's youth movement is Bnei Akiva which has a successful world-wide network, nowhere more so than Melbourne. Consequently, students of the College are encouraged to participate in the activities of the local Bnei Akiva movement.

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## Parent Handbook: Appendix A

### Effective Homework Guidelines – Primary School

At Leibler Yavneh College, homework in the Primary School is designed to consolidate and reinforce fundamental skills taught/learnt in class. Homework helps students by complementing classroom learning, fostering lifelong learning, promoting effective study habits and providing an opportunity for students to be responsible for their own learning.

Generally, major projects are not given for homework. Specific skills to complete a project are taught and developed in the classroom, removing unnecessary stress for students and parents when questions/problems arise.

Below is a guide outlining the content of recommended homework for primary students.

#### Prep

- 10 – 20 minutes per night.
- Daily reading practice with an adult is expected at this level. Children should be encouraged to read for enjoyment and meaning. Young children should also have stories read to them on a daily basis.

#### Years 1 – 2

- 10 – 20 minutes per night including a combination of:
- General Studies, Jewish Studies and Hebrew Studies where children are required to practice spelling strategies to correctly spell words and regularly revisit sight words. Children are encouraged to contribute ideas and information in various curriculum areas, and may be required to find further information, or collect information appropriate to particular topics for homework from time to time.
- Daily reading practice with an adult or sibling is expected at this level

#### Years 3 – 4

- 20 – 30 minutes per night including a combination of:
- General Studies
  - Spelling, writing, comprehension, grammar, punctuation, mental math – mixed problems including word problems and problem solving.
  - Daily reading (recorded in the school diary) for 10-15 minutes is also expected at this level.
- Jewish Studies
  - Revision of Pesukim learnt and a work sheet (approx. 10 -15 minutes per week).
- Hebrew
  - 10 minutes per day learning new vocabulary and grammar, reading and revising texts studied in class.

#### Years 5 – 6

- 30 – 40 minutes per night including a combination of:
- General Studies
  - Spelling, writing, comprehension, grammar, punctuation, mental maths – mixed problems including word problems and problem solving
  - Reading a novel for 15-20 minutes (to be recorded in student diary) is expected, this may involve a novel of choice or a set text as part of literature study.
- Jewish Studies
  - Reading and revising Pesukim learnt.
  - Year 6 also have weekly reading sheet (RAP – Reading Assessment Program) and a

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weekly worksheet.

- Hebrew
  - 10 minutes per day learning new vocabulary, revising vocabulary and grammar, reading and revising texts studied in class.

## Effective Homework Guidelines – Secondary School

Homework should follow these guidelines:

1. Memorisation of basic rules so the skills become rote
2. Increase skill speed – enables students to apply these skills in more complex problem-solving
3. Consolidate and deepen understanding of a concept – students can read further, elaborate on a new idea and explain their understanding
4. Review or practice a skill
5. Prepare for a forthcoming class
6. Prepare for a test

Homework type should match the student's skill level (please be aware of students with learning needs and modify the homework if necessary).

Assign the right amount of homework time. Accepted practice appears to be: *time spent on homework = Year Level x 10* to approximate the number of minutes of homework per night across all subjects (e.g. Year 7 x 10 = 70 minutes of homework per night, Year 10 x 10 = 100 minutes per night).

Teachers should be aware that parents are not expected to teach their students and also may not be available for their children. Expecting parent involvement may create inequity for some students. Students should always receive feedback on their homework. Comments provide more feedback than a mark on its own.

It is important to create support structures for homework (i.e. homework planners, use of diary). Potentially also using a homework record book for each particular subject. Marking off a students' homework for accountability.

It is worth noting that mastery or memorisation of a new skill is likely to require significant repetition. Research indicates it takes over 23 practice sessions before a student reaches 80% mastery (Anderson, 1995).

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## Parent Handbook: Appendix B

### Primary School Class Placement Policy

#### Rationale

Leibler Yavneh College creates its class structure based on the professional judgement of staff taking into account the students' academic, social and emotional needs. A clearly defined process for the placement of students into classes will lead to greater efficiency and increased understanding of class formation leading to improved student outcomes.

#### Aims

- To provide each student with the opportunity to be a part of a class that will allow them the best opportunity to learn.
- To form balanced classes of students that take into account the social, emotional and academic characteristics of each student.
- To ensure that the optimum use is made of the prior knowledge that teachers and other educational professionals have of each child prior to class placement.

#### Guidelines

Key factors considered in the placement of students include:

- Educational, social and emotional needs of the students
- Learning dispositions e.g. ability to work independently
- Peer relationships appropriate to each individual's learning needs
- Projected number of students in each year level
- Ratio of girls to boys
- Projected enrolments during the year based on past trends
- Special considerations e.g. twins, siblings

To ensure the best possible placement for each child, the staff and the Leadership Team dedicate a significant amount of time to the class selection process. Teachers take great care and consideration when placing children. Information gathered from assessments, student reflections, observations and consultations with relevant staff will form the basis for the class placement.

During this process, changes and adjustments are made. Each change may trigger a chain reaction of other changes. It is acknowledged by all that friendships are important, however, to ensure balanced classes as outlined above, friendship groups are not a **primary** determining factor in class placement. Proposed class lists are submitted to the Head of Primary and Leaderships Team for final ratification. Parents who have valid and pressing concern must place their concern in writing to the Head of Primary prior to 22 September. Late submissions cannot be considered.

Parent input regarding their child's educational needs will be considered if it is submitted in writing to the Head of Primary by 22 September. Requests in relation to choice of teacher will not be considered as a placement factor. We assure parents that we will exercise the utmost discretion and confidentiality. Please understand that we make every effort to cater for the individual needs of students. We can offer no guarantee that requests will be granted.

#### Process

Based on the criteria listed above, teaching staff begin to gather relevant data in Term 3. Staff meet mid-Term 4 to establish classes for the following school year. Teachers of the current year level confer regarding to the class groupings (i.e. Year 2 teachers create Year 3 placements and so on).

Lists will be submitted to the Head of Primary and the Leadership Team for final ratification.