

TEACHING MATTERS

Hasmonean High School Fundraising Dinner 2017

Unlocking potential through the generations.

**In celebration of three generations of
Noés at Hasmonean (with more to come)...**

**Thank you
Sue and Leo**



RACHEL CHARITABLE TRUST

לעלוי נשמת ר' יקותיאל זלמן נאה ז"ל

**TEACHING
MATTERS**

Hasmonean High School Fundraising Dinner 2017

Louise & Simon Abraham are delighted to support Hasmonean



20% OF OUR TZEDOKOH FOR OUR SCHOOLS

Chomesh L'Chinuch is proud to support Hasmonean High School

Chomesh L'Chinuch is a new communal initiative to address the serious financial challenges threatening our local schools - the foundation of our future. Recently launched in Golders Green Beth Hamedrash, the members are donating 20% (a "chomesh") of their ma'aser for local schools. Over £100,000 has been distributed in past twelve months alone.

These funds are then allocated by Chomesh L'Chinuch to schools attended by the kehilloh's children.

**CALLS TO EXPAND CHOMESH
L'CHINUCH FOLLOWING
FURTHER SUCCESS AT GGBH.**

- Hamodia 5/01/17

Plans are underway to launch this initiative across kehilloh's in NW London, with the goal to raise at least £1,000,000 per annum for our local Schools.

A COMMUNAL SOLUTION FOR A COMMUNAL CHALLENGE.

For further information please email info@chinuch20.org

Introduction

Dear supporters of Hasmonean,

All four of our children have been through Hasmonean but over the past three years – both as a trustee of the Hasmonean High School Charitable Trust and as a governor chairing the Finance Committee of the school – my eyes have really been opened to appreciate how many people and how much work goes into making it the wonderful school that it is.

During that time, I have been in awe of the team of so many hard-working and talented individuals – from the teachers and rebbeim educating our children and the pastoral team securing their personal development and well-being to ensure that they reach their full potential to all the administrative staff who are the backbone of our school.

This brochure and this evening are dedicated to them with the gratitude of the governors, the parents and the whole community. And in these pages you will get a chance to meet some of our teachers and see what makes them so special.

But first of all, meet one of the original Hasmo boys, Herman Martyn of the class of 1944,



whose roots in Hasmonean was the basis for a lifelong dedication to education.

We thank all of you for your generosity in supporting our brochure – the funds raised through this evening will enable us to continue to recruit and retain the best teachers for our children. And PG in 70 years time they will also stand up and show what a wonderful influence Hasmonean has had on their lives.

Best wishes,

Jacqueline Rashbass

Brochure Chair

The Original Hasmo Boy

Herman Martyn MBE

“If you love your work, and you devote your life to it, you can achieve anything. If you feel you are stuck, have faith in yourself and your religion.”

Herman Martyn MBE has many tales to tell. From joining the first ever Hasmonean class to sharing the stage with future Hollywood stars and receiving the MBE for his services to education, the 91-year-old Hasmo boy has lived a fulfilling life. He has worked with faith schools for 40 years but, as he tells us, it was his year here in 1944 that taught him to embrace his Judaism, and made him the man he is today.

When did you join Hasmonean?

I was a child of the war. I was eight or nine when war broke out and my parents sent me and my sister away to America. I had an aunt and uncle in New York and I went to boarding school there. We returned in May 1944 on the HMS Mauritania with a lot of American troops who a few days later were fighting in Normandy on D-Day. When we got back to London my uncle said he had a friend – Rabbi Schonfeld – who was setting up a new school in Golders Green. I joined in late 1944 and stayed there for one academic year.



How did you find school life?

I was a rebel. I had come from a Methodist school in America, which had nurtured my confidence and told me to embrace my identity. I thought I knew it all - I was a ringleader of a number of students against what we saw as archaic rules. We gave Mr Stanton, the school's first headmaster, a difficult life. One term I was confined to the premises, allowed out only to the library. In those days, a child could never question an adult because the adult was always right.

What did you do when you left?

I wanted to be an actor. Italia Conti, the theatre training school, asked my parents when I was seven or eight if they had ever thought of putting me on stage. I acted in a few plays while I was at Hasmonean – practising my lines with other students in the morning and then going off to Ealing Studios in the afternoon.

You had dreams of the stage?

Oh yes, I thought I was going to be a star! I acted professionally from 1945 until 1947 and, for a few years, I was one of the top juvenile actors in Britain. I played Arthur in King John at Birmingham Rep. A couple of my co-actors went on to be rather more famous than me – Stanley Baker and Paul Schofield. The director was Peter Brook who went to become one of the top producers in the world. He was only 21 at the time. Stanley Baker was about 18 and didn't have a line. Paul Schofield was great even at that time.

Paul Schofield taught me a life lesson, one which I tell young people who feel they might have missed their vocation or be going nowhere. He said to me: “Herman, you are talented and think you are going to be a star. But it isn't easy. I had the same ideas but now I have resigned myself to being a repertory actor all my life...” This is a man who about 15 years later went on to win an Oscar.

Is there a lesson there for today's Hasmonean youngsters?

Absolutely, a lesson for us all. He showed that if you love your work, and you devote your life to it, you can achieve anything. If you feel you are stuck, have faith in yourself and your religion.

“ We gave Mr Stanton, the school’s first headmaster, a difficult life. One term I was confined to the premises, allowed out only to the library. In those days, a child could never question an adult because the adult was always right..”

Tell us about your work with schools

Education is in my family. My daughter is deputy head of Moriah Jewish Day School in Pinner and my grandson is teacher of history at City of London girls. Forty-two years ago, I became governor of North-west London Jewish Day School. I am also vice-chair of governors at Sinai and a member of JFS. I have been involved with faith schools for 40 years.

Why faith schools?

Faith schools, whether Jewish, Christian or Islamic, teach children about religion and I believe that can make them better people. It also teaches discipline. Human beings are naturally undisciplined. Most of all, they teach you to respect people and other religions. You must learn about other religions as well as your own. That is particularly true in the times we live in.

How proud were you to receive the MBE?

It was the only time my wife has managed to keep a secret from me! I took her, my daughter and two sons to Buckingham Palace. It was a very special day and one which I never expected to happen.

As an original ‘Hasmo boy’, what advice would you offer today’s generation?

Have patience. Take money out of the equation. Love what you do and be happy. I worked crazy hours for much of my career, but I never worked hard in my life, because I enjoyed every moment of it. I got enjoyment out of solving problems. Do not be led by money.

What did you gain from your time at Hasmonean?

A greater love for my religion. That one year made me think about my religion. There was something about the value and warmth of the school which existed then and I know exists now. My roots will always be at Hasmonean. It made me.



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Executive Leadership Team

- Andrew McClusky
- Rachel Fink
- Debbie Lebrecht
- Rabbi Jeremy Golker
- Lulu Oskis
- Ian Stewart



Senior Leadership Team

- Rabbi Howard Cohen
- Nathan Heddle
- Miriam Langdon
- Laura Waugh
- With Associates*
- Rabbi Dovid Moster
- Pamela Simonsson



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Fundraising Committee

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The Hasmonean High School Charitable Trust exists to raise funds to advance the education of the pupils at Hasmonean High School by the provision and maintenance of buildings, resources, equipment, teaching and facilities at the school in addition to those provided out of public funds.

Thank you to the Governors and Trustees for the many, many hours they dedicate each week to support Hasmonean High School.

Without their incredible work this school would simply not be the school it is today.

With deep gratitude, Andrew McClusky, Rachel Fink, Debbie Lebrecht and all members of the Executive and Senior Leadership Teams.

Welcome to the Dinner

Andrew McClusky

“ When I see our best teachers describing, to a rapt audience, the mountains, lakes, rivers and valleys of their subjects I know they too are giving the students the greatest gift that can be bestowed: the love of learning.”

Dear Dinner Guests,

I remember my best teachers very well. I wouldn't have got into university without them. Nor would I have gained the qualifications that I did when I was there. It is also true to say that I would not have ended up as the Executive Headteacher of Hasmaneian High School today if I had not been inspired by them. So I have much to thank them for.

More than this though, Mr McCulloch, Mr Sandford, Dr Waugh, Dr Fuller, Dr Burke, Dr Crane... these great educators taught me that learning is its own reward. I never for a second doubted that they absolutely worshipped their subjects, and it was spellbinding to witness their intellectual acrobatics, humbling to see the delicate subtlety with which they moved from one idea to the next. Their learning shaped the attitudes and values by which they lived, and it has shaped mine too.

When I see our students rushing to school at 7.20am to study religious texts or talking about how long they stayed awake to study with their



rebbs, I know something of the force that drives them. And when I see our best teachers describing, to a rapt audience, the mountains, lakes, rivers and valleys of their subjects I know they too are giving the students the greatest gift that can be bestowed: the love of learning.

Children who do not receive this gift are destined to live a life of intellectual poverty. No words can describe the riches that will never be theirs.

Only great teachers can bestow this gift. Quite simply, to recruit them, we need to offer incentives that make working at Hasmaneian more attractive than working at other schools.

To attract the most talented educators, we would like to offer a range of attractive incentives such as ‘golden hellos’, re-location packages and assistance with student debt.

Many teachers have chosen to stay at Hasmaneian for a number of years for good reasons. Children and parents value learning, the school has a core set of attitudes and values and the environment has a ‘family’ atmosphere that comes with working in a community school. However, Hasmaneian like most state schools is now facing very challenging times.

It is well documented in the press that staff costs are rising and government income is falling. Schools are increasing class sizes and cutting subjects, teachers and support staff. In other words, it is becoming harder and harder to create the conditions in which the great gift of learning can be bestowed.

But some schools will manage, in spite of the challenges, to create conditions in which students and teachers can flourish: it is to these schools that the best teachers will flock.

The theme of this year’s dinner is ‘Teaching Matters’ because, quite simply, the quality of teaching has to be our number one priority in these challenging times.

Unless we give teachers the time within their timetable to plan, mark and give students the 1-1 attention they need, we will be doing them and therefore your children a great disservice. And unless we offer exciting career paths, vocational training and support with mental health and wellbeing, staff will simply choose to work in schools that can afford such luxuries.

If we are to create the conditions in which teachers and students can flourish, we will need to supplement the income we receive from the government. And we can only accomplish this through your generosity.

With deep gratitude for all that you have given, and continue to give, to this wonderful school,

Andrew McClusky
Executive Headteacher

Teaching Matters

To strengthen the quality of teaching at Hasmonean, we would like to launch a range of initiatives.

Recruitment

To ensure that the very best educators wish to apply for posts at Hasmonean, we would like to offer:

- ‘Golden hellos’ to attract the best and brightest to apply for jobs at Hasmonean
- Re-location packages to attract teachers from outside London; this would include attracting teachers from Israel
- Housing subsidies to enable teachers from outside London to be able to afford to live within the capital
- Fast track career pathways and professional training e.g. subsidies towards Masters qualifications
- Assistance with student debt
- Work shadowing opportunities and mentoring opportunities

These incentives would be conditional upon the teachers committing to stay at the school for at least 3 years and meeting their Performance Management objectives each year.

Retention

To ensure the very best educators wish to make their long term future at Hasmonean, we wish to:

- Give teachers sufficient time to mark and plan, and department heads time to properly lead and manage their departments. This can be accomplished by creating extra capacity in each subject area
- Offer bespoke training to enable teachers to meet the specific needs of their students e.g. those with special educational needs, those who are financially disadvantaged, those whose first language is not English, those who are coasting, those who are disaffected and those who are gifted and talented

- Invest in a range of staff well-being initiatives e.g. counselling, cycle to work schemes, exercise classes, and the appointment of a staff member responsible for staff well-being
- Retention allowances to reward staff for their contributions to the school over time
- The annual renewal of Associate Middle and Senior Leader positions to enable teachers to develop new skills and add value to children’s education
- Opportunities for staff to visit other schools and for successful teachers and leaders at other schools to train teachers and leaders at Hasmonean



"Only 16.2% of Headteachers don't anticipate running a deficit budget within the next three years; 61.6% are already running a deficit budget or are forecasting one this year"

Specialist Schools and Academies Trust

Mental Health and Wellbeing

Unless we put mental health and wellbeing at the heart of absolutely everything we do, staff and students will not have the inner resources to achieve their potential.

We would like to:

- Work with the Royal Free Hospital and other external agencies to further develop our whole school strategy
- Employ specialist staff to support the mental well-being of staff and students
- Offer training to staff, students and parents on a regular basis in these areas
- Become a hub for other schools so that they can be benefit from the same training from which we benefit

Teaching Matters (continued)

How changes to school funding are affecting Hasmonean High School

-£753,077 budget change from 2015-2019

-£904 Per pupil

This is equivalent to 18 teachers.

School Cuts website

Independent Learning Programme

We would like to launch a programme to coach our students to become more robust and resilient independent learners. A series of projects would be devised for every year group to develop students' independent learning skills throughout their school career:

- The projects would be cross-curricular, encouraging students to synthesise their learning in different subjects, undertake independent research, work collaboratively with others and present their findings to their peers in a variety of forms.
- They would start with a family history project in Year 7 and end with the opportunity to study an accredited Extended Project Qualification in Year 13.

Independent learning days would be set aside for different year groups run jointly by school staff and by a third party (who run similar programmes at Dulwich College, Whitgift, Charterhouse, Radley College, Brighton College and other independent and state schools).

For example, younger students would be explicitly taught how to:

- Set themselves personal targets, and take personal responsibility for their progress
- Manage their time and organise their learning schedule
- Approach learning as journey of discovery rather than a series of tests
- Work independently and in groups, and take on leadership
- Take risks and view 'failure' as a step towards eventual success
- Focus on 'marginal gains'
- Develop critical thinking

Older students would be taught the skills to:

- Undertake wider reading and research, including how to access undergraduate research and curriculum materials
- Understand how to organise their time and prepare for examinations
- Improve the style and structure of their writing to achieve greater clarity
- Observe academic conventions (e.g. when writing essays, reports and bibliographies)
- Arrange internships and mentoring to understand how their subject areas relate to their chosen careers

Small group tutoring

We would like to employ specialist teachers to help students prepare for examinations, yeshiva and seminary in small groups.

- They would be available in school between 5-7pm for Year 11 and Year 13 two days per week
- They would to give feedback on written work and advise students on areas of learning which they have not yet fully grasped

Online learning

We would like to buy into online learning programmes that enable students to have access to secular and Jewish studies teaching that will broaden and deepen their learning, as well as fill gaps in knowledge and understanding.

Feuerstein training

We would like to train teachers in the Feuerstein method to enable them to teach students the skill of learning how to learn. The goal here is to identify an individual's learning potential - to literally decipher which cognitive buttons need to be pressed in order to tap into their latent abilities and maximise their learning potential.

The Prince's Teaching Institute Residential Courses

We would also like to give our teachers the opportunity to enrol on residential courses which focus on improving subject knowledge and enhancing the ways teachers teach. Workshops, lectures, one-to-one consultations and peer collaboration will be used to revitalise the work of departments.

Meet the Teachers

Matthew Rivers-Davis – Director of Business, Learning & Computing

“ I’m a firm believer in ‘living your subject’ so I try to be on the lookout for new ways to enliven lessons.”

Tell us about developments in your department this year

One of the big changes has been the rise in Computer Science teaching this year with the emphasis on switching from ICT to Computing. Our results last summer were excellent and represent the preparation put in place to anticipate the changes to specifications. Many of the staff in the learning area have realised the importance of Computer Science within our raft of courses and have concentrated on up-skilling their teaching to reflect this demand.

Why did you become a teacher?

I originally worked as a marketing executive and as an account manager and would occasionally work with children in order to conduct marketing research – as well as going into schools to explain the role of marketing as a guest speaker. I enjoy the interaction with young people. This led me to believe that teaching was a role that was more rewarding in the long term.



Proudest moment at Hasmonean?

As the co-writer and coordinator of Hasmonean’s specialist status as a Business and Enterprise School, I was very proud when we attained the status from our first bid – as well as retaining the status four years’ later. The funding this generated and the opportunity to develop Enterprise Learning across the school and the wider community was very rewarding. Getting outstanding ratings as a teacher from Ofsted inspections is always rewarding.

Hobbies outside teaching?

I like cooking but the stress of a busy teaching workload is off-set by some quiet angling – I have a syndicate licence to fish on Lord Landsdown’s Bowood Estate Lake in Wiltshire so disappear up the M4 when I can to catch monster pike.

Biggest challenge?

The first day of teaching after qualifying – a hundred emotions! There is a pride, however, in being able to say ‘I am your teacher’ in front of a class of your new pupils which quickly overcomes any stress.

Most important quality for a teacher?

I always try to listen – you can pick up a lot from pupils’ conceptions and misconceptions about you as a teacher and what they are learning from listening to you. I’m also a firm believer in ‘living your subject’ so I try to be constantly on the lookout for new ways to enliven the lessons. I try to keep classes fresh and enjoyable to teach, going outside of the textbook.

If you were not a teacher?

I’d be a food critic – I love the idea of taste testing my way around London’s finest restaurants.

Hidden talents?

Riding motorcycles and skateboards!

Best advice you ever received?

My mentor on my PGCE said: "Say 'no', more often. Teaching is such a giving profession and involves such emotional labour you’ll be more effective if you’re selective in what you take on". Not sure if she was right but it stuck with me.



Meet the Teachers

Kate Weber – Director of Creative Arts

“ Oh, I was always going to be a teacher. It’s in the family!”

Why did you become a teacher?

Oh, I was always going to be a teacher. It’s in the family!

Your proudest moment at Hasmonean?

That’s an easy one: Shemi Black, who won the Saatchi art prize for the portrait of his sister.

Tell us Shemi’s story

Shemi was always quite quiet but would respond to questions and you could tell he was bright. But he always had that most important quality – intellectual curiosity. He was deeply interested in Art. The second thing he had was willingness to work hard; a willingness to fail and try again. He practised and practised and that’s what built up his skill set. That’s what took him from being good to being brilliant.

Could we see another Shemi Black this year?

Maybe! There is another boy who I have taught since Year 8. He was similar to Shemi in that he had decent skills and a determination to put in the extra hours. He was one of my first students



to take Graphics, which I introduced to the school. Through hard work he achieved an A* at GCSE and an A at AS-Level. He is now an artistic master and has also developed excellent digital skills too, using Photoshop, creating his own typography. He will be our first student to complete that qualification and I’m sure he will get the top grade - his portfolio is incredible.

What’s been happening in the Art Department this year?

Our focus has been on new specifications and how they have changed the curriculum. It’s an exciting time and we have had some good feedback. In Food Technology, for example, the teachers feel the new curriculum is far

more orientated towards the students’ needs and interests and more about the food and the making of it.

Biggest challenge in teaching?

I think raising the profile of Creative Arts at the boys’ school. When I came here, Creative Arts was not massively valued by the boys. I believed there was no reason they couldn’t do as well as the girls. Now, through hard work, they are both on a par, which says a lot about the dedication of students and staff.

Hobbies outside teaching?

Well, obviously I paint! My work reflects pattern, colour and texture. I swim as well – and of course visit art galleries!

Best quality a teacher can have?

The belief that every single pupil can succeed at your subject.

If you weren’t a teacher?

An artist – or a designer.

Best advice you ever received?

I’ve had so much great advice. The best is probably to keep fighting for your subject for the sake of your pupils.



Meet the Teachers

Clive Springham – Director of English

“The attributes of a good teacher – dedication, compassion & understanding, never change.”

What attributes do you look for in a teacher?

We look for confident subject specialists; teachers who bring their own passion for English and who are team players. The English Department has a good track record in terms of subject knowledge and teaching practice. The department has expanded as the school has grown; we now have more English teachers than we did when I started here. We are careful with recruitment in terms of getting the right match between teachers and students.

How strong is the English Department?

We are fortunate in that our teachers come from different backgrounds but we all bring a love of literature and a passion for teaching it. What reassures our students is that we have that deep subject knowledge so we can give them well thought-through and considered feedback. A big aspect of the Hasmaneian ethos is that we have a fully-rounded cohort in terms of ability, so we customise the programme for classes and individuals, providing each student with a way into the course which is right for



them. We want everyone, regardless of ability, to push themselves.

How long have you been teaching?

Since the early 1990s, so well over 20 years. I have always taught in inner London schools, all of which had a strong public service ethos. I enjoy the variety.

How does Hasmaneian compare to your other schools?

It stands out. Hasmaneian is an authentic community school. Teachers can count on the interest and support of parents and that's a huge strength. Many of my colleagues are parents of pupils I teach and that does bring a

true community spirit. I haven't experienced that anywhere else.

What is your biggest challenge?

Imparting to students a sense of how the love of a subject fits in with their aspirations for the future. It's always rewarding when, years later, students come back and thank us for the experiences they had here and explain how those experiences helped them in their career.

Has teaching changed in the last 20 years?

Fundamentally, I'm not sure it has. Technology changes, facilities change and we are seeing a return to 'traditional' exams rather than coursework. There is also now more of an emphasis on projects and a more lateral way of thinking akin to university. But the attributes of a good teacher – dedication, compassion and understanding – they never change.

Hobbies outside teaching?

Typical of many English teachers, I love consuming texts. I am an avid reader, I enjoy film and theatre. I love Bollywood films. To go

and see a movie and then have a good argument about it afterwards is always fun!

What advice would you offer a young teacher?

Have the clarity and vision to see what is the right thing to do – and have the courage to do it.

Your biggest role model?

Every good teacher I have ever had.



Meet the Teachers

Ava Shirazi – Director of Humanities

“ I was told early on in my career to always listen to students and always make them feel appreciated. If you feel criticised, you do not feel valued and you have less motivation.”

Why did you become a teacher?

It suited my personality. I love to help people. I have been here 10 years now and have seen the Humanities Department get better and better.

What drew you to Humanities?

I feel Humanities is the thing that fits in best with British values and social awareness.

Tell us about developments in the Humanities Department

As with the rest of the school, it has been a really busy year. The syllabus has changed so we have been busy adapting to that. We are also embracing formative learning where teachers are assessed by other teachers in order to develop their teaching skills. We have also introduced flipped learning where students learn in advance of lessons and come into the classroom ready for discussion. We also have taken on new Heads of History and Politics, Louise Yaros and Killian McCartney.



Tell us more about flipped learning

Students’ homework from a lesson will be to gather information on a set topic and be prepared to discuss and apply that knowledge in the next lesson. It’s more effective than us lecturing them. Teaching time is often limited, so preparing students in advance gives them more time during lessons to use the content, self-reflect and review their peers’ work. It’s a little like a university tutorial.

How strong is the Humanities Department?

We get very good results and high uptake. A level Sociology, which we only introduced two years ago, has 15 girls this year and the boys’

class is also strong. Psychology, Geography and History are all popular and our Politics class is thriving. Students taking Politics certainly have a lot to discuss at the moment! We take students on a number of trips, for example to the Houses of Parliament, which make the syllabus more relevant. We are about to launch a new Geography field trip to the Lake District.

Do you ever stop learning?

No, never. Sometimes after a long time in teaching you think you have seen it all. But then something like formative learning comes along and suddenly changes the way you teach. It changed my view of teaching. Anything that benefits the students is a good thing.

Best career advice you ever received?

I was told early on in my career to always listen to students and always make them feel appreciated. If you feel criticised you do not feel valued and you have less motivation.

If you hadn’t been a teacher?

I have no idea, I can’t imagine doing anything else! This job consumes you. I work all week from early morning until late in the evening, and then I work Sundays.

Biggest role model?

I have learnt so much from different people. There was teacher when I was young who really got results, and I admired her for that. Learning from her taught me how to be myself in the classroom.



Meet the Teachers

Rabbi Muster – Director of Jewish Studies (Boys)

“One boy left in Year 10 and went to Yeshiva in Israel, and told me since that the level of education he received here was higher than at Yeshiva.”

When did you join Hasmonean?

I arrived in 1996 as a Jewish Studies teacher doing my training. I left for three years and came back in 2004. In 2005 I taught Mathematics, then I became leader of Year 10 and 11 and now I am Director of Learning in Jewish Studies for boys in Years 7 to 10.

How challenging is Jewish Studies?

We try to make it very high-quality, but we have to balance the intensity with ensuring we cater for every level of religiosity. For example, in Years 9 and 10 we have six different sets, which means six different learning styles and levels of teaching. In Maths, there are two levels: higher and lower. In Gomara, I teach the fast-track class. We learn 40 pages in a year and boys will be expected to read all the commentaries. A lower set might learn half that. As far as I am aware, there is no other school like us in that respect. We deliver Gomara to students who might never have seen it before and all of them will have had some access to it by the time they leave.



Any new developments this year?

Active Kodesh, run by Rabbi Liss, has made Kodesh more of a real-life experience for the boys and helped them deal with their religious issues. I think that makes us a trailblazer - find me another Jewish school who runs as many successful projects. We also have good after-school lessons for our gifted and talented students. We try to unlock the potential of all our students at all levels and having the six sets in Years 9 and 10, as opposed to four, allows us to do that.

How do you judge your success?

Success, in my opinion, will be if the boys are religious - remember, there are different levels of religiosity - and have some level of curiosity to look at where they came from. Have we prepared them for Yeshiva? Do they have the skills to move on? One boy left in Year 10 and went to Yeshiva in Israel, and has told me since that the level of education he received here was higher than at Yeshiva. So that says to me we are doing something right.

Where could the school improve?

Technology. We are working within our budget to try to get more. This makes a big difference to education. Think about students with special needs; often they have to battle with difficulty when writing. Having an iPad would open up a whole new world for them. In this day and age we need to teach the students to embrace technology - it really can't be any other way.

How important is community support?

Priceless. To keep our community school running needs support from that community, and we are lucky enough to get that. The alternative is that we downsize. Our applications are at record levels because this is a very good school. To lose what we have because of lack of money would be a tragedy.

What makes an excellent teacher?

You need two things: devotion to the children and a love of hard work!



Meet the Teachers

Pamela Simonsson – Director of Jewish Studies (Girls)

“ They pick up skills they can then apply to life outside school – independent thinking, a sense of curiosity and eagerness to learn.”

Tell us about your year in the Kodesh Department

The key focus for us has been to advance students’ textual skills, and part of that has included more training for teachers in teaching textual skills. We have implemented a track called Accelerate which is high-level learning for our most gifted students. We also have Kodesh Extra, the optional lunchtime and after-school classes where students have more of a chance to ask questions and access more high-level learning. That’s been incredibly popular with more than 200 pupils a week attending.

What inspired you to begin Kodesh Extra?

It’s really about empowering the students and letting them be independent. We are always looking to improve. I felt from the pupils that there was a need for two things – stimulating their higher-level text-based learning and an opportunity to explore philosophical issues to have questions answered. The more we empower children to achieve, the more inspired they will be.



How do the students benefit?

They pick up skills they can then apply to life outside school – independent thinking, a sense of curiosity and eagerness to learn. If you don’t have those transferrable skills their learning will just tail off when they finish school. We are teaching them how to learn.

Why did you become a teacher?

My mum told me to! Can I say that? She certainly encouraged me. I had done a lot of adult education in the community and thought I might go into a medical career. I decided I didn’t want to do that so applied for a teaching job, got it and it was the most amazing fun. I have been here four years and I love it.

Proudest achievement at Hasmonean?

Kodesh Extra. Being in term three of the programme and seeing the pupils as excited as they were in term one is really rewarding. I thought interest might fizzle out but in fact it has only become more popular. It’s all voluntary as well, they all come of their own accord.

Biggest challenge?

Providing on an individualised level. Trying to cater for every child is a real challenge. But I think that’s what makes a good teacher, trying to connect with each student as an individual.

What is the most important quality for a teacher?

I think humility. That’s how you keep growing and become stronger. You become more reflective. And a deep passion for your subject – not just knowledge, passion.

Any hidden talents?

I sing. Please don’t ask me to sing.

Best advice you received?

Become a teacher. Thanks, Mum!



Meet the Teachers

Miriam Langdon - Assistant Headteacher - Data & Curriculum and Director of Mathematics

“ This is the only school I have taught in where every student thanks you as you leave the room.”

Congratulations on your nomination for Royal Society of Biology Teacher of the Year Award, Miriam

Thank you. It’s all been quite strange, I had absolutely no idea the award even existed. To be nominated by the students as well – students never normally nominate teachers for anything! I’m still quite overwhelmed.

What does that say about the students?

That they are appreciative, and incredibly compassionate. This is the only school I have taught in where every student thanks you as you leave the room. I’m not sure that happens anywhere else. They are a special bunch. I’m a firm believer that teaching is a two-way thing; if the students are prepared to give me their time then they absolutely deserve my time.

Tell us about your Hasmonean journey

I arrived here in 2007, initially as a part-time Biology teacher working two days a week. That became three days a week over the next few years before I then took on a role as



Head of Sixth Form. Then I took on the job of Director of Science full-time, followed by Director of Maths. I carried on doing both roles together until last September when I was made Assistant Head and kept the Maths role. So, yes, I’ve had a few roles!

What has kept you here for so long?

I enjoy working in a community school where you can get to know the students really well and where they want to achieve. I teach a lot of A-Level and GCSE and I feel like I am really making a difference to the children’s lives. Science is my passion and I teach a lot of students who want to go on to read Medicine and Dentistry.

The fact that there are students every year who want to go on and study Science is amazing.

Why did you become a teacher?

My mother was a teacher, my father was a teacher and my two sisters are teachers, so it’s in the family. I remember when I was in school, turning around in class and helping other kids, it’s just always been part of me.

What makes an excellent teacher?

Care for your students. If you care for every student, regardless of ability, you will make a difference.

Most rewarding moment?

All those moments where you see a student get something, grasp a concept. Those little lightbulb moments. Or they might have passed their GCSE when they never thought they would get it. It can be the most minor thing but it is just that feeling that you have touched someone’s life.

How does it feel to work at such a highly-regarded school?

However well you are doing, there is always more to achieve. You should never stand still.

Hobbies outside teaching?

Looking after my four children takes up all my time. I also like reading.

Best advice you ever received?

Listen to what students are saying and be prepared to change if you need to.



Meet the Teachers

Charlotte Valencia – Director of Modern Foreign Languages

“ We want to create students who will not only pass exams but will be lifelong learners of other languages.”

What do you love about teaching?

Children are so entertaining. They are wonderful to work with because they have no fixed ideas about life and are making sense of the world, so you can really help them form that understanding. You are giving them a foundation for life and helping them determine what is important to them.

What is the most important part of a child’s education?

It might sound strange but results are not always the most important thing for me as a teacher. I want students to get the best grades but more importantly I want to teach them to learn and think for themselves. Teenagers often live in a small world so you have to prepare them for wider society.

How does MFL fit into that ethos?

Languages help students learn about other cultures. When I am teaching French and Spanish, for example, I am teaching them about predominantly Christian and Catholic countries. It's nice for them to see other



perspectives, to learn how to live with people who have very different views to themselves.

Has it been a busy year?

Busy but exciting. We have all been getting our heads around the new specifications, which represent a significant shift for any teacher who has been in the profession for a decade or less. The big change to the MFL curriculum is that there is a much bigger focus on real-life skills; speaking and writing off the cuff. The work students now have to produce must be comprehensible to a native speaker. It's about creating students who will not only pass exams but will be lifelong learners of other languages. That fits into our ethos and we hope the new

GCSEs will give them the chance to access a wider range of the language.

Why did you become a teacher?

I actually started in journalism, working at the BBC and the Sunday Times, but became disillusioned with that and did some temping. Eventually, I realised I would like to work with children, so teaching it was!

Biggest challenge?

It's tough seeing students struggle, and at this time of year, with exams, teachers feel that even more keenly. In MFL we have speaking tests at GCSE and sometimes I will be sitting in front of a student as they are getting really, genuinely stressed out. It can be heartbreaking to see a student who has been doing really well suddenly just freeze in the exam. You have to be supportive and try to help them through the anxiety so they can produce something.

If you hadn't been a teacher?

I probably would have ended up being in the Civil Service. This is more interesting, but you take a lot more work home!

Hobbies outside teaching?

I run the knitting enrichment in the school. I feel knitting is very zen. Some of the girls have taken that on and used it as a way of unwinding during exams. It's one of the ways I try to help them manage.

Best advice you ever received?

During my PGCE someone told me the world is hard enough, you have to be kind to yourself and others.



Meet the Teachers

Georgina Knell – Director of Science

“ Trying to motivate pupils who do not want to learn. You have to find a way. Sometimes a child won’t attempt something because they feel they’ll get it wrong.”

Tell me about Hasmonian’s Science Department

We have 17 members of staff, full-time and part-time, and we also represent the management of the school. A lot of us have extra responsibilities as Form Tutors, Year Leaders and all other roles in between up to Miriam Langdon who is Assistant Headteacher. I came here as Head of Biology and I am proud of the work we have done; together we have managed to make Biology a really successful subject. At one point Biology was almost ruling the school! We pride ourselves in taking on any student who meets the criteria and working with them to get their target grades.

How did you get into teaching?

I did a PHD and then a PGCE up in Sunderland and found I was pretty good at teaching. I taught up north for six years and then had two spells teaching in America, in Ohio and North Carolina. While I was in North Carolina I found the job advert for



Hasmonian. That was four years ago, and I have been here since.

Biggest challenge in teaching?

Trying to motivate pupils who do not want to learn. You have to find a way. Sometimes a child won’t attempt something because they feel they’ll get it wrong. It’s all to do with resilience. This year I wanted to increase mental health awareness within the Science Department. We need to try to increase resilience in pupils who do not succeed and encourage them to have another go.

Most important quality for a teacher?

The ability to listen. If you give students the time to talk, half their issues go away.

Hobbies outside teaching?

I love the theatre, reading, cinema and musicals. Singing and dancing – oh, and I love teaching through songs and the occasional joke. If you mention the word ‘fungi’ you have to make the fungi joke: “Why did the mushroom go to the party? Because he’s a fun-gi to be with! Why did the fungi leave the party? Because there wasn’t mush-room!” What do you mean it’s not funny?

If you weren’t a teacher?

I was in the St John’s Ambulance alongside teaching for 12 years and got my long servers’ shield. I was the youth officer for Northumbria. I was also a medical researcher. So probably one of those.

Best advice you ever received?

When I first started teaching my mentor told me you work to live, not live to work. I think that’s good advice. I try to remember that and get the work-life balance right.



Meet the Teachers

Georgina Felfeli – Director of Vocational Studies

“A student came back from university to visit me. Seeing her go from a struggling, shy Year 7 girl to a thriving, confident woman was wonderful.”

Tell us more about your role

I'm Director of Vocational Studies and I also teach Science. I started working here 19 years ago, after completing my degree in Anatomy and Human Biology at Kings College. I started as a Science Technician and from there our old Headteacher encouraged me to become a teacher and slowly I took on more and larger groups. Then I set up the Health and Beauty course and Vocational Studies developed from there.

How do Vocational Studies benefit students?

They allow them to develop a broad range of non-academic skills. We offer Food Science, IT, Media Studies, Business Studies, Health and Social Care, and are looking to introduce Applied Science this September. We also have the ITEC Beauty course. The subjects were originally introduced for students who were less academically able or struggling to show what they were best at.



But subjects like Media Studies are becoming increasingly popular. We have girls who want to into Midwifery and Childcare so Health and Social Care provides a platform. Picking from the standard set of GCSE courses can be difficult as some further education courses have specific prerequisite requirements. Vocational studies allow them to develop skills relevant to them while providing a broad base.

Like all the other departments in school we have been adapting to new curricula. Our courses are now more exam-based which brings its own new challenges.

Proudest moment at Hasmonean?

When a student came back from university to visit me. Seeing her go from a struggling, shy Year 7 girl to a thriving, confident woman was wonderful. We had another girl who developed leukaemia and was missing lessons. Her parents asked me if I would work with her during lunchtimes. We worked together for her exams and she got a B. Now she's in great health I'm pleased to say.

Hobbies outside teaching?

I love to travel – last year I went to Cambodia with my husband, and we also went to Amsterdam and Dubai.

Biggest challenge in teaching?

Trying to juggle all the roles we have. You always want to improve the academic aspect but we also have to support the students emotionally. Trying to keep on top of everything can be challenging. The days of 'here's what's in the textbook' are long gone.

Most important quality a teacher can have?

Patience, good subject knowledge and a good sense of humour. That's three qualities! You need to inject a bit of your personality into lessons.

If you hadn't been a teacher?

I would have done something to do with travelling but I'm sure education would have come into it. Maybe teaching abroad or writing about the history of places.

Any hidden talents?

I do gymnastics and ballet to a high standard – I don't get to do much of that around here!

Best advice ever received?

Be yourself.

Biggest role model?

Nelson Mandela. Or the current Pope. I like people who are humble and stand up for what they believe in.

Award Winning Teachers

Simon Bull – Deputy SENCO, Boys’ School

“The community behind the school is very, very important and the support we get from parents is fantastic.”

Congratulations on your PaJeS Jewish School award (SENCOs and SEN Teaching)

Thank you, but I’d rather thank the people I work with. I can’t do my job without the team we have in the SEN department, they all do a wonderful job.

Tell us about the work you do

I work with our Teaching Assistants alongside individual students who need help with basic skills in English or Maths. We also provide specific help in science or foreign languages. We try to bring the students up to speed and give them the confidence to work more independently.

What drew you to SEN?

I have always enjoyed helping people. As soon as I started doing the Teaching Assistant job here in 2003 the school and the job felt right. I knew that was what I wanted to do. I knew I wanted to help people in that way, rather than as a frontline teacher.



Best thing about your job?

It’s incredibly rewarding. I’m still in touch with people who left here years ago, who we helped through the system. One of the boys I hold up as a shining example. He was dyslexic and lost a bit of motivation, particularly around his GCSEs. But he completed them, followed by his A-Levels, and then went to university and now has an excellent job. It shows what you can do with a little help and application. He has done extremely well and we are very proud of him.

How long have you been here?

I joined in 2003 as a teaching assistant, and I am now deputy SENCO at the boys’ school. I also have an assistant leadership role in Year 10 and 11.

What keeps so many teachers here for so long?

The atmosphere here is very collegiate; you get the sense the school really cares about its teaching staff. The community behind the school is very, very important and the support we get from parents is fantastic. Financial support from the parents helps enormously but more important is the feeling that the parents support our work with the students and what we are trying to do.

Hobbies outside teaching?

Sailing – a few years ago, I sailed from Falmouth to France. I sail with my brother. I’m also known for my ties. I wear a different one each day. And I collect World War One memorabilia. That was prompted by finding out that my Grandfather

was called up at the end of World War One. That prompted me to do my Masters dissertation on that part of history.

What qualities does an SEN teacher need?

We have more time to deal with children who need help, so we are lucky in that respect, but you still need a lot of patience and persistence. You are joining these kids on their education rollercoaster, and you have to roll with it. Patience and persistence brings its reward.

Biggest role model?

I have to pay tribute to Jonathan Bokor. He was the first SENCO here and he set up our SEN department. It was his inspirational leadership that kept me here and guided me. I try to emulate what he was trying to do with the children.

Award Winning Teachers

Dan Artman - Mathematics

“ I try to apply maths principles to the real world and show students how they affect their lives. It is important they know why they are learning what they are being taught.”

Congratulations on your PaJeS Jewish School award (Emerging Teachers), you must be proud.

Thank you. My main feeling was surprise. It's only my second year in teaching so it means a lot, particularly given that parents and pupils voted for me. I'm really passionate about maths – so hopefully it shows!

Tell us about your work in the Maths Department

This year I'm teaching Years 9, 10 and 11 and have taken on a lot of A-Level work. It's going well. I feel like I have formed strong relationships with the students. I try to make lessons as fun and engaging as possible. I love the subject and I try to portray that in my lessons, making others passionate. I try to apply maths principles to the real world and show students how they affect their lives. It is important they know why they are learning what they are being taught.



Why did you become a teacher?

It was staring me in the face really. I have always loved maths; I did a maths degree and gave private tuition. I did accountancy for a while but found I always looked forward to the private tuition. I have always loved helping people so teaching seemed like a natural career choice.

Hobbies outside teaching?

I'm very involved in the Jewish community. On the Shabbos I run services and leyn. I also play a bit of football at the weekend.

Biggest challenge in teaching?

Probably the workload. I'm responsible for more than 120 pupils, so it's hard. I have to provide support for all of them. It's really rewarding though and I feel like they really trust me. There is a good vibe in my classroom. It's exhausting but worth it. I hope the students find it inspiring.

What's the most important quality a teacher can have?

Be inspirational. Put across your subject matter in a clear and concise way. It's one thing knowing a subject but another getting it across.

If you hadn't been a teacher?

I would have done something academic. As I say, I was doing lots of private tuition so maybe university lecturing. Leaving the corporate world was definitely the right decision though.

Any hidden talents?

The two things I feel I'm good at are maths and teaching. And leyning which I do every week. I go from one synagogue to another over the day, which I really enjoy. I have been doing that for a while and have received some good feedback.

Best advice you ever received?

Keep growing. Never stagnate. If you reach one goal, keep aiming for the next. Always want to go further.

Headteacher

Debbie Lebrecht - Boys' School

“ We have excellent staff so I support them so they can in turn support the students.”

What makes an excellent teacher?

Passion and understanding. Knowing your subject is important but you have to also understand children's problems and their frustrations in order to really help them.

What is your biggest priority as Headteacher of the Boys' School?

We have excellent staff so I support them so they can in turn support the students. We want to keep sizes classes down. Some schools have classes of 40, 50 or 60 which I think all our parents know is not a direction we want to go in. We have been trying hard to give the departments more time. If you give them more capacity, you have more effective teachers.

Fundraising has been an incredible help and enabled us to hire extra teachers. We have also been investing in online resources, both for staff and students to use. We have spent money on training teachers. The secret is to



give them manageable teaching loads and manageable classes.

Did you always want to be a teacher?

No – I always wanted to be Headteacher! I remember teaching my younger brother English when I was four years old and he was three. I loved it and I never stopped from that day. I taught in youth movements and Sunday school for a while. I became Headteacher here two years ago...that was a terrifying moment!

Your proudest moment at Hasmonian?

It sounds cheesy but I am proud every single day. I had one moment this morning. A boy who has had a tough time here for many reasons came out of his GCSE exam grinning from ear to ear, saying he had so much to write he couldn't finish the paper. That's a proud moment. Moments like that make my day.

And your biggest challenge?

Managing everyone's expectations - students, staff, parents and the wider community. Even the local neighbours whose houses are next to the school. I represent the school in the community. It's easy to forget that you affect a lot of lives as a teacher – students, their parents and generations to come.

Hobbies outside teaching?

My family, spending time with my children. I love reading as well.

If you hadn't been a teacher?

I would have been a lawyer, without doubt. I love the law and as a Headteacher you have to know it inside out.

Any hidden talents?

I'm a very good cook. I'm an academic as well. You can't keep talents hidden for long in this job!

Best advice you ever received?

Don't make rushed decisions on a Friday afternoon. Take the weekend to think about it, and then make the decision with a clear mind on Monday.

Biggest role model?

My husband. He's Headteacher of a specialist school and he's my inspiration. We bounce ideas off each other all the time. It's a tough job but he loves it.

Debbie Lebrecht

Headteacher

Rachel Fink - Girls' School

“ At
Hasmonean
strong pastoral
support has
always been
at the centre
of our vision
of success for
each of our
students.”

Dear Dinner Guests,

Have you ever tried to focus on something important for a long period of time at work when you are continually feeling unwell, when you have an ongoing personal problem that continues to distract you, when you can't seem to motivate yourself or because you just don't feel like you fit in? We all have times in our lives where this may be the case but imagine if you are a young person grappling with some or all of these issues on an ongoing basis and your work place is school.

Teenagers are growing up in a fast changing world where everything is instantaneous, where they set themselves high expectations to succeed and where they perceive the need to present a perfect image to the outside world either in reality or virtually.

At Hasmonean strong pastoral support has always been at the centre of our vision of success for each of our students. In recent



years this has become even more vital as we see the number of students within the Jewish community dealing with challenging mental health issues grow; their issues reflect those in wider society.

If our students are to succeed academically we need to ensure that they can navigate a challenging world and make certain that their mental health is as strong as their physical health. Their wellbeing is our priority.

We need to implement preventative programmes that will provide students with

the skills to become resilient when faced with difficult circumstances. They must learn how to make good choices, appreciate boundaries and problem solve wisely to manage the stresses of school and life effectively.

We need to offer our young people an opportunity to share their thoughts with a trusted mentor in a calm space, in order to manage their emotions. For those small number of students with even more challenging circumstances we would like to be able to offer access to a full time counsellor in a non-judgemental setting.

At Hasmonean no young person should need

to consider themselves to be an outsider. To ensure that everyone feels safe and secure we need to extend our provision. Our students being well-grounded is the platform from which academic success can be built and gives rise to healthy, competent adults. Please help us to achieve these aims as the need to support our young people's wellbeing grows.

Rachel Fink

Message from the Chair of Governors

Marc Meyer

“ Please continue to support the school: the school needs it and the school deserves it.”

Dear Dinner Guests,

As I complete my first “academic year” as Chair of Governors of Hasmonean High School, this brochure and the dinner it promotes is an ideal occasion to take stock of the privilege of being associated with this iconic institution.

In summary, the beauty of it resides in its constant quest for betterment and its innate antagonism to complacency. Let me illustrate:

- The sheer ambition of a new building scheme with an elegant architectural vision that has achieved planning permission from Barnet Council. Much remains to be done but the momentum has been initiated thanks to Daniel Green and Barry Ackerman
- The creative solutions being developed by the governors and the executive and senior leadership teams concerning independent learning but also the wellbeing of our pupils



- The renewed emphasis on British values
- The attractive and inclusive new Kodesh programmes and the impact of the new recruits
- The sheer gamut of efforts undertaken by our fundraising committee to allow for teaching excellence throughout the school
- The dialogue with CST and other consultants to enhance our security

I could go on as the “ecosystem” is luxuriant and the goodwill of trustees, governors, donors is both a stimulant and a comfort to the dedication of our leadership and staff.

It is impossible to conclude this message without singling out a few names for their outstanding contribution: Andrew McClusky, Rachel Fink and Debbie Lebrecht for steering the ship in straights and narrows; the Kodesh team and particularly Rabbis Hartman and Golker for maintaining ethos and excellence in Torah values; Jacqueline Rashbass for having professionalised the finances of the School with genius, vision, skill and dedication...and for chairing the brochure

committee; Ben Shooter and Simon Abraham for chairing a most active and purposeful fundraising committee.

Please continue to support the school: the school needs it and the school deserves it.

Have a fabulous summer,

Marc Meyer

Message from Co-Chairs of the Fundraising Committee

Ben Shooter and Simon Abraham

There is no more important cause in our community than education and Hasmonean occupies a unique place amongst Jewish schools. Our ethos of Torah Im Derech Eretz means that we want our students to have a world class Jewish education and secular schooling which prepares them for whichever career they choose.

Simon and I are privileged to serve as Co-Chairmen of Fundraising for Hasmonean and wish to pay tribute to the commitment of the governors, trustees, parents and supporters, and of course to the teaching staff who devote their lives to teaching, supporting and guiding our children to be moral and successful young people. Tonight we recognise the teaching staff as our highest priority, and devote this gala dinner to their dedication.

Over the last two years, Hasmonean has taken giant steps forward driven by the ambition and vision of our fundraising committee. Thanks to business breakfasts hosted by Lord Feldman, former Chairman of the Conservative party, and the Chancellor of the Exchequer Phillip



Hammond; Gala dinners hosted by Nicky Morgan the former Secretary of State for Education and the Right Honourable Theresa May; as well as a highly successful student-led initiative that raised funds towards a new Sefer Torah, we have been able to invest over £600,000 in new and exciting initiatives.

New appointments have been made in order to strengthen the school's leadership teams which has enabled us to recruit across several departments. This has resulted in more time to mark and plan and teach students in smaller groups. Innovative Kodesh initiatives have been rolled out across both campuses including “Kodesh Extra” and “Active Kodesh”. We have also created extra capacity within the pastoral, safeguarding, and child protection areas and have improved our communication, collaboration and resources across departments.

The extraordinary benefits of your generous donations are almost too numerous to list, but throughout this brochure we hope our parents will see the benefits of more personalised learning with a focus on ensuring every child achieves their potential.

However, there is more work to be done and that is why we wanted to complete our dinner “Trilogy” this evening. To provide our students with the best educational platform we must recruit and retain the very best

teachers, whilst showing our recognition to the current dedicated and exceptional teaching staff.

This evening's gala dinner will allow us to not only thank our parents and supporters for their financial assistance, but to help us continue investing at a time when many schools are facing government cuts, budget deficits, and headcount reductions. Your donations are so important in ensuring Hasmonean bucks the trend and maintains its place as one of the best state schools in the country.

Thank you for partnering with us this evening, the Hasmonean family really has a unique place within the local and wider community.

On behalf of the trustees, governors, fundraising committee and senior leadership within the school, we are truly humbled by your continued generosity. Please empower us this evening to ensure every Hasmonean child has the right to a better future.

Ben Shooter

Simon Abraham

Letter of Support

Rabbi SY Bixenspanner - On behalf of the Elector Rabbonim of the JSSM

Dear Friends,

I am delighted to extend my warmest greetings to all the wonderful people who are responsible for the excellent work done at Hasmonean High School.

When it comes to chinuch there is a big question that enters everyone's mind. What is the best approach for chinuch to be effective and successful?

We find in the Haftoro of Parshas Noso that a Malach came to Monoach's wife who was barren and told her that she will bear a son who will be a Nozir. He also gave her some basic instructions and left. When Monoach was told about it he was caught totally by surprise and he was mispalel that the Malach should come again to give them instructions of how to raise a Nozir son. The possuk tells us that the Malach returned once more and gave them what seems to be the same instructions as before.

Reb Shamshon Refoel Hirsh ztz"l in his sefer Mayan Bais Hashoeva poses the obvious questions, why didn't Monoach go and ask a

Rov for the instruction manual of how to raise a Nozir son, and why did he deem it necessary for the Malach to reappear?

In his answer he explains that Monoach wanted to see the Malach again in order to ask him a major chinuch question. How is it possible for a father who is not a Nozir to raise a child who is a Nozir? The answer was that the parents should also refrain from drinking wine etc because for chinuch to be successful a child has to be able to do what his parents do and not only what they say.

Successful chinuch is achieved Bezras Hashem when children have role models whom they can emulate and who practise what they preach.

Boruch Hashem at Hasmonean we have a full range of Rebbeim and teachers who the students can emulate and this is the secret of their success. My continued Tefillos and Brochos for the future with continued hatzlacha Be"v.

Sincerely,

Rabbi SY Bixenspanner

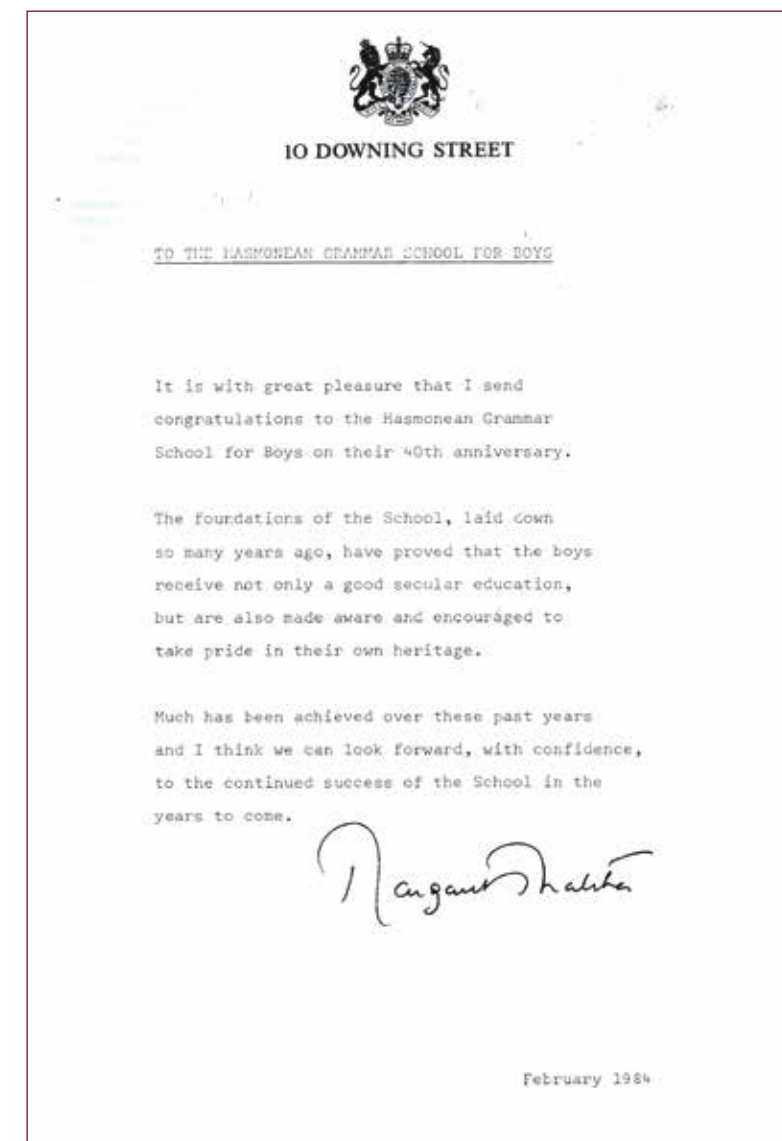
*With our thanks to the Elector Rabbonim,
the rabbis of the Golders Green Beth Hamedrash,
Hendon Adath and the Adath Yisroel of North London,
who appoint the trustees of the JSSM and are responsible for
ensuring that the ethos of the JSSM schools is protected.*

We are very grateful for their advice.

A Message from Nick Gibb MP



Recently discovered in our archives...



SSAT Achievement



Accolades

SSAT



Highlights of the Year



Thank You

Our grateful thanks go to...

*Andrew McClusky for his dedication
to teaching matters from the governors*

Thank You

Our grateful thanks go to...

Creative & Commercial

Hermolis

The Lancaster Hotel

Muzika

Fulwell 73

CST

Rina Stimler, Lisa Lyons and Katie Shooter, our creative directors

Miriam Moses

George Cooper

Olga Giannopoulou

The Hasmonean boys choir and musicians

(Rafi Benarroch, Akiva Broder, Elisha Citron, Rafi Dryer, Ari Taylor, Zac Wolfson)

Tamar Neville, Head Girl

The Sixth Form Boys' Leadership Team

Dawn Murray and Alison Chason, our dinner coordinators

**In honour of the management and
teaching faculty at Hasmonean whose
professionalism is second to none.**

**We also wish to acknowledge the
achievement of Rabbi Gary Liss
whose devotion knows no bounds.**

Judith and Patrice Klein

**The Schreiber Charitable Trust
is proud to be associated with
Hasmonean High School
in striving for excellence**

**Thank you for the thankless task of looking
after and educating our children.**

**Our gratitude to Rabbi Golker and
his exceptional Kodesh staff for their
dedication and care.**

Karine & David Morris

**With our thanks and appreciation
for the wonderful Rebbeim, Teachers
and all the Staff at Hasmonean**

**from
Jacqueline & Andrew Rashbass**

**Wishing this event
and Hasmonean
continued success**

JB Drax Honoré

**Thank you to all those associated
with Hasmonean for their dedication and
commitment to an outstanding school.**

Katie and Ben Shooter

To a great friend and equally great
Headteacher, and to your amazing team
of hardworking Rebbeim and teachers,
we thank you!

Well done Ben and Katie on the unbelievable
job you've done, your devotion is unrivalled!

Sorry we are not with you tonight.

Hershy & Rina

Wishing this dinner
every success
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for their inspiring commitment
to the school's future.

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for our children**

Dovid and Sarit Sharman

**Our sincere recognition of our people,
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to be named, for the effort, imagination,
creativity and hard work that they
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**Samantha, David,
Joseph, Rachel &
Jacob Breuer-Weil
Wish Hasmonean
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Success This Evening**

**Emma Citron at
Citronpsychology
wishes Hasmonean
every gratitude and
success going forward!**

**Thank you for educating our children.
We wish you every success for the future.**

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**With the best wishes of
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great grandchildren attending

Wishing the School much Hatzlocho

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**With grateful thanks to our teachers
past and present. And wishing
Hasmo all the best for the future.
Ayala, Ben, Avi, Judy, Alex and Leora**

**With heartfelt thanks to Hasmo
staff past, present and future
who make Hasmonean one of a kind
and ensure that it continues to embody
the eternal values of תורה עם דרך ארץ
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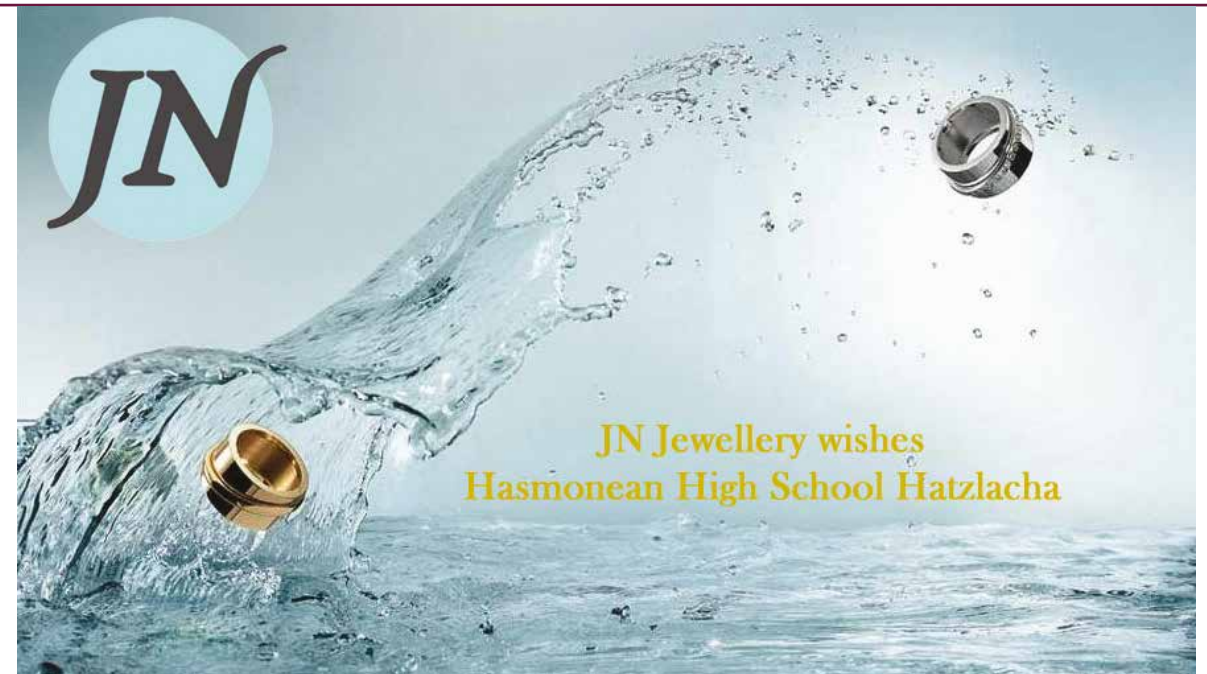
Thank you for looking after our Boys!

Dena & Danny Blum

Best Wishes
Karen & Jonathan Hodes

**Wishing Hasmonean
continued success
from
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**Warmest wishes to all
the staff at Hasmonean
Kevin & Elisheva Lazarus**



**Wishing the Trustees, Governors,
Teachers and Students of this amazing
School continued success.**

**We are proud to be part of
the Hasmonean Family!**

With admiration

Motti and Batya Richman

Wishing Hasmonean every success for the future,

Best wishes

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Family Klajman

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the fluffy toys to
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**Wishing Hasmonean every success
Our children are the future
Baruch Family Charity Trust**

Best wishes for Hasmonean's continuing success

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Ruth & Nathan Grunbaum

**With much gratitude to the devoted staff
and all the school's supporters**

ילכו מחיל אל חיל

Yossi & Yael Halberstadt

With best wishes
David & Irene Shine

Very best wishes
Dalia & Avi Leaf

With best wishes from
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**With gratitude for educating
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**Best Wishes,
Tally & Steven Mann**

**In appreciation of all the
inspirational teachers
who work tirelessly**

**Many thanks
Naomi & Andrew Newman**

**Thank you Hasmonean
for teaching and looking
after the Rees boys**

Keep up the good work



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*With our best wishes for the continued
success of the School*

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Proud to be part of the Hasmonean family.

**Family Rosenberg-Whyte
Andrea, Kerrin, Natasha, Nussi,
Ayelet, Avi and Shai**

**Thanking all the teachers and team at Hasmo
for giving our children true chinuch**

Atalia and Jacques Cadranel

**With deepest respect and appreciation
for all the hard work that**

Andrew & Jacqueline

have done for Hasmonean and the wider community

JET DRAMA CLASS

**Wishing Hasmonean
continued success
in the future.**

Best wishes,

**Johnny & Mindy
Wiesenberg and family**

**We are proud to be associated with this special
evening and wish Hasmonean High School
every continued success**



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**Wishing Hasmonean
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success and hatzlacha
and many thanks
to the wonderful
teachers and staff.
Family Benarroch**

**The M&K Charitable Trust
together with Avram and
Debbie Kelman wish the
school continuing success**

Anonymous

**Wishing Hasmonean every success
With best wishes from
Mrs Leah Kelaty & Families**

וכל מי שעוסקים בצרכי ציבור באמונה הקב"ה ישלם שכרם

**With grateful thanks to all the dedicated Staff, Trustees
& Governors for all the tremendous work they have
undertaken to ensure we have a first rate education**

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And finally...

Thank you to all the staff for everything you do - Helen & Simon Birnbaum

Rabbi Stanley & Rosalind Coten and family wish the dinner every success.
We look forward to seeing the plans for the new school come to fruition.

Hasmonean is what it is today due to its amazing and dedicated teachers.
Thank you for everything you do - Jonny, Rachel and the rest of the Feinmesser clan

Wishing Hasmonean much Hatzlacha - Ruby and Solly Levy

We wish Hasmonean and all staff much hatzlucho - Family Ostilly

A huge thank you to Rabbi Liss and all my wonderful teachers from - Lawrence Shenkin

The Woolich family wish Hasmonean every success

**With enormous thanks to
Jacqueline Rashbass for everything
she has given to the school as Chair of
the Finance and Premises Committee.**

**From the Executive Leadership Team on
behalf of the entire Hasmonean Community**

**Pinchas and Margaret Rothem
thank the governors and teachers of
Hasmonean boys' and girls' school for
doing such a great job on behalf of
our children and grandchildren.**

**We look forward to continued success
in all departments with a
full complement of staff.**