Community Report 2011
VISION AND MISSION STATEMENT

VISION
The King David School is a Progressive Jewish school established on the principles of inclusion, egalitarianism and social justice. It is committed to engendering within its students a deep and abiding sense of community, a strong and proud Australian identity and a close and meaningful relationship with the Land and State of Israel.

MISSION
The King David School exists to provide both excellence and opportunity in education. It will foster the development of each individual student in its care paying careful attention and respect to his or her unique needs, abilities and aspirations. It will fulfil its goals with reference and respect to the contemporary Australian society within which it is so fortunate to exist:

- through the provision of an educational environment that is at all times challenging, nurturing and appropriate to the needs of its students
- through engaging and innovative co-curricular activities
- through close, active and practical engagement in Jewish communal activities, social justice programs and interfaith initiatives

The King David School will strive:

- to be recognised as a provider of educational outcomes which are second to none
- to deliver the highest possible standards of facilities and resources for the benefit of its students and the broader community
- to maintain a strong community profile and to support both the Jewish and the Australian communities within which it operates
- to develop strategic educational partnerships which will benefit students, staff and the broader school community
- to achieve its goals within a secure and responsible fiscal framework
- to resolutely and consistently focus on the responsibility to nurture, develop and indeed cherish each unique and exceptional child which the School has been created to serve and which it has the privilege to serve.
A MESSAGE FROM THE PRINCIPAL

Reflecting on the achievements of 2010, I feel very strongly that we need to celebrate the indisputable success of our students and teachers across VCE, NAPLAN, and a range of other externally assessed competitions. After only 10 years of providing VCE, the King David School has been ranked 13th in the State, demonstrating the strong academic core within the innovative programs that have been developed by our School.

We pride ourselves greatly on the fact that our students have a well rounded passion for and commitment to life. This is supported and extended by the wide range of subjects offered, even in comparison to some of the largest schools. Our Jewish Studies experiences through the Parents and Child Education Program unite the family with the School in learning more about and treasuring each student’s heritage. Specialist Music, Art, Hebrew, Physical Education and Jewish Studies teachers provide a flying start for students in the Junior School, embedding skills which are important for positive self-esteem and further learning. Support for each other and a strong community focus are hallmarks of the students who graduate from The King David School. Several of our graduates are in positions of leadership in organisations such as AUJS, Oaktree Foundation and in the Ancora Imparo Program (Monash University).

As with all programs, our co-curricular offerings such as Athletics training, Sport training, Debating, Music Ensembles, Rocket Club, Chess Club, to name just a few, are being constantly reviewed and enhanced to ensure that all students are able to develop the interests about which they feel passionate.

The opening of the Rebecca Magid Centre (520 Orrong Road) will enable the School to provide purpose built facilities for Sport, Media, Music, Dance, Drama, Visual Communication and Design and 2D and 3D Art. The teaching staff are all eagerly anticipating the ways in which they will be able to broaden their curricula and co-curricular offerings in the new Centre.

On behalf of all parents of the School, I wish to thank all of our teachers, our retiring Assistant Principal, The Parents’ Association and our School Council for all of the work that they do behind the scenes to create the magic that we call education.
Academic Excellence
King David Students excelled in the academic arena once again in 2010. Our students who competed in a range of competitions did themselves proud as strong ambassadors for the School.

- The School introduced Mandarin to Year 7 and 8 students who have enjoyed learning the language and Chinese culture.
- An exciting new program called ACE – Adventure, Creativity and Experiences – was launched at the Southwick Campus in which students participate in a choice of 7 different hands-on activities such as yoga, woodworking, dancing and global games.
- Encounters with Science Evenings, sponsored by the Robert Feigin Memorial Scholarship Trust, continued in 2010 with several noted guest speakers.
- The KDS Space Science Program, launched the High Power Rocketry Club Scholarship Trust, continued in 2010 with several noted guest speakers.
- Night of Unique Thinkers continues to be a highlight of the Year 8 curriculum. The aims of the program are to foster research, independent learning and time management skills.
- KDS Philosophy students participated in the first annual Philosothon where students from different schools meet to debate deep philosophical questions.
- Raphael Morris won the United Nations Youth Association of Australia Junior Public Speaking Competition.
- Six KDS students won bursaries in the Science Teachers’ Association of Victoria Annual Awards related to pieces based on the them of Australian Biodiversity.
- Isaac Moulton received the highest marks possible and won the exhibition award from Trinity Music College of London for his Clarinet exam.
- Daniel Bornstein won second prize in the Australian Academy of Design 2010 Photographic Competition.
- Finalists in the 2010 Alliance Française competition were: Adam Weite (poetry); Gabbi Joffe, Alix Friedman and Fiona Grouber (oral); and Jarred Gerson (written).
- Jarred Sibel was awarded the Victorian School of Languages prize for Academic Achievement in French.
- KDS placed 3rd in the inaugural Victorian Young Physicists’ Tournament.

Community Interface/Australian Identity and Values
The School encourages students to become involved in communal activities and to respond to issues which affect not only themselves and their families but the wider Australian community. Students are exposed to environmental, social, cultural, economic and political issues affecting all Australians.

- Year 10 History students represented King David by attending the 68th Darwin Defenders Ceremony at the Shrine of Remembrance.
- Year 9 History students attended the ‘Battle for Australia’ Commemoration Day Service at the Shrine of Remembrance Year 6 students spent five days in Tasmania as part of their Humanities Studies on the Early Settlement of Australia.
- Michael Danby MP was special guest at our special ANZAC Day assembly
- Aunty Di Kerr, an elder of the Wurundjeri People, visited the Magid Campus to share her personal history and explained how ‘Acknowledgment of Country’ is a way in which people can show respect for the Aboriginal culture.
- Year 5 students went on a camp to Sovereign Hill as the final chapter to their studies on ‘The Gold Rush Era and the 1850’s in Victoria’
- Year 6 students spent five days in Tasmania as part of their Humanities Studies on the Early Settlement of Australia.
Recipients of student fundraising efforts in 2010 included:

- Year 7 students supported ‘Loud Shirt Day’ to raise funds for Hearing Impaired Children.
- A group of KDS students organised a party in Princess Park to raise funds for the children at Yipirnya, an independent school in The Northern Territory.
- The Year 10 Fundraising class hosted a gala dinner on Wednesday 26 May to raise funds for King David’s sister school in South Africa. KDS raised almost $3000
- Year 8 students Kayleigh Flaks and Vanessa Stimmer organised a ‘World Cup Day’ to raise funds for “Very Special Kids”.

Cultural Heritage:
The King David School is privileged to be charged with the responsibility of transmitting a culture which spans the period from ancient times to the present day. It is a tenet of our educational mission that through engagement with our Jewish tradition, our students can best contribute to their Australian identity and to their global responsibilities.

- A group of six Year 10 students attended the annual ‘Yesh’ Israel study tour
- Students from Year 5-12 came together to celebrate the commencement of the academic year at our annual Back to School Service. Over the summer break, a group of ten senior students travelled to France where they lived with French families for six weeks, totalling immersing themselves in the language and culture of France
- The launch of the KDS e-Siddur has proven to be a great success with Junior and Middles School students. Using an electronic whiteboard allows students to see, hear and sing together in morning prayers.
- KDS continues its involvement in the Building Bridges Interfaith Program. To aid inter-cultural understanding
- As always, special activities were organised for the celebration of Purim, Yom Ha’atzmaut, Yom Yerushalayim; a memorial service was held on Yom Hazikaron (Memorial Day) to mourn the loss of life in Israel’s wars and to pray for peace in our time.
- As part of ‘My Jewish Melbourne’, a new component of the ‘My Melbourne’ project undertaken in Year 3, students met the oldest Jewish person in Australia, visited Glicks and the Beth Weizmann House.
- Senior students at Magid Institute marked Tisha B’ Av, by hearing from one of the world leading advocates for justice, Professor Irwin Cotler.
- Students celebrated Yom Ivrit by participating in a day of special activities designed to utilise their knowledge of Hebrew.
- Year 7 & 8 students attended Hebrew Camp to experience the Hebrew language in a unique and fun way.

Sporting Achievements:
The King David School is strongly committed to the importance of Sport as a means of maintaining a healthy body, mind and positive spirit. In addition to Inter-House Sports, the School took part in Inter-School Sport through the Balaclava District Primary Schools Sporting Association (BDPSSA) for Years 5 and 6; Eastern Independent Schools of Melbourne (EISM) for Years 7 to 12; and the Victorian Jewish Schools Sporting Association (VJSSA).

- Shane Feldman came second in the Maccabi Jewish Open Men’s Golf Tournament, playing against people more than 3 times his age!
- At the VJSSA Athletics Carnival, Hanna Cohen won all her 4 individual events. The girls’ team finished in 3rd place overall
- Max Needleman competed in the Balaclava District Tennis competition, winning over 20 games, and is ranked # 1 in the Balaclava division of VPSSA
- Gital Ben-Zvi competed at the Gymnastics Victorian Championships and won first place for her level and was chosen to represent Victoria at the National competition
- Riley Hart won the South-West Region Final of the Victorian Schools Cycling Championships.
Creativity Fostered:
Performing Arts and Visual Arts comprise a significant part of the curriculum from Preschool to Year 12. From Music and Dance to Media, Photography and Orchestra, the School is alive with the students’ creative endeavours. With the help of dedicated and experienced teachers, many talented students are nurtured and developed to achieve at exceptional levels.

- The 2010 Theatre Studies class performed Louis Nowra’s Cosi.
- At the School’s second Annual Winter Concert, 200 students from across all year levels performed to a capacity crowd at Malvern town Hall.
- The Year 11 Theatre Studies group performed The Frogs by Aristophanes.
- The Senior School Musical production 2010 was “The Little Shop of Horrors”.
- Years 3-7 vocal ensemble, orchestra and dancers performed the musical ‘Dracula Meets Frankenstein’
- KDS students performed very well at the 15th Annual Jewish Youth Art Competition. Sarah Bush won the Shalom Unit/Pratt Foundation Scholarship for the student with the most potential; in the Mixed Media (14-15) KDS students won the top three prizes: Simone Grauman, Mai Shibi and Sara Fink; in the Mixed Media (16-18) Gabriella Grayman came first; and in Painting (16-18) Elise Marchouba came second.
- Matthew Kolomeysky won the Australian Jewish News Rosh Hashanah card Competition
- Lisa Reichenberg (KDS 2009), whose architectural model was selected in the category of Top Designs in the VCAA’s “Season of Excellence” program, had her work exhibited early in 2010.
- 2010 students, Daniel Bornstein and Charlie Teitelbaum, were shortlisted for the VCE Season of Excellence in the categories of Top Arts and Top Screens respectfully and will be exhibited early 2011.
THE KING DAVID SCHOOL TEACHING TEAM

The survey conducted in 2010 demonstrated that staff morale had again lifted significantly across all campuses. There was a marked improvement in the staffs’ perception of leadership support, particularly at the Magid Campus and Magid Institute, where KDS either meets or exceeds the Independent School mean. Peer support continues to rise and exceed the mean for Independent Schools. Staff perception of goal congruence is consistent with and slighter higher than the previous year and staff perception of Professional Development demonstrates a very significant improvement particularly at the Southwick and Magid campuses. The mean total work environment scale demonstrates significantly increased levels of staff satisfaction at all campuses and, most particularly, at SW.

In all, the teaching staff register high levels of workplace satisfaction as is indicated by high levels of staff retention (82%) and attendance (96%).

90% of our teachers have at least two qualifications. Of these 82% have Bachelor Degrees, 24% have Masters Degrees and 1% have PhD degrees.

Professional Development

It is the policy of The King David School to support the professional development of all members of staff and encourage teachers to continue their own learning. To that end the School enables staff to go to relevant seminars or arranges in-house speakers, arranges time release, and meets the cost of the seminars. Teachers then share their knowledge with other staff at appropriate meetings.

Teachers engaged in an average of 109 hours of Professional Development in 2010, with over $4000 per teacher spent on Professional Development in 2010. The following is a sample of some of the courses undertaken by our teachers: First Aid courses including Anaphylaxis and Asthma Management; Creative History Teaching; Teaching Literacy; Creative Writing with Middle Years; Teaching LOTE to Littlies; Understanding Children’s Emotional Needs; ICT Tools in the Classroom; A Fresh Approach to Comprehension; Math Games for P-2; Getting Excited About Grammar; Teaching Philosophy; Thinking and Working Mathematically; Making Geography Fun; Interactive White Boards; Providing for Gifted Learners; Literacy Workshops; Hebrew and Jewish Studies Curriculum Workshops; LOTE Methodology; Reading in the Early Years; VELS (Victorian Essential Learning Skills.); VCE course conferences.
KING DAVID STUDENTS

The average rate of attendance for students was 96% with absences including illness, injury and family commitments. 81% of Year 9 students in 2007 continued through to Year 12 in 2010.

Student Performance

Under the National Assessment Program – Literacy and Numeracy (NAPLAN), all students in Years 3, 5, 7 and 9 are assessed on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. The 2010 NAPLAN results demonstrate that the students at The King David School continue to score decisively above the Australian Schools' average in the specific categories of reading, writing, spelling, grammar and punctuation and numeracy.

In addition, at Year 3 there has been an increase in all of the scores across all categories; at Year 5 there was improvement in writing, which was a major focus for the year; at Year 7 there was significant improvement in spelling and numeracy; and there was a clear improvement in reading and numeracy at Year 9. Specific details are on the My School website [http://www.myschool.edu.au](http://www.myschool.edu.au)

Standardised Assessment Results for Year 10 Students

In 2009 Year 10 students took part in Progressive Achievement Tests (PAT) for Numeracy and Reading Comprehension and the South Australian Spelling Test (SAST). The following results show the percentage of students tested who were at or above the normal range for their age group:

- Numeracy 95% (up from 90% in 2009)
- Reading Comprehension 96% (up from 88% in 2009)
- Spelling 98% (up from 92% in 2009)
VCE Results 2010

There are many barometers of success in VCE. For some students, success is achieving the highest possible ENTER, for others it is gaining entry to a highly sought after course in the creative arts. At King David, our focus is on each and every student being the best that they can individually be. We are proud of all our students, many of whom have chosen to pursue dreams in such highly competitive and diverse fields such as law and Industrial Design. Our VCE results place The King David School equal 8th in the State.

Median Score – 36
26% of Study Scores were 40 or above – top 8% of the State
9.8% of our VCE students achieved an ENTER of over 99
25% of our VCE students achieved an ENTER of over 95
39% of our VCE students achieved an ENTER of over 90
Receiving a first found offer for the preferred course and institute is one of the ultimate goals of the VCE student. All students achieved first round offers and over 86% received their first or second preference.

### Tertiary Courses

#### Courses by Percentage
- **Arts / Humanities**: 16%
- **Business / Commerce**: 22%
- **Health Sciences**: 12%
- **Engineering**: 4%
- **Psychology**: 3%
- **Science**: 18%
- **Design**: 13%
- **Law**: 12%

#### Tertiary Institutes
- **Monash University**: 36%
- **Aus. Catholic University**: 1.5%
- **Latrobe University**: 4.5%
- **Victoria University**: 6%
- **Swinburne University**: 11%
- **University of Melbourne**: 12%
- **RMIT University**: 13%
- **Deakin University**: 19%
- **Monash University**: 36%
SCHOOL OPERATIONS

INCOME — 2010

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<tbody>
<tr>
<td>Tuition Fees</td>
<td>15,012,369</td>
<td>76.64%</td>
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<tr>
<td>Government Funding</td>
<td>2,329,137</td>
<td>11.89%</td>
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<tr>
<td>Fundraising</td>
<td>2,006,161</td>
<td>10.24%</td>
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<tr>
<td>Other Income</td>
<td>240,824</td>
<td>1.23%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>19,588,491</strong></td>
<td><strong>100%</strong></td>
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EXPENSES — 2010

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<th>%</th>
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<tr>
<td>Salaries</td>
<td>10,412,641</td>
<td>56.22%</td>
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<tr>
<td>Property, Maintenance &amp; Grounds</td>
<td>1,174,073</td>
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<tr>
<td>Finance Costs</td>
<td>933,767</td>
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<tr>
<td>Depreciation &amp; Replacement Costs</td>
<td>617,293</td>
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<tr>
<td>Administration &amp; Utilities</td>
<td>756,062</td>
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<td>School &amp; Classroom</td>
<td>1,757,914</td>
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<tr>
<td>Fee Discounts</td>
<td>2,869,864</td>
<td>15.49%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18,521,614</strong></td>
<td><strong>100%</strong></td>
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SURPLUS / (DEFICIT)  

1,066,877
MEETING THE CHALLENGE

A strong emphasis on the spiritual dimension, as well as the academic and physical dimensions, is an important element of The King David School experience. For young people to make their way confidently in the world, they need to have developed a strong sense of identity and purpose. The emphasis at King David on being part of many communities and contributing to each of them develops that strength. King David graduates demonstrate commitment to the Australian community, the Jewish community and to their role as global citizens. They also display a love of learning and a passion for creativity whether it be through the Arts, the Sciences, or in an innovative melding of cross-disciplinary areas.

Student satisfaction surveys conducted in 2010 saw significant improvement in terms of the students’ ratings of the academic program, learning outcomes and with pastoral care. Students report a significant increase in their feeling that the School helps to develop their personal attributes and that the School provides a safe and predictable discipline structure. The attitude to the School’s ethos and values shows a stronger sense of pride in the School by students who report that individual differences are respected, their spiritual development is nurtured and that they feel proud to be part of the School.

The emphasis on transition has resulted in increased satisfaction in the transition from one year level to the next. There is also very pleasing improvement in students’ perception of academic rigour, with students reporting that the teachers expect high standards of learning from them and that they are provided with challenges that they can achieve. The feedback given to students about their learning by teachers is also rated more highly. The same pattern is true with teacher knowledge, teacher practice, quality of teaching, and teacher/student rapport. Overall, the level of satisfaction of students is equivalent to or in excess of the Independent School mean.

The Parent Satisfaction survey conducted in 2010 demonstrated that parental satisfaction with the School remains high, with an improvement in the School’s global rating, and parents’ responses being consistently above the 70th percentile.

In particular, it was pleasing to note that parents’ perception of discipline and safety showed improvement as did their willingness to recommend the School to others. A sense of satisfaction with parental involvement is higher in the Junior years, where KDS exceeds the mean for all schools surveyed. A high percentage of parents report that KDS students feel the school is a safe place in which to learn and that there are excellent opportunities for contact with teachers. There are exceedingly high responses for the statement that students from different backgrounds and cultures are treated equally in the school and that racism does not pose a problem at this school.
STRATEGIC DEVELOPMENT AND PLANS

A number of initiatives have been undertaken over 2010 to drive the School forward. The Rebecca Magid Centre, at 520 Orrong Road is now complete and this impressive facility will deliver significant benefits to our students across the Middle and Senior Schools through:

- Michael J Cohen Music School
- Walter & Alwynne Jona Multi-Purpose Hall
- Visual Arts School

A key design element of the building is to bring natural light into the teaching and learning spaces. Galleries and corridors are enhanced with targeted use of colour to create interest and draw visitors’ attention to student works on display. Student engagement has been at the forefront of the design. The environment also enables teachers to maximise interdisciplinary learning opportunities through the visual and performing arts spaces.

The development of this complex has been made possible by the support of the Australian Government through its Building the Educational Revolution funding as well as the generous support of donors across the School community responding to the School’s Capital Appeal.

Another key strategic initiative undertaken by the School in 2010 is the development of its Key Strategic Objectives. These objectives are driven through five key pillars which will enable the School to deliver on its Vision. The pillars are:

- An educational environment that is at all times challenging, nurturing and appropriate to the needs of its students
- A highly skilled, motivated and professional staff
- A strong community profile supporting both the Jewish and Australian communities
- Delivering financial sustainability for the school
- Quality spaces, systems and processes that support teaching & learning

Strategic objectives have been identified across each of these pillars and are tracked through the School’s leadership team and the School Council.