The King David School

Information Book 2012

The information in this book is current as of January 2012.

Campus Locations

**Magid Institute**
Years 9 – 12
373–375 Dandenong Road,
Armadale Vic 3143
PO Box 286, Malvern Vic 3144
Tel: 8508 9600  Fax: 8508 9625
institute@kds.vic.edu.au

**Magid Campus**
Years 3 – 8
Uniform Shop, Music School
517 Orrong Road, Armadale Vic 3143
PO Box 286, Malvern Vic 3144
Tel: 9529 5277  Fax: 9525 2247
admin@kds.vic.edu.au

**Southwick Pre-School Centre**
18 Months - 4 Yr Olds
76 Alma Road, St Kilda Vic 3182
Tel: 9520 7700  Fax: 9510 7220
preschool@kds.vic.edu.au

**Southwick Campus**
Prep – Year 2
Junior & Senior Kindergartens
Outside School Hours Care Program
117 Kooyong Road
Armadale Vic 3143
Tel: 9822 3236  Fax: 9822 2491
southwick@kds.vic.edu.au

**Business Team**
Rebecca Magid Centre
520 Orrong Road, Armadale Vic 3143
Fax: 9005 2718
admin@kds.vic.edu.au

www.kds.vic.edu.au
Vision Statement

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 Statement

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.
Values

Modern
As a modern school, opportunities for excellence are increased in an environment where individuality and self expression are valued. Engaging with the 21st century, demands technological literacy, familiarity with major issues that are emerging, as well as the resilience and optimism to believe in our combined efficacy to manage them. With an emphasis on egalitarianism, females and males are engaged equally in all aspects of school life. We uphold the principles of democracy and multiculturalism while fostering within our students a strong Australian identity and a deep and abiding love for the land and State of Israel.

Thinking
As a thinking school, we challenge our students to know and understand both themselves and their place in the environment. Guided by the principles of social justice, we value the contributions of every member of the school community. In pursuit of excellence, our programs are designed to engage the whole student as we believe that together with academic pursuits, creativity, imagination and resilience are fundamental tools for tomorrow’s leaders.

Judaism
As a Progressive Jewish school, Jewish values are at the core of our being. Students have rich opportunities to express values through learning Jewish tradition and observing mitzvot. Our students are encouraged to openly explore and question their connection to history and heritage in an environment that challenges them to make personal choices through shared learning and meaningful experiences.
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Administration of the School

School Principal
The School Principal is given overall authority for the operation of the entire School and has the responsibility for interpreting and implementing the aims and objectives of the School consistent with the policies formulated by The King David School Council.

School Rabbi
The School Rabbi is responsible for the development and implementation of the Jewish Life of our School. Guided by the vision of the Jewish Life Committee, the Rabbi is responsible for setting and maintaining our Progressive voice. Together with the Co-ordinators of Jewish Studies, the Rabbi works to ensure that our vision and values are realised through our curricula.

Heads of Campus
The Heads of Campus are responsible for the day-to-day operation and conduct of their campus, including the monitoring of classroom practice and the implementation of programs and policy. They are responsible for the induction of new students and the pastoral care of students within their campus; conducting meetings with students, their subject teachers and parents to review performance when required and to develop appropriate strategies.

Assistant Heads of Campus
The Assistant Heads of Campus will assist the Heads of Campus in the day-to-day running of their campus. They will be responsible for the co-ordination of student activities and will assist the Year Level Co-ordinators in the management and pastoral care of students within their campus.

Director of Pre-school
The Pre-school Director is responsible for the provision of developmentally appropriate programs for children in The King David School at the Southwick Preschool Centre, and at the Southwick Campus Kindergartens.

Co-ordinator of Student Wellbeing
The Co-ordinator of Student Wellbeing is responsible for programs that impact on students’ social and emotional health. The Co-ordinator is also responsible for the administration of Special Education, Enrichment and Extension, and Psychological Services.
VCE Co-ordinator
The VCE Co-ordinator is responsible for the administration of VCE according to the VCAA guidelines and for monitoring student progress, results and eligibility for entry to studies at Units 3 and 4.

Year Level Co-ordinators (Years 3 – 12)
Year Level Co-ordinators are responsible for the day-to-day management and pastoral care of students within their level, induction of new students, co-operatively developing transition programs; facilitating subject choices/career advice, peer relationships. They are responsible for ensuring open communication between the School and parents regarding student performance.

Business Manager
The Business Manager is the Chief Administrative Officer at the School and has responsibility for the financial and administrative management of the School in accordance with the policies set down by the School Council. Responsibilities include preparation of budgets (annual reporting, faculty budgets, school fees), feasibility studies, fee assistance applications and building / maintenance projects.

Admissions
The Admissions Office is responsible for all enrolment enquiries, processing new enrolments, organisation of Open Days, Scholarship Examinations, orientation for new students and maintenance of student records.

Community Relations Office
The Community Relations Office deals with marketing and promotion of the School, publicity and publications, organisation of school events, fundraising activities and corporate style.
# The King David School Education Staff 2012

<table>
<thead>
<tr>
<th>Position</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Michele Bernshaw (<a href="mailto:principal.pa@kds.vic.edu.au">principal.pa@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>School Rabbi</td>
<td>Gersh Lazarow (<a href="mailto:gersh.lazarow@kds.vic.edu.au">gersh.lazarow@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Head of Senior School</td>
<td>Guy Evans (<a href="mailto:guy.evans@kds.vic.edu.au">guy.evans@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Head of Middle School</td>
<td>Russell Kaplan (<a href="mailto:russell.kaplan@kds.vic.edu.au">russell.kaplan@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Head of Junior School</td>
<td>David Opat (<a href="mailto:david.opat@kds.vic.edu.au">david.opat@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Director of Pre-schools</td>
<td>Marina Gnatyshina (<a href="mailto:marina.gnatyshina@kds.vic.edu.au">marina.gnatyshina@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Magid Institute Assistant Head of Campus</td>
<td>Justin Baigel (<a href="mailto:justin.baigel@kds.vic.edu.au">justin.baigel@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Magid Campus Assistant Head of Campus</td>
<td>Geoffrey Garber (<a href="mailto:geoffrey.garber@kds.vic.edu.au">geoffrey.garber@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Co-ordinator of Student Wellbeing</td>
<td>Michelle Yarnton (<a href="mailto:michelle.yarnton@kds.vic.edu.au">michelle.yarnton@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>VCE Co-ordinator</td>
<td>Lionel Katz (<a href="mailto:lionel.katz@kds.vic.edu.au">lionel.katz@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Year 12 Co-ordinator</td>
<td>Fred Kok (<a href="mailto:fred.kok@kds.vic.edu.au">fred.kok@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Year 11 Co-ordinator</td>
<td>Lionel Katz (<a href="mailto:lionel.katz@kds.vic.edu.au">lionel.katz@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Year 10 Co-ordinator</td>
<td>Morry Hayman (<a href="mailto:morry.hayman@kds.vic.edu.au">morry.hayman@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Year 9 Co-ordinator</td>
<td>Damien Green (<a href="mailto:damien.green@kds.vic.edu.au">damien.green@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Year 8 Co-ordinator</td>
<td>Andrew Berhang (<a href="mailto:andrew.berhang@kds.vic.edu.au">andrew.berhang@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Year 7 Co-ordinator</td>
<td>Russell Newman (<a href="mailto:russell.newman@kds.vic.edu.au">russell.newman@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Year 6 Co-ordinator</td>
<td>Annette Wester (<a href="mailto:annette.wester@kds.vic.edu.au">annette.wester@kds.vic.edu.au</a>)</td>
</tr>
<tr>
<td>Years 3/5 Co-ordinator</td>
<td>Dominic McLaughlin (<a href="mailto:dominic.mclaughlin@kds.vic.edu.au">dominic.mclaughlin@kds.vic.edu.au</a>)</td>
</tr>
</tbody>
</table>

**PLEASE NOTE:** This list is not a comprehensive listing of all TKDS staff members. It represents the staff positions for specific parent and student liaison.
## The King David School Business Team 2012

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account Enquiries</td>
<td>Chris Miller</td>
<td>Telephone: 9527 0110 Email: <a href="mailto:Credit.Officer@kds.vic.edu.au">Credit.Officer@kds.vic.edu.au</a></td>
</tr>
<tr>
<td>Fee Payments</td>
<td>Shimon Sabah</td>
<td>Telephone: 9527 0107 Email: <a href="mailto:Accounts.Clerk@kds.vic.edu.au">Accounts.Clerk@kds.vic.edu.au</a></td>
</tr>
<tr>
<td>Enrolment Enquiries</td>
<td>Adina Cavallaro</td>
<td>Telephone: 9527 0102 <a href="mailto:admissions@kds.vic.edu.au">admissions@kds.vic.edu.au</a></td>
</tr>
<tr>
<td>Community Relations Manager</td>
<td>Jackie Ellis</td>
<td>Telephone: 9527 0103 Email: <a href="mailto:jackie.ellis@kds.vic.edu.au">jackie.ellis@kds.vic.edu.au</a></td>
</tr>
<tr>
<td>Principal’s Assistant</td>
<td>Claire Morton</td>
<td>Telephone: 9291 7928 <a href="mailto:principal.pa@kds.vic.edu.au">principal.pa@kds.vic.edu.au</a></td>
</tr>
<tr>
<td>Campus Receptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magid Institute</td>
<td>Main Office</td>
<td>Telephone: 8508 9600 <a href="mailto:institute@kds.vic.edu.au">institute@kds.vic.edu.au</a></td>
</tr>
<tr>
<td>Magid Campus</td>
<td>Main Office</td>
<td>Telephone: 9529 5277 <a href="mailto:admin@kds.vic.edu.au">admin@kds.vic.edu.au</a></td>
</tr>
<tr>
<td>Southwick Campus</td>
<td>Main Office</td>
<td>Telephone: 9822 3236 <a href="mailto:southwick@kds.vic.edu.au">southwick@kds.vic.edu.au</a></td>
</tr>
</tbody>
</table>

**PLEASE NOTE:** This list is not a comprehensive listing of all TKDS staff members. It represents the staff positions for specific parent and student liaison.
## Term Dates and School Hours

### Term Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Date Term Begins</th>
<th>Date Term Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Thursday 2 February</td>
<td>Friday 15 April</td>
</tr>
<tr>
<td>Term 2</td>
<td>Tuesday 17 April</td>
<td>Friday 1 July</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 16 July</td>
<td>Friday 21 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>Wednesday 10 October</td>
<td>Wednesday 12 December</td>
</tr>
</tbody>
</table>

*(Please refer to Appendix A for a complete 2012 school calendar)*

### School Hours

<table>
<thead>
<tr>
<th>Campus</th>
<th>Begins</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magid Institute (Years 9 – 12)</td>
<td>8.50 am</td>
<td>3:45 pm</td>
</tr>
<tr>
<td>Magid Campus (Years 3 – 8)</td>
<td>8.45 am</td>
<td>3.40 pm</td>
</tr>
<tr>
<td>Southwick Campus (Prep – Year 2)</td>
<td>8.45 am</td>
<td>3.30 pm</td>
</tr>
<tr>
<td>Southwick Campus Kindergartens</td>
<td>8.30 am</td>
<td>3.15 pm (Monday–Thursday) 12.00 noon (Friday) 6.00 pm (Monday - Thursday) 5.00 pm (Friday) 4.30 pm (Friday; May, June, July)</td>
</tr>
<tr>
<td>Extended Hours</td>
<td>8.00 am</td>
<td>5.30 pm (Monday–Thursday) 5.00 pm (Friday) 4.30 pm (May, June, July)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus</th>
<th>Begins</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southwick Pre-school Centre</td>
<td>8.00 am</td>
<td>5.30 pm (Monday–Thursday) 5.00 pm (Friday) 4.30 pm (May, June, July)</td>
</tr>
</tbody>
</table>

### Office Hours

The Rebecca Magid Centre (Business Team) is open 8:30am to 5.00pm. It is open during school holidays except for public holidays, Chagim, and a two week period in January (refer to Appendix A)

Campus offices are open during school terms only. The Southwick Campus office is open 8.15am to 4.15pm. The Magid Campus and Magid Institute offices are open 8.00am to 5.00pm during school terms only.
## Fee Schedule 2012

### EARLY LEARNING

<table>
<thead>
<tr>
<th></th>
<th>DAILY RATE $</th>
<th>WEEKLY RATE $</th>
<th>SECURITY LEVY $/TERM</th>
<th>ASSOCIATED CHARGES $/TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-SCHOOL (ALMA ROAD)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gan Dubi &amp; Gan Osher</td>
<td>120</td>
<td>500</td>
<td>170</td>
<td>80</td>
</tr>
<tr>
<td>Gan Keshet</td>
<td>105</td>
<td>450</td>
<td>170</td>
<td>80</td>
</tr>
<tr>
<td>Orientation Week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late Pick Up Fee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Orientation Week: 50% of the Daily Rate > maximum of two sessions (2 to 4 hours per session)

Late Pick Up Fee: $25 > per every 15 minutes (or part thereof)

### KINDERGARTEN (SOUTHWICK)

<table>
<thead>
<tr>
<th></th>
<th>SECULAR TUITION $/TERM</th>
<th>JEWISH TUITION $/TERM</th>
<th>SECURITY LEVY $/TERM</th>
<th>ASSOCIATED CHARGES $/TERM</th>
<th>TERM $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holiday Program</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

|                      |                        |                       |                       |                           |         |

### SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>SECULAR TUITION $/TERM</th>
<th>JEWISH TUITION $/TERM</th>
<th>SECURITY LEVY $/TERM</th>
<th>ASSOCIATED CHARGES $/TERM</th>
<th>TERM $</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREP</td>
<td>2755</td>
<td>787</td>
<td>170</td>
<td>190</td>
<td>3902</td>
</tr>
<tr>
<td>GRADE 1</td>
<td>2886</td>
<td>918</td>
<td>170</td>
<td>190</td>
<td>4164</td>
</tr>
<tr>
<td>GRADE 2</td>
<td>2886</td>
<td>918</td>
<td>170</td>
<td>190</td>
<td>4164</td>
</tr>
<tr>
<td>GRADE 3</td>
<td>3279</td>
<td>1050</td>
<td>170</td>
<td>395</td>
<td>4894</td>
</tr>
<tr>
<td>GRADE 4</td>
<td>3279</td>
<td>1050</td>
<td>170</td>
<td>395</td>
<td>4894</td>
</tr>
<tr>
<td>GRADE 5</td>
<td>3805</td>
<td>1180</td>
<td>170</td>
<td>463</td>
<td>5618</td>
</tr>
<tr>
<td>GRADE 6</td>
<td>3805</td>
<td>1180</td>
<td>170</td>
<td>463</td>
<td>5618</td>
</tr>
<tr>
<td>YEAR 7</td>
<td>3805</td>
<td>1180</td>
<td>170</td>
<td>463</td>
<td>5618</td>
</tr>
<tr>
<td>YEAR 8</td>
<td>4198</td>
<td>1311</td>
<td>170</td>
<td>463</td>
<td>6142</td>
</tr>
<tr>
<td>YEAR 9</td>
<td>4198</td>
<td>1311</td>
<td>170</td>
<td>930</td>
<td>6609</td>
</tr>
<tr>
<td>YEAR 10</td>
<td>4198</td>
<td>1311</td>
<td>170</td>
<td>595</td>
<td>6274</td>
</tr>
<tr>
<td>YEAR 11</td>
<td>4592</td>
<td>1443</td>
<td>170</td>
<td>615</td>
<td>6820</td>
</tr>
<tr>
<td>YEAR 12</td>
<td>4592</td>
<td>1443</td>
<td>170</td>
<td>190</td>
<td>6395</td>
</tr>
</tbody>
</table>

Aftercare $25 > only charged for children from Prep to Year 2.

* Associated Charges covers camp, swimming, excursion, capital levy etc (replacing the Co-Curricular and Capital levies).
Guidelines for Payment of Fees

(Please refer to the appropriate appendix in the current Information Book for the full Terms and Conditions of Payment of School fees).

Accounts

Early Learning Accounts are rendered weekly and are payable at the end of the month of invoicing. Our Pre-Schools operate as Approved Care Services for Child Care Benefit (CCB) and Child Care Rebate (CCR) purposes.

Families will need to supply all of their own CRN information to our Centres in order to ensure registration for CCB and CCR purposes, in the absence of which, our Centres take no responsibility for registration.

Accounts for Scheduled School Fees are forwarded to parents four times a year (or at such time as the School otherwise determines) and must be paid on the terms specified in the accounts (and shown below for your guidance).

<table>
<thead>
<tr>
<th>TERM DUE DATES</th>
<th>TERM 1</th>
<th>TERM 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>30 November 2011</td>
<td>31 May 2012</td>
</tr>
<tr>
<td>TERM 2</td>
<td>29 February 2012</td>
<td>31 August 2012</td>
</tr>
</tbody>
</table>

Discounts

Discounts do not apply to Early Learning Fees or families receiving fee assistance.

**Fees in Advance** — If a full year’s scheduled fees are paid in advance by the due date for Term 1 fees (above) a 5% discount will be given on the Tuition Fee components of the scheduled fees (and no other prompt payment discount).

**Prompt Payment** — If full term fees are paid by the due date a discount of $50 per child will be granted.

**Third Child** — A discount of 20% of the Tuition Fee components of the scheduled fees applies on accounts for the third and subsequent siblings if 3 or more siblings are current students of the School in 2011. Does not apply to Early Learning Centres (Daycare and Kindergarten).

**PJV** — The School will match PJV Congregational membership discount up to a maximum of $813 per family once per year upon production of the PJV receipt to Finance but not for families receiving fee assistance, scholarships or bursaries.
Payment Terms

These terms apply to School fees (not Early Learning fees).

Payment in Full — Scheduled fees for the full year must be paid by the due date for Term 1 fees in order to receive a 5% discount on the Tuition Fee components of the scheduled fees. A calculation table has been included below for your convenience:

<table>
<thead>
<tr>
<th>School</th>
<th>Full Year Fees</th>
<th>5% discount</th>
<th>Payable – 30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>15608</td>
<td>-708</td>
<td>14900</td>
</tr>
<tr>
<td>Grade 1</td>
<td>16656</td>
<td>-761</td>
<td>15895</td>
</tr>
<tr>
<td>Grade 2</td>
<td>16656</td>
<td>-761</td>
<td>15895</td>
</tr>
<tr>
<td>Grade 3</td>
<td>19576</td>
<td>-866</td>
<td>18710</td>
</tr>
<tr>
<td>Grade 4</td>
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<td>-866</td>
<td>18710</td>
</tr>
<tr>
<td>Grade 5</td>
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</tr>
<tr>
<td>Year 12</td>
<td>25580</td>
<td>-1207</td>
<td>24373</td>
</tr>
</tbody>
</table>

Payment by Term — Scheduled fees must be paid by the due dates per term in order to receive a $50 discount per child.

Payment by Instalment — Scheduled fees must be paid in ten equal instalments each consecutive month commencing from the month in which Term 1 fees are due (eg. November 2011).

Payment Modes

• Cash • Cheque • Mastercard / VISA • B-Pay (B-Pay instructions are printed on invoices)

Processing Fee — A charge of $50 will apply to each cheque, credit card or debit card payment which fails.

Overdue Accounts — Interest on overdue accounts may be charged at the annual rate fixed under the Penalty Interest Rate Act plus 2%.
Information for Parents (A–Z)

Attendance

Absence: If an absence for a family holiday or medical appointment is planned, parents are to advise the Year Level Co-ordinator or Class Teacher in writing, prior to the event. If absent from school, parents are asked to ring the relevant campus office between 8.00am and 8.50am to advise the Homeroom teacher. On return, students are to bring a note from parents which states the reason for the absence.

Early Arrivals: Parents are advised that no student in Years Prep-8 should be delivered to school before 8:30 am as there is no playground supervision until then.

Late Arrivals: Late arrivals interfere with the progress of the whole class as well as that of the individual. Please ensure that your child arrives at school before the first bell. In particular, students using public transport should ensure they take a bus/tram that will get them to school on time. If your child is late, he/she may expect to be given a detention unless a valid note or excuse is accepted.

Leaving Early: Wherever possible, medical and dental appointments should take place after school hours. If a child has to leave school early, the procedure is as follows:
1. Put a note in your child's diary stating the reasons and time that he/she will be picked up.
2. Make sure your child knows to come to the office at the appropriate time to meet you.
3. Students cannot be called over the P.A. system and parents may not go directly to the classroom as this causes disruption to classes in progress.
4. Sign your child out in the book at the front desk.
5. Students in Years 9-12 may leave school without adult supervision only if written permission from parents is given to the Level Co-ordinator. The Level Co-ordinator will issue a pass for the student to go to the office at the appropriate time where they must sign out in the early leavers book.

Late Pick Up: If your child is not picked up on time at the end of the day, he/she will be placed in the front office and the emergency contact will be notified (if parents are not available).

B’nei Mitzvah
The B’nei Mitzvah experience is key moment in the life of every Jewish child but can it can also be a daunting experience for the entire family. Recognising this, The King David School has developed a Bnei Mitzvah program that is designed to make this process as meaningful and stress-free as possible. If you have a child who is approaching B’nei Mitzvah in the next few years please contact the School Rabbi, Gersh Lazarow, on 8508 9600 or email rabbi@kds.vic.edu.au.
Book Exchange
At the end of each year TKDS Parents’ Association organises the sale of second hand textbooks for TKDS students. The sale of textbooks is held at the Magid Institute on a Sunday in December. Families receive 60% of their books’ sale value and the TKDS Parents’ Association retains 40% to fund various projects in the School.

The success of this project depends on students taking good care of their books (and CDs) and parents directing their children to sell and buy their books through the School. For further information, contact The King David School Parents’ Association — KDSPA@kds.vic.edu.au

Bus (Inter-Campus Shuttle)
The Inter-Campus Shuttle Bus Service is available for students in Prep through Year 8 inclusive. It travels between the Southwick (Kooyong Road) and Magid (Orrong Road) Campuses each morning and afternoon. This is a free service to assist parents who would otherwise need to deliver students to, or to collect them from, more than one campus. For legal reasons kindergarten children are not able to travel on the shuttle bus. If primary students use the bus on a regular basis parents are asked to complete an Inter-Campus Shuttle Bus Form, available from your campus office. If you need your child to take the bus on a casual basis, contact the School office on the day before (for morning use) or during that day (for afternoon use). In the afternoon, students have 10 minutes to board the bus. The bus will leave on time and students who miss the bus will report to the Campus Office where their parents will be notified.

<table>
<thead>
<tr>
<th>Inter-Campus Bus Schedule</th>
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</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
</tr>
<tr>
<td><strong>Bus 1 (33 Seater)</strong></td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>Depart Southwick Campus</td>
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<tr>
<td>Arrive Magid Campus</td>
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<tr>
<td>Depart Magid Campus</td>
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<tr>
<td>Arrive Southwick Campus</td>
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Camps and Outdoor Education
School camps are an integral part of our educational program from Years 3 to 11. They provide a range of physical challenges to students and offer opportunities for students to extend their peer relationships. Attendance at school camps is compulsory and refunds will not be given if a child is unable to attend a camp. If your child is concerned about attending camp, please speak with the Year Level Co-ordinator. Camps are catered in accordance with the Kashrut Policy.

Change of Address and Contact Numbers
Parents are asked to advise the School of any change of address, phone numbers and other relevant information as soon as possible. Accurate information will serve the best interests of students in any emergency.
Class Allocations

Students from kindergarten through Year 5 will receive class lists in the summer mailout. Students from Years 6 through 12 will be advised of their homeroom class on the first day of school. Parents are asked to have confidence that their children have been placed in appropriate classes and that careful and proper consideration has been given to the decision, taking into account a variety of educational factors.

Communication

Parents who wish to discuss the progress of their children should first approach the Subject or Homeroom Teacher before contacting the Year Level Co-ordinator or Assistant Head of Campus.

Counsellors

Three Educational Psychologists are available for students and parents to assist with any learning or social issues. Contact the Co-ordinator of Student Wellbeing or Year Level Co-ordinator should you wish to arrange an appointment.

 Discipline and Behaviour

Each parent and student should acquaint themselves with the Positive Behaviours Policy (please refer to Appendix E for the Positive Behaviours Policy), in order to support the School and staff in fostering appropriate attitudes and behaviour.

Behaviour Outside the School: Students are expected to conduct themselves at all times in a way that reflects positively upon themselves and the School. This includes travel to and from School, at social functions and on excursions. Students may be disciplined if their behaviour brings the School's good name into disrepute. Refer to TKDS: A Harassment Free School Policy (Appendix O) and the Computer Internet Code of Conduct (Appendix G).

Audience and Spectator Behaviour: Parents are encouraged to attend and support religious, sporting and cultural events held during the year. The School expects that parents and their children will not engage in any behaviour that would bring the School into disrepute, or set a bad example to students. When attending school functions, parents are responsible for the management of younger siblings who are not participating in the event.

Excursions

It is the School's policy to educate beyond the confines of the classroom and, as such, excursions are an integral part of the educational program. An excursion notice will be sent home to parents giving details of any excursions students are attending and any special needs for the day. The relevant excursion permission form must be signed by parents before students will be allowed to leave the school grounds. Verbal permission by phone and handwritten notes cannot be accepted.

Inter-campus and Sporting excursions: There are many instances when we wish to have specific classes of students from one campus come to visit another campus i.e. visiting guest speakers, music/drama activities and festivals.

The King David School Physical Education and Sports Program allows students the opportunity to be able to use a variety of sporting venues and facilities off campus. The use of these nominated facilities may necessitate the use of bus travel or possibly walking to some venues.
By signing and returning to your child’s homeroom teacher the enclosed General Permission Form for Inter-Campus Travel and Sporting Venues, you are giving permission for your child to travel inter-campus (including Temple Beth Israel at 76 Alma Road) or to sporting venues. You will no longer need to sign a separate permission form for each of these trips.

Food and Kashrut

We like to encourage the development of healthy eating habits at school and, therefore, students are expected to bring healthy lunches. Accordingly, chips, lollies, soft drinks or other “junk food” are discouraged. Students are not permitted to chew gum at school.

Similarly, we also believe that that the biblical injunctions regarding kashrut (the Jewish dietary laws) can be understood as an expression of the central Jewish concept of kedusha (holiness) that this has the ability to strengthen our commitment to God and enhances our sense of reverence for life. Recognising this, The King David School has developed a comprehensive Food and Kashrut Policy (Appendix J) to guide our observance.

The main principles that shape this policy are:

- The separation of meat and milk products.
- The separation of chalavi and basari utensils during the preparation and serving of food.
- All meat served by the School is obtained from a recognised kosher butcher.
- The non serving or eating of treif foods. This includes foods containing gelatine, suet, rennet, whey and certain “E-numbers” that are derived from animal products.
- The furtherance of Tikkun Olam through the observance of eco-kashrut, restricting our purchase and consumption of foods to those that are produced in an ethical manner
- The importance of teaching students about kashrut
- A vegetarian option should be available at all school functions, including camps.

Health

Students should not be sent to school with coughs or colds or if the parent suspects a developing illness. If accidents or illness occur at school, every effort is made to contact a parent. If this is not possible, and if the case is considered urgent, medical assistance may be sought by the school. It is imperative, therefore, that you return an Emergency Form for each child at the beginning of the school year so that we have accurate details of your own doctor, emergency contacts, etc. The School should be notified of any changes to this information during the year.

Accident Cover – The school holds Group Student Accident insurance to cover registered students for Injuries which occur 24 hours a day. Some benefits are restricted by legislation, please refer to the school administration office for full terms, conditions and exclusions of cover or to obtain a claim form.

Allergies – If your child is known to have an allergy that may cause analphylaxis, you are required to complete the Allergies Notification Form which is available from School Campus offices. This form is to be lodged with the Head of Campus or Assistant Head of Campus.
Medication – Students who need to take medication during school hours must bring a note written and signed by the parent(s)/guardian(s) which gives permission for the first aid officer or teacher to assist in administering the medication, and includes the name, dosage, method and time of administering. It must be stored in a labelled container and left with the teacher or first aid officer. Students are not allowed to keep any medication in their possession without prior approval of the class/homeroom teacher. No medication, even Paracetamol, may be given without parental permission.

Lice – Head lice and nits are highly contagious, so parents should check their children’s hair regularly at home. If head-lice are detected in your child’s class you will be notified so that you can do a thorough check of your child and other family members. If nits or lice are found the child must be kept at home until treated. Even after treatment parents should continue daily checks, as treatments do not provide immunity and reinfection may occur. Pamphlets on detection and treatment of head lice are available from the school office.

Notifiable diseases – It is a parent’s legal duty to notify the School immediately if their child contracts any of the following diseases: chicken pox, conjunctivitis, acute contagious impetigo, diphtheria or membranous croup, enteric fever (typhoid and paratyphoid), gonococcal infection (eyes or genitals), infectious hepatitis, measles, German measles (rubella), meningitis, mumps, poliomyelitis, ringworm, scabies, scarlet fever, smallpox, trachoma, tuberculosis, typhus, whooping cough.

Homework
Please refer to Appendix F for the Homework Guidelines.

Houses
All students are allocated to one of four Houses: Negev (red); Arava (yellow); Kinneret (blue); Galil (green). Siblings are allocated to the same House. Inter-House competitions are organised during the year for swimming, athletics, debating and other sporting and cultural activities.

Information Communication and Technology
Students on all campuses have access to computers in the classroom and/or computer laboratories and are bound by the Computer Internet Access Student Code of Conduct as listed in Appendix E. Students and their parents in years 3 through 12 must sign the enclosed Code of Conduct and return it to their homeroom teacher during the first week of term.

Jewish Life
The King David School is a Progressive Jewish school established on the principles of inclusion, egalitarianism and social justice.

We are committed to engendering within our 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.

In recognising that there is more than one way to be a Jew, we are committed to creating an environment of open enquiry, gender equity and vigorous discussion.

By combining serious Jewish learning with meaningful Jewish experiences, we aim to empower our Students to ‘know and understand’ their heritage while instilling in them a desire to live meaningful Jewish lives.

For a more detailed on our Jewish Life, refer to Appendix H: Jewish Life: Frequently Asked Questions.
Kippot
Students are introduced to a number of ritual items during their education. The Kippah is one of these significant items traditionally worn at all times as a reminder of God’s presence. At The King David School we encourage students to know and understand our ritual practices. Boy are required to wear kippah (girls optional) when studying sacred texts, saying daily prayers and blessings and when acting as Jewish ambassadors for our community.

Library / Resource Centre
The King David School Resource Centres play a central role within the School. The goals of the Resource Centres are:

- To provide services that support the curriculum and fulfil the information needs of the School community.
- To develop and sustain in students the habit and enjoyment of reading and learning.
- To assist in the creation of independent lifelong learners and thinkers

To facilitate the above:
- Students in kindergarten to Year 5 have scheduled library instructional periods as well as opportunities to borrow items.
- The Resource Centre is open at lunchtimes for recreational reading, games and study after school at the Magid Institute.
- Students up to and including Year 2 require a Library Bag (available from the uniform shop).
- Students with overdue items may not borrow other items, and will receive “overdue notices” periodically.
- Charges apply to lost items.
- At the senior levels some items will be on overnight or three-day loans. Students who do not return these on the due date may have their borrowing rights suspended.
- Individual student library ID cards will be issued to students in Years 5 – 12.
  Note: If card is lost there will be a charge for any replacement cards required

Library Fund
Please note that a Library Fund exists for donations to the Library at any time during the school year. It includes the Library Birthday Club which operates for families who wish to donate a new book to the library collection for their child’s birthday. Donations to TKDS Library Fund are tax deductible.

Lost Property
Please be sure to clearly name all personal belongings and every piece of clothing that your child brings to school. Lost property boxes are located at each campus and, once a term all unnamed items are removed. All named items will be returned to either the class teacher or directly to students. The School accepts no responsibility for loss or damage to personal items.
Messages/Telephone
Parents and students are urged to coordinate plans well in advance so that messages do not need to be exchanged during school hours, causing disruption to the class and the office. Students will be allowed to use the telephone only in an emergency and with the permission of a teacher. Unless there is a strong necessity, messages to students cannot be delivered to classrooms, and only in dire emergencies will students be called out of class for phone calls.

Mobile Phones and Portable Music Players
Students are advised not to bring mobile telephones or iPods to school. Anyone who chooses to do so is to lock it in their locker or leave it in the School Office and collect it at the end of the day. If a student is found using a mobile phone/iPod during the day, he/she will be directed to take it to the office and collect it at the end of the day. The School cannot take responsibility for any loss of, or damage to, mobile phones and iPods.

Music
Please refer to Appendix 1

Outside School Hours Care (OSHC)
The King David School runs a Kindergarten/ Prep-Year 6 Outside School Hours Care program at the Southwick campus. Our aim is to provide the highest quality afterschool care for Kindergarten to Year 6 children and great holiday care programs for Kindergarten. We pride ourselves on providing children with a happy, diverse and engaging learning environment. We offer exciting activities such as arts, crafts, share-time & story-time, music, dance, games, indoor sports, outdoor sports, themed activities and healthy nutritious snacks.

CCB is available for families of school-aged children who qualify. Please contact The King David School Finance office for further information. CCB and Child care rebate is available to Kindergarten children.

For further information regarding the OSHC program, please contact the OSHC Program Co-ordinator on 9822 3236.

Parents’ Association – Information and Services
The Parents’ Association has a vital role at the school. Its objectives include:

- To raise funds and apply these funds towards developing and improving the facilities of The King David School.
- To ensure all families feel welcome and included and to provide a social forum for the school community.
- To provide and/or support service provision to the school through our uniform shop and tuckshops.

Class Representatives are needed every year from each class to:

- Facilitate a supportive social network amongst the class parents and families
- Assist in organising class presents or cards when appropriate
- Be a liaison between the class parents and the Parent Association regarding information distribution, feedback and concerns
We welcome help and input from parents, grandparents and relatives. If you have any questions about the Parents’ Association and/or would like to be involved as a general volunteer or on a committee of your interest, please contact the KDSPA via our email address kdspa@kds.vic.edu.au – or contact any campus office to leave us a message. We welcome your suggestions and comments.

Other areas involving parents include:
› Attending social functions.
› Contributing ideas about and supporting Fundraising Events and Drives.
› Attending excursions where parents are needed.
› Attending sports days, School musicals, end of year concerts and Presentation Evening.
   Dates are in the school calendar.
› Attending year level Shabbat services.
› Being involved in volunteer reading programs and activities.
› Attending Kabbalat Shabbat on Fridays at the Kindergartens.
› Being involved in the Festival celebrations at the School.

Parties/Social Events
Parents should consider carefully the day and venue of any child’s birthday celebrations. The School asks parents to ensure that parties conform to the guidelines, i.e. not scheduled on Shabbat or Festivals, and providing acceptable food. Invitations to birthday parties may be distributed at school only if the entire class is invited.

Personal Belongings
Electronic Games are not permitted during school hours. Devices that are brought to School by students will be stored in the campus office until the end of the day.

Students must take full responsibility for the safekeeping of these items. Where a student uses a device not in accordance with this regulation the device will be locked in the campus office until the end of the day.

The School will not take responsibility for any loss of, or damage to, mobile phones.

Planner
The King David School planner is intended to be a means of communication between home and school, as well as a tool for students to use to remember their homework on a day-to-day basis. It should also be used for planning, studying for tests and working on assignments. The diary is not a personal diary and should only be used for educational matters. Please sight the diary each day if your child is in Years 2 to 8 and at least once per week if your child is in Year 9 in order to read any comments from the teachers and view the work assigned to your child. You may also use the diary to correspond with the teacher.

Reports
Written reports are sent to parents twice a year – at the end of Term 2 and at the end of the school year. Parent/Teacher Interviews are generally held at the end of Term 1 and Term 3. Additional interview times may be arranged when necessary; parents are welcome to initiate these by contacting the appropriate Year Level Co-ordinator or Head of Campus.
Scholarships
Scholarship information is available on the School website or from the Registrar on 9527 0102 or email admissions@kds.vic.edu.au.

School Council
The School Council is the governing body of The King David School. The Principal is responsible for the implementation of educational philosophy and policy as discussed and approved by the Council, which is otherwise concerned with overall policy and the effective management of all aspects of the school, including careful financial and strategic planning. Many of those who serve on the School Council are parents, as well as professional business people who invest much of their personal time in the welfare of the school.

Security
The King David School contract security to a private company and every effort is made to ensure that the guards provided have a high degree of familiarity with the school community and up-to-date security information. The security company has a presence at each of our campuses – both discreet and obvious. Guards are on duty at the main gates in the morning and afternoon and visitors may be required to show photo identification. Part of their role is to check all buildings thoroughly before and after use.

In the interest of the safety of persons and property, all visitors to the School must register at the reception desk. Visitors will be provided with a visitor’s pass that must be displayed at all times. The pass is to be returned to reception before leaving.

Parents may not go directly to classrooms to collect students or deliver messages.
Please see procedures for collecting students early under Attendance and Weather.

Parent Security Group
The PSG is a group of trained parents who assist in securing the school at pick up and drop off times. This additional security works independently but in tandem with the existing commercial security firm employed by the school. After some initial training parents are organised into a roster. Whilst on a shift they are responsible for observation of objects, people and activity passing or entering the school grounds.

Parents are urged to join and contribute in the maintenance of a secure environment for our children whilst also getting an opportunity to learn useful, real life skills.

The PSG is under the aegis of the Community Security Group which provides security consulting for a number of Jewish schools who have similar programmes. Training is run throughout the year and interested parents are welcome to email the following contacts for more information or telephone the school.

Magid Campus – Susie Ashkenazi
Southwick Campus – Michael Liner

Special Education
The School tests all students annually to determine whether extra assistance is required. Special Education Teachers are available to assist students with particular learning issues which are identified. Please discuss any concerns initially with your child’s teachers, who will arrange the appropriate assistance.
Traffic and Road Safety
Students may be put at risk by parents who do not observe clearway traffic rules when delivering and collecting students. Parents are reminded not to park across private driveways, and to adhere to traffic rules and courteous codes of conduct.

Parents are reminded of the 40kph speed limit in school zones.

**Parking:** Please observe the Council parking restrictions as indicated at all campuses. Do not park in or across the main driveways of the School or across neighbours’ driveways.

**Drive-Through Areas:** The drop off and pick up driveway at the Magid Campus and Magid Institute are No Parking/No Standing areas. Parents must not leave their cars. Please avoid coming early and taking up a parked position in the driveway. This blocks the traffic flow. Give your children 5-6 minutes after the final bell in order for them to pack their bags and reach the drop off/pick up area. Please be prepared to move forward as space permits. In this way you and every other parent/grandparent/caregiver can simply drive through and pick up the waiting students.

**Southwick Preschool Centre:** Please park on Alma Road if you will be more than 10 minutes. Do not park in the Temple car park spaces that are reserved for Temple and Pre-school staff.

**Magid Campus:** The school side of Orrong Road is a clearway in the morning. Do not drop students at the Orrong Road entrance in the morning as this creates a traffic hazard. Security staff will be monitoring this situation. The back gates are locked at 9.00 am and 4.00 pm each day. Please park on Orrong Road if you need to come into the school. Students are not permitted to move off the grassed area until their parents’ vehicle has come to a stand still. Students must stay inside the school grounds while waiting for parents to pick them up.

The preferred traffic flow at the Magid Campus is:

- **Access to the Magid Campus via Stawell Street (off Dandenong Road) only. (Do NOT turn into Karbarook Avenue from Orrong Road!)**

- **Exit the Magid Campus drive-through by turning LEFT ONLY into Karbarook Avenue.**

- **Turn LEFT ONLY from Karbarook Avenue into Orrong Road.**

The extra time taken to accommodate this traffic flow plan eases the congestion around Stawell Street and Karbarook Avenue, assists in reducing conflict and stress for our parents and neighbours, and, most importantly, improves safety for our students.

**Southwick Campus:** Students are not permitted to go beyond the line painted on the driveway without adult supervision. There is a drop-off area directly in front of the Kooyong Road gates which operates mornings only. Parents must not leave their cars when using this space.

**Magid Institute:** Please note that it is **ILLEGAL** to stop in Dandenong Rd to drop students off at the Magid Institute as this is an exit lane to Wattletree Road. Students are encouraged to use public
transport and a drop off point and temporary parking are available on the campus grounds in the morning and afternoon. Cars may enter the Magid Institute by travelling in an easterly direction along Dandenong Road and turning left through the first gate into the campus. The driveway has the capacity to accommodate 24 cars at any one time so please do not stop for more than a few minutes. Drop offs and pick ups at any other time should occur in adjoining side streets.

**Road Safety at Magid Campus/Magid Institute**

It is important that students abide by the following safety precautions when arriving or leaving the Magid Campus:

- Students must not cross Orrong Road or Dandenong Road at any place other than a designated crossing and they must cross in accordance with the traffic signals and direction by the traffic supervisor.

- At bus, train or tram stops students are to behave in an appropriate manner or they may be refused access to public transport.

- Students who cross Dandenong or Orrong Road at any point other than at the traffic lights and in accordance with the signals may be suspended and parents called into the School.

**Tuckshop**

There is a tuckshop at each campus.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Opening Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Southwick Campus</strong></td>
<td>Open Tuesday for window service</td>
</tr>
<tr>
<td></td>
<td>Open Thursday for window service and lunch orders</td>
</tr>
<tr>
<td><strong>Magid Campus</strong></td>
<td>Open every school day, for morning recess and lunch</td>
</tr>
<tr>
<td><strong>Magid Institute</strong></td>
<td>Open every school day, for morning recess and lunch</td>
</tr>
</tbody>
</table>

Tuckshops will be open on the first day of school, except for Southwick which begins in Week 2 of term.

- Menus for each campus tuckshop will be sent home at the start of the year and at least once during the year.

Orders for Southwick Campus are made a term in advance – a menu selection will be sent home in the second last week of the term for the following term’s orders.

- Orders for Years 3 and 4 at the Magid Campus need to be placed in a plain paper bag big enough to fit the order. The bag is to be labelled with Name, Class, Order, and Total Cash payable. Please include exact money if possible. Place in the box provided in each classroom at the start of class.

- Magid Campus and Magid Institute students may purchase their lunches directly from the tuckshop during their lunch break or order at recess. The tuckshop does not provide credit to students.

**Information on School Uniform 2012**

School uniforms are a symbol of collective identity. They assist their members in a feeling of pride, unity and purpose. It is important therefore that the uniform is worn with respect and honour.
The King David School has chosen its uniform so that it is of good quality, fits most body shapes and sizes and is unisex where possible. The school uniform is distinctive and affordable, well co-ordinated, easily laundered, durable, and mostly Australian made.

The King David School is the only supplier of the school uniform which must be purchased from the School Uniform Shop. This ensures that the uniform is indeed “uniform”. Second hand uniform is also available from the shop at half the price of new. The Uniform Shop is run by Parents’ Association with the help of hard working staff and volunteers. There is only a small mark-up on factory wholesale prices and this profit is given back to the school to be used for whatever is needed in equipment, etc.

The Uniform Shop Order Forms and Price Lists are enclosed. Orders may be posted or handed in at any School Office. Full payment must accompany all orders. Please ensure that you complete the order form properly, including student’s name, year level, quantities, sizes, and full credit card details. All orders must include a contact name and phone number.

The Uniform Shop
Location: 517-519 Orrong Road, Armadale, in Room 12. Access is through the front gate and follow the signs. Please do not enter through reception.

Trading Hours:  
Tuesday  8.30am – 4.00pm  
Thursday  8.30pm – 4.00pm

Please refer to Appendix K for School Uniform details.

Please note that the January openings are usually very busy and hectic! Service is on an appointment only basis. Appointments can be made by ringing the Magid Campus office on 9529 5277.

Contact Details
The Uniform Shop can be contacted by ringing the Magid Campus – 9529 5277 – on days we are open.

Our E-mail address is: Uniform.Shop@kds.vic.edu.au

Weather
On days when the temperature is forecast to exceed 35 degrees, Kindergarten to Year 4 students may be collected from school during their lunch break only. You must arrange this with your child before school and write a note in his/her diary so the teacher is aware your child will be leaving at lunch time. Students will not be allowed to ring parents during the day to arrange to collect them. Students leaving at lunchtime must be waiting in the foyer to be collected. Students will not be paged to come to the office to go home in hot weather.

Under no circumstances will students be dismissed unless a parent or acknowledged guardian reports to the school office to collect the child.

Years 5 – 12 students are expected to remain at school. Students at school on the few extremely hot days that Melbourne experiences each summer, will be kept as cool as possible within the confines of the school premises and dismissed at the regular time.
Website
The King David School website www.kds.vic.edu.au is an easy to use and informative site which takes you through every aspect of life at the School from Pre-school to Senior School. In conjunction with the Intranet it includes comprehensive descriptions of curriculum, Jewish Life, current events, as well as insights into the philosophy and history of the School. The website is updated regularly, and improvements to navigation, useability and content are continually being made.
Appendix A — 2012 School Calendar

To view a complete calendar for 2012, please click on the link below:
Appendix B – Anaphylaxis Management Policy

The King David School strives to ensure that all students are healthy and safe whilst under the care of the school. An important aspect of this is managing students who have the potential for an allergic anaphylactic response. The following policy outlines the responsibilities of members of the school community and the school’s plan for prevention and response.

Values

◗ The King David School believes that the safety and wellbeing of children who are at risk of anaphylaxis is a whole-of-community responsibility. We are committed to:

◗ Providing, as far as practicable, a safe and healthy environment in which children at risk of anaphylaxis can participate equally in all aspects of the school curriculum.

◗ Raising awareness about allergies and anaphylaxis amongst the school community.

◗ Actively involving the parents/guardians of each child at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for their child.

◗ Ensuring each staff member and other relevant adults have adequate knowledge of allergies, anaphylaxis and emergency procedures.

◗ Facilitating communication to ensure the safety and wellbeing of children at risk of anaphylaxis.

1.0 Introduction

1.1 Establishing an individual plan

The principal of the school is responsible for ensuring that an individual anaphylaxis management plan has been developed for each student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis. These plans are to be constructed in consultation with parents. These plans are to be in place as soon as practicable following the student’s enrolment. This should be done before the students first day.

1.2 The plan itself

The plan will contain the following elements:

◗ Information about diagnosis (inc. type of allergy or allergies)

◗ Strategies to minimise risk of exposure (inc. inside the school and outside the school. Eg. camps, excursions)

◗ Name of the person/people responsible for implementing the strategies.

◗ Information on where the student’s medication is stored.

◗ Student’s emergency contact details

◗ Emergency procedure plan (This is provided by the parents and sets outs emergency procedures to be taken in case of allergic reaction, it is signed by a medical practitioner and it includes an up-to-date photograph of the student).

1.3 Review of plans

The above plan must be reviewed annually or if the student’s medical condition changes. It must also be reviewed following an anaphylactic reaction at school.
1.5 Parental responsibilities
Parents are responsible for the following actions;

- Provide an emergency procedure plan mentioned in 1.2.
- Inform the school if their child’s medical condition changes and if relevant provide an updated emergency procedure plan.
- Provide an up-to-date photograph of the student for the emergency procedure plan when it is given to the school or reviewed.
- Inform staff, either on enrolment or on diagnosis, of their child’s allergies.
- Provide staff with an anaphylaxis action plan and written consent to use the EpiPen® in line with this action plan.
- Provide staff with a complete EpiPen® kit.
- Assist staff by offering information and answering any questions regarding their child’s allergies.
- Notify the staff of any changes to their child’s allergy status and provide a new anaphylaxis action plan in accordance with these changes.
- Communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child.
- Comply with the service’s policy that no child who has been prescribed an EpiPen® is permitted to attend the school or its programs without that EpiPen®.

1.5 Risk assessment
The school will conduct an assessment of the potential for accidental exposure to allergens while children at risk of anaphylaxis are in the care of the school and develop a risk minimisation plan for the campus in consultation with staff and the families of the children.

2.0 — Communication Plan

2.1 — Introduction
The principal of the school is responsible for ensuring that this communication plan is developed to provide information to all staff, students and parents about anaphylaxis and the school’s anaphylaxis management policy. The poster in Appendix B is to be displayed in all classrooms on each campus.

2.2 — Procedures in case of an anaphylactic reaction.

2.2.1 — In the Classroom
If a student has an anaphylactic reaction in the classroom, follow the procedures below.

- Remain with student and call for immediate help.
- Obtain nearest EpiPen
- Inject EpiPen
- Note the time of injecting Epipen.
- Lay student flat and elevate legs – if difficulty with breathing allow them to sit.
- Instruct students to leave the room.
- Ensure that the other staff member has called an ambulance.
- If no response after 5 mins apply second EpiPen.
2.2.2 — In the School Yard
If a student has an anaphylactic reaction in the yard, follow the procedures below.

- Remain with student and call for immediate help.
- Obtain nearest EpiPen
- Inject EpiPen
- Note the time of injecting Epipen.
- Lay student flat and elevate legs – if difficulty with breathing allow them to sit.
- Instruct students to leave the room.

Ensure that the other staff member has called an ambulance.

- If no response after 5 mins apply second EpiPen.
- Send student to get Head of Campus or Assistant Head of Campus
- Head of Campus or Assistant Head of Campus contact parent.

2.2.3 — On School Excursions
If a student has an anaphylactic reaction on an excursion, follow the procedures below.

- Remain with student and call for immediate help.
- Obtain nearest EpiPen
- Inject EpiPen
- Note the time of injecting Epipen.
- Lay student flat and elevate legs – if difficulty with breathing allow them to sit.
- Instruct students to leave the room.

Ensure that the other staff member has called an ambulance.

- If no response after 5 mins apply second EpiPen.
- Alert other relevant people at excursion venue.
- Contact Head of Campus or Assistant Head of Campus by phone.
- Head of Campus or Assistant Head of Campus contact parent.

2.2.4 — On School Camps
If a student has an anaphylactic reaction on a camp, follow the procedures below.

- Remain with student and call for immediate help.
- Obtain nearest EpiPen
- Inject EpiPen
- Note the time of injecting Epipen.
- Lay student flat and elevate legs – if difficulty with breathing allow them to sit.
- Instruct students to leave the room.

Ensure that the other staff member has called an ambulance.

- If no response after 5 mins apply second EpiPen.
- Alert the camp instructors.
- Contact Head of Campus or Assistant Head of Campus by phone.
- Head of Campus or Assistant Head of Campus contact parent.
2.2.5 — At Special Events
If a student has an anaphylactic reaction at a school event, follow the procedures below.

- Obtain the nearest EpiPen (should be with student or in first aid kit)
- Call for assistance of other staff members on the way.
- Inject EpiPen
- Lay student flat and elevate legs – if difficulty with breathing allow them to sit.
- Tell students to leave the area.
- **Ensure that other staff member has called an ambulance.**
- If no response after 5 mins apply second EpiPen.
- Alert other relevant people at excursion venue.
- Contact Head of Campus or Assistant Head of Campus by phone.
- Head of Campus or Assistant Head of Campus contact parent.

2.3 — Communication with volunteers and Casual Relief Teachers
It is very important that all adults who have contact with students understand the Anaphylaxis procedures of the school. A copy of the school’s management plan and a list of all students who may have anaphylactic reactions must be given to all Casual Relief Teachers and volunteers upon entering the school. This will normally be given in a folder by the Campus Co-ordinator or Assistant Head of Campus.

2.4 — Staff Briefing
Staff are to be briefed by the Head of Campus at the start of Terms 1 and 3 with regard to the following information.

- The school’s anaphylaxis management policy
- The causes, symptoms and treatment of anaphylaxis
- The identities of students diagnosed at risk of anaphylaxis and where their medication is located.
- How to use an adrenaline auto-injecting device, including hands on practise with a trainer adrenaline auto-injecting device.
- The school’s first aid and emergency response procedures.

3.0 — Staff Training and Emergency response
3.1 — Regular Staff Training
The school will provide training annually for staff on the following topics:

- What is allergy?
- What is anaphylaxis?
- What are the triggers for allergy and anaphylaxis?
- How is anaphylaxis recognised?
- How can anaphylaxis be prevented?
- What should be done in the event of a child having a severe allergic reaction?
- Instruction on the use of an EpiPen.
3.2 — Supervision
The Principal and Heads of Campus must ensure that there is appropriate supervision of students who have the potential of having an anaphylactic reaction at all times. This includes;

- Normal classroom activities
- Excursions
- Recess and lunch times
- Camps
- Special school events.

The attending staff must have up-to-date training in anaphylaxis management.

3.3 — Designated staff
The Principal and Heads of Campus must ensure that there are designated staff members who have been trained in anaphylaxis management in each of the above situations.

3.4 — Timing of Staff Training
Teachers who will be taking care of students who have the potential of having an anaphylactic reaction must be trained appropriately as soon as practicable after the student enrols. If possible this should occur before the student’s first day.

4.0 — Food Preparation
4.1 — General Food Policy Measures

- Students will be advised that there is to be no trading and sharing of food, food utensils and food containers.
- Students with severe food allergies are only to eat lunches and snacks that have been prepared at home.
- Food and drink containers provided by the parents for their students should be clearly labelled with the name of the child for whom they are intended.
- The use of food in classes will need to be reviewed annually in relation to the allergies of particular students.
- Instruction will be provided annually to Food Preparation Personnel about measures necessary to prevent cross contamination during the handling, preparation and serving of food. Relevant staff will also be instructed in the management of preparation areas after use and cleaning of utensils when preparing allergenic foods. Preschool staff will have at least one staff member who has accredited Food Handling training.
- The risk of a life threatening anaphylaxis from casual skin contact even with highly allergenic foods such as peanuts appears to be very low. On occasions when casual skin contact provokes an urticarial reaction (hives), simple hygiene measures such as hand washing and bench-top washing will be undertaken.
- Certain foods may be prohibited in preschool settings if recommended by a relevant specialist who provides documentation of this recommendation.
4.2 — Food Policy Measures Specific To School Age Students

The Australian Society of Clinical Immunology and Allergy does not recommend a blanket ban in any particular food items for the following reasons:

- The practicalities of such measures.
- The issue that for school age students an essential step is to develop strategies for avoidance in the wider community as well as at school.
- The lack of evidence of the effectiveness of such measures.
- Other guidelines and position statements, and experts do not recommend such measures.
- Some guidelines state that such a policy should be ‘considered’ for a specific foodstuff such as peanut rather than recommended.
- Food bans at schools are not recommended by allergy consumer organisations.
- The risk of complacency about avoidance strategies if a food is banned.
- However, depending on the age of the students, the School may ban specific foods at particular campuses.

4.3 — Food Policy Measures Specific to Pre-School Aged Students

Meals brought from home

- Measures should be taken to exclude highly allergenic foods where transfer from one child to another is likely (e.g. whole eggs or egg containing foods and peanut products). Parents of all students should be asked not to send meals containing highly allergenic foods such as egg and nut products to child-care centres, and kindergartens in which there is a child at risk of anaphylaxis to these foods.
- It is realised that it is not possible to eliminate all food products such as milk products in bread or margarines from the foods brought to kindergartens and preschools.
- In some circumstances it may be appropriate that a highly allergic child does not sit at tables where the food to which they are allergic is being served.

Meal preparation undertaken at kindergartens and preschools

- For severely allergic students the best option is to bring meals prepared from home.
- If it is decided to provide meals prepared at the centre to a child at risk then the meal prepared for all students should not contain the ingredients such as milk, egg and nut products to which the child is at risk.
- Prepared foods labelled “May contain traces of nuts” should not be given to nut allergic students.
- Exclusion of particular foods from the preschool setting will only occur following recommendation by a relevant specialist and the provision of documentation of this recommendation

4.4 — School Canteen

The School Canteens operate a risk minimization policy. This involves exclusion of items with the relevant nut as an ingredient, but does not apply to those foods labelled ‘may contain traces of nuts’. Students are required to check that food items which they purchase don’t contain allergens relevant to them. Each campus canteen will have a sign with the following wording clearly displayed; “Students with a food allergy are advised to enquire about the ingredients of all items they purchase.”
4.5 — Risk Minimisation
The following strategies are implemented in order to reduce the potential for harm to students with food allergies.

◗ Maintenance of a nut free zone at the Southwick and Magid campuses.
◗ Prior to school camps, parents are asked to fill in the relevant medical forms and information regarding allergies is provided to the caterers.
◗ Parents are respectfully advised that foods containing allergens are not to be taken to camps by students. These may be confiscated.
◗ The school will provide emergency teachers with a list of students and their food allergies.

5.0 — Contact details for resources and support

◗ Australasian Society of Clinical Immunology and Allergy (ASCIA), at www.allergy.org.au, provide information on allergies. The Anaphylaxis Action Plan can be downloaded from this site. Contact details for Allergists may also be provided. Telephone 0425 216 402.

◗ Anaphylaxis Australia Inc, at www.allergyfacts.org.au, is a non-profit support organisation for families with food anaphylactic children. Items such as storybooks, tapes, EpiPen® trainers and so on are available for sale from the Product Catalogue on this site. Anaphylaxis Australia Inc provides a telephone support line for information and support to help manage anaphylaxis. Telephone 1300 728 000.

◗ Royal Children’s Hospital, Department of Allergy, at www.rch.org.au, provides information about allergies and the services provided by the hospital. Contact may be made with the Department of Allergy to evaluate a child’s allergies and if necessary, provide an EpiPen® prescription, as well as to purchase EpiPen® trainers. Telephone (03) 9345 5701.

6.0 — Definitions

**Allergen**: A substance that can cause an allergic reaction.

**Allergy**: An immune system response to something that the body has identified as an allergen. People genetically programmed to make an allergic response will make antibodies to particular allergens.

**Allergic reaction**: A reaction to an allergen. Common signs and symptoms include one or more of the following: hives, tingling feeling around the mouth, abdominal pain, vomiting and/or diarrhoea, facial swelling, cough or wheeze, difficulty swallowing or breathing, loss of consciousness or collapse (child pale or floppy), or cessation of breathing.

**Anaphylaxis**: A severe, rapid and potentially fatal allergic reaction that involves the major body systems, particularly breathing or circulation systems.
Anaphylaxis action plan: a medical management plan prepared and signed by a Doctor providing the child's name and allergies, a photograph of the child and clear instructions on treating an anaphylactic episode. An example of this is the Australian Society of Clinical Immunology and Allergy (ASCIA) Action Plan.

Anaphylaxis management training: Comprehensive training provided by allergy nurse educators or other qualified professionals such as doctors or first aid trainers, which includes strategies for anaphylaxis management, recognition of allergic reactions, emergency treatment and practise with an EpiPen® trainer, and is reinforced at yearly intervals.

Children at risk of anaphylaxis: those children whose allergies have been medically diagnosed and who are at risk of anaphylaxis.

EpiPen®: A device containing a single dose of adrenaline, delivered via a spring-activated needle, which is concealed until administered. Two strengths are available, an EpiPen® and an EpiPen Jr®, and are prescribed according to the child's weight. The EpiPen Jr® is recommended for a child weighing 10-20kg. An EpiPen® is recommended for use when a child is in excess of 20kg.

Intolerance: Often confused with allergy, intolerance is a reproducible reaction to a substance that is not due to the immune system.

No food sharing: The practice where the child at risk of anaphylaxis eats only that food that is supplied or permitted by the parent/guardian, and does not share food with, or accept other food from any other person.

Risk minimisation: A practice of reducing risks to a child at risk of anaphylaxis by removing, as far as is practicable, major sources of the allergen from the service and developing strategies to help reduce risk of an anaphylactic reaction.

Risk minimisation plan: A plan specific to the service that specifies each child’s allergies, the ways that each child at risk of anaphylaxis could be accidentally exposed to the allergen while in the care of the service, practical strategies to minimise those risks, and who is responsible for implementing the strategies. The risk minimisation plan should be developed by families of children at risk of anaphylaxis and staff at the service and should be reviewed at least annually, but always upon the enrolment or diagnosis of each child who is at risk of anaphylaxis.
Appendix C – Careers Counselling

The careers program at The King David School runs for the final three years of schooling, although advice on subject selection begins in Year 9.

At Year 10
Each student will undergo the Morrisby Report. This report aids the process of careers and educational choice by providing an objective statement of a person’s underlying abilities, personality and career preferences. This is based upon a comprehensive set of paper and pencil tests and a questionnaire. The tests take approximately three hours to complete. A written report is then prepared and distributed before meeting with the careers counsellor.

The outcomes of this report are discussed individually with the student and their parents. The results form the basis of VCE subject selection, thereby helping to design a VCE program that is tailored to each student’s needs in terms of their interests and abilities and tertiary requirements. Once a program is determined, students are provided with a list of courses that will not be available to them with their choice of subjects, so that they can ensure that no courses to which they wish to apply are closed to them. This is done through the ‘Course Scan’ software package.

At Year 11
On-going counselling is available to students as requested by them and/or their parents. Students are urged to ensure that any changes in their VCE subjects are discussed with the Careers Counsellor and the Course Scan software package is used so that they are aware of the effects such changes in their subjects may have on their career choices.

At Year 12
During Term 1, all Year 12 students are provided with a complete list of tertiary courses available to them with their combination of VCE subjects. The students are required to select courses of interest and are given information about each of these courses. This is an ongoing process and students are encouraged to investigate a range of courses and institutions.

Students regularly receive up-to-date information regarding changes to courses, new courses, special requirements for courses, university open days and faculty information days.

VTAC guides, in which all official information provided by the tertiary institutions, is released in July. The students attend an information session with their parents regarding the application process. Each student then attends at least one individual session regarding their VTAC application form – to ensure that it is correctly completed and that the student is aware of any special course requirements to be met. Students still unsure of courses to apply for then attend further individual sessions as necessary.

Students attending interviews or requiring folios for courses are assisted in their preparation by the Career counsellor or relevant subject teacher.

Once results are released, students desiring to change their VTAC preference form are urged to make an appointment with the Careers Counsellor to discuss the effect these changes may have.
Appendix D – Head Lice Policy

What do they look like?
◗ Lice are about 2mm in length, and are generally a light colour.
◗ The eggs are very small, and off-white in colour.
◗ They stick firmly to the hair and cannot be removed by ordinary combing.
◗ They resemble dandruff – but dandruff moves when combed or rubbed. The eggs “stick”.
◗ The eggs are often called “nits”.

What do they do?
They bite! This makes the head itch, and results in scratches, which can become infected. Heads can, of course, itch without being infested with lice, but where lice are suspected it is wise to take immediate action.

The eggs themselves are harmless, except for one thing – they HATCH! Then they become lice, and once again, they cause itching.

How can you tell if a family member has head lice?
◗ Lice may be seen on the scalp if the hair is rapidly parted.
◗ Eggs (nits) are detected on the hair shaft close to the scalp, behind the ears and at the back of the neck. (Nits further than 10-15 mm from the scalp are hatched or dead).
◗ Discarded skins and black sandy excrement are seen on pillows and collars.
◗ Itching of the scalp causing the person to scratch may prompt examination.

Treatment of Head Lice
◗ Treat as recommended by your local Pharmacy.

Please make sure that your child/children do not return to school until they have been treated and are completely free of infestation.

How to Control Spread
Parents will be called to take children who have confirmed or suspected cases from school or child care facility. Students may be readmitted the day after appropriate treatment has commenced. The presence of a few remaining nits does not preclude readmission.
◗ Treat with an appropriate lotion that kills louse and nits.
◗ Use a fine metal comb or fingernails to remove nits.
◗ Treat all household contacts simultaneously.
◗ Wash clothes, bed linen and towels on a hot water cycle.
◗ Wash combs and brushes in hot water and detergent.
◗ Never share combs, brushes or hats.
◗ Inspect close contacts regularly for signs of infestation.
Prevention

- Ordinary hair care is the best way to discourage head lice.
- Daily brushing is likely to damage the lice.
- To obtain effective control of head lice, the whole community should be involved.
- Parents should be encouraged to screen themselves and their children regularly in the home, and to treat themselves only when necessary.
Appendix E – Positive Behaviours Policy

Discipline – Positive Behaviours Policy
Teachers are expected to be familiar with the Policy below and the ways in which it is implemented on each campus. Heads of Campus, Assistant Heads of Campus and Year Level Co-ordinators all play a role in supporting teachers to create a climate of commitment to teaching and learning in their classrooms.

Positive Behaviours Policy
The aim of The King David School's Positive Behaviours Policy, in line with our Vision Statement, is to foster a cooperative, positive and supportive environment in which the rights and responsibilities of both students and teachers are respected and honoured. In such an environment the pastoral, academic and social needs of the students can be met. The individual needs of the student can be built upon to develop a strong sense of self worth and confidence for all students.

Assumptions Underlying this Policy
- That all individuals are responsible for their own actions.
- That the relationship between rights and responsibilities is fully understood and communicated to all members of the community.
- That expected behaviours will emanate from responsibilities.
- That logical consequences are the result of choosing to infringe on the rights of others.
- That the code of conduct is based on a climate of trust and mutual respect.
- That self respect and individual self esteem are crucial for all students to act positively towards others.

Rights
Each person has the right to:
- Learn in a safe, clean and non-threatening environment.
- Be treated with respect, understanding and courtesy.
- Expect that their property is to be respected and secure.
- Feel secure in the school environment.
- Feel comfortable to discuss with staff, issues that affect them or others.

Responsibilities
Each person is expected to:
- Demonstrate a cooperative attitude in the classroom by helping and listening to others, and through encouragement, allowing students to voice opinions and ideas.
- Be able to seek help, when necessary, in a non-disruptive and non-threatening manner. Be punctual and attend all classes.
- Organise and prepare for all classes with correct material, including diary. Complete all class tasks/homework/set tasks to the best of the student’s ability.
Respect all members of the school community, which includes students, teachers, parents, administrators, visitors etc.
Display good manners at all times.
Be understanding and accepting of others’ differences.
Work out problems in a fair and conciliatory manner.
Be honest.
Wear the complete school uniform, correctly and with pride, at all times (including on the way to and from school). Represent The King David School with pride and enthusiasm, always aiming to do their best.
Respect The King David School’s property: buildings, books and equipment.
Respect their own and others’ personal property.

Minimum Standards of Behaviour
All students are required to act in a way that does not endanger or impinge on the health or wellbeing of other students or staff. At The King David School, we are concerned with the overall social, emotional and educational development of our students. The teaching of discipline is an inclusive part of the daily program. There are general rules that are common to all areas of the school community. As students progress through the school it is vital that they learn to take responsibility for their own behaviour and thereby learn from their actions.

To be effective, a connection must be seen between the behaviour and the consequence. The consequences need to be logical and consistent. Students’ positive behaviours should also be noted and encouraged.

Consequences
It is expressly forbidden by law and by the VIT Code of Professional Conduct for teachers to engage in corporal punishment of students.

The following logical consequences may result:
Verbal warning — student is given the opportunity to choose between appropriate behaviour and inappropriate behaviour.
Homeroom Conference — consequence may be imposed
Note in diary — parents advised of inappropriate behaviour and acknowledgement required – parents to sign note from teacher.
Year Level Co-ordinator may discuss the behaviour and impose sanctions or loss of privileges.
Daily Report Card may be implemented
Time out at the Head of Campus Office, which incurs a loss of playing time.
Detention — either a lunchtime, after-school or Sunday detention may be imposed, depending upon the behaviour
Continuous disruptive behaviour — Year Level Co-ordinator or Assistant Head of Campus will call parents for an appointment. In-school suspension may be utilized. Suspension may also be utilized for continuous breaches of acceptable behaviour or for compromising the safety of other members of the school community. The Year Level Co-ordinator and/or the Assistant Head of Campus, in conjunction with the Principal, will determine whether suspension is appropriate.

Serious breaches include — (a) physical violence; or (b) willful damage to property; or (c) theft; or (d) smoking or drinking of alcohol in school hours; or (e) breaches of The King David School Drug Policy; or (f) failure to comply with any reasonable and clearly communicated instruction of the Principal or teacher; or (g) consistently behaving in a manner that interferes with the educational opportunities of any other student or students; or (h) behaving in a way that threatens the good order of the School’s program or facility; or (i) engaging in unacceptable discriminatory behaviour (including harassment towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment; or (j) deliberately and consistently failing to take advantage of the educational opportunities provided by the School.

Student may be placed on probation.

Change of Enrolment Status – students who have chosen to disregard school rules on more than one occasion will be required to meet with the Principal in the presence of their parents to review their ongoing enrolment, with the possibility of expulsion.

These consequences may be applied at the discretion of the Principal. Negative behaviour is academically and socially unacceptable and will not be tolerated in a community whose ethos promotes co-operative acceptance, respect and responsibility.
Appendix F – Homework Guidelines

The completion of homework is a critical aspect of learning for all students. This is due to the natural ways in which children learn. Almost all children require the information that they have learnt during the day to be repeated and reinforced at a later time. This assists in the process of passing information into long term memory.

The homework process helps students with a series of life skills. These include; the development of self-discipline, independent learning skills, the ability to work within a time frame, organisation and memory.

At The King David School homework is a partnership between students, parents and teachers. Students must take a serious approach to their own learning, teachers must carefully design homework to reinforce their curriculum; and parents need to facilitate the learning of life skills outlined above. If this partnership functions properly, students will not view homework as a burden, teachers will not be constantly chasing incomplete work and parents will not see homework as a constant battle.

The following guidelines have been developed by the teachers of The King David School. They represent the teachers’ advice to students and parents and set the direction of homework for the whole school community. They are expressed in terms of issues and they define the responsibilities of students, parents and teachers for each issue.

The Development of ‘Homework Behaviour’ in Kindergarten and Prep

Student

➢ Children should relax and have time to relax and play in the evening and spend time with their families.
➢ The focus needs to be on the development of responsibility for belongings and remembering things for school.

Parent(s)

➢ A regular reading time most nights (at least 4 times per week).
➢ Parents should encourage this routine with subtle reminders.
➢ Ideally this should be a calm, quiet ritual.

Teachers

➢ Teachers should devote time and effort to train students in the use of timetables and calendars.
➢ Provision of systems to aid in remembering.
➢ The emphasis is on personal responsibility for own property and actions.

The Amount of Time Spent on Homework

These allocations are indicators of the amount of time that students should spend on homework. They should be adjusted before exams and in periods of extra work. The aim is to work consistently throughout the year.
Student

<table>
<thead>
<tr>
<th>Prep and Year 1</th>
<th>10 – 15 minutes</th>
<th>Year 6</th>
<th>40 – 60 minutes</th>
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</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>10 – 15 minutes</td>
<td>Year 7 and 8</td>
<td>60 – 90 minutes</td>
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<tr>
<td>Year 3</td>
<td>15 – 20 minutes</td>
<td>Year 9 and 10</td>
<td>105 – 120 minutes</td>
</tr>
<tr>
<td>Year 4</td>
<td>20 – 30 minutes</td>
<td>Year 11 and 12</td>
<td>165 – 180 minutes</td>
</tr>
<tr>
<td>Year 5</td>
<td>30 – 40 minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- When work exceeds 60 minutes breaks need to be taken.
- In lower primary no more than three tasks per night.
- In upper primary no more than four tasks per night.
- In lower secondary no more than 20 minutes per subject per night as a general rule.

Parent(s)

- Develop an awareness of how much time their child is actually spending on homework.
- Focus on whether the time is effectively used.
- Discourage students who wish to work well beyond the suggested times.
- Encourage students who always finish early to read or practise a skill.

Teachers

- No weekend work is to be given for primary school students other than in exceptional circumstances.
- There needs to be communication between teachers about the due dates of projects, test dates, etc. via a year planner in each classroom or homeroom. Class and homeroom teachers should co-ordinate such planning.
- There should be consistency about the amount of homework to be achieved through year level meetings.
- Students’ abilities must be taken into account and homework is to be set by time, as opposed to completion of a task.
- Define the expectation for homework – the amount and the time you expect it to take.

Homework Itself

Student

When there is no specific homework tasks you should be revising, preparing for the next section of a subject or working on projects.

Parent(s)

- Encourage your child to look over his/her homework before packing up.
- Encourage responsibility and independent working.

Teachers

- Homework should be consolidation and/or extension tasks based on what was learnt in class.
- It can be the practising of a previously learnt skill.
- In primary children should be given very specific tasks or asked to practise skill (eg. spelling words, times table).
- The focus should be on enrichment and application.
Parents and Homework

Student
- The responsibility for completion and submission of homework lies with the student.
- Younger children may prefer to be around parents when doing homework, older children should be working alone.

Parent(s)
- Ensure the provision of a well lit, well ventilated, quiet place to work (ie. no TV, radio, etc.).
- Parents should only oversee homework, not insist that it be completed or demand that it is done well.
- Parents should show interest in child’s homework and projects.
- Most important rule: Don’t do your child’s homework. This inhibits them from learning.
- Ask about homework but don’t fight about it – a fight means that you are imposing your discipline rather than encouraging the student’s self-discipline and it clouds your relationship with your child.
- Parents should act as a resource to students.

Teachers
- Teachers need to notify parents when homework is incomplete or poorly done.
- Teachers need to support parents by checking if homework is done and then implementing appropriate strategies or consequences for incomplete homework.

Homework that is Incomplete or Not Attempted

Student
- It is the student’s responsibility to complete all homework.
- If homework is incomplete it is the student’s responsibility to complete it as soon as possible.
- Students need to be honest with teachers and parents about incomplete homework.

Parent(s)
- Parents should be made aware of any homework via the diary, particularly in the primary and lower secondary levels.
- If there is a legitimate reason why homework has not been done then provide your child with a note; however you need to assess the legitimacy of your child’s excuse.
- Emphasise to your child the problem of allowing homework to build-up over time.

Teachers
- If homework is not done the first step is to ask why it is not done.
- Lunch time is considered an inappropriate time to complete homework as both staff and students need a break. On rare occasions lunchtimes may have to be used.
- Students are allowed a second chance to complete homework.
- If homework has been omitted 3 times in a specified period, the student is to be referred to Study Hall for a designated number of days (Magid Campus only)
Other Aspects of Homework

Student

› Students are encouraged to develop organisational skills. This means; remembering all homework that is to be completed and establishing homework routines.

› Use of the school diary is critical and ensures that all homework tasks are remembered.

Parent(s)

› Focus should be on what the child has completed rather than on incomplete work.

› Children should be rewarded for imposing self discipline and working productively.

› Notice when your child is doing homework and provide positive reinforcement.

Teachers

› Students are to be given regular, reasonable, purposeful homework.

› Homework should not be a punishment.

› Students and parents should be educated about the changing expectations as students move from one year level to the next.

Study Hall

This is a supervised after-school session for students having difficulty with completing homework. Students may elect to voluntarily attend Study Hall for assistance or in some cases students may be referred by a teacher or parent.

If your child is having difficulty with homework, contact your class/home room teacher.
Appendix G – Computer Internet Code of Conduct

Background
The King David School is committed to offering opportunities to its students to improve themselves. Some of these opportunities relate to the use of computers and access to the Internet. The School has an extensive computer network with approximately 300 computers available for student use. All students are provided with a network account, email account and hard disk space to save school work.

The School believes that it is a privilege to be able to make use of computers, access the Internet and the resources on the School’s network. As with all privileges they come with obligations and expectations of appropriate behaviour. The School makes use of a range of technologies to ensure your child is safe whilst online by monitoring student use. Electronic filters prevent access to pornography and other inappropriate sites on the Internet and vet email messages. Logs and audits are compiled, which track computer usage making each user responsible for all operations under their account.

This document informs parents / guardians, staff and students of the expectations that students must meet in order to access the School’s Network. It also makes parents/ guardians and students aware of the level of supervision that the School will provide to ensure that students are making appropriate use of this resource. The signatures of students in Years 3 through 12, as well as their parent / guardian are required to ensure that everyone is aware of their rights and responsibilities (see below). If students exceed their responsibilities they will be dealt with within the School’s discipline procedures.

Students agree to the following:

1. To follow all teacher and librarian instructions regarding the use and activities on the computer.
2. To take great care with the computer resources of the facility and will maintain respect for the desks, chairs, computers (and all their parts). To not eat or drink in any computer room, or near any computer. They acknowledge that they will be expected to reimburse the School for the cost of any damage or theft they are responsible for.
3. During scheduled classes, when using the internet or email, students only access appropriate software and information and send messages that are relevant to the work they are completing.
4. That they will not attempt to load, corrupt or alter any files or applications on the school’s computer systems/network or resources. They will not play any games on the School’s computers unless authorised by the Head of ICT.
5. They will not deliberately access pornographic, violent, drug related or socially unacceptable material via the Internet. If pornographic or socially unacceptable material is accidentally located, they will immediately turn off the monitor and notify a staff member.
6. They will follow sensible precautions when using usernames and passwords: they will keep their password secret; they will only log on to a computer with their own user name and password, and will always log off when finished with a computer. They will be responsible for activities that occur with their username and password.
7. To respect the email and password privacy of my fellow students.
8. They will ensure that any communication that they send shows that they are a positive ambassador for The King David School and will not contain any inappropriate or offensive content. Material can not be transmitted that violates state, federal or international regulations – including but not limited to: copyrighted material, threatening, harassing or obscene material, pornographic material or material protected by trade secret.

9. To be aware that the School has limited resources. There is a cost in providing infrastructure, internet access, printing and disk space. In order that the school community can make best use of these resources, I will:
   − maintain a home directory located on the school’s file server to ensure that it does not exceed 100 megabytes of disk space, regularly deleting / archiving unwanted or old material.
   − only save school related files on the School’s file servers. Realise that any files deemed inappropriate may be deleted from the system without notification.
   − only print items related to studies by previewing work prior to printing.
   − be accountable for data accessed and downloaded from the Internet. It costs the school each time data is accessed via the Internet.
   − not attempt to access material that bypasses the proxy server.

Students and parents must sign the Computer/Internet Code of Conduct form and return it to the Homeroom Teacher in the first week of school, or the students’ access to the School network will be denied.
Appendix H – Jewish Life

Jewish Life: Frequently Asked Questions

For more information about these, or any other questions you might have about Jewish Life at The King David School, please don’t hesitate to contact the School Rabbi, Gersh Lazarow, on 9529 5277 or email rabbi@kds.vic.edu.au.

How is Judaism taught in the Pre-school?
In the pre-school and kindergartens Judaism and Hebrew are integrated into the program through music, stories, art, prayers and preparing for Shabbat and festivals. The students enjoy Kabbalat Shabbat every Friday. The festivals are celebrated and shared with parents, grandparents and special friends.

How is Judaism taught in the primary years?
In primary classes students learn T’fillah (basic prayers), Torah (Bible stories and their ethical lessons), Parshat Hashavuah (the weekly portion), Israeli geography and personalities, festival customs and Kabbalat Shabbat, all with an experiential and participatory emphasis. Often Jewish Studies is integrated with other areas of the curriculum such as English writing activities, Art and Music. Students are also encouraged to participate actively in the Jewish co-curricular life of the School.

How is Judaism taught in the secondary years?
We believe that familiarity and facility with the Hebrew language is a key component of a strong Jewish identity. As such Hebrew is a compulsory subject in all years up to and including Year 8. In Years 9 and 10, Hebrew, like Jewish Studies becomes an elective and students are required to complete a minimum of 4 units of Hebrew or Jewish Studies each year. VCE and Enhancement Hebrew are offered to students who wish to continue their Hebrew language studies throughout and beyond Year 12.

Is Hebrew separate from Jewish Studies?
Hebrew is taught as a spoken language. The selected vocabulary and stories reinforce and enhance knowledge of Shabbat, festivals, Torah and ethical values taught in Jewish Studies lessons.

How much time is devoted to Hebrew language studies per week?
There are four to five lessons per week devoted to Hebrew language study at most levels of the School.

Is Hebrew compulsory?
We believe that familiarity and facility with the Hebrew language is a key component of strong Jewish identity. As such Hebrew is a compulsory subject up to and including Year 8. In Years 9 and 10, Hebrew like Jewish studies becomes an elective and students are required to complete a minimum of 4 units of Hebrew and Jewish Studies each year. VCE and Enhancement Hebrew are offered to students who wish to continue their Hebrew language studies throughout and beyond Year 12.
What is the PACE Program?
Appreciating that our education is most effective when it is reinforced at home and at synagogue we have reviewed and expanded our parent and child education (PACE) programs as follows:

Prep: Chanukah Celebration
Year 1: Harvest Dinner
Year 2: Shabbat B’yachad
Year 3: Shabbat Workshop
Year 4: Passover Olympics
Year 5: Kabbalat Shabbat
Year 6: Morning Minyan
Year 7: Kabbalat Torah
Year 8: Tikkun Leil Shavuot

What is our commitment to Israel and Zionism?
We foster an appreciation for, knowledge of and care and concern for the State of Israel, her land and her people. We do this both through curricular learning and by encouraging involvement in communal activities, organisations and youth groups associated with the Australian Zionist movement. Year 10 students participate in a Zionist Seminar led by Israeli and local madrichim to enhance their knowledge and involvement in their Jewish identity and links to Israel. The School also hold an annual trip to Israel for senior secondary students ensuring that they have the opportunity to experience all that they have learnt.

What is the School’s attitude to Kashrut?
The King David School has developed a comprehensive Food and Kashrut Policy (Appendix J) to guide our observance.

The main principles that shape this policy are:

- The separation of meat and milk products.
- The separation of chalavi and basari utensils during the preparation and serving of food.
- All meat served by the School is obtained from a recognised kosher butcher.
- The non serving or eating of treif foods. This includes foods containing gelatine, suet, rennet, whey and certain ‘E-numbers’ that are derived from animal products.
- The furtherance of Tikkun Olam through the observance of eco-kashrut, restricting our purchase and consumption of foods to those that are produced in an ethical manner.
- The importance of teaching students about kashrut.
- A vegetarian option should be available at all school functions, including camps.

We ask that families respect this policy in the planning of parties and events outside school hours.
What if my family is not affiliated with Progressive Judaism?

We are a Progressive Jewish School and observe Progressive Jewish practice. Recognising this, we also appreciate that we are blessed to welcome a diverse range of students and families into our school community and pride ourselves on our ability to treat all modes of observance with equal respect. As a pluralist school we encourage our students and their families to observe their Judaism in ways most meaningful to them.

Is it compulsory to attend events at a Progressive Synagogue?

The School expects full student participation in all aspects of its religious life. On occasion this includes services and events that are held at Progressive Synagogues.

What happens when my son/daughter is to become B’nei Mitzvah?

The School is happy to give assistance with your child's B’nei Mitzvah studies in consultation with your synagogue. Individual and small group B’nei Mitzvah lessons are provided during school hours. Preparation for B’nei Mitzvah begins at least one year in advance. In Years 6 and 7, Jewish Studies classes concentrate on Jewish lifecycle events, Jewish Festivals, Ethics and Traditions, and Jewish History. The educational experience culminates with the Year 7 Kabbalat Torah Celebration.

The School also has tutors who assist students in conjunction with your synagogue to prepare their Parshah through private tuition in Torah layning and reading of the Haftorah. If you have a child who is approaching B’nei Mitzvah in the next few years please contact the School Rabbi, Gersh Lazarow, on 9529 5277 or email rabbi@kds.vic.edu.au. It is expected that students do not miss school for more than one day prior to their Bar/Bat mitzvah. Students are discouraged from missing school after their own Bar/Bat Mitzvah.

Are there expectations regarding student behaviour when attending B’nei Mitzvah ceremonies?

All King David students are expected to conduct themselves appropriately when attending synagogue or receptions for B’nei Mitzvah ceremonies of classmates. They should pick up a Siddur and Chumash when entering the synagogue so they may follow the service and join in responses. It is preferable that parents attend with their children and students sit with their families in synagogue. If sitting with fellow classmates, students must ensure they remain in their seat for the entire service and that their conduct does not distract others or detract from the occasion in any way. They should behave in such a way as to reflect positively on themselves and our School.
Appendix I – Music School Program

Music Program

Classroom Music
Classroom music is provided for students from 18 months through VCE:

- Southwick Pre-school Centre and Southwick Kindergartens – each room has 30 minutes of music each week with a music specialist
- Southwick Campus – Prep to Year 2 classes have 1 music session each week
- Magid Campus – Years 3 to 6 have 2 music sessions a week
- Years 7 and 8 have an elective instrumentally based program three periods per fortnight
- Music electives are offered in Years 9 and 10
- Music is also offered as a VCE subject.

Ensembles
The following ensembles will be offered in 2012. All students enrolled in Instrumental Music participate in school ensembles.

Ensembles rehearse at least once a week

- 3–6 Vocal Ensemble — Wednesdays after school: 3.35pm – 4.30pm
- 7–12 Vocal Ensemble — Tuesdays after-school: 4.00pm – 5.00pm
- 3–6 Orchestra — Tuesdays before school: 8.00am – 8.40am
- 7–12 Orchestra — Wednesdays before school: 8.00am – 8.40am
- MC Percussion Ensemble — Fridays before school: 8.00am – 8.40am (note: new time)
- MC Guitar Ensemble — Mondays before school: 8.00am – 8.40am

By invitation only: MI Guitar Ensemble, MC Stage Band and MI Stage Band.

All rehearsals are held in the Rebecca Magid Centre (520 Orrong Road)

Performances and Events
Students are encouraged to participate in the following:

- Soirees for instrumental students and small ensembles
- Musical Theatre performances available to all members of choirs and orchestras.
- Junior School Concert – Prep to Year 2
- Participation in music for school events including; Open Days,
- assemblies, fetes and Presentation Evening
- Participation in Jewish events and celebrations
- Participation in the wider community performances
Music Exams
All instrumental music students are required to be examined every semester – either ‘in house’ at the end of the semester, or through an external organisation, eg AMEB.

Music Scholarships
Students who demonstrate outstanding musical ability and general academic excellence may be awarded a scholarship covering school fees and/or their music tuition fees. These scholarships will be at the discretion of the Principal. Music scholarship holders are expected to play a critical role in the musical life of the school and are required to take a leadership role in ensembles. Scholarships holders are also required to be on track to undertake VCE music.

Instrumental Music (Private Lessons)
Tuition is offered in a number of areas including:
- Strings
- Woodwind
- Brass
- Percussion
- Piano
- Guitar
- Voice
- Music Theory

Music School Contact
Telephone: 9527 0077 or Email: music@kds.vic.edu.au
Full details of the Instrumental Program are available in a separate enrolment form. For more information, or to obtain an enrolment form for Music Lessons contact Gordon Dorin of the Music Department directly on 9527 0077
Appendix J – Food & Kashrut Policy

1.0 Glossary

**Hashgacha:** Literally “supervision”. This refers to the practice of having an individual responsible for supervision of the preparation and serving of food to ensure that no kashrut laws are breached. The word for the person used to supervise the food preparation process is mashgiach.

**Kashrut:** The laws within Judaism relating to the way food is prepared and consumed. In Progressive Judaism this includes an awareness of ethical and ecological concerns in the preparation and consumption of food. Some rabbis speak of eco-kashrut as a sub-species of traditional kashrut.

**TKDSPA:** The King David School Parents’ Association. This association undertakes a variety of fundraising tasks including running the tuckshop at the Southwick Campus and organising the school fete.

**Kosher:** Has a threefold meaning –

a. fit or proper for ritual use

b. food that can be eaten in accordance with Jewish dietary laws

c. separation of milk and meat Throughout this policy the word “milk” refers to any food containing dairy products. In Hebrew this is referred to as chalavi, in Yiddish as milchig. Throughout this policy the word “meat” refers to any food containing kosher meat products. In Hebrew this is referred to as basari, in Yiddish as fleishig.

**Pareve:** The Hebrew or Yiddish word for any food product which is neither milk nor meat, e.g., vegetables and fruits.

**Rennet:** a curdling agent used in the production of cheese. Rennet is a secretion which comes form the stomach lining of pigs, calves and other animals. During the cheese-making process, rennet is reduced to its basic chemical components.

**Tikkun Olam:** Literally “repairing the world”. This is a Jewish concept that describes activities relating to helping others and the environment. The kashrut mitzvah (divinely inspired activity) of “not causing undue pain to animals” (tsa’ar ba’alei chayyim) falls under this category.

**Treif:** A Yiddish word derived from the Hebrew t’reifah that refers to:

a. any food which may not be eaten in accordance with Jewish dietary laws, or

b. any utensil which may have become unfit for use Some items used in the preparation of foods can render an item treif. These include gelatine (unless specified as non-animal), rennet (unless specified as non-animal), suet (beef or sheep fat).

2.0 Overview

2.1 Why Have A Kashrut Policy?
The King David School operates on principles of the Progressive movement within Judaism. These values recognise the values and practices of the past yet embrace the insights and wisdom of the modern world. In light of the biblical injunctions regarding kashrut, we view dietary laws as
expressing the central Jewish concept of kedusha (holiness) that strengthens our commitment to
God and enhances our sense of reverence for life. Through kashrut we exercise control over one of
the basic activities of our life – the preparing and eating of food.

The laws of kashrut, although clearly defined, may be applied in a variety of ways as they
incorporate a range of personal and communal values. Especially in a Progressive Jewish context, the
practice of kashrut may vary from one individual or family to another. This policy has been developed
in order to provide clear guidelines for the application of kashrut at The King David School through
the efforts of the Jewish Life Committee. The use of this document is as a reference for:

□ students
□ teachers
□ parents
□ those who prepare food for school activities
□ those who use the school facilities

2.2 What Does This Kashrut Policy Cover?

This policy covers the activities of The King David School, The King David School Parents’ Association
and other organisations that use The King David School facilities. This policy has been shaped based
on a Progressive Jewish philosophy.

This kashrut policy applies where food is:

□ brought to the School
□ prepared at the School
□ prepared at a venue other than the School for a School or TKDSPA event
□ brought to a venue other than the School for a school or TKDSPA event

Some examples of where food is served include:

□ tuckshops at each campus
□ student lunches brought to school
□ the school fete
□ fundraising food
□ official functions to which parents are invited
□ functions organised by TKDSPA
□ end of year barbeques at the school or a venue other than the school
□ school excursions
□ school camps
□ events hosted by other organisations held at the school

This policy does not cover instances where individuals from the school meet outside the framework
of the school and “self-cater”, such as:

□ end of year functions, not organised by the school
□ birthday parties not at the school. Our hope and intention, however, is that the kashrut values of
others are respected even at these events.
3.0 Principles
The main principles that guide this policy are:

- The separation of meat and milk products.
- The separation of chalavi and basari utensils during the preparation and serving of food.
- All meat served by the School is obtained from a recognised kosher butcher.
- The non serving or eating of treif foods. This includes foods containing gelatine, suet, rennet, whey and certain “E-numbers” that are derived from animal products.
- The furtherance of Tikkun Olam through the observance of eco-kashrut, restricting our purchase and consumption of foods to those that are produced in an ethical manner
- The importance of teaching students about kashrut
- A vegetarian option should be available at all school functions, including camps.

These principles apply to each of the specific instances mentioned below.

4.0 The Specifics

4.1 Hashgacha
Adherence to one of the published “kosher lists” is not required. Rather, the school excludes the use and consumption of certain foods, specifically foods that contain rennet, suet, gelatine and animal fats or their by-products. In cases in which a question arises about a certain food, the query will be referred to the School Rabbi or the Jewish Life Committee for clarification.

When buying or preparing food for the sorts of events listed in 2.2 above, careful attention should be paid to the ingredients on the package. Rennet, suet and gelatine are used in a wide range of items, including some yoghurts and cheeses. Packed and processed products should be checked carefully for their ingredients including certain “E-numbers”, for example, E120 (cochineal), E542 (edible bone phosphate) and E904 (shellac). Whey products are also not suitable.

4.2 Student Lunches Brought To School
Students are asked not to bring meat or shellfish to school. If students are ordering basari lunches from the tuckshop, we ask that any other lunch food brought to school on that day is pareve, for example, fresh fruits.

4.3 School Fete
The School fete is run by the TKDSP. Although both “meat” and “milk” are served at the fete, these are served at separate stalls. The stalls are located in separate areas. This allows members of The King David School community attending the fete to make a choice between eating “milk” or “meat”.

4.4 Fundraising Food
Food sold for fundraising purposes should not contain any treif ingredients. Some examples of fundraising foods include:

- Student stalls to raise money for tzedakah
- Food donated to the School fete
4.5 School Excursions
Food prepared or served at school excursions will be in accordance with this policy. Students will not be permitted to buy treif foods on excursions.

4.6 School Tuckshop
No meat products will be served on milk days and no milk products will be served on meat days.

4.9 School Camps
The School usually out-sources the catering at camps. Caterers are required to adhere to this kashrut policy.

- In accordance with the Tikkun Olam principle of valuing the environment, the use of disposable plates, cups and cutlery by caterers will not be accepted.
- The aim is to buy and serve only the amount of food that is required and excessive consumption is to be avoided.
- Composting will occur whenever possible.
- A gap of three hours will be observed from the serving of a meat meal to the provision of any dairy products.
- The gap between serving milk and then meat will be at least half an hour.
- In accordance with the Tikkun Olam principle of protecting animals, free-range eggs will be served wherever practical.

4.10 Wine And Grape Juice
In keeping with the Progressive Jewish approach, it is acceptable to serve ordinary wine or grape juice without a kashrut label (hekhsher) at school events. However, only kosher wine or grape juice with a hekhsher will be used to celebrate Shabbat or festival Kiddush, in order to maintain a distinction between the sanctity (kedushah) of these holy days and the everyday character (chol) of the rest of the week. At model kabbalat Shabbat ceremonies, for example on Friday mornings, and at model Pesach sedarim which do not partake of the holiness of the actual day, it is acceptable to use ordinary grape juice for the children.

Similarly, it is acceptable to use ordinary wine vinegar and other wine-based products.

4.11 Specific Areas To Monitor

<table>
<thead>
<tr>
<th>Bread</th>
<th>When bread is bought from a commercial bakery look out for the use of lard or other animal fats to grease the trays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheese</td>
<td>Many cheeses contain rennet as a hardening agent. Vegetarian cheeses do not contain animal rennet.</td>
</tr>
<tr>
<td>Sweets</td>
<td>Gelatine is used in many yoghurts, candies, sweets, and marshmallows. Gelatine may be substituted by arrowroot or other vegetable-based thickeners that are acceptable. It is essential to check the ingredients.</td>
</tr>
</tbody>
</table>
Appendix K – Uniform Policy & Information

Please note that the School Uniform is being redeveloped and the new uniform will be launched in the second part of the year. The phase in period will be 18 months.

School Uniform Policy

- Only school uniform as outlined may be worn.
- Blazers are compulsory for students in Years 9 to 12. Blazers are to be worn to and from school all year round except on declared “blazer free days”. Years 9-12 students are not to appear in public with their jumpers as the outer garment.
- Summer and winter uniform should not be mixed in any way.
- The formal school uniform and the sport uniform should not be mixed in any way.
- No hair colouring or head shaving for boys or girls allowed.
- Boys must be clean-shaven.
- No make up or coloured nail polish may be worn.
- The only jewellery that may be worn are stud or sleeper earrings and a Jewish symbol on a chain around the neck.
- No form of piercing other than ears is allowed.
- All uniform items must be clearly named with your child’s surname.
- TKDS Board Shorts are optional swimwear for boys (Years 4 – 9) for swim classes and trainings only. Racer bathers must be worn for all competitions. Girls (Years 4 – 9) may wear board shorts over their KDS swimsuit.

Items of Uniform

These KDS school uniform items are for ALL STUDENTS.

Each student must have a:

- TKDS School Bag with School Emblem
- TKDS Sunhat: Legionnaires or Broad-Brimmed — Prep to Year 6
- Baseball Cap — Year 5 to Year 12
- TKDS Kippah (boys only) — Prep to Year 12

These KDS school uniform items are for students as indicated:

- TKDS Library Bag — Prep to Year 4
- TKDS Hebrew Book Bag — Year 1 to Year 6
- Art Smock — Prep to Year 6
- TKDS Japara (optional) — Prep to Year 8
- TKDS Blazer — Year 9 to Year 12
Summer Uniform
Generally, summer uniform should be worn during first and fourth terms. However, this may vary according to Melbourne weather. Summer and winter uniform should not be mixed in any way. Sunhats must be worn with summer uniform and sport uniform when necessary for sun protection.

<table>
<thead>
<tr>
<th>Dress: TKDS dress</th>
<th>Girls</th>
<th>Prep to Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hair accessories: navy or dress fabric only</td>
<td>Girls</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Pullover: TKDS pullover with school emblem</td>
<td>Boys/Girls</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Sandals: Plain navy/black sandals for hot day</td>
<td>Boys/Girls</td>
<td>Prep to Year 2</td>
</tr>
<tr>
<td>Shirt: Pale blue short sleeve shirt with emblem on pocket</td>
<td>Boys</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Shoes: Black leather standard school shoes – max. 3 cm heel</td>
<td>Boys/Girls</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Shorts: Navy school shorts (Prep – Year 6 compulsory) (Trousers may be worn in Years 7-12)</td>
<td>Boys</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Socks: Navy anklet socks</td>
<td>Boys/Girls</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Socks: Navy knee high socks with shorts and dress</td>
<td>Boys/Girls</td>
<td>Years 7 to 12</td>
</tr>
</tbody>
</table>

Sport Uniform
If students have a sport or Phys. Ed class, they may travel to and from school in their sport uniform. On those days students may choose to wear their sport uniform all day.

<table>
<thead>
<tr>
<th>Jacket: Microfibre Jacket</th>
<th>Years 7 to 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt: House coloured T-shirt (compulsory) — students will be required to know which house they are in before purchase</td>
<td>Prep to Year 9</td>
</tr>
<tr>
<td>Shirt: Navy T-shirt (interschool sport only)</td>
<td>Years 3 to 12</td>
</tr>
<tr>
<td>Shirt: Long sleeved T-shirt (optional)</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Shoes: White sport shoes</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Shorts: Bike shorts (optional)</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Shorts: Microfibre Shorts</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Socks: TKDS Sport socks</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Sport Bag: Haversack bag with school emblem</td>
<td>Years 4 to 12</td>
</tr>
<tr>
<td>Swim Caps (House colour)</td>
<td>Years 4 to 12</td>
</tr>
<tr>
<td>Swimwear: Rash Tops &amp; Board Shorts (optional)</td>
<td>Years 4 to 12</td>
</tr>
<tr>
<td>Swimwear: TKDS Swim Wear</td>
<td>Years 4 to 12</td>
</tr>
<tr>
<td>Track pants: TKDS Fleecy Trackpants</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Track pants: Microfibre Trackpants</td>
<td>Years 5 to 12</td>
</tr>
<tr>
<td>Windcheater: TKDS Windcheater</td>
<td>Prep to Year 12</td>
</tr>
</tbody>
</table>

* Please note: The fleecy windcheater and trackpants (where sizes are available) are optional items for Years 7 to 12. Students in these years may wear either the Fleecy or Microfibre uniform for sport and are permitted to mix and match them.
Winter Uniform

Generally, winter uniforms should be worn in second and third terms. However, this may vary according to Melbourne’s weather. Summer and winter uniform should not be mixed in any way.

<table>
<thead>
<tr>
<th>Item</th>
<th>Gender</th>
<th>Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blazer</td>
<td>Boys/Girls</td>
<td>Years 9 to 12</td>
</tr>
<tr>
<td>Hair accessories: navy only</td>
<td>Girls</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Japara (optional)</td>
<td>Boys/Girls</td>
<td>Prep to Year 8</td>
</tr>
<tr>
<td>Pullover: TKDS pullover with emblem</td>
<td>Boys/Girls</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Shirt: Pale blue long sleeve shirt with school emblem</td>
<td>Boys/Girls</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Shoes: Black leather standard school shoes - max. 3 cm heel</td>
<td>Boys/Girls</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Skirt: Navy school skirt</td>
<td>Girls</td>
<td>Year 5 to Year 12</td>
</tr>
<tr>
<td>Socks: Navy anklet socks for trousers</td>
<td>Boys/Girls</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Socks: Navy knee high socks /navy tights</td>
<td>Girls</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Tie: TKDS tie</td>
<td>Boys/Girls</td>
<td>Years 9 to 12</td>
</tr>
<tr>
<td>Trousers: Navy school trousers</td>
<td>Boys/Girls</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Tunic: Navy school tunic</td>
<td>Girls</td>
<td>Prep to Year 5</td>
</tr>
</tbody>
</table>
Appendix L – Driving to School Policy

The King David School acknowledges that senior students in possession of a drivers licence are entitled to exercise their right to drive a motor vehicle subject to the conditions imposed on probationary drivers in the state of Victoria.

Notwithstanding this right, it is the preference of The King David School that students with a drivers licence do not drive themselves to and from school as:

1. It is an unfortunate reality that inexperienced drivers, especially whilst in the company of high spirited peers, have traditionally exposed themselves and others to unnecessary danger, and
2. there is naturally an absence of parental supervision which may increase the possibility of risk taking behaviour.

Accordingly, The King David School will allow a student driving him/herself to and from school subject to:

1. The Co-ordinators being satisfied that there are reasonable grounds which warrant the student driving to and from school. In assessing whether reasonable grounds exist, they will take into account all relevant considerations including the availability of alternate methods of travel.
2. The student undertaking not to transport other students (aside from siblings) whilst travelling to or from the School.
3. Production by the student’s parents / guardian of an appropriate letter of consent including an acknowledgement that The King David School accepts no liability for any personal injury or property loss or damage arising out of, or in any way associated with, the student’s use of a motor vehicle. (sample available on request)
4. An acknowledgement that the student is at all times responsible for the parking and storage of the vehicle.

Sample letter giving authorisation for student to drive motor vehicle to and from The King David School.

I............................................................................................................................ as parent / guardian of........................................................ (student) request that the Student be permitted to drive ..........................................................(vehicle’s details) to and from school between................................................................... and ...........................................

Both of the undersigned acknowledge that:

1. The Student will not transport other students in the Motor Vehicle, (aside from siblings presently attending the School) whilst travelling to or from school.
2. This authorisation extends only to the Student driving the Motor Vehicle to and from school.
3. The King David School accepts no liability for any personal injury or property loss or damage arising out of, or in any way associated with, the Student’s use of the Motor Vehicle.
4. The Student is at all relevant times responsible for the parking and storage of the Motor Vehicle.
5. The Student will comply with, and abide by, such reasonable requests as shall be made by the School from time to time in relation to the Student’s use of the Motor Vehicle.

Signed Parent/Guardian: ..................................................................................... Date:..........................................
Signed Student: .................................................................................................... Date:..........................................
Details of any siblings permitted to travel with the Student: ..........................................................

Sample letter giving authorisation for student to drive motor vehicle to and from The King David School.
Appendix M – Drug Education & Support Policy

People in our society use drugs for both medical and recreational reasons. The King David School has a responsibility to provide its students with the knowledge and skills to make informed decisions about drug use or non-use.

The King David School aims to address the drug education needs of our community through a harm minimisation approach.

What Is A Drug?
A drug is any substance which alters the function of your body if you take it internally (not including food and water). Examples include alcohol, cigarettes, cannabis/pot, speed and ecstasy.

What Is Harm Minimisation?
We know that many young people will use drugs at some stage of their lives and we therefore believe that students must acquire knowledge and skills to help them make informed decisions about drug use and so minimise any harmful effects associated with that use.

Education
The major objective of The King David School is education. The school’s curriculum will address many issues related to drug use, as students move through each year level. The following issues will be addressed:

- Focus on keeping the body healthy by being aware of all substances that affect body functioning.
- Facts about drugs which give accurate information and focus on benefits as well as risks.
- Personal drug use in which risk-taking is examined in a non-judgemental manner. Through this method young people will acquire the knowledge to make informed decisions about drug use and be able to minimise any harmful effects associated with it.
- Attitudes in which stereotypes and myths are challenged.
- Harm minimisation (i.e. the approach that through education potential harm can be minimised).
- The law and drugs. This is an examination of the law, its rules, legal rights and coping with conflicts which may arise. Staff, students and parents/guardians have a responsibility to discourage the use of all drugs which are detrimental to health and well being.
- Giving and receiving help. This form of education focuses on skills to help oneself and to help others.
- Parent/Guardian Workshops. These are designed to educate parents/guardians and other adults. Appropriate prescribed drug use needs to be monitored with parental/guardian support.

Prescribed Medication
The King David School should be formally notified in writing about any prescribed medication to be taken on School premises. This medication will be monitored by a staff member or members. Clearly all members of The King David School community have a responsibility to discourage the use of all drugs which are detrimental to health and wellbeing.
Intervention
The intervention procedure is designed to address incidents of drug use in a way which is in the best interest of all parties while also conforming to legal requirements.

The King David School does not permit students while on School premises or at any school events to:
- smoke tobacco
- consume or be under the influence of alcoholic beverages
- deliberately inhale solvents
- possess drug-related equipment such as syringes (unless prescribed for medical reasons and advised to The King David School staff), bongs or pipes
- possess, use, or be under the influence of illegal drugs
- be under the influence of drugs, except for medical reasons.

These provisions include all occasions when a student is travelling to and from school, or at any school camp, excursion, or other school organised function including school formal, social or sporting function.

The law relating to the sale or possession of illegal drugs is clear, with criminal penalties imposed where offenders are convicted.

Where there are reasonable grounds for suspicion of drug use, selling or possession, the Principal or appointed head of campus may, in the presence of the student/s and another teacher, search personal property. Any confirmed incidents must be reported to the Principal immediately. Any information provided or discovered will be treated confidentially until a thorough investigation has been completed, at which time it may be necessary to reveal such information to the appropriate authority.

Cigarettes
The King David School is a SMOKE-FREE school. Students found smoking, in possession of cigarettes, or supplying cigarettes to other students, anywhere in The King David School environment, will be liable to a range of sanctions, dependent on the circumstances and regardless of whether or not previous conduct has been recorded.

Alcohol & Solvents
Students will be liable to a range of sanctions dependent on the circumstances and regardless of whether previous conduct has been recorded, where:
- they are found drinking, in possession of, or supplying alcohol to other students in any school environment
- they are found to be involved in solvent abuse. (The application of any solvent for use other than its primary purpose, particularly for the achievement of a state of altered awareness).

Illegal Drugs
The possession and/or supply of illegal drugs is an offence and is against the law. The King David School will view such conduct as a very serious matter.

1. Any student found supplying illegal drugs is committing an offence against the law. The police will be notified. At the discretion of the Principal, the enrolment status of the student may be changed.
2. Any student found in possession of illegal drugs in any King David School environment will be removed from class, the parents/guardians will be notified in order to begin a consultation process and the police may also be informed.

In both 1 and 2 students will be liable to a range of sanctions dependent on the circumstances and regardless of whether previous conduct has been recorded.

**Breaches and Consequences**

Consequences refer to the range of actions that may be taken when any element of the Drug Policy has been infringed. When any element of the Drug Education & Support Policy has been breached the Principal must determine, within the constraints imposed by relevant legislation, what actions are to be taken. In making this decision the Principal must inter alia consider:

- Protection of students who have not breached policy
- The health and emotional/psychological wellbeing of the offender
- The standards expected by our school community
- The reputation of the school as a whole within the community

The consequences for breaches for the policy will depend upon the history of the offender, the nature of the offence and the danger posed to other students. Prior to making any final decision about consequences, consultation with parents and appropriate health professionals will have taken place. In making the decision the school’s legal responsibilities will need to be taken into account. In situations such as the provision of illicit drugs to other people, the school may be required by law to contact the police. Consequences for breaches of the policy will vary according to the severity of the offence; ranging from counselling, through to surrender of any office held, to suspension, probation (which may involve drug testing to be carried out at the discretion of the school) and expulsion.
Appendix N – Enrolment Policy

The Enrolment Policy is designed to assist the School achieve its mission by clarifying matters relating to acceptance and departure of students. The Enrolment Policy is established by the School Council.

The Principal interprets and establishes the procedure for enactment of the policy. At times the Principal may establish or amend enrolment policies when the existing policies do not cover special circumstances that arise. On these occasions the Principal should seek to have the new policy ratified by the Council as soon as practical.

The Registrar implements the enrolment procedures.

Acceptance
The King David School is a Progressive Jewish school and will accept students of other religious backgrounds.

Waiting Lists
If the demand for places at the School exceeds the number of places available and where there are applicants for a major intake entry level, e.g. Prep and Year 7, enrolment waiting lists are established.

Priority will be determined by the School in its discretion, having regard to the following considerations (in no particular order):

- applicants whose parents are:
  - members of congregations affiliated with the Union of Progressive Judaism,
  - alumni of The King David School,
  - members of staff of The King David School.
- a sibling currently being enrolled at the School.
- the capacity of the school to contribute to the child’s education and spiritual development.
- the date of application.
- the Principal, at his or her discretion, may give priority to an applicant.

In addition the School may also take into account:

- the requirement for applications to be lodged at least a year in advance to be considered for an Offer of Place. Applications received after the Offers of Place have been sent will be put on a waiting list for future consideration.

- that if an older child is withdrawn from the School, then parents may forfeit the enrolment of younger siblings accepted for commencement in the School.

- the minimum age requirements for Pre-school, e.g. that a child must be 18 months old at the beginning of the school year to commence Pre-school. It should be noted that mid-year starts are rarely offered, and only if there is a vacancy at the time.

Applications for unborn children will not be accepted. It is suggested, however, that parents enrol their child as soon as possible after birth in order to be considered for a place.
Appendix O – Terms and Conditions of Enrolment

The enrolment of students at The King David School is dependent upon parents/guardians agreeing to abide by the Terms and Conditions of Enrolment and Payment of School Fees.

1. **Enrolment Procedures:** The return of the completed Application for Enrolment form together with the Application for Enrolment Fee of $100 (which is non-refundable) places your child into The King David School Waiting List for entry.

2. **Confirmation of Enrolment:** The confirmation procedure begins about six months prior to the child’s expected start date when an Offer of Place may be sent to the parents. The child will be required to attend a pre-entry interview with a senior member of staff. Following this meeting, parents will be required to pay the Holding Deposit determined by the School to confirm the place. The Holding Deposit will be applied to the student’s first term fees payable, but it is not refundable if the parents cancel the Application for Enrolment. Acceptance of an Offer of Place can be deferred for entry in a later year, but no guarantee can be given that a place will be available at that time. All Offers of Place are subject to the parents signing The King David School Terms & Conditions of Payment of Fees and punctual payment of all School Fees. If you wish to apply for financial assistance for payment of School Fees, you must do so at the time of Offer of Place.

3. **Family Levy:** The parents must pay a Family Levy determined by the School (currently $550) to the School before the first child of a family enters the School at Preparatory level or higher. This payment is refundable on written request to the Principal within six months of the last child of the family leaving the School, providing all School accounts have been paid in full without remission, and proper notice is given under Clause 6 in the event of a student being withdrawn.

4. **Rules and Regulations:** Parents on their own behalf and on behalf of the student, agree to abide by the Rules And Regulations of the School, School Policy Statements, School Codes of Conduct, and any changes to those Rules and Regulations, Policies and Codes. The School retains the right to suspend or dismiss the student from the School or otherwise as outlined in the School Diary, discipline the student on the grounds of the student’s unsatisfactory conduct or performance or failure to observe any School rule or regulation. Parents are responsible for payment of avoidable breakages or damage to School property, or for loss of School property, and the School’s liability (if any) for, or for loss to, other students’ or persons’ property caused by their child. **Technology Access:** The School supports student access to electronic information resources. The network is provided for students to conduct research and to communicate with others as part of the educational program. Students are expected to use these facilities in accordance with the “Guidelines for Use of Information Technology Facilities”, and any changes to those Guidelines.

5. **Medical:** In the event of an accident or illness when it is impractical to communicate with a parent or guardian, the Principal or his/her authorised representative may authorise medical, surgical or other treatment considered necessary by a qualified medical practitioner. Parents are responsible for all medical, ambulance and associated expenses incurred.
6. **(a) Payment of School Fees:** The parents will comply with the School’s Terms and Conditions of Payment of School Fees applicable from time to time.

(b) The parents agree to provide the School with any information reasonably and lawfully requested by the School at any time.

(c) **Notice of Withdrawal:** A term’s notice in writing to the Registrar must be given before the withdrawal of a student, otherwise the parents must pay a charge equivalent to one term’s School Fees. The School will not be liable to refund any portion of School Fees for the balance of the term paid in advance or refund the Family Levy.

7. **Holding Fee:** A family and/or their child temporarily living interstate or overseas for the equivalent of one term or more may have a place held open for the child subject to the parents giving the School at least six weeks prior written notice of the withdrawal of the child and payment of the Holding Fee determined by the School which is at least 50% of the Tuition Fee for the period of the absence.

8. **The School reserves the right to:**

   (a) refuse the Application For Enrolment without providing any reason;

   (b) terminate the enrolment:

   (i) if an older child previously enrolled, is withdrawn from the School

   (ii) on 14 days prior written notice on the grounds in clause 4;

   (iii) on 30 days prior written notice if the parents do not comply with their obligations in this document;

   (iv) on 60 days prior written notice if the School should elect to wind up in accordance with its Constitution;

   (c) assign its interest in this document to another entity operating The King David School.

9. **Notice of Change:** The parents acknowledge that the School may change these Terms and Conditions as it determines on 14 days prior written notice to the parents, and the parents agree to be bound by any such change.

10. **Definitions:** Defined terms take their meaning described above, or as set out in The King David School Terms and Conditions of Payment of Fees. The Rules and Regulations, Policies and Codes are as published by the School from time to time on its website at www.kds.vic.edu.au
Appendix P – TKDS: A Harassment-Free School

The King David School's approach to harassment including bullying, sexual harassment and other forms of intimidation is described below:

- The King David School community abhors all forms of harassment and resolves that it will not be tolerated.
- The school aims to provide a safe, supportive environment for all students, teachers and parents.
- All members of the school community are entitled to feel safe at all times.
- The school community should act as an example to other communities in terms of its tolerance and harmony.
- The students of the King David School should leave the school empowered to deal with any harassment they may face in other settings.

What is Harassment?
Harassment is the deliberate, persistent, physical or psychological intimidation of a person by another person or group with the intent of causing hurt or discomfort.

Types of Harassment

Physical Bullying
This is unwelcome physical contact used intentionally to hurt or intimidate someone. This includes; pushing, shoving, fighting, property damage, invasion of personal space, punching and pinching

Verbal Bullying
This is where comments are made to hurt or intimidate someone. It includes; some jokes, threats, teasing, insults and put-downs. These can be spoken or written. It also includes harassing someone over the telephone or internet.

Cyber Bullying
This is where a person receives unwanted messages with the intent to intimidate, embarrass, belittle or hurt. This includes: taunts, threats, discriminatory and racist comments, teasing, insults, some jokes, malicious gossip, distribution of inappropriate images, audio or video files, or misrepresentation of identity. This type of bullying uses internet services such as email, chat room, discussion group or instant messaging. It can also occur through mobile phones using SMS/MMS.

Sexual Harassment
This is where physical acts or comments of a sexual nature intimidate a person. This includes; touching someone inappropriately, making sexual comments, display of sexually explicit material, sexual gestures and rumour-mongering. It also includes comments about a person’s sexual orientation.

Gesture Bullying
This is where a bully uses non-verbal signals to silence or intimidate victims. This includes the looks that some bullies give to other students.
Extortion
This is where students are intimidated into handing over possessions, food and/or money to another person. It also includes intimidating students into cheating or doing school-work for others.

Exclusion
This is where people are intentionally and knowingly left out of activities. This may be a game, a conversation, a party or other group event. It also includes being ‘frozen out’ and rumour mongering.

Harassment and Jewish Ethics
Jewish teachings state clearly how we, as Jews, should act with regard to harassment.

“Who is the person who desires life and loves days that he may see the good? Guard your tongue from evil and your lips from speaking deceit. Depart from evil, and do good; Seek peace, and pursue it.” (Psalm 34:12-14).

There are 31 commandments that relate to Lashon Hara (negative speech against another person) in the Torah. Two parts particularly call on people to refrain from verbal harassment.

“You shall not go up and down as a talebearer among thy people” (Leviticus 19:16). “You shall not wrong one another.” (Leviticus 25:17).

It is clear throughout all Jewish texts and traditions that harassment is seen as evil and something to be spurned. On Yom Kippur we are called upon to examine our relationship with other people and we are specifically asked if we have treated those around us poorly.

Judaism also gives us some direction in how we are to handle harassment. The general approach should be as it says in the Amida, “To those that curse me let my soul be silent “. In other words we are not to respond or to harass the person in return.

Finally we need to continue our tradition of being “a light unto the nations” and make sure that the King David School is an example to all other schools in terms of harmony and support among students.

The School Community’s Response to Harassment
Students
Students have two responsibilities with regard to harassment; first they must refrain from harassing anyone and secondly they must make every effort to ensure that there is no harassment at the School. This means appropriately supporting victims against bullies and never doing anything that would encourage a bully.

Reporting Bullying
Students are encouraged to advise their teacher as soon as they are aware of bullying. An email address (stop-bullying@kds.vic.edu.au) is dedicated to allow students to report bullying anonymously if they do not feel confident enough to approach a teacher.
ICT Department
The School has restricted access to specific websites and external email addresses that can increase the anonymity of the offending bully. The school system monitors all emails sent and automatically redirects emails that contain potentially harassing content for further analysis.

Teachers
Teachers are to ensure that the School is harassment free by taking the following actions:

❖ Listening attentively to all complaints of harassment.
❖ Investigating and recording all incidents in a central folder, which is kept by co-ordinators and heads of campus.
❖ Warning students who harass to cease their harassment.
❖ Referring both bullies and victims to either mediation or to Student Services.
❖ Referring a bully to a Co-ordinator, Head of Campus, Assistant Principal or Principal.

Apart from these actions teachers are encouraged to create and run programs that promote harmony and student wellbeing (e.g. social skills). Furthermore they will act as role models with regard to how people should treat one another.

Principal
The Principal will strive to ensure that all children in the school feel safe at all times. In order to achieve this the Principal has a range of strategies that can be used to assist bullies in ceasing to harass others. Any of these strategies may be employed by the Principal at her discretion:

Warning
This may be used when a student has been involved in only a few incidents.

❖ Referral to counselling — Before a student becomes a habitual ‘bully’ he or she will have the opportunity to examine his or her behaviour and learn new ways of behaving.
❖ After-school detention — This is a more defined consequence where the student is given time to think about his or her behaviour.
❖ Meeting with parents — This is held to enlist the support of parents in order to bring about change in a student’s behaviour.
❖ Suspension — This is used to send a strong message to bullies that their behaviour will not be tolerated in the school community.
❖ Class Conference — This is a class meeting chaired by a Co-ordinator or School Counsellor that focuses on the student seeing the effect of his or her behaviour on his or her peer group. This is held in extreme cases only.
❖ Expulsion — After a student has undergone the previous steps and is still unable to change his or her behaviour the Principal may ask the student to leave the school community.

Parents
Parents are asked to focus on teaching children appropriate ways of treating other students. This includes encouraging them to use all available resources within in the School. It also means that parents should not direct children to retaliate in a manner that will worsen the situation. Parents must not take the situation into their own hands by speaking with other students or parents about a conflict that their child may be involved in. Parents must also alert teachers first, then Level Co-ordinators, Assistant Head of Campus, Head of Campus or the Principal of any incidents of harassment of which they become aware.
Appendix Q – Student Medication Policy

Introduction

The King David School is committed to the health, safety and wellbeing of all its students.

This Policy is intended to reflect the following principles:

▶ Students who are experiencing temporary illness should generally not be sent to school.
▶ Junior and Middle School students are not to be given responsibility for storing or administering their own medication.
▶ Senior School students are encouraged to be responsible for their own medication needs.
▶ The School will only become involved in the ongoing medical care of students following consultation between parents and Head of Campus / Year Level Co-ordinators.

This Policy is divided into three parts: prescribed medication (not including herbal preparations); non-prescribed medication brought to school by a student, non-prescribed medication given to a student by the School.

In this Policy:

“Prescribed medication” means medication that can only be obtained from a pharmacy on presentation of a prescription from a doctor.

“Non-prescribed medication” means medication that can be obtained without prescription. It does not include items such as throat lozenges, but does include items such as Panadol (or generic brands), Aspirin, and Ventolin and herbal preparations.

Prescribed Medication

(a) Where students in Junior and Middle School require prescribed medication at School;
   (i) the parent must inform the class teacher of the type and quantity of the prescribed medication, through the appropriate form;
   (ii) the parent must deliver the medication to the class teacher in person.

(b) In the Senior School (yrs 9-12) where a student is required to have prescribed medication at school:
   (i) the student must inform the Year Level Coordinator of the type and quantity of the prescribed medication in the possession of the student, through a signed note from a parent which will be stored with the student’s medical form;
   (ii) the student should have at school no more medication than he/she needs for that day;
   (iii) the student must store the prescribed medication securely in his/her locker.
(c) In circumstances where parents request the School to store and/or administer a student’s prescribed medication:
   (i) parents must make a written request by completing the ‘Student Medication Form’;
   (ii) the Student Medication Form will indicate by whom the medication will be stored and/or administered. Responsibility for medication will generally be taken by the Campus First Aid Officer;
   (iii) the administration of the prescribed medication will be recorded in the School’s medication register and in the student’s diary.

(d) In the absence of prior arrangement, the School cannot store prescribed medication on behalf of a student.

(e) Where the administration of prescribed medication requires the use of special equipment, the student’s parents will at all times be responsible for the maintenance and good order of that equipment.

(f) Where the administration of prescribed medication requires special training for School staff, the onus rests on the student’s parents to facilitate and, where necessary, finance that training.

(g) The School will not be responsible for ensuring that a student takes his/her prescribed medication.

**Non-prescribed Medication Brought to School by a Student**

(a) The bringing to school of non-prescription medication by students is discouraged. Where a student is unable to attend school without the aid of such medication, the student is discouraged from attending school.

(b) Where a student has a good reason for bringing non-prescribed medication to school, the student must:
   (i) inform the homeroom teacher or Year Level Coordinator of the type and quantity of the non-prescribed medication in her possession, through a signed note from a parent;
   (ii) store the non-prescribed medication securely in his/her locker.

(c) A student’s non-prescribed medication should generally include only mild analgesics, cold/flu, hay fever or asthma medication. A student should generally not have at school more than two tablets of any kind.

(d) In exceptional circumstances, parents may request the School to store and/or administer a student’s non-prescribed medication. In these circumstances:
   (i) parents must make a written request by completing the ‘Student Medication Form’ (Appendix A);
   (ii) the Student Medication Form will indicate by whom the medication will be stored and/or administered. Responsibility for medication will generally be taken by the First Aid Officer;
   (iii) the administration of the non-prescribed medication will be recorded in the School’s medication register and in the student’s diary.

(e) In the absence of prior arrangement, the School cannot store non-prescribed medication on behalf of a student.

(f) The School will not be responsible for ensuring that a student takes his/her non-prescribed medication.
Non-prescribed Medication Provided by the School to a Student

(a) The School will generally not provide non-prescribed medication to students. In exceptional circumstances, where the provision of a non-prescription medication may overcome the need for a student returning home, the School may, in its sole discretion, provide non-prescription medication to a student.

(b) Paracetamol may be provided by the School Office. Note however:
   (i) the School is under no obligation to provide a student with non-prescribed medication and does so in its absolute discretion;
   (ii) a student will only be provided with mild analgesics where consent has been obtained from a parent by telephone or fax;
   (iii) all non-prescribed medication administered to students must be recorded in the School's medication register and in the student's diary.

(c) Non-prescribed medication will only be administered by the Campus First Aid Officer.

General

(a) The bringing to school of any medication without permission or in any way in contravention of this policy is prohibited.

(b) Any arrangements entered into between the School and a family regarding the storage and/or administration of any medication that do not have an agreed termination date will lapse at the end of each year.

(c) Parents are at all times responsible for ensuring that prescribed or non-prescribed medication has not passed its 'use-by' date.

(d) In the interests of security and safety, Senior School students who have medication at the School must exercise discretion about that fact.

(e) Where a student has permission to have prescribed or non-prescribed medication at school and that student:
   (i) demonstrates a lack of discretion in relation to that medication;
   (ii) fails to store the medication securely; and/or
   (iii) provides medication to any other student; and/or
   (iv) in any way fails to comply with this policy

Parents will be called to discuss managing the situation more effectively.
Appendix R – SunSmart Policy

Australia has the highest rate of skin cancer in the world. It is estimated that more than 75 percent of all skin cancers could be prevented by practising sun protection in early childhood and adolescence.

This SunSmart policy has been developed to ensure that all students and staff attending The King David School are protected from over-exposure to the harmful ultraviolet rays of the sun. This policy documents our sun protection practices in the areas of behaviour, curriculum and environment. These practices will be applied to all school activities including sports carnivals, excursions & camps. The policy is to be implemented throughout Terms 1 & 4.

Objectives

The goals of the SunSmart Policy are to:

◗ Increase student and community awareness of skin cancer.
◗ Assist students to develop strategies which encourage responsible decision-making about sun protection.
◗ Work towards a safe school environment which provides shade for students and staff.
◗ Students, parents, teachers and staff are required to wear protective clothing, hats and sunscreen during high risk times such as lunch times, sports, excursions and camps.
◗ Ensure that parents are informed of the School’s SunSmart Policy.

Implementation

Behaviour

◗ All students and staff are required to wear sun protective hats that shade the face, neck and ears during recess, lunch time and during sporting and other high risk activities; wear clothing with sleeves and collars that are made from a closely woven fibre; and apply at least SPF 15 broad-spectrum water-resistant sunscreen before all outdoor activity and re-apply every two hours.

School Organisation

◗ School Uniform – A SunSmart hat is included as part of the school uniform.
◗ Assemblies – Outdoor assemblies will be held during the early morning or in shade where possible.
◗ Physical Education and Sport Education – All students to be protected to the extent reasonably possible from the sun during outdoor physical education and sport classes. Maximise the use of indoor and shade facilities. Lessons to be scheduled outside of high risk UV times protected to the extent reasonably possible.
◗ Camps and excursions.
◗ Suitable hats, clothing and sunscreen are required for all camps and excursions. These items are to be listed on the parent permission form.
◗ Occupational Health and Safety.
Consideration should be given to sun protection for all teachers involved in outdoor activities, including yard duty. Physical education and sport education teachers should be encouraged to take appropriate sun protection measures as they are particularly at risk from UV radiation.

Curriculum
- Incorporate sun protection and skin cancer prevention programs into the appropriate Key Learning Areas of the school curriculum.
- Encourage students to be actively involved in initiatives to protect the school community from over-exposure to the sun.
- Promote sun protection throughout the year via the school newsletter, assemblies, daily messages, parent and staff meetings and whole school activities.

Environment
- Ensure there is adequate provision of shade within the school grounds for students and staff.
- Schedule sports carnivals to minimise UV risks by holding them indoors or outside the peak UV period, protected as far as is reasonably practicable.
- Consider temporary shade structures as a short term measure.
- Plan and budget for shade for high risk areas such as canteens and assembly points.

Monitoring
This policy will be monitored by the Principal who will ensure:
- All new staff have been briefed on the SunSmart policy.
- The SunSmart policy is included as an agenda item for the first January and September staff meetings of each year.
- The SunSmart policy is included in the school handbook/school diary each year.
- SunSmart practices are promoted regularly from September through to May.
- The Anti-Cancer Council of Victoria is contacted annually to ensure that up-to-date information is maintained on SunSmart resources and policy guidelines.

Evaluation
The Principal in collaboration with staff and Moetzet will review the effectiveness of this policy each year. They will:
- Review the SunSmart behaviour of students and staff.
- Assess the provision of shade in the school.
- Assess the use of shade by students and staff.

Check plans for future buildings and grounds with regards to shade provision (in consultation with the School Council). Evaluate and update the SunSmart protection and skin cancer prevention component of the curriculum (in collaboration with the health and physical education staff).
Appendix S – Privacy Policy

Our Commitment to You
This document outlines the School’s policy on the use and management of personal information provided to or collected by it.

We recognise that your privacy is very important to you. We handle personal information provided by and about people every day. By “personal information” we mean information or an opinion about a person whose identity is apparent or can reasonably be ascertained.

We are bound by, and committed to supporting, the National Privacy Principles set out in the Privacy Act 1988 and the Health Privacy Principles set out in the Health Records Act.

You can obtain more information on request about the way we manage the personal information we hold. If you seek any further information please contact us in one of the ways set out below.

Collection of your Personal Information
In the course of providing educational services we collect and hold personal information about:

 › our students (before and after enrolment at the School) and their parents/guardians
 › job applicants, staff members, volunteers and contractors
 › other people with whom the School has dealings.

The main purposes for collecting personal information is to enable us to:

 › provide schooling to our students
 › keep parents/guardians, students and past students informed about matters pertaining to the School, its functions and activities
 › look after the educational, emotional, social and health well-being of our students
 › market the School, seek donations, and undertake fundraising campaigns
 › comply with the School’s legal obligations and to discharge its duty of care to its students.

We will only collect personal information from or about you that is necessary for one or more of our functions and activities and we will only collect it by lawful and fair means.

In some cases, if the information we request is not provided, we may not be able to enrol or continue the enrolment of the student or allow the student to participate in the related activity or to provide or allow services to be provided.

Once we hold personal information we will take reasonable steps to keep it accurate, complete and up-to-date.

Use and Disclosure of your Personal Information
We will only use your personal information for the main purpose of our education business, except where you consent to us using it for another purpose, or where the other purpose is related to the main purpose and you would reasonably expect us to use the personal information for that other purpose.
The School may disclose personal information held about an individual to:

- government departments
- other schools
- medical practitioners and other care providers
- other organisations with whom the School has dealings or relationships and all entities related to and involved in the conduct of the School
- persons that provide services to the School including specialist visiting teachers, sports coaches, camp excursion directors and other guests
- parents and the parent association
- anyone else to whom you may authorise disclosure.

We may also publish information such as academic and sporting achievements, student activities and other news in the school newsletter, magazines, the Australian Jewish News or local newspapers and on our website.

**Personal Information about Students**

The School will generally seek information about its students from their parents/guardians. Any consent for information given by parents will be treated as being consent from the students.

The School will usually disclose information about its students to their parents/guardians. However, there may be occasions when it is appropriate that access should be lawfully denied. Also, the School may, at its discretion, provide a student access to information held about them or allow a student to give or withhold consent to the use or disclosure of their personal information. This would generally apply where the circumstances were appropriate and the student was of sufficient maturity.

**Access and Correction**

If you ask, we will tell you what personal information we hold about you, and what we do with it. In most cases, unless an exception applies, we will facilitate access to you in the most appropriate way following receipt of your request. Any charge we make for providing access will be reasonable. If we refuse access we will advise you of our reasons for doing so.

If you can show us that the personal information is inaccurate, we will take reasonable steps to correct it.

**Security of your Information**

The School’s staff are required to respect the privacy and confidentiality of the personal information we hold. We have steps in place to protect personal information from misuse and loss, and we will destroy or permanently de-identify any personal information we no longer need.

**How you can contact Us**

If you seek any further information from the School about our privacy policy generally, please contact our Privacy Officer, Cathy Kaiserman, at The King David School, PO Box 286, Malvern 3144, or by telephone on 9527 0113, or by email cathy.kaiserman@kds.vic.edu.au.
Collection Statement
The King David School is bound by the National Privacy Principles contained in the Commonwealth Privacy Act. In summary, the School collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a student’s enrolment at The King David School. The primary purpose of collecting this information is to provide educational services that meet the needs of your son/daughter.

Some of the information we collect is to satisfy the School’s legal obligations, particularly to enable the School to discharge its duty of care. Certain laws governing or relating to the operation of schools require that certain information be collected. These include the Public Health (and Child Protections) laws.

Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about students from time to time.

The School from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes (a) other schools, government departments, medical practitioners, (b) people providing services to the School, e.g. specialist visiting teachers, sport coaches, camp/excursion directors, (c) Parents’ Association for the purposes of fundraising and social activities.

If we do not obtain the information referred to above we may not be able to enrol or continue the enrolment of your son/daughter.

Personal information collected from students is regularly disclosed to their parents or guardians. On occasions information such as academic and sporting achievements, student activities and other news is published in School newsletters, magazines, the Australian Jewish News or local newspapers and on our website. Parents may seek access to personal information collected about them and their son/daughter by contacting the School. Students may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School’s duty of care to the student, or where students have provided information in confidence.

As you know, the School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. We will not disclose your personal information to third parties for their own marketing purpose without your consent.

We may include your contact details in a class list and School directory. If you do not agree to this you must advise us now.

If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose the information to third parties.

When your child leaves the School, some personal information will be retained by the Alumni Association so that he/she can continue to be involved in School activities for past students.

If you have any queries in relation to the collection of your personal information, please contact the Privacy Officer, Cathy Kaiserman, at The King David School, PO Box 286, Malvern 3144, or by telephone on 9527 0113 or by email cathy.kaiserman@kds.vic.edu.au.
Appendix T - Payment of School Fees

1. **School Fees** means Scheduled School Fees, fees for voluntary extra-curricular activities (such as after school care, private musical instrumental tuition, after school clubs and activities), and any other fees, charges or levies determined by the School from time to time.

   **Scheduled School Fees** means **Tuition Fees, Co-Curricular Fees** (Camps, Swimming, excursions, etc.), **the Security Levy, Capital Levy**, and any other fees or levies determined by the School from time to time.

   **School Fees** are subject to change without notice, although the School will endeavour to notify the parents in advance of any change.

2. **Accounts:** Accounts for Scheduled School Fees are forwarded to the parents four times a year (or at such time as the School otherwise determines) and must be paid on the terms specified in the accounts. Pre-school accounts are billed monthly. A pro-rata charge will be made for new students entering the School for the first time after a term has commenced.

3. **Overdue Accounts:** Interest on overdue accounts may be charged at the annual rate fixed under the Penalty Interest Rate Act plus 2%.

   The student will not be permitted to attend class for a new term whilst any School Fees for a previous term are outstanding unless prior arrangements have been approved in writing by the School. This applies on a monthly basis to Pre-school accounts.

4. **Discounts:** The following discounts are available to parents:

   (a) **Fees In Advance:** if a full year’s Scheduled School Fees are paid in advance by the due date a percentage discount as determined by the School will be given on the Tuition Fee component of the Scheduled School Fees.

   (b) **Prompt Payment Discount:** if a full term’s Scheduled School Fees are paid by the due date a discount per child as determined by the School will be given on the Tuition Fee component of the Scheduled School Fees.

   (c) **Third Child Discount:** a discount of 20% of the Tuition Fee component of the Scheduled School Fees applies on accounts for the third and subsequent siblings if 3 or more siblings are current students of the School.

   (d) **VUPJ Discount:** a discount determined by the School may be given to School families who are members of VUPJ congregations. Details available from Finance Office.

   (e) **Discounts do not apply to:** Pre-school accounts or to persons receiving financial assistance on economic grounds.

5. **Notice of Change:** The parents acknowledge that the School may change these Terms and Conditions as it determines on 14 days prior written notice to the parents, and the parents agree to be bound by any such change.

6. **Liability:**
   
   At least one parent is required to sign the Terms & Conditions of Liability for Payment of School Fees on the Application for Enrolment form.
Their signature on the Application for Enrolment form shall constitute their acceptance of the Terms and Conditions and their liability, joint and several, for the payment by the due date of all School Fees and other amounts payable to the School from time to time.

By signing this form they give the School permission to contact the school/s their child previously attended in order to obtain information in regard to the manner in which their financial obligations were conducted and similarly grant the School permission to disclose whatever information to a School or College for which I made an application to enrol my child.
The King David School Song
To Know and Understand

Words and music by Les Segal and Martin Splitter. Hebrew by Ruth Blum.

Bound by time through the ages,
History learnt from the sages.
Har Sinai
Under watchful eye,
Wandering to the Promised Land.
Wisdom of generations,
Passed with anticipation,
Years go by
Still the young ask why,
Then they know and understand.

Born from dreams and a vision,
Hearts that stirred with decision,
Eyes with sight,
Reaching for the light,
Underneath Australian sun.

I am young hear my voice now,
Watch me grow and rejoice now.
Take my hand,
See how straight we stand,
When we know and understand.

Translation of Hebrew:
We are the children
Of Abraham, Isaac and Jacob,
Sarah, Rebecca, Rachel and Leah
Protect us on our way
David, hero of Israel
His harp will forever sing
God’s love for our People –
To know and understand.
The King David School

Magid Institute
(Years 9 – 12)
373–375 Dandenong Road,
Armadale Vic 3143
PO Box 286, Malvern Vic 3144
Tel: 8508 9600 Fax: 8508 9625
Email: institute@kds.vic.edu.au

Magid Campus
(Years 3 – 8)
517–519 Orrong Road, Armadale Vic 3143
PO Box 286, Malvern Vic 3144
Tel: 9529 5277 Fax: 9525 2247
Email: admin@kds.vic.edu.au

Southwick Campus
(Prep – Year 2)
Junior & Senior Kindergartens
Outside School Hours Care Program
117 Kooyong Road, Armadale Vic 3143
Tel: 9822 3236 Fax: 9822 2491
Email: southwick@kds.vic.edu.au

Southwick Pre-School Centre
(18 months to 4 years)
76 Alma Road, St Kilda Vic 3182
Tel: 9520 7700 Fax: 9510 7220
Email: preschool@kds.vic.edu.au

Business Team
Rebecca Magid Centre
520 Orrong Road Vic 3143
Fax: 9005 2718
Email: admin@kds.vic.edu.au

www.kds.vic.edu.au