

THE KING DAVID SCHOOL



Community Report 2020





THE KING DAVID SCHOOL

VISION AND MISSION STATEMENT

VISION

The King David School is a progressive Jewish school established on the principles of inclusion, egalitarianism and social justice. It is committed to engendering within its students a love of learning, 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 the provision of an environment that promotes the safety, wellbeing and inclusion of children with diverse needs and/or backgrounds, and protects them from abuse, harm, neglect, and the threat of harm.
- through engaging and innovative co-curricular activities
- through close, active and practical engagement in Jewish communal activities
- through 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.

The King David School:

- fosters the capacity to utilise 21st century technology in a safe and respectful manner
- utilises an egalitarian approach to provide students to thrive in all aspects of school life
- upholds the principles of democracy and multiculturalism while nurturing a strong Australian identity and a close and meaningful relationship with 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.

The King David School:

- values the contributions of every member of the school community
- provides an holistic educational approach developing excellence in academic pursuits, creativity, imagination and resilience

Judaism

As a progressive Jewish school, Jewish values are at the core of our being.

The King David School:

- provides rich opportunities to express values through learning Jewish tradition and observing mitzvot
- encourages students to openly explore and question their connection to their history and heritage
- respects personal choices made through shared learning and meaningful experiences

A MESSAGE FROM THE PRINCIPAL

2020 has been a year like no other. We have been tested in very different ways and have faced the uncertainty of life in a pandemic, the extended distance learning periods and then the careful staged return to on-campus learning.

It is said that it is in times of challenge and hardship that true character emerges. If this is so, what can we say of The King David School's character?

Throughout this seemingly eternal year, we have pulled closer together even as social distancing measures were enforced. We have shown ourselves to be more generous and compassionate, even when our own needs and sense of normality was under threat. We have infused our school with laughter, joy and fun, as the wider society experienced fear and anxiety.

I have never been prouder to be part of this community. In the pages of this yearbook you will see evidence of the unique resilience and positivity of our student body and the incredible dynamism, creativity and flexibility of our staff.

I continue to be in awe of our students and particularly our Year 12s who remain the lifeblood of school spirit and have led our student body despite the additional uncertainties of completing what is ordinarily a stressful year under extraordinary circumstances. To all our students I say thank you and *yasher koach* for your adaptability, engagement and learning throughout this challenging year.

I am extremely grateful to the many community members who have been so important in sustaining us throughout this year. We are so grateful to our parents and families who have, more than ever before, acted as our partners in ensuring the educational progression of our students.

To our School Council I thank you for your wisdom, guidance and courage in helping our team to navigate these uncharted territories.

We are so lucky to have the staff we have at this school. As our staff members largely moved into remote operation they did so with professionalism and positivity. They juggled their competing concerns to ensure that the learning continued. Every member of staff put the needs of our students first and worked hard to preserve the unique KDS culture through excellent communication and creativity.

Despite the challenges there is clearly so much to celebrate. Reading about the many brilliant activities, achievements and special moments in this yearbook, you will note that while delivered in a uniquely difficult context, the King David School has continued to offer an array of rich teaching, learning and life experiences and has further strengthened the bonds amongst our treasured community. I believe that this is the truest expression of our School's character.

Marc Light
Principal

ACADEMIC EXCELLENCE

King David Students excelled in the academic arena once again in 2020. Our students who competed in a range of competitions did themselves proud as strong ambassadors for the School.

- Class of 2020 VCE Results: This year, the students' ATAR results are as follows:
8% achieved 98 or above placing them in the top 2% of the State
27% achieved 95 or above, placing them in the top 5% of the State
39% achieved 90 or above placing them in the top 10% of the State
73% achieved 80 or above placing them in the top 20% of the State
Our Dux for 2020 was Ethan Cohen, who achieved an ATAR of 98.95.
The following students achieved a perfect Study Score of 50; Jonah Epstein (Studio Art), Max Sandler (Further Mathematics) and Tahlia Selzer (Religion and Society).
- Ethan Cohen (Class of 2020) was awarded the Melbourne Principals' Scholarship. This scholarship is offered to Victorian Year 12 students in recognition of their academic achievement and contribution to their school or wider community.
- Alexandra Cowen and Ariel Epstein were recipients of The Kwong Lee Dow Young Scholars Program. This is an academic enrichment program designed to support high achieving Victorian students entering Year 11
- Lucinda Vidal (Year 8) was selected as a finalist in The Lester Prize - Youth Award. The Lester Prize is a highly respected annual Portraiture Prize held in WA.
- In Mikolot ('The Voices'), a national public-speaking competition between Jewish schools, Alex Cowen (Year 10) qualified for the finals and placed third.
- Ashleigh Kaplan, Year 10, had her photography series 'Face Me', shortlisted in the Photographer of the Year (Jr category) presented by Nokia. This competition is an annual competition that showcases some of the best works from emerging and professional photographers.
- VAJEX Australia has inaugurated a memorial Shield which will be presented to each of the Jewish Day Schools in Melbourne. Each school annually chooses two students who have been outstanding in a given field. KDS 2020 recipients were Camilla Burrows & Ashley Morris (Year 12).
- The VCE Season of Excellence, is a Theatre Studies program hosted by The Playhouse, Arts Centre. In 2020, Amira Susskind (Class 1999) was selected to perform her work from her 2019 Top Arts presentation.
- Top Class: Top Class presents 11 concerts by outstanding VCE performing arts students who have completed VCE Music Performance, Music Investigation, Music Style and Composition, VCE VET Music Industry, VCE Dance, VCE VET Dance, VCE Drama and Theatre Studies. These include: op Class Sound (original compositions), Top Class Music, Top Class Dance and Top Class Drama and Theatre Studies. Skyla Howard was selected for Top Class for her Theatre Studies performance and Camilla Burrows for Music.
- Apple Swift Student Challenge: Oscar Gorog, Year 9, a coding and software development enthusiast, won a prestigious Apple scholarship for his app entry in the international Apple Swift Student Challenge. His app identifies how long the COVID virus can survive on different materials and surfaces.
- The Debaters Association of Victoria (DAV) Junior Secondary Debating: The DAV is a "non-profit association which exists to promote debate". Two teams competed in the program. The first team, which participated in Term 3, consisted of Amos Almagor, Jess Branicki, Abigail Kausman, Daniel Menashe, Jules Salter and Dylan Umansky (Years 7 & 8). This team won all three of their debates. In addition, Abigail Kausman, Jules Salter and Dylan Umansky all won Best Speaker, as awarded by the DAV adjudicators. The second team, who participated in Term 4, consisted of Natasha Freiberg, Kara Freitag and Samantha Katz (Years 7 & 8). This team won two of their three debates. In addition, Natasha won Best Speaker.

Innovative Programs and Special Learning Opportunities from CR in black

- Nitzan is a program for Year 9 students that fosters resilience and independence and builds life skills. Students learn a range of everyday skills such as plumbing, bike repair, barista work, gardening and woodwork.
- Yesh Israel Experience: A four-week Israel trip attended by Year 10 students December 2019 to January 2020. The program invited students to experience the cultural and social mix that constitutes Israel in the 21st century by fostering encounters with the Bedouin, Palestinian and Druze minorities; hearing from a Sudanese asylum seeker, members of Tel Aviv's LGBTQ centre, modern Orthodox, kibbutzniks, far-right settlers, members of the Progressive community and others. Students also chose between spending three days experiencing the desert close up, engaging in tikkun olam (social justice) or participating in a culinary tour.
- "Experiential Learning Day": Years 6-8 students commenced this new program one day per fortnight. Students participated in a variety of diverse activities ranging from Drama, Mindfulness, Sport, MERIT and Jewish Life activities.
- Year 7 Camp: one of the few camps to be held before the pandemic, students had the opportunity to experience Boogie boarding, surfing, bush walking, sports and games. Camp is an opportunity to build resilience for some children; being away from loving homes and families; pets; everyday routines and life.
- VCE Surf Camp: VCE students went on a camp to Point Lonsdale in late January 2020 for their Physical Education (PE) studies. Students had multiple study blocks looking at skill acquisition, different types of coaching practice and socio-cultural factors influencing participation in sport. The students combined the theory classes with 5 x 2-hour surfing sessions with explicit practice on the types of coaching and the methods of learning. Through the camp the students also were involved in the cooking and cleaning up necessary to have a variety of nutritious meals needed for the amount of energy that the students expended in the surf.
- Launch of Distance Learning Due to COVID-19. Distance Learning across the School was initiated due to COVID-19 and lockdown. In the Senior School, there were regular online check-in sessions between staff and students using video conferencing app "Google Meet". The Junior School saw teachers pre-recording songs and lessons with explanations how to complete activities. Parents read the lesson plans and objectives of each activity, with step by step instructions. Each student received a special take home pack of resources. As distance learning continued into the year it was developed to offer more live teaching lessons. Other special activities organised during distance learning included:
 - Launch of KDS Connect Webinar series. The King David School provided to current students, family and alumni the opportunity to watch, network and get involved in online seminars with industry professionals. Intended to be live face to face events, the format was changed to webinars due to Covid restrictions. The KDS community joined the webinar "Life after Lockdown: Living in a COVID world in 2021 and beyond." Raf Epstein and Prof Sharon Lewin AO's shared insights into the challenges faced with the COVID pandemic. And followed up this seminar with "A Clean Economic Recovery from COVID 19" featuring Eytan Lenko, Joel Lazar and KDS alumni (Class of 2012) Ella Loeffler.
 - Virtual STEM Expo: This expo was created to capture the stories and activities that students, teachers, STEM practitioners and keynotes from the cancelled 2020 Toowoomba and Melbourne It Takes a Spark / Youth Entrepreneurs and STEAM Conferences. Some examples from the online expo included Machine learning and artificial intelligence used in agriculture and object identification. Plus a range of home-based learning activities including creating a cloud in a bottle and 3D modelling in TinkerCad.

- KDS Drive-Through Library: The Junior and Senior Campus Libraries launched a drive-through library initiative to families that gave access to the range of books in both libraries. A great service provided to help parents and students during COVID-19 and did not require them to leave their car providing fully contactless delivery.
- Virtual Incursion with Josh Burns MP. An online Q & A session with Josh Burns MP allowed students to ask important questions about the environment, federal parliament and the Covid-19 lockdown.
- 2020 Australasian Philosothon: The King David School team consisted of eight students: Louie Cina, Teige Cordiner, Alex Cowen, Charley Cowen, Leehy Eylon, Emily Givoni, Ziggy Markus and Reine Polevoy - Geller. This year due to Covid the event was held via Zoom. Our students participated in four communities of inquiry, conducted over the two-day event. King David was one of twenty-one schools participating from all over Australia and New Zealand.
- Adventures in Leadership: The Hanhagah (Year 12 student leadership body) and the 2018 & 2019 recipients of the Malka and Piniek Krystal Scholar Award participated in this half day leadership seminar. The seminar was built and facilitated by the Jewish Life team who provided three sessions on various leadership skills.
- National Science Week 2020: The theme was Innovations of the ocean. During the week students had an opportunity to explore concepts, inventions and interesting stories about the Ocean. There were many fascinating videos including my number-one, "Top 10 most dangerous ocean animals." as well as "David Attenborough's favourite ocean memory," and "Society for the protection of nature in Israel."
- Project Based Learning (PBL): Year 6 students were given an inter-disciplinary activity that asked the students to rethink and redesign the physical outdoor spaces of the Orrong Road Campus. This was done through individual projects and tasks, teaching them fundamental skills in English, Maths, Jewish Studies and Humanities.
- Future Cities: Year 7 Humanities students tackled the problem of climate change and how the cities of the future will be designed to sustainably manage the needs of a growing population while reducing our carbon footprint. In small groups, students researched, designed and built models of sustainable cities of the future. Each city had to incorporate zero-emissions solutions across four key sectors: Energy, Transportation, Housing/Infrastructure and Agriculture. At their Exhibition, the cohort shared their ideas with the school community.
- Medieval History Lesson: Year 8 History students spent a day investigating the past when they welcomed a troop of peasants, knights and squires complete with armour, weapons and torture devices. Students participated in an archery tournament and explored the development of weapons and medieval clothing. Students also learned about the system of crime and punishment during this era.
- Start a Business: During Business Studies in Year 9, students were given the independence to establish, develop and run their own businesses. It was a beneficial project in the understanding of how a business works. Majority of the profits were given to charities of the students' choice.
- The Festival of Drama: Expert dramatists and theatre performers from Drama Time helped create this event for Junior School students. It included Singing with Movement, Yoga, Dance, Clowning, Mime, Circus Skills, Improvisation, Drama Games and Characterisation.
- Project Rockit: Year 8 students engaged in Australia's biggest assembly against (cyber) bullying. Students from across Australia joined in to hear how the story of how a simple idea grew into Australia's youth-driven movement against bullying and learned practical strategies for creating everyday change.
- Design and Technology: Year 7 students learned to attach a microbit processor to pieces of fruit connected in an electrical circuit. This turned a piece of fruit into a musical instrument. In addition, the students created a "MicroStepper"; a step counter.

JUNIOR SCHOOL

- A Thinking Skills program was rolled out in Junior School
- Installation of solar panels: The King David School completed its installation of solar panels across the School by installing at the Junior School. This enables the School to be non-dependent on fossil fuels and moving more in line with the School's values of sustainability. Students watched a video on the installation of solar panels at the School and were taught a lesson on the importance of sustainability and protecting our environment.
- Philosophy for Children (P4C) Program: With Lego pieces, every Year 2 student had the opportunity to 'build' upon each other's ideas. Whilst displaying critical and collaborative thinking skills, the students discussed concepts such as time, freedom, and belonging.
- SOWATT Program: SOWATT stands for Self-regulation, Organisation, Working Memory, Attention, Thinking Flexibly and Thinking about Thinking (Metacognition). These essential skills help us to navigate our busy lives; to organise our time and to meet both work and social commitments. They enable us to mentally say "no" to temptations, plan holidays and ultimately get things done. Executive functions help us control our thoughts, emotions and actions- without them life would be chaotic, more challenging and frustrating. In the Early Learning Centre, children were taught executive functions as part of the play based SOWATT program. Experiences vary for each year level, with each educator intentionally embedding skill acquisition into everyday routines, practices and experiences.
- Junior School Camp: Years 3 – 5 students spent a fun filled, action packed and educational two days getting back into the spirit of being a kid. Students were challenged to step out of their comfort zone by balancing on a jumping castle mechanical surfboard. They had a fantastic experience deepening their knowledge of Australia, with a particular focus on indigenous knowledge and culture with leaders from 'Indigicate'. Exploring everything from the meaning of welcome to country, to better ways of communicating. A petting zoo gave students the opportunity to find out about some cute furry creatures (and have a cuddle).
- Visit from Zoologist: Year 1 students extended their learning about animals and habitat when Zoologist and KDS graduate (Class of 2012), Ella Loeffler, visited them. Ella shared experiences of the monkeys, bandicoots and turtles she has worked with, and how this has sustained their habitats and ability to survive. ' Students learned about animal adaptations, extinction and how we can 'take action' to care for the environment and animals in Australia.
- Strength Stars, a values-based behaviour program was launched in the ELC.

COMMUNITY INTERFACE/ AUSTRALIAN IDENTITY AND VALUES

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

- Queen's Scout Award: Year 12 student Ashley Morris and King David's alumnus Abe Graeve (Class of 2019), were both presented with the prestigious Queen's Scout Award, the highest award in Venturer Scouts. The award was presented by the Honourable Linda Dessau AC, Governor of Victoria at Government House. This award was the result of many hours of organising and participating in community, leadership and educational programs.
- "The Seven Senses" Mural: Senior School students collaborated with Aboriginal artists (including Professor Liz Cameron, Chair of Indigenous Knowledge at Deakin) to create a mural, proudly displayed at the Orrong Road Campus. Liz confirmed that their decision to illustrate the seven human senses was "based on a need for people to more deeply connect with themselves, others and the natural world".
- Virtual Excursion to the Corroboree Tree: Year 1s experienced a 'Virtual Excursion' to the Corroboree Tree or 'Ngargee' Tree in St Kilda. This virtual visit to the Corroboree Tree complemented our Unit of Inquiry, exploring significant geographical places, in particular a local Indigenous Australian site of the Boonwurrung People.
- Virtual Excursion to the NGV: Years 1-2 Students observed 'Marking Time', an exhibition of indigenous art from ancient times through to the present day. They learned about the different materials, symbols and colours used in the artworks and considered the difference between indigenous and non-indigenous attitudes to our land and its resources.
- National Reconciliation Week (27 May–3 June): A time for all Australians to learn more about Aboriginal cultures and histories, share that knowledge and help us grow as a nation. The Junior School and ELC children engaged in Australian history through exploring the "Path to reconciliation". Displayed along the school driveway, children were encouraged to share their learning with their families upon arriving and leaving, as well as visiting the timeline with their classes.
- Guest Speaker Raymond Walters Japanangka: Raymond is a First Nations Australian from Alice Springs who works for Northern Territory Health, focusing on assisting First Nations children. Joining via Google Meet, Raymond spoke of the importance of bringing people together and genuine listening as ways of helping to eliminate the kinds of racial issues the world. VCE students got to interview guest speaker.
- National Aboriginal and Torres Strait Islander Children's Day: Year 1 students began their wellbeing lesson doing the 'Aboriginal Hokey Pokey' learning Boonwurrung words and listening to the story 'Bartja and Mayila', read by the illustrator Annette Sax. Students interpreted the words & pictures of the story & made a 'nature creation' to show their understanding of the text.
- NAIDOC Week: ELC students engaged in rich learning experiences that celebrated the achievements of the First Nations People. They did a mindfulness session listening to the sound of didgeridoo, read Dreamtime stories, and made boomerangs influenced by aboriginal art. They also studied Bundjalung artist Bronwyn Bancroft and had the opportunity to create their own artistic response with a focus on colour, shapes and patterns.
- The Fred Hollows Humanity Award recognises Year 6 students who follow in Fred's footsteps by making a positive difference in their community. It celebrates students who show compassion, integrity and kindness in their everyday lives. Leo Gelfand and Jessica Kaplan were recipients as they demonstrate compassion, integrity and kindness in their daily interactions with their peers and the wider school community.

SPORTING ACHIEVEMENTS

The King David School is strongly committed to the importance of Sport as a means of maintaining a healthy body, mind and positive spirit. All students participate in Physical Education classes until Year 9 and Inter-School Sport is offered from Year 5 and up. The School holds Swimming and Athletics Carnivals each year. In addition to Inter-House Sports, the School takes part in Inter-School Sport and Sporting Competitions through the Balaclava District Primary Schools Sporting Association (BDPSSA) for Years 5 and 6 and the Eastern Independent Schools of Melbourne (EISM) for Years 7 to 12.

Sport was very limited in 2020 due to the COVID-19 restrictions. Students participated in the BDPSSA Swimming and won the EISM Senior Boys Tennis Championship in Term 1. However, no interschool sporting events were held for the remainder of the year. Internal activities included:

Kadima Walking Challenge: The Sport and Jewish Life Teams collaborated to create a fun way to involve the entire KDS community with the aim of maintaining healthy minds and bodies during lockdown. Named "Kadima" (meaning onward/forward), this was a walking/step challenge for parents, staff and students, with the goal to tally up enough steps/kilometres to get from Melbourne to Israel. 36 million steps were made to reach the objective.

Junior School Sports Day: Prep - Year 5 students ran, jumped and hurdled to achieve their personal best at a Sports Day held at the Junior campus. Jemima Montag, Commonwealth Games gold medallist and Olympics competitor attended the closing ceremony and talked to students about her sporting journey.

Maccabi Victoria: Students in Prep to Year 2 participated in sporting clinics held by Maccabi. Athletics training was held each day and disciplines such as Fustal, Gymnastics, Hockey and Football were facilitated by coaches, including Commonwealth Games gold medallist and KDS graduate of 2020, Sasha Kiroi.



CREATIVITY FOSTERED

Performing Arts and Visual Arts comprise a significant part of the curriculum from Pre-Kinder to Year 12. From Music and Dance to Media, Photography and Orchestra, the School is alive with the students' creative endeavours. With the help of dedicated and experienced teachers, many talented students are nurtured and developed to achieve at exceptional levels.

- The inaugural 'Experientia' visual arts page launched onto myKDS portal. This platform contains a mixture of past students' visual art works, access to competitions, videos discussing current arts issues and a student gallery of visual art works. It is designed to foster creativity across the entire school and encourage the community to engage with student works from within and out of the visual arts curriculum.
- KDS 'telebition' became a permanent fixture across the school. Student artwork from all visual art disciplines is displayed on television screens around the school as well as the RMC Art Gallery space.
- The King David School Creative Arts Expo: This exhibition, which is usually held at the School, was rebranded as a virtual expo due to Covid-19 restrictions. The event had an array of performance and visual art works from students in Years 9-12, displays of student produced portfolios, and behind the scenes interviews with some of the student artists. It showcased four main areas: art, drama, design and media.
- There are a range of arts clubs available for Junior and Senior School students, including those associated with painting, drawing, mixed media and digital media platforms.
- Artwork of the Month competition: students from P-12 are invited to participate in this competition. All works receive an honourable mention, and those voted the best works win a range of prizes.
- The B'Nai B'rith Art competition: This competition acknowledges diversity in student art works across a range of mediums. Most notable was Year 12 student Layla Light, whose photography work 'Qualia' was awarded the 2020 Morrie Gold Memorial Prize, the major prize in the competition. The judges were impressed by the intricate use of media and process to create a stunning visual.
Other award winners were:
Kari Boymal, Year 11 - 3rd prize winner, mixed media
Jonah Epstein, Year 12 - 1st prize winner - digital media
Sebastian Vidal, Year 11 - 2nd prize winner - painting and drawing (for ages 16 - 18),
Lucinda Vidal, Year 8 - 2nd prize winner - painting and drawing (for ages 14 - 15)
- Jonah Epstein, class of 2020 received a perfect study score of 50 for his Studio Arts course.
- Sharon Hamilton Art Acquisition Award: there were joint winners in 2020: Layla Light and Jonah Epstein. Both artworks displayed a unique and creative approach to the development of some fascinating topics and themes.
- The Lester Prize - Youth Award: (Portraiture) Lucinda Vidal (Year 8) was selected as a finalist in The Lester Prize - Youth Award. The Lester Prize is a highly respected annual Portraiture Prize held in WA.

- Photographer of the Year: Ashleigh Kaplan, Year 10, had her photography series 'Face Me', shortlisted in the junior category presented by Nokia. This competition is an annual competition that showcases some of the best works from emerging and professional photographers.
- Virtual Excursion to the NGV: Years 1-2 Students observed 'Marking Time', an exhibition of indigenous art from ancient times through to the present day. They learned about the different materials, symbols and colours used in the artworks and considered the difference between indigenous and non-indigenous attitudes to our land and its resources.
- Annual Lego Builders Tournament: Junior School students were invited to participate virtually in The King David School's Second Annual Tournament. The competition finished overall with two equal first place winners: Noah Milgrom (Year 1) and Levi Sholl (Year 2). Ezra Sholl (Year 4) was awarded Runner Up.
- At the Independent Schools Arts Festival a number of our Years 4 & 5 students seized the opportunity to write poems for entry in the inaugural poetry competition. Students crafted poems that showed their depth of thinking when viewing the world and a strong command of poetic techniques. Over 300 entries were received and judging criteria included imagery, style and structure. Amy Schmideg (Year 5) and Jonah Solomon (Year 4) were recognised with honourable mentions.
- Perspective in Photography: Years 3 and 4 honed their photography skills creating miniature scenes using forced perspective photography. This required students to construct a scene and consider the best way to photograph it.
- Senior choir performed a recording of the finale from *Sunday in the Park with George*. This item was intended to be the climax of our annual Spring Concert but had to be recorded as a virtual ensemble due to Covid-19 restrictions.
- KDS Tikky Tokky Challenge: During the pandemic lock-down, students and their families were encouraged to participate in the school's Tikky Tokky Challenge. Using the social media platform TikTok, each week students were given a video challenge to complete. This ranged from dance numbers to acting out favourite scenes in movies, it challenged the students and their families to perform in front of a camera and get creative to make their entries entertaining.
- The KDS Talent Show went ahead in Term 4 following an easing of Covid restrictions. Students were delighted to attend the performances in person! The finalists, Natasha Freiberg (Year 8), Toby Hauser (Year 6), Jacob Kronberg (Year 9), Ariella Lyons (Year 8) and Jules Salter (Year 7) showed incredible talent in their vocal, dance and keyboard performances. The Hanhagah assisted with emceeing (Teegan Casselson) and judging (Liad Navon) alongside the other judges Marc Light and Phoebe Witts.

CULTURAL HERITAGE

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

In terms of how this shapes the day-to-day running of the school, some elements occur weekly, some yearly and others are one-off initiatives and programs. Unfortunately, due to COVID lockdown and restrictions, many of our traditional activities and highlights in this area had to be radically modified or cancelled. Nevertheless, we continued to celebrate our heritage and offer different experiences in Jewish life.

- Jewish Studies, Hebrew and Jewish Experiential (JEE) classes continued to be led by teachers committed to transmitting heritage and learning in innovative and engaging ways. Text, Jewish History, Israel, festivals, Jewish values and ethics were a feature of every classroom. When on campus In the Junior School, the day began with tefillah (prayer) and brachot (blessings) and Kabbalat Shabbat made Fridays special. A Jewish Studies or Hebrew subject continues to be compulsory until the end of Year 11. With the shift to online learning, Jewish Studies, Hebrew and JEE were offered through class and JLife pages on myKDS and live through googleMeet. Learning and activities in this area could largely continue in the ELC, where students and staff were almost always on campus. We also had in-person learning program for children of essential workers.
- Our Jewish Life captains coordinated and led the annual **Back to School Service**, which included music, Torah reading, reciting of prayers. They also shared their vision for Jewish Life 2020, built upon student engagement, relevance and activism. Meaningful and engaging, the service was led by the Jewish Life captains of the Year 12 Manhiggim (Leadership structure). Two half-day leadership seminars were held to foster and develop skills in this area.
- **Chalav u'Dvash Program:** The Hebrew program at the ELC is an integral component of our cultural identity curriculum. The program is based on the natural processes that characterise language development in early childhood. It is specifically designed for children who are engaging with Hebrew for the first time. In the Chalav u' Dvash program, the children are passengers on the journey towards Hebrew literacy and collect new linguistic patterns, words and phrases at each station. Regular repetition of words and phrases is also important and are built into the program naturally when opportunities arise.
- In the ELC, **Havdalah** was instituted in 2020 as a weekly ritual. Each Monday morning begins with our Havdallah ritual, we discuss the end of Shabbat and welcome the week ahead. Throughout the rest of the week the children participate in Tefillah, building the children's repertoire of songs over the year. Our Hebrew program also drives the children's connection to their Jewish Identity. The pinnacle of our cultural identity program is our beloved Shabbat service held on Fridays. The children show great knowledge of the songs and rituals of Shabbat, and take great delight in singing songs and saying the Bracha.
- **The Festival of Tu B'Shevat (The "Birthday" of the Trees):** At the Junior School, Prep students focused on gratitude for trees and performed for the first time in P-2 Tefillah by השקדייה פורחת. Years 1 and 2 students participated in a Tu B'Shevat seder. P-2 students planted in the kibbutz garden, while Years 3 & 4 students enjoyed activities with the JNF shaliach and looked at the Seven Species, Shivat HaMinim, attributed to the land of Israel in the Torah. Year 5s worked in collaborative groups to explore the evolving marking of Tu B'Shevat across Jewish history.
- Students from Pre-School to Year 12 participated in a range of engaging activities to celebrate the festival of **Purim**, our last 'normal' activity before lockdown. Festivities took place in the ELC and Junior School where the students and teachers dazzled in their costumes and sang Purim songs. Year 10 students were trained to help in the running of activities for the younger students at the Junior campus. In the Senior School, the theme of

circus was embedded in the day. Students from Year 6-12 rotated through various activities, playing games and hearing from speakers connected to the themes and characters of Purim. All campuses had students giving each other gifts (misloah manot) as well as providing gifts for the needy (matanot l'evyonim).

- The School celebrated **Pesach** with many activities in the lead-up to the festival of freedom! In the Pre-School and Junior School, students were taught the story of Pesach and engaged in meaningful online educational opportunities. An online form of a model seder was held in the Junior school. In Senior School, students were offered a range of online opportunities to explore themes associated with Pesach.
- Students in the Senior School commemorated **Yom HaShoah**, the darkest experience in Jewish history, in a digital format with a whole day set devoted to learning, remembering and engaging with the history. The school participated in a world-wide Zachor (memory) project, sending in images of themselves holding signs with names of victims.
- **Yom Hazikaron** (Israel's Remembrance Day) was commemorated at the Senior School with a solemn online tekes (assembly). This annual commemoration honours fallen Israeli soldiers and victims of terror and is always on the day before Yom Ha'atzmaut (Israel Independence Day). It symbolically remembers those who gave up their lives so that Yom Ha'atzmaut can be celebrated peacefully.
- **Yom Ha'Atzmaut** was very different this year. Children in the EARLY LEARNING CENTRE, the only members of the school community able to participate on site, dressed in blue and white and enjoyed various Hebrew and Israeli-themed activities, including music and crafts. The rest of the school celebrated online. Students dressed in blue and white and were offered various age-appropriate activities to keep this special day relevant and meaningful at home.
- The Junior School marked **Yom Yerushalayim**, the anniversary of the reunification of the Old & New City of Jerusalem through singing songs, learning about the city and posting notes on the online 'Kotel'. **Lag b'Omer**, the 33rd day of the Omer, was marked largely online, combined with a fundraiser for Shave for a Cure, linked to the custom of cutting hair on the day. Children in the Early Learning Centre focused on the tradition of lighting a bonfire, the importance of being safe with fire, what to do if there is a fire (call 000) and enjoying playing outdoors. They also sang Hebrew songs related to the festival.
- Pre-School through to Year 12 students celebrated the festival of Shavuot (literally meaning 'weeks') in meaningful and engaging activities. Among other elements, the festival celebrates the giving of the Torah at Sinai and thus each part of the school explored this, as suitable to their age and stage. A tradition at Shavuot is to eat dairy, as a reminder of Israel, the land flowing with milk and honey, thus recipes were shared on myKDS JLife pages.
- **Tu B'Av**: A day in the Jewish calendar similar to that of Valentine's day celebrating love. This day saw students dressed in pink and white and the Early Learning Centre children who were on campus on the day, were treated to beautiful pink cupcakes. Some of the activities were a love-themed yoga activity, storybooks explaining love and decorating cards for their loved ones. In the Junior School, Prep students were asked to consider how the smallest acts of kindness can spread significant happiness and love. They traced their hands and ascribed actions of love and friendship to each finger. the importance of showing appreciation for others was discussed.
- The Hebrew month of Elul brought activities across the school, in the lead-up to **Rosh HaShanah**, with the Shofar being sounded (online) and themes of renewal and reflection being explored by all ages from JLife page. Packages of materials were prepared to enable students to learn about the festivals. The Junior School has a full online day of special activities focused on Rosh HaShanah. To encourage families to write to one another and mitigate loneliness, packs of Rosh HaShanah cards with paintings by students were printed

and sent to every family. The Senior Leadership Team hand-delivered honey cake to every staff member to help bring in a 'sweet' year.

- The festival of **Sukkot** (Booths) saw some students back on campus. Special sukkot were built on the Junior & Senior school campuses. Students on site, particularly the ELC, visited these sukkot.
- **Chanukah** was taught across the school, although it mostly fell outside the school calendar year. Of note, Year 8 students participated in a Sephardi style chanukah program to celebrate their learning about the Jews of Spain.
- Engaging with the wider **community** was very difficult in 2020, given lockdown and restrictions. Nevertheless, a food drive across the school on Purim brought in boxes and boxes of requested items donated to C-Care and fundraisers were held for bushfire relief. For Yom Ha'Atzmaut, Year 3 students combined art with an act of kindness and connection: creating celebratory artworks for the enjoyment of elderly residents of Emmy Monash Aged Care.
- The RAP committee led activities during **Reconciliation** Week, which included reflections on our community's capacity to learn from and work towards reconciliation.
- Year 3 students participated in the **Kabbalat Siddur ceremony** where they received the siddur they will use from Years 3-5. Kabbalat Siddur's purpose is to communally mark the next stage of growth in our students' Jewish education, as they will use it every week. This event involved hearing some reflections about the role of siddur and prayer from Year 5 students and in a few of the families' lives.
- **Israel education** and engagement continued, despite not being able to run an off-site **Zionist Seminar** or to have madrichim (leaders) from Israel. Due to travel bans, we could not offer our Israel trip, **Yesh**, to Year 10 students. We held two intensive Israel days (Yamei Israel) each for Year 9 students and then Year 10 students that were focused on learning about Israel, discussing identity and developing group cohesion.
- When on campus, Junior School students participated in **Hebrew** assemblies, showcasing their knowledge and what they learned throughout the year. The assemblies were entirely in Hebrew. They were able to join the **Hebrew Movie Club** at lunchtime each Thursday where they were invited to practise their language skills while watching the latest movies in Hebrew.
- Senior School students elected to participate in **Mikolot**, a national speaking competition between the Jewish schools, in which contestants present on particular Jewish themes. The Victorian state final was held at KDS, with Alexandra Cowen winning a place in the national final in Sydney. She was awarded third place in the grand final.
- Year 7 students prepared **Dorot** projects exploring their family history, culminating in a display of their albums in the MPR. An online **Kabbalat Dorot** event was held, where we heard reflections from three generations, and then families could view highlights of the students projects and view a short video.
- Jewish Experiential Educators continued to develop **leadership** capacity in the Senior School through a Peer Support Program (**Amit**) led by Year 11 students for Year 7s and supporting Year 12 leader (**Manhigim**). They also redeveloped the student voice committee to be called **Kol Echad** for students in Years 6-12 to engage in tikkun olam (repair of the world) and social action.

CHARITABLE WORKS

- Sewing the Seeds: Our Early Learning Centre continued their commitment to Tikkun Olam by purchasing library bags from Sewing the Seeds (www.sewingtheseeds.org), a women's empowerment Project based in Pondicherry, India. The bags are made from organic cotton and are all ethically produced by disadvantaged women. Each one is then personally decorated by our Kindergarten students to keep their books safe for the year. The profits from the sale of these bags goes directly back to the women and their families.
- The festival of Tu B'Shevat (Senior Schools Students): Students celebrated the festival with a birthday party including cake and singing happy birthday to the trees. Money was raised for the WWF wildlife and habitat regeneration.
- Launch of Parachute: Alex and Charley Cowen founded and launched a registered charity, Parachute. Its mission is to eliminate as much trauma as possible for young people whose parent may have died, or become ill, or who are in financial stress due to divorce.
- Flying Fox Donation: During Purim EARLY LEARNING CENTRE students donated to Flying Fox with Junior and Senior School students donating funds and needed items to C Care.
- The Push-Up Challenge: Year 12 students Tomer Bareket, Daniel Eikelis, Daniel Lindros, Ashley Morris and James Silver participated in the challenge. The initiative invites people to form a team and complete 3046 push-ups in 21 days to represent the number of lives lost in Australia to suicide in 2018. The challenge raised awareness of mental health issues in the community and raised funds for Headspace.
- Helping Aged Care Residents: For Yom Ha'Atzmaut, Year 3 students combined art with an act of kindness and connection: creating celebratory artworks for the enjoyment of elderly residents of Emmy Monash Aged Care.
- 1000 Dresses for Grandmothers: Families across the Early Learning Centre were asked to donate clothing and shoes to help and celebrate the grandmothers of the Marninwarntikura in Fitzroy Valley in WA. The donated items which included dresses, shoes, baby and children clothing were recently posted to WA.

THE KING DAVID SCHOOL TEACHING TEAM

Research indicates that the most significant factor that a School can influence that has an impact on student results is teacher quality. With this in mind, the Council and Senior Management are thrilled to commend our teaching staff on providing a wonderfully nurturing and supportive learning environment. The School's outstanding academic results, the exemplary character of our students, and their wide involvement in social justice pursuits are a tribute to the commitment of our teachers to develop the whole child and to inspire each student to aspire to their best self.

The teaching staff registered high levels of workplace satisfaction as is indicated by high levels of attendance (93.3%) and retention of 98% (excluding teachers who retired from the profession at the end of 2019 or relocated).

Over 80% of our teachers have two or more Bachelor degrees. 32% have a Masters Degree or PhD. 7% of our VCE teachers are assessors for VCAA and/or sit on examination panels.

Professional development is highly valued, and the School is pleased to support the professional development of all members of staff and encourage teachers to continue their own learning. To that end, the School enables staff members to go to relevant seminars or arranges in-house speakers, arranges time release, and meets the cost of the seminars. Teachers then share their knowledge with other staff at appropriate meetings. Professional Development costs were down considerably in 2020 due to lockdown and restrictions on group gatherings. Teachers engaged in an average of 17 hours, with approximately \$750 per teacher spent on Professional Development in 2020. However, there was a large increase on in-house PD, particularly on Distance Learning.

Lifelong Learning

Highly successful schools employ teachers who are passionate about their own learning. This commitment from the teachers is expressed in a number of ways; one of the most obvious is in the teachers' presentations to conferences of their professional peers. For others, the passion leads them to their own post graduate studies. It is of great importance to acknowledge and recognise the teachers who do lead by example in this respect.

David Robinson was the recipient of the 2020 Michele Bernshaw Excellence in Teaching Award. In presenting the Award, the Principal, Marc Light said that David was described as "incredible with his cohort as well as the students in his class. He is approachable and provides support, counsel and meaningful advice that gives students confidence and guides them. He treats them with enormous respect but also has high expectations of them. His kindness is forever flowing. He is the most wonderful role model for these students and his patience and perseverance, always having their needs at the centre of what he does, stands out.

In 2020, seven members of our teaching staff served as VCAA assessors (Justin Baigel, Psychology; Sarah Moloney, Accounting; Margaret Pagone, History-Revolutions; Tom Skinner, Physical Education; Adam Yee, Extended Investigation. Philip Swedosh was Chair of the setting panel for Specialist Maths; and Geoff Garber served on the VCAA panel for Texts & Traditions.

VCE Studio Arts teacher Jackie Roberts held a solo exhibition at the West end Art Space with her show entitled 'Marking Time'.

KING DAVID STUDENTS

Although the Student Attendance survey was not conducted by the Department of Education & Training in 2020 due to Distance Learning, our internal figures show that the average rate of attendance for students was 91% with absences including illness, injury and family commitments.

92% of Year 9 students in 2017 continued through to Year 12 in 2020.

Student Performance

No NAPLAN testing was conducted in 2020 due to the pandemic.

Close inspection and attention will be paid to gathering data on student progress at the start of the 2021 school year to ascertain if there have been any learning gaps or deficiencies as a result of Distance Learning in 2020

A synopsis will be developed for Council at a later stage in 2021.



The King David School 2020 VCE

Highlights



"We are so tremendously proud of the 2020 cohort. They faced the year's **extraordinary challenges** with **maturity, resilience** and **positivity**. They looked out for one another and also benefited from the **unfailing support** and wisdom of their teachers. We are confident that the Class of 2020 will make a **profound impact** in the coming years. They exemplify the core values of our school - social justice, egalitarianism and inclusion".

Marc Light

Marc Light
Principal

Congratulations to our Dux, **Ethan Cohen** who achieved an **ATAR of 98.95**.

Median Study Score was **36**.

Perfect Study Score of 50

Jonah Epstein

Studio Art

Maximus Sandler

Further Mathematics

Tahlia Seltzer

Religion and Society

Camilla Burrows

& Skyla Howard were selected in *Top Class (VCE Season of Excellence)* for *Music & Theatre Studies* respectively.

8% achieved an **ATAR of 98 or above** placing them in the **top 2%** of the State.

27% achieved an **ATAR of 95 or above** placing them in the **top 5%** of the State.

39% achieved an **ATAR of 90 or above** placing them in the **top 10%** of the State.

73% achieved **80 or above** placing them in the **top 20%** of the State.

26% of Study Scores were **40 or over**, which indicates performance within the **top 9%** of the State.

Tertiary Courses

15% Arts
17% Business/commerce
15% Design/Creative industries
2% Education
8% Engineering
15% Health Science
8% IT
12% Law
8% Science

Tertiary Places by Institution

Australian National University 4%
Collarts 2%
Deakin 8%
La Trobe 2%
LCI 2%
Monash 50%
RMIT 12%
Swinburne 10%
University of Melbourne 6%
University of Tasmania 2%

"I am **thrilled** that our 2020 VCE students successfully gained entry to their **preferred tertiary study** courses. Wishing them all the best for the future".

Nicki Goodrich

Nicki Goodrich
Pathways Advisor

THE KING DAVID SCHOOL



Meeting the Challenge

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

In 2020 we operated in a radically shifting landscape with repeated COVID-19 related closures shifting learning experiences into online or modified settings. As such, it was vital that we stayed closely connected with our community to actively seek feedback and adjust our delivery to meet the needs of our students.

As such, in 2020 we conducted a number of surveys in order to ascertain that we are indeed meeting the challenge and to ensure that the School continues to improve in ways that resonate with our stakeholders.

After our initial roll-out of Distance Learning prior to the conclusion of Term 1 we sought feedback and then adjusted the model to accommodate more direct face-to-face instruction over Google Meet in the Junior School as well as a reduction in the length of lessons and greater variance of modality in the Senior School.

Additionally, School Council organised a calling schedule whereby we rang every family in the School to conduct a wellbeing check, seek feedback on the School's COVID response and to offer avenues for financial assistance where required.

This was followed by a short financial assistance survey that families conducted to enable us to plan to meet the needs of those affected by COVID related employment interruption.

Furthermore, in 2020 the School once again conducted our global school survey that was designed in 2019 and delivered to parents, students and staff across the School. We were thrilled to encounter an exceedingly high "Net Promoter Score" which showed very high levels of engagement across the school community and a firm belief in the quality of our educational provision and unique sense of community connectivity. Also, there was a very pleasing and resounding support for the School's response to the COVID emergency.

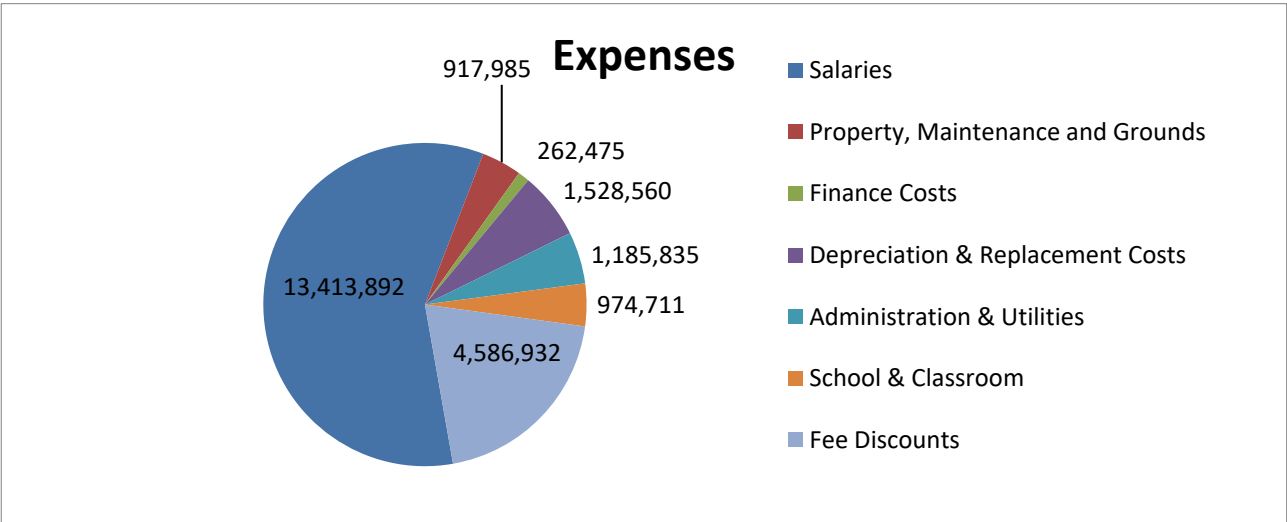
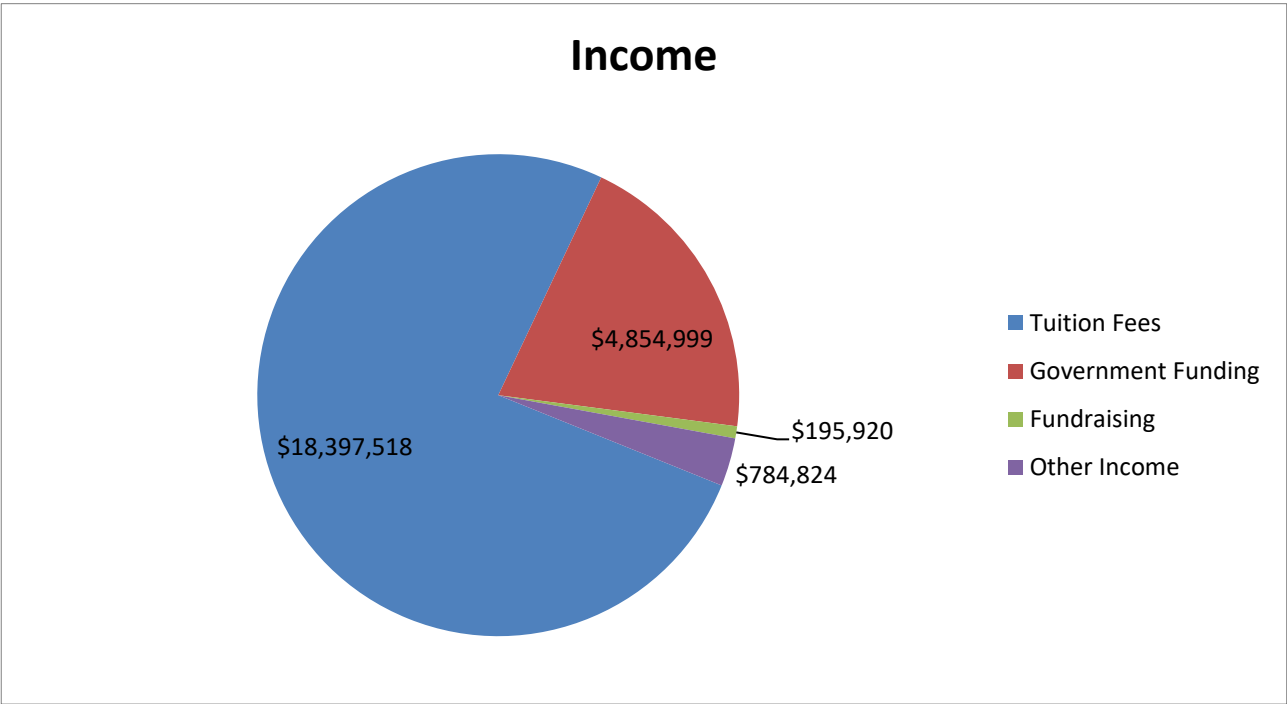
One area identified across the surveys was a necessity to ensure that our response to allegations of bullying were more successful. While there are often definitional issues with regard to what constitutes bullying, some feedback indicated that while the School takes steps to address negative behaviours when they occur, behaviours can still persist. The School conducted a behaviour management process review and it is hoped that the changes to the model will facilitate improvement in this space.

The King David School Parents' Association continues to be very active and forms a significant avenue for parents to volunteer feedback and offer suggestions. To progress this, the KDSPA President retains a seat on School Council and also meets regularly with the educational leadership to convey parent views.

The Student body also have avenues to present feedback to staff and management. For instance, the Junior School Leadership Model at Year 5 allows designated opportunities for the students to offer suggestions and feedback. Similarly, the Senior School Captains have a regular meeting with the Head of Senior School in order to ensure that the student voice is represented in the School's decision making. Finally, student led groups including Kol Echad and SAGA are influential in gathering student views which the School can use to inform decision-making.

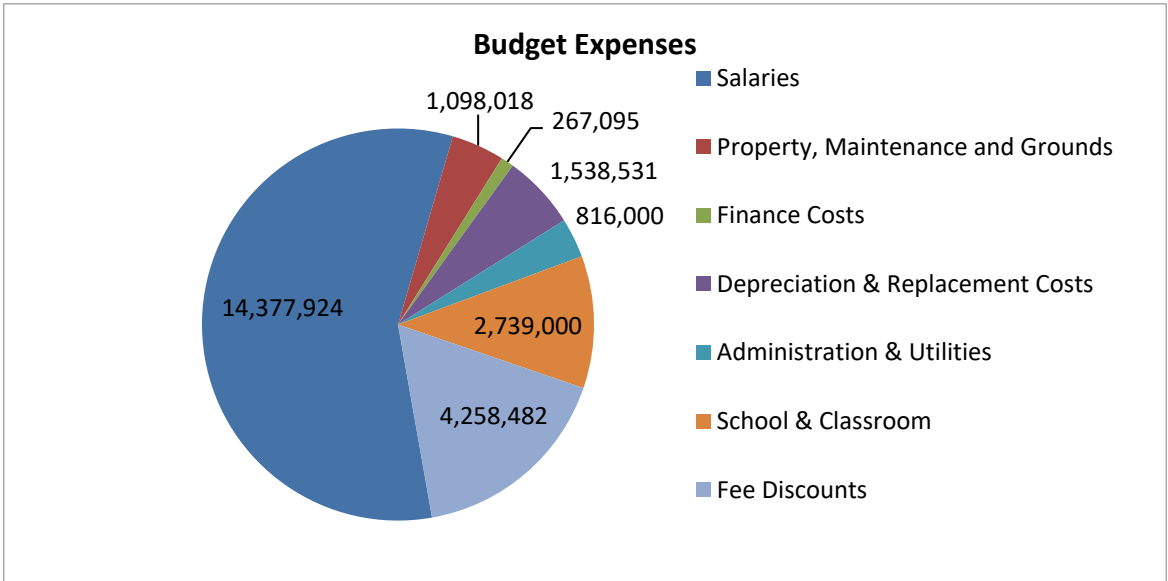
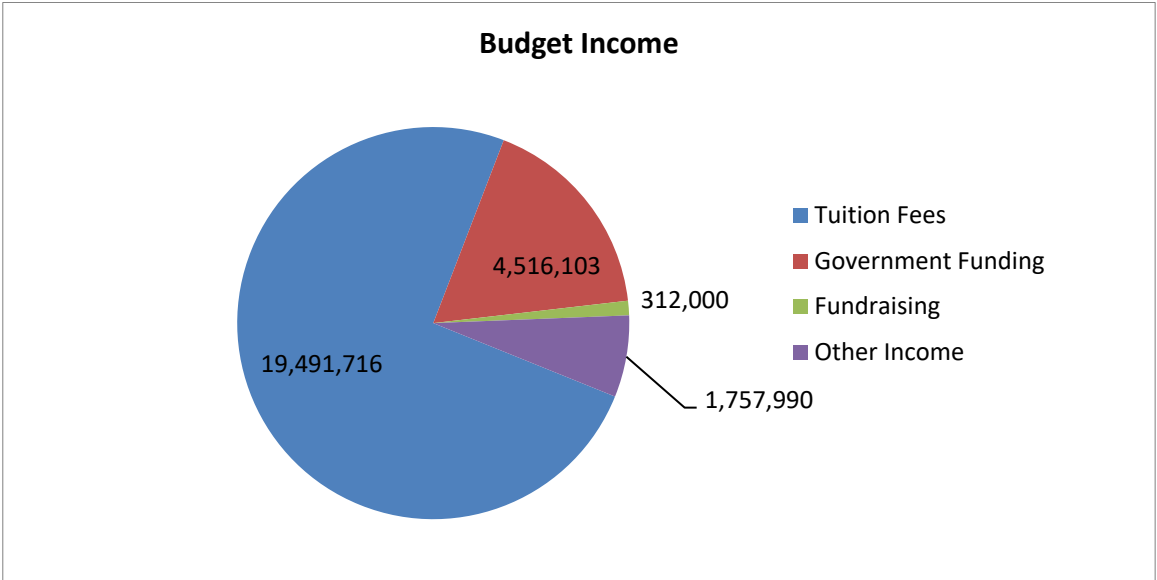
School Operations

2020 FINANCES



School Operations

2021 BUDGET



Strategic Development and Plans

The School's Vision Drives its Strategic Objectives.

VISION

The King David School is a progressive Jewish school established on the principles of inclusion, egalitarianism and social justice. It is committed to engendering within its students a love of learning, 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.

Like all of Australia and indeed the world, our School's operations were radically affected by the Covid-19 pandemic. Despite this – and in some instances driven by this – the School achieved some major goals.

Due to an existing, and ongoing investment in our IT infrastructure, educational systems and training, the School pivoted to distance learning during lockdown almost seamlessly.

Our existing student/teacher portal was quickly reconfigured to act as the major platform for delivering curriculum, while our investment in the google suite of products meant that video conferencing was immediately available.

While by no means a replacement for face-to-face teaching and learning, curriculum was delivered in an efficient way, and certain learnings have now been incorporated in normal teaching practice.

The biggest disappointment was the loss of our Outdoor Education program. Parents were reimbursed appropriately because we could not offer this component of our school life.

In line with our vision of engendering a deep and abiding sense of community, members of school council reached out to every one of our parents to see how they were travelling in this very difficult time. While some requests for fee relief were received and granted, this was not the purpose of these calls. The very fact that council members would take the time to personally check in with our parent body was received extremely well.

Our admissions and community relations teams also pivoted to digital delivery, with virtual tours and digital events to further support activities in recruitment and retention.

In governance matters, 2020 saw the King David School adopt a new constitution that better reflected the actuality of the school's operational and entity structure, and incorporated current regulatory compliance. This achievement was at least 15 years in the making. The constitution was adopted unanimously at an Extraordinary General Meeting immediately following our much delayed AGM in December.

While difficult, 2020 allowed us to further strengthen our school community, and lead us to a strong, happy and busy 2021.

STRATEGIC FRAMEWORK

The School Council and Leadership Team continue to develop and implement the Strategic Framework. This Framework, which guides the School's operational direction, reinforces the School's strategic pillars, as follows:

PILLAR 1: PRESERVE AND STRENGTHEN THE CULTURE OF THE SCHOOL AS DEFINED BY OUR MODERN JEWISH VALUES

- place Jewish history, heritage, texts and traditions at the heart of our teaching and learning.
- celebrate the diversity amongst our student body and within the realms of Jewish life by affirming egalitarianism, individual choice and authenticity of practice.
- foster memorable and meaningful experiences that promote a strong and positive Jewish identity.
- encourage spiritual and personal growth through reflection and/or tefillah, ongoing community service and the pursuit of social justice.
- nurture a sense of belonging to and pride in the Australian and Jewish communities.
- cultivate a close and meaningful relationship with the people, land and State of Israel.

PILLAR 2: PROVIDE OUTSTANDING EDUCATIONAL PROGRAMS AND OPPORTUNITIES WHICH ARE GROUNDED IN NURTURING THINKING AND QUESTIONING

- ensure a learning environment which lights the flame for students to strive for academic excellence, and encourages engagement and a love of learning.
- provide a diversity of learning activities whereby each student is able to recognise and develop their personal abilities and strengths.
- embed a particular focus on excellent levels of achievement in the VCE.
- emphasise the understanding of different learning styles and the different expressions of intelligence.
- promote programs relating to personal development, spiritual connectedness, and Jewish traditions.
- offer a diverse spectrum of curricular and co-curricular opportunities which enhance the education and wellbeing of the 'whole' person.
- recognise the importance of peak experiences within the spectrum of educational offerings.
- embrace information and communication technology and use it to enhance learning processes.
- provide opportunities to develop leadership skills at all levels.

PILLAR 3: ATTRACT, RETAIN AND DEVELOP QUALITY STAFF

- ensure that the School continues to be led by a Principal of the highest calibre who is sympathetic with and promotes Jewish values.
- appoint high quality staff who bring a diverse range of skills and experiences to build a community in which learning is highly valued.
- appoint staff whose vision and values are in harmony with those of the School.
- maintain scales of remuneration to attract and retain high quality staff.
- provide meaningful professional development programs and opportunities for all staff.
- maintain a system of regular review and appraisal of staff performance.

PILLAR 4: MAINTAIN AND FURTHER DEVELOP FACILITIES AND THE LEARNING ENVIRONMENT

- provide spaces which generate energy and engaged learning.
- invest in major capital projects and strategic acquisition of land to meet the School's needs.
- develop sustainable capital improvement, maintenance and refurbishment plans for each School precinct.
- implement best practice in safety and risk management.
- reduce waste generation, water, energy, and raw materials consumption at the School.
- implement environmentally sustainable practices in relation to the use of materials and natural resources, resulting in minimal environmental impact.

PILLAR 5: STRENGTHEN AND SUSTAIN THE FINANCIAL FOUNDATIONS OF THE SCHOOL

- shape capital and operating budgets to provide for the short and long term needs of the School.
- set appropriate fees to meet the needs of the School.
- utilise funds to operate the School in the most efficient manner.
- continue a vigorous fundraising program to support capital development, educational programs, scholarships and staff professional development opportunities.
- provide considered fee support to families where appropriate.