

THE KING DAVID SCHOOL



# Community Report 2022





# 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



# Words from the Principal



At the start of the 2022 school year, I welcomed Senior School students to their first assembly, and referred to the first line of our school song: "Born from Dreams and a Vision".

Our beautiful school was founded on a dream and I know that the reality that has unfolded since 1978 would make all of our founders pinch themselves to see if they were still dreaming.

Our Jewish tradition is replete with stories of dreams and their meanings - Joseph interpreting the dreams of his brothers, the prisoners and, ultimately, Pharaoh and Jacob dreaming of a ladder.

The ancient Greeks and Romans too believed that dreams had prophetic powers.

First Nations Australians refer to their founding stories of how the land, animals and landscape were formed as "The Dreaming."

In 1902 Theodore Hertzl wrote his second book *Altneuland* which contained an epitaph, *Im Tirtzu - eyn zo agada*. If you will it, it is no dream. Or more accurately - if you will it, it is no fantasy.

Hertzl seemed to suggest that the chief act was not of fantasising about what the future might be, but of establishing the desire to make this future a reality.

At this genesis of the new school year, I asked "what are our hopes, our dreams and our aspirations for the year ahead and for the future?"

Dreaming has a place but the King David founders knew that while the School was born from dreams and a vision, it is through hard work,

dedication and good values that we are blessed with this wonderful thriving school.

So to you I say, dream your dreams but then put in the hard work to realise them. You need to be the sort of wonderful friend that others want to be friends with, you have to put yourself out there and get involved in the myriad opportunities that this school offers, be it the musical or the footy match or the many clubs and co-curricular opportunities. You need to work on your relationships with your teachers and listen carefully to their feedback. If you put in hard work, the results will follow.

My point is that we cannot take our school lives for granted. There are so many opportunities around you and you need to make the most of them.

There is a cliché of Hollywood films when the protagonist awakes at the conclusion and it is revealed that it was all a dream.

My wish for you is the opposite. May you wake at the end of the year and discover that your dream-like experience has actually been reality and that the friends you have made, the goals you have achieved and the learning you have established are all very real.

To the Class of 2022, may your dreams be big and your successes even bigger. You have been a joy to witness as you have developed into mature young adults. The future looks very bright for you.

Marc Light  
Principal



A: Presenting at Yom HaAtzmaut B: First day of Prep C: Building Bridges program D: Yom HaAtzmaut Celebration E: Book Week at the Junior School F: Tiylul B'Taz camp

# ACADEMIC EXCELLENCE

*King David Students excelled in the academic arena once again in 2022. Our students who competed in a range of competitions did themselves proud as strong ambassadors for the School.*

- Class of 2022 VCE Results: This year, the students' ATAR results are as follows:

5% achieved 99 or above placing them in the top 1% of the State  
27% achieved 95 or above, placing them in the top 5% of the State  
49% achieved 90 or above placing them in the top 10% of the State  
80% achieved 80 or above placing them in the top 20% of the State  
92% achieved 70 or above placing them in the top 30% of the State

The Median Study Score was 36.

Our Dux for 2022 was Mia Wald who achieved an ATAR of 99.85. Mia achieved an incredible three perfect Study Scores of 50, including one last year.

Mazal tov also to Joshua Shifman (99.55) and Noah Spitz (99.4).

The following students achieved a perfect Study Score of 50:

Teige Cordiner – Year 11 (Applied Computing Software Development)

Joshua Shifman (Business Management)

Mia Wald (Biology and English)

100% of our students received a first round University offer, with 71% receiving their first preference.

- The 2021 (awarded 2022) Premier's Award recipient was Noah Spitz for Physical Education.
- Mia Wald 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.
- Beatrix Burstin-Irwin was the recipient of The Kwong Lee Dow Young Scholars Program. This is an academic enrichment program designed to support high achieving Victorian students entering Year 11.
- In Mikolot ('The Voices'), The King David School participated in the Victorian state finals of Mikolot ('From our Voices'), a national public-speaking competition between Jewish schools. The competition aims to cultivate oracy skills, fostering a wide range of expression of Jewish voices engaging with Jewish issues. Finalists Daniel Menashe and Ella Simons (Year 10) presented prepared speeches in which they used a quote by Rabbi A.Y. Kook: "I don't speak because I have the power to speak; I speak because I don't have the power to remain silent" as a springboard to explore an issue of their choice.
- The VAJEX Australia Memorial Shield was presented to Nathan Greenwell and Shayna Epstein. Tash Freiberg and Yoni Ringelblum were awarded the Long Tan Award. Sienna Burrows was awarded the Higgin's Award. These awards recognise leadership and service to community.
- 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. Charlotte Cowan (Class of 2022) was selected for Top Class for her Theatre Studies performance.

- The Debaters Association of Victoria (DAV) Secondary Debating: The DAV is a “non-profit association which exists to promote debate.” In 2022, multiple teams competed in the program. The Year 7 speakers were Sam Borenstein, Josh Nahamkes, Dylan Roff, Abby Seligmann, and Michael Zander. The Year 8 speakers were Sophia Barolsky, Asher Bloch, Eden Cantoni-Bud, Reuben Goldfarb, Toby Hauser and Zac Yates. The Year 9 team consisted of Jess Adler, Eli Boymal, Mimi Gerschmann, Shosh Kinal, Ariel Montgomery, Olivia Penny, Ashlee Ryan and Jules Salter. Year 10 debaters included Tash Freiberg, Livia Lazarow, Daniel Menashe, Ella Simons, Dylan Umansky, and Shelley Wajsbrem. Our Year 11 team included Theo Boltman, Charli Cantoni-Bud, Jackson Carew, Teige Cordiner, Ben Daniels, Jacob Kronberg, Reine Polevoy-Geller, Blake Ryan, and Lily Stein. Alex Cowen, Charlotte Cowen, David Eikelis, and Tobi Taranto were our Year 12 debaters.

## **Innovative Programs and Special Learning Opportunities**

- Nitzan is a program for Year 9 students that fosters resilience, independence and builds life skills. Students learn a range of everyday skills outside of the classroom such as first aid, plumbing, bike repair, gardening, sewing, basic car maintenance, and woodwork. Students also volunteer with community groups such as the Posh Opp Shoppe, St Kilda Mums and Jewish Care to learn how to work with a wide range of people and give back to the wider community.
- Yesh Israel Experience: In 2022 we took 90 Year 10 and Year 11 students to Israel for four weeks. The program (usually for Year 10 students) invites 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 an asylum seeker, members of Tel Aviv’s LGBTIQ+ centre, modern Orthodox, kibbutzniks, far-right settlers, members of the Progressive community and others. Students also choose between spending three days experiencing the desert close up, engaging in *tikkun olam* (social justice), or participating in a culinary tour.
- Project Slingshot: Year 7 students undertook this Project-based learning program in which they are explicitly taught creativity, innovation, entrepreneurship and Design Thinking across multiple disciplines.
- Passion 4 Thinking: Year 8 students used project-based learning to build a product based on an area of personal interest, presenting their project to the King David community late in the year. Showcasing the diversity of our students, projects included founding creative businesses, writing books, environmentally friendly products, and new food recipes.
- Amit Peer Leadership Program: Annually, our Year 11 students are offered the opportunity to participate in the Amit Peer Leadership program as student leaders. As part of this program, these students facilitate experiential programs for Year 7 students which assist in the development of Year 7 student wellbeing, integration and engagement in Jewish life.
- Year 3 Camp: Year 3 students prepared for their first camp by having a sleepover as a cohort in the Sports Hall. After this scaffolding, they were ready to go to the Dandenong Ranges for their first camp where they went tree surfing and did activities onsite.
- Year 4 Camp: Our Year 4 students had a three day camp in the Dandenong Ranges, joining the Year 3 students for some of the time. Students went rock climbing, tree surfing, played ‘Gaga’ Ball, and enjoyed the activities at the campsite.
- Year 5 Camp: our Year 5 students travelled to Sovereign Hill in Ballarat where they engaged in confectionery making, gold pouring, a tour of a mineshaft and the opportunity to role play historical gold miners. They travelled on to Camp Sunnystones for three days immersed in nature. This included a scenic two hour bushwalk, competitive hut building (with some huts belonging to teachers almost being flooded), geocaching, archery, rock climbing and a low ropes course.

- Year 6 Camp: students embarked on an educational tour of the Nation's capital with a focus on Australia's history, culture, heritage and democracy. Students visited prominent landmarks and educational sites including the National Gallery of Australia, the Electoral Education Centre, Questacon, Parliament House and the War Memorial. A spontaneous visit to the Aboriginal Tent Embassy provided an opportunity to listen to a presentation during Reconciliation Week.
- Year 7 Camp: held at the beginning of the year, this camp helps new and continuing King David students get to know each other. Students had the opportunity to experience stand up paddle boarding, surfing, boogie boarding, bush walking, sports and games in Anglesea. Camp is also an opportunity to build resilience for some children through being away from their homes and families, pets, everyday routines and life.
- Year 8 Camp: Year 8 students had nine days in Central Australia on a culturally immersive camp experience, learning about country and ancient practices of the Anangu and Arrernte people of Uluru and Alice Springs. Highlights included a guided tour around Uluru at sunrise, Shabbat in a magnificent camp setting overlooking the East MacDonnell ranges and star gazing with expert guides and a fully equipped observatory at the camp site.
- Year 9 Camp: students enjoyed a peak outdoor education experience, camping in Gariwerd (the Grampians). In the first week, they hiked in groups, sleeping in tents and cooking their own meals. They then gathered to spend Shabbat together. In the following week, they learned cooking skills with the on-site chef, regenerative farming with a local farmer, woodwork with Tom Skinner, and explored the local history from the geological past to the First Nations People, to the colonial times and the current era, led by a local whose family has lived in the area since the 1890s. They also experienced archery, rock climbing, abseiling, canoeing and the high ropes course.
- Year 10 Camp: Year 10 students enjoyed their *Hadracha* seminar at Wombat Corner in the Dandenong Ranges. Led by the J-Life team, students put leadership skills into practice. The seminar's emphasis was on leadership as taking responsibility, and that everyone is capable of being a leader. Later in the year, our Year 10 students experienced Israel together for four weeks on Yesh.
- Year 11 Camp: Year 11 students had their *Tiyul b'Tas*, four day trip to Tasmania where they explored and discovered the history of Australia's convicts at Port Arthur, as well as gained insights into the rich history of the Jewish community of Hobart. They visited the Jewish section of Cornelian Bay cemetery, where we learnt about multiple prominent figures in the Hobart Jewish community and visited Hobart synagogue, the oldest shule in Australia, built in 1845. Students also went river rafting, and visited MONA art gallery and the Hobart market. Later in the year, Year 11 students experienced Israel together for four weeks on Yesh.
- Year 11 Sailing Camp: our students attended a sailing camp, learning sailing techniques and safety skills at Metung and sailing to Barrier Landing where they stayed the night.
- Year 12 Camp: Facilitated by *Tzevet Lev* (Jewish Life team), a Year 12 Shabbaton was held at Queenscliffe, with the aim of the camp for students to experience a meaningful Shabbat together and reflect on their time at school. Students explored their connection with the Jewish community and their Jewish identities and discussed what they want this to look like after school.
- 2022 Philosothon: Students from Years 8 - 11 participated in the Senior Philosothon. The discussions covered topics from metaphysics, ethics, epistemology and political philosophy. Students heard from a working Philosopher and then came together in communities of inquiry to debate various topics related to ethics and happiness. King David was one of twenty-one schools participating from all over Australia and New Zealand.

- Aspiring philosophers from Years 4-6 attended the Primary School Philosothon. Our students' critical thinking skills were on display as they questioned, interpreted, analysed, explored, evaluated and reflected upon some of the original iconic artworks at the NGV Ian Potter Gallery. The theme of the Philosothon was 'Community, Culture and Place.' Some of the concepts and topics that students discussed were; community, connection, emotions, memories, freedom rights and responsibility.
- National Science Week 2022: The theme was "Glass: more than meets the eye". Students and teachers alike conducted glass-themed experiments throughout the week, which began with the Junior School teachers dressing up as famous scientists! Over the week, Junior School students created stained glass gummy windows, made beautiful light-catching kaleidoscopes, and even engineered a marble run. At the Senior School, students made holograms, bent glass, engaged in macro photography and learned the history of glass, including the discovery of early glass in Israel. It was excellent to see so many of our students engage with how Science impacts their everyday lives.
- Drone Fair: A group of Year 6, 7 and 8 students attended the inaugural Drone Fair at RMIT City Campus. The students learnt how drones are being used with software applications in a variety of ways including analysing Great Barrier Reef bleaching events, counting Koala populations using thermal imaging, and drone delivery of vital medicines, such as immunisations to remote locations. Working in small teams and rotating through the roles of pilot, co-pilot and reporter, our students learnt how to safely set-up and manually pilot their drones through many skill-based challenges.
- Changemakers Living Museum: As part of their Human Rights and Activist unit, Year 6 students showcased their work on changemakers. A changemaker is someone who takes creative action to solve a societal problem. The students took on the persona of their chosen changemaker, and displayed their research skills with the use of entertaining and informative slideshows and speeches.
- Future Cities: Year 7 Humanities students worked very hard tackling the difficult 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.
- Medieval History: 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. The majority of profits were given to charities of the students' choice.
- Bedrock Thinking Framework: We further embedded our 'Bedrock Thinking' program throughout our Junior School. This is designed to develop thinking and cognitive functioning and to ensure that all children are provided with ample opportunities to apply their newly developed thinking skills to all aspects of the Australian Curriculum.
- SOWATT Program: SOWATT stands for Self-regulation, 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.

- Write a Book in a Day: Year 5 students worked in teams over a nine hour period to craft stories in our KDS competition. The competition required that teams create a cohesive narrative of at least 1200 words, as well as integrating certain parameters such as a journalist, a conflict revolving around 'change' and five specified 'random words'.
- The Year 8 History and Myth Elective visited the Rare Books Collection at the Sir Louis Matheson Library, Monash University, Clayton. The subject traces the evolution of the Arthurian legend over the Early to High Middle Ages, and our visit allowed us to examine Medieval manuscripts (from the Bischoff Medieval Collection) and a rare printed copy of *Le Morte d'Arthur*.
- Year 9 class visited Heritage Victoria to meet Jeremy Smith (Principal Archaeologist), Bronwyn Woff (Heritage Curator) and Katerina Karanikas (Heritage Curator). Students examined a shop which had burned down had perfectly preserved a layer of artefacts, including carbonised biscuits with the brand still on. A decorated chamber pot testified to the level of odour which was tolerated in colonial times as Melbourne was being established and pipes had not yet been laid for sewage.
- Tournament of Drones: Students in Years 6-9 competed in this one-day event in a range of challenges designed to test students' teamwork, problem-solving skills, creativity, technical flight skills, and analytical thinking.
- Visit to Como House: Part of their unit of inquiry on inventions, Year 2 students attended an excursion at Como house. Students learned about how technology has changed since the 19<sup>th</sup> Century, and undertook household chores and played games from the time period.
- Visit to the Polly Woodside ship: Our Year 4 students experienced first-hand what it would have been like to live as a crew member or passenger aboard the ship. This experience provided a newfound perspective for our students as they made connections to the voyages of studies of Captain Cook and the First Fleet.
- Strength Stars, a values-based behaviour program, continued in the ELC. This supports our early learners to develop appropriate behavioural patterns.
- Robot Buddies: Year 2 students explored the purpose of different objects in their everyday lives and how these objects have been designed and built. They enjoyed a visit from Bricks4Kids, where they were able to build and code their own robot. Students worked in pairs to follow step-by-step instructions to build their robot using lego. Afterwards, using a coding program they wrote code to give their robot instructions and directions on how to move. The students also designed and constructed their own robots from recycled materials and created an advertising poster to showcase their robots.
- Statewide Science Talent Search. Interested students committed lunchtimes and time after school delving into scientific principles related to an area of interest. Our budding scientists were required to invent, experiment or construct a model encompassing innovative ideas detailed in a comprehensive written report. A diverse range of sophisticated projects were produced from examining contaminated local waterways to research into our solar system. Student India Landsberg received a Minor Bursary for her work on Waterway Health. Eli Rogers and Ryder Stabey achieved Distinctions for their respective projects on the Biosphere and the science behind the plasma ball.

# 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, with particular emphasis on engaging with, and learning from, First nations peoples.*

- Our students received a warm and meaningful welcome to the start of the school year. After inspiring speeches from our school leaders, our students participated in a meaningful Welcome to Country smoking ceremony at each campus led by the Boon Wurrung Land and Sea Council. Students walked through smoke from Wattle, Gum and Cherry Ballart leaves representing growth, care and diversity.
- ANZAC Assembly: we honoured both the ANZACs who fought so valiantly during World War I, and those who have fought in wars since. Students and staff shared stories of their family members who fought in WWI, personalising their sacrifice for us. We heard about life at the Western Front, the Beersheva campaign, and what life was like for injured soldiers. We were reminded of the commonalities between soldiers from opposing sides, to avoid dehumanisation, and to do what we can to safeguard future generations from war.
- As a part of their Humanities unit on Migration, our Year 6 students visited the Immigration Museum to view the 'Many Stories' exhibition. Students explored Melbourne's original customs building, and examined objects, artefacts and documents revealing stories from different waves of immigration to this country.
- Excursion to the Corroboree Tree: Year 1 students visited the Corroboree Tree or 'Ngargee' Tree in St Kilda as well as The First Peoples Exhibit at The Melbourne Museum. This visit complemented our Unit of Inquiry, exploring significant geographical places, in particular a local Indigenous Australian site of the Boonwurrung People.
- Year 6 students learned about Melbourne's rich Indigenous culture and history at the NGV (National Gallery of Victoria) Bark Ladies exhibition which celebrated an extraordinary collection of work by Yolŋu women artists from the Buku-Larrngay Mulka Centre, in North-East Arnhem Land. Led by an experienced walking guide, our students gained a deeper and more meaningful understanding of Birrarrung Marr, an important gathering place for the Kulin Nation. Students marvelled at the weapons and Aboriginal artefacts that were showcased and thoroughly enjoyed this learning experience.
- National Reconciliation Week (27 May–3 June): This is a time for all Australians to learn more about Aboriginal cultures and histories, share that knowledge and help us grow as a nation. With the 2022 Reconciliation Week theme: 'Be Brave. Make Change', our school explored First Nations culture, stories and significant events. Junior School students enjoyed daily lunch time clubs, facilitated by the Year 5 leadership team, exploring First Nations culture. Students also designed a 'Dreamtime AFL Guernseys' based on the Boonwurrung creation story. Our 'Path to Reconciliation Walk' also allowed students to walk alongside a timeline of significant dates to understand the story and context of Reconciliation in Australia. At the Senior School, Stacey Campton from Children's Ground spoke about the key dates Reconciliation Week marks: National Sorry Day, the 1967 Referendum, and Mabo Day. Stacey shared the work that Children's Ground do to provide First Nations' children with culturally appropriate education on country, ensuring young people have a strong connection to their culture. Senior School students also had a non-uniform day, raising money for Children's Ground.

- We began our First Nations Artist in Residence Project at the Junior School. Aunty Heather collaborated and shared local knowledge with Junior School students, working on a painted mural. Aunty Heather was referred to The King David School by the Boonwurrung Land Council. She focuses on using the creative encounters to discuss students' connections to culture and identity.
- Building Bridges Interfaith Program: Year 10 King David students participated in this program, which unites students from Islamic, Christian and Jewish schools, allowing them to learn about each other's religion, connect with one another and understand their shared experiences.
- The Year 9 Cohort learned about non-Jewish refugees and migrants, hearing from a panel of refugees who gave insight into their struggles in their home countries and their journey to obtaining Australian citizenship. Students explored Carlton, visiting the Italian Museum where they received a presentation about the fascinating migration of Italians to Australia.
- Ten Year 9 students were part of the Victorian contingent of the Global Youth Forum for 2022. The Global Youth Forum is a three-day experiential learning program for Year 9 Victorian students to connect synchronously online with peers from a range of countries and schools across the Asia-Pacific region. This includes peers from China, Indonesia, India, Japan, Philippines, Singapore, Thailand and Vietnam. The forum focused on global citizenship, culture and identity, leadership skills, general capabilities, including intercultural capability, and activate student voice and agency.
- Regeneration Week: Students spearheaded this week in Term 4, "about creating a culture change where students feel passionate to take action and uphold sustainability within the school." Activities this week included a Sukkot Picnic lunch, a range of fun lunchtime activities encouraging planting and appropriate disposal of waste, a ride to school day and a sustainable (second-hand) market. First Nations speaker, Tishiko King, who spoke to students about her connection with land and sea and the threat to her homeland Zenadh Kes (the Torres Strait Islands & surrounding seas).
- We were pleased to continue to partner with Airlie Women's Clinic to offer the Pfizer vaccine to King David staff, contributing to the safety of our community and help Melbourne reach our vaccination goals.
- Senior School Students and teachers wore a touch of purple to celebrate Wear it Purple Day. This is a nationwide event that celebrates and supports young LGBTIQA+ people with the aim of shaping a better world for everyone to live in. Students raised money for Black Rainbow, a national Aboriginal and Torres Strait Islander LGBTIQA+ organisation that supports the positive health and wellbeing of the Aboriginal and Torres Strait Islander LGBTIQA+ community.
- As part of our Sustainability Unit, we appointed an ELC student each day as a Sustainability Officer. With a teacher's help, this person was responsible for: ensuring all children use the correct bin when disposing of rubbish; that the heating is turned off when we go outside; watering the plants; that the lights are switched off when we leave the room; that the taps are turned off quickly after use; that the children draw on both sides of the paper and don't waste paper. Our Sustainability Officers took to the task with care and gusto!

# 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.*

Inter-House Swimming Gala: Years 6 to 12 students competed in our swim carnival. The team spirit was palpable as students dressed in their house colours and cheered each other on. Mazal tov to the winning House, Arava. What a wonderful day!

All students in Years 5 and 6 competed in the Balaclava District Summer Round Robin. The day is always fantastic – full of excitement and strong competition. Students travelled to various venues around Melbourne to compete against the eight schools in the district. They competed in Basketball, Cricket, Hockey and Volleystar.

27 students from Years 4-6 competed in the first interschool sporting event of the year at the Balaclava District Swimming Carnival. The event was held at GESAC on a fantastic day where all the colours of each school were on show and plenty of excitement was in the air and pool. As per each and every sporting event, KDS students did their very best in each event. From relays to individual strokes, KDS's sporting and team spirit shone through. With an overall finish in 3rd place, KDS performed very well and all students who made a splash contributing to our overall score should be congratulated.

EISM Swimming carnival: 20 students competed in the EISM swimming carnival at Aquanation in Ringwood. All students performed at a very high level and the KDS spirit shone through. The teamwork involved ensuring every individual event was filled with many students putting their hand up to race in extra events. Many ribbons were won with the highlight being the under 15 girls' freestyle and medley relay teams. KDS finished the event in 6th position overall with a 2nd overall in the under 15 girls' division.

Sport Leadership Program for students in Year 7. Students identified as future leaders in sport and tested their skills in planning and delivering meaningful lessons to younger students at the Junior School.

Prep to Year 5 Inter-House Athletics Gala: From discus, long jump and shot put, to the hula hoop flip and egg and spoon race, our students showed excellent skills, ruach and fair play. Mazal tov to the winning house, Galil!

EISM Basketball championship: King David's Year 8/9 Boys' Basketball team defeated Knox 56-42 in the grand final of the EISM basketball season!

Senior Indoor Soccer champions: Following a thrilling win and taking home the trophy in the EISM Southern Conference, The King David Senior Indoor Soccer team played one final match, competing against the Northern Conference winner, Alphington, for the Eastern Division trophy. As the final whistle blew, King David were Division Champions, winning 11-4 and taking home a second senior soccer trophy in 2022. A truly remarkable effort.

The BDPSSA Athletics Carnival was a resounding success for our Years 4-6 athletes taking out second place overall. 65 students from Years 4-6 competed against 7 other schools from within the Balaclava district. With true KDS teamwork, skill and courage we pushed together and took home the Craig Mottram Trophy (Runners Up).

Term 2 EISM Soccer: Our girls' soccer team completed their undefeated run in term 2 with their last game against Huntingtower. They completed the season with five wins and one draw, finishing on top of the ladder and taking out the EISM Championship. Our boys' soccer team had a wonderful season on the pitch without losing a game. They finished in 2nd position with only one draw separating them from first place.

Despite the challenges the weather presented, our Years 5 & 6 students competed in the Balaclava District Winter Round Robin in Soccer, Netball & Teeball. Together with their coaches, the students trained all term for this competition and their skill, pride and sportsmanship certainly shone through. They performed fantastically and were rewarded with great results.

Balaclava District Cross Country Championship: The morning began with 35 students from Years 4-6 pushing themselves in the challenging Cross Country Carnival. Students in Years 4 & 5 were to run 2km while students in Year 6 ran 3km. A historical moment happened when Year 5 student Itai Singer was the first KDS student to win the Balaclava District Cross Country Championship.

EISM Champions Athletics Carnival: Teal Komornick in Year 11 finished 4th in the open shot put after qualifying in 6th position. Sam Lazarow who qualified in 10th position for the event finished in 4th place. Ruby Page from Year 7 qualified for both high jump and triple jump which is a fantastic achievement and took home the bronze medal in high jump and silver medal in the triple jump.

KDS basketballers took to the State Basketball Centre and played in the Basketball Victoria 3on3 Tournament. Three teams were entered in the intermediate level: Two boys' and one girls' team. KDS 1 played great throughout the tournament, narrowly missing out on the playoff stage of the day. KDS 2 finished the day with two wins and three losses as they enjoyed a great day of hoops. KDS 3 showed excellent comradery and spirit.

Jordan Vainer (Year 12) qualified to represent Australia at the World Practical Pistol Championships in Thailand. Jordan won third place in the championship. An incredible result.

Year 3 student Benjamin Lewis represented KDS at the Victorian inter-school golf competition. With a mix of pars and bogeys, Benjamin performed incredibly well and secured a spot in the championships! Benjamin competed against Year 3 to Year 6 students. At the competition, he displayed his skill, concentration, and camaraderie with other players. He was one of four boys to go through from the Southern region to play 18 holes at Gisborne golf club.

We had a celebratory Sports Assembly to celebrate all of our sporting and athletic achievements. Run beautifully by our sport captains Adam Bentata, Juliette Majman, Amiel Selzer and Yoni Ringelblum, all of the winning teams and most valuable players were honoured for the excellent seasons. We were also able to secure special guest Jye Caldwell from the Essendon Bombers Football Club. Year 12 student David Eiklis interviewed Jye, discussing life as a football player, and all of the privileges and challenges that come with it. Jye was also kind enough to help present the awards with students, and even take photos!





# 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.*

- *Legally Blonde*: The iconic Elle Woods story, primarily of ambition and determination, was brought to life in three sublime performances of *Legally Blonde* by our Years 9 to 12 students. The unwavering enthusiasm and dedication by the cast, musicians and backstage crew was evident and the result was spectacular. The world needs many Elles as we continue to break down barriers created by stereotypes and prejudice of all kinds. "Be true to you!"
- Our Years 3 to 5 students performed *Aebsolutely Fable-ulous*, a fun-filled play. The students were extremely excited and fully engaged in this production, being the first live performance opportunity for many of them. Based on Aesop's fables *The Ants* and *The Grasshoppers*, *The Kid Who Cried Wolf*, *The Lions and the Mice* and *The Tortoise and the Hare*, the students memorised and enacted the drama of the original playscript written by Bella Kourdoulos.
- *The Dog Show* – the Prep to 2 Musical, written and directed by our superstar Junior School Music teacher, Liz Hender, was performed to rapturous applause! Each class presented their "best tricks and skills" to win the best breed in show. The joy on the performing students' faces was testament to their excitement at having the opportunity (finally, after two disruptive COVID years) to perform.
- We held our inaugural Junior Creative Arts Expo at the Junior School, showcasing our students' artistic and musical talent. Our Senior School band, Nana, welcomed us into the hall where an array of student art from each year level was on display, from weaving to sunflowers to pop art pet portraits and pumpkin sculptures. Our Junior String Ensemble performed, as well as the Junior String Ensemble, the Year 5 Recorder Ensemble, Mali Doron, Matisse Pearlman & Ella Neumann Vocal Trio, Milly Zelman & India Landsberg (piano duet), and Ori Raik & Jazzy Leigh (piano duet). The afternoon wrapped up with a marvellous performance from our Years 3 - 5 Junior School Choir (*Tziporei Shir*).
- Year 6 and 7 students had a full-day art excursion in the city. The day started with the 'art of play' program at the NGV. This program had students experiment with practical and playful activities within the gallery. Students then completed an observational drawing workshop in the botanical gardens, where they drew the surrounding gardens and city-scape. Lastly, they attended the ACMI exhibition 'The story of the moving image'. This exhibition was an interactive journey of the history of the moving image which began with stop motion and traversed through to gaming and modern immersive experiences. Students were very engaged and brought creativity and curiosity to everything the day offered.
- City of Stonnington Art Series: King David School students collaborated with artists from the City of Stonnington to create a series of works on the theme of 'Reflection'. The students, from Years 6-10, engaged in a one hour art immersion program where they used multiple art materials, everyday objects, and techniques to develop works which were displayed at Prahran Square! The project was part of an inter-generational program giving all citizens from the City of Stonnington the opportunity to create art and culminated in an interactive art installation for Roola Boola Festival.
- Year 11 student Sienna Burrows' film *Quotidian* won 'Highly Commended' in the Independent Schools Victoria 2022 Student Film Festival Awards. *Quotidian* was exhibited as part of the 2020-2022 ALF Film Festival Retrospective exhibition at Docklands, Melbourne.

- Our Year 9 Nitzan students shared their social action art projects with their families at the Social Action Expo. Throughout Term 2, students explored big concepts such as homelessness, food insecurity, gender equality, human rights, and sustainability. Among the exhibits, families saw art in response to the Russian invasion of Ukraine made in collaboration with Chinese dissident artist Badiucuo; student documentaries on depression and on the recent overturning of Roe vs. Wade; an anti-corruption animation and high fashion made from fast fashion packaging. They explored the social media campaign 'Dispayrity' about the gender pay gap, and heard spoken word on vulnerability and homelessness made with the guidance of the poet Ren Alessandra.
- How do you squeeze 65 million years of history into approximately an hour of theatre? Confronted with a global catastrophe, VCE Theatre Studies students addressed this crisis in their three excellent performances of Darcy Parker Bruce's play Always Plenty of Light at the Starlight All Night Diner.
- Senior Art Mentors: Our Year 10 and 11 Art students had weekly art mentor sessions with our Year 4 students. This developed our students' arts skills, and fostered connection and collaboration among our students while providing leadership opportunities for our senior students.
- Years 10-12 Visual Arts students took their learning of Art and Design to Monash University this week, where they were guided by Professor Kathy Temin in arts practises and skill development – learning how to perfect their craft, and analyse and discuss the nature of artworks. Students worked at the Monash University design labs for an immersive tertiary experience.
- Two King David students were featured in the 2022 Archibald Prize finalist line up. Evie Orsillo, Year 7, was a finalist in the 'Young Archie', the portraiture award for Archibald Prize entrants under the age of 18. Evie's work, of her brother and fellow King David student Aurelio, was displayed at the Art Gallery NSW. A portrait of Year 10 student Ella Simons by artist Yvette Coppersmith was one of the finalists in the Archibald Prize (main competition). The Archibald Prize is awarded annually to the best portrait, of a person "distinguished in art, letters, science or politics, painted by any artist resident in Australasia" (Art Gallery NSW, 2022).
- The King David School Creative Arts Expo: The Rebecca Magid Centre buzzed as Senior School students shared their creativity with friends, family and our wider community. Audiences were treated to short films by our Year 12 Media Arts students; phenomenal monologues from our VCE theatre students; a lively performance from our Year 9 acting ensemble; and a visit to the galleries upstairs which showcased Visual Arts, Vis Com and Media projects including sculpture, fashion design, product prototypes, architectural drawings, and more.
- Our Spring Concert was a phenomenal showcase of our student musical talent. Our community was treated to flute, cello, string ensemble, piano, choir, wind ensemble, and band performances by our student musicians. It was particularly moving to hear our Year 12 students perform their last Spring Concert, with highlights including Yoni Ringelblum's moving rendition of *Kol Nidrei*, the VCE group performance led by Raphy Light and Sienna Burrows, and Tobi Tatanto and Daniela Jona performing Pleyel's *Duet no. 3*.
- Artwork of the Month competition: students from P-12 participated in this competition. All works received an honourable mention, and those voted the best works won a range of prizes.
- There continued to be a range of arts clubs available for Junior and Senior School students, including those associated with painting, drawing, mixed media and digital media platforms.
- Sienna Burrows was awarded the Sharon Hamilton Art Acquisition Award in 2022. Please see her work below.

- The B'nai Brith Art competition: This competition acknowledges diversity in student art works across a range of mediums. It aims to promote artistic competence and a sense of unity among youth of various sections of the Jewish community. The 2022 King David winners were:

Juliette Majman, Year 12: 1st place Photography

Richard Osadchiy, Year 12: 2nd place Photography

Daniel Menashe, Year 10: 3rd prize Painting and Drawing (14-15 years)

Erin Padowitz, Class of 2021: 3rd prize Painting and Drawing (16-18 years)

Their works were displayed at the Glen Eira Town Hall Gallery.



# CULTURAL HERITAGE

*The King David School is privileged to be charged with the responsibility of transmitting a culture which spans 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. Throughout school life, we celebrated our heritage and offered Jewish experiences.

- 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 *t'filah* (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.
- Senior School joined together to celebrate the start of the new school year at our Back to School Service. With student-led musical accompaniment, reflections, joyous song and leyning, it was a spiritually uplifting experience. We were able to recognise our students who became B'nei Mitzvah during Covid restrictions, as well as Sam Langer, Shoah survivor and grandparent of current Year 12 students Jason, Matthew and Mitchell. We also recognised each of our Year 12 students, calling them to the *bimah* as they embark on their final school year.
- Kabbalat Siddur: Early in the year, our Year 3 students received the precious gift of their new siddur. Words of old, encased with their individualised covers and loving inscriptions which were a combination of language and visual that expresses who they are and their families' dreams for their future. In addition to our *Shacharit* service led by the students, families participated in exploratory discussion around the meaning, purpose, experience and expression of *tefillot*.
- We had an incredible time celebrating Purim. We rolled out the red carpet for our Hollywood stars at the Senior School and entered a world Under the Sea at the Junior School. Alongside our annual costume parade at the Junior School, there was dancing, *ra'ashanim* making, a carnival with mini-golf, facepainting, fairy floss, a bubble dragon, bouncy castles, and pin the crown on Esther. We also enjoyed a magic show, mishloach manot, and of course, the reading of *M'gillat Esther*. The red carpet and Year 12 dance were highlights at the Senior School, as well as the reading of *M'gillat Esther* and our lunchtime carnival with an obstacle course, disco dome, soccer darts, queen's quesadillas, ice cream and Hanhagah-led *ruach*.
- Beit Knesset (Synagogue/Shul/Temple/Congregation) visit: the Year 1 students went to visit TBI and St Kilda Shul. Students had a chance to consolidate their learning and make a connection to what was discussed during our Jewish Studies lessons. We had the opportunity to look inside the *Aron HaKodesh* (the Holy Ark), where the *Sifrei Torah* (Torah scrolls) are kept.
- Israeli Madrichim: we had three wonderful Israeli *shlichim* enrich our school – Aviv, Avital and Gavriel. Their energy, enthusiasm and excitement were unparalleled and our students have enjoyed the opportunity to get to know and learn from them. The creative *tzevet* (team) constructed and facilitated enriching learning experiences for our students each week on topics spanning the *Maccabiah*, regions in Israel connected to our school Houses, Israeli Book Week and a lively *Gadna*!

- Kabbalat Mitzvah was held for Year 7 students and their families on Tuesday evening. Centring on the theme of becoming B'nei Mitzvah and what this means, Shabbat was adopted as a lens through which receiving (*kabbalah*) Judaism and responsibilities could be explored. To quote the Zionist thinker Ahad Ha'am, 'More than the Jews have kept Shabbat, Shabbat has kept the Jews'.
- Our Year 4 students came together with their families to present their learning in the inaugural Eleh HaShemot celebration. It was a truly wonderful experience where the students were able to share their current Jewish Studies Torah unit. They were also able to delve into the meaning of their Hebrew name with a focus on personal attributes – what makes us, us, and who we aspire to be. In class, Year 4 students examined the meaning behind their names and made potential connections with the TaNaKh.
- Grandparents' Shabbat: Our Senior Kinder children celebrated *Kabbalat Shabbat* with grandparents and special friends. A penguin and some dinosaurs made special appearances, chicken soup was "prepared" and joyous Shabbat songs could be heard throughout. The children made beautiful gifts for their families which were presented to them with a massive hug before saying their goodbyes.
- A Mezuzah is a parchment scroll containing the Hebrew words of the *Sh'ma* prayer. The parchment, also known as *Klaf*, is written by a scribe who is known as Sofer STaM. As part of our Mezuzah unit, the Year 1 students met Rabbi Eli Gutnick who is a Melbourne Sofer STaM. Rabbi Gutnick explained about the tools he uses to write not only the Mezuzah but also *T'fillin* and *sefer Torah*. He uses a turkey or a goose feather and quill to form the Hebrew letters which are written in a special way/font on a piece of parchment made of Kosher animal skin. Students had the opportunity to use feather and quill to write the *Alef-Bet* letters themselves.
- We celebrated Yom Yerushalayim with our Junior Students wearing "a touch of gold" to connect to Jerusalem. As well as learning about the reunification of Jerusalem in Jewish Studies today, we built a 'western wall' at the Junior School where students wrote their wishes for Yerushalayim.
- Lag baOmer: Our ELC and Junior School students immersed themselves in the story of Lag baOmer with archery and lively discussions around the bonfire. The roast potatoes were the perfect snack while discussing Jewish values and this important day in Jewish history. Senior School students gathered together for a Lag baOmer celebration organised by the Hanhagah and Tzev Lev (J-Life). Students roasted kosher marshmallows and cooked potatoes over the bonfire, accompanied by student musicians Raphy Light and Jordyn Rothfield on guitar. The theme for this year's Lag baOmer was 'What lights a fire inside you?' and Year 10 student Ella Simon spoke about her journey to becoming a climate activist.
- We held an assembly at the Senior School to commemorate Yom HaZikaron. On this day, we remember, honour and mourn those who have lost their lives defending the state of Israel and in terror attacks. The moving and meaningful ceremony was a collaborative effort, planned by the Hebrew teachers and run by the Hanhagah. Students were privileged to listen to Orit Elkayam, the Jewish Agency *shlichah* in Melbourne, who shared her personal journey with us. Orit lost one of her siblings during the first war in Lebanon and spoke of how bereavement can shape the choices one makes for years to come.



- Yom HaAtzmaut: We celebrated 74 years since the establishment of the modern state of Israel with a full day of activities and fun. After transitioning from Yom HaZikaron at the Junior School, there was dancing and a flag parade before students engaged in activities including creating a huge puzzle that formed the map of Israel, decorating baking with the colours of the Israeli flag, Israeli food, a quiz about famous Israelis, and Israeli dancing. At the Senior School, after the *tekes*, there was hummus making, debate about contemporary Israeli issues, Krav Maga, a delicious Israeli lunch and a House ruach-off with a live band. What an amazing day learning about and celebrating Israel!
- The School commemorated Yom HaShoah with Year 3-5 students lighting candles in the memory of the 6 million lives lost. Students learnt about what life was like before the Shoah and the vibrant Jewish community we lost to destruction and hate. The Senior School listened to Survivor Nina Bassat AM who survived the Lwow Ghetto and later came to Australia with her mother. Bassat has written a memoir, *Take the Child and Disappear*, and emphasised fostering joy over hatred.
- Pesach S'darim: Led by Louise Lowinger, Coordinator Jewish Life and Learning K5, and accompanied by Daniel Light, together we celebrated our freedom with *S'darim* at TBI, telling the story of our exodus from Egypt with costume, acting and song. Baby Moshe was a highlight! It is our duty to experience our Pesach story as though we were there, and thanks to our wonderful experiential educators, this was achieved.
- Junior and Senior Kindergarten classes celebrated our exodus from *Mitzrayim* (Egypt) with their very own ELC S'darim. Our earliest learners dressed up as Moshe, Pharoah, Avodim, frogs, and shepherds to experience our story of freedom as fully as possible. Led by Jewish Life Coordinator Louise Lowinger, accompanied by Daniel Light on guitar, we participated in every step of the Seder together, singing, making brachot and – of course – eating our matzah and drinking our grape juice 'wine'.
- To celebrate Shavuot, Junior School Students arrived at school, dressed in white casual clothing and flower accessories to connect with being like angels at the receiving of the Torah at a blooming Har Sinai. They were involved in fun and educational activities throughout the day. The Early Learning Centre children joined the entire Junior School for an entertaining play deciding which would become God's chosen people. Daniel Light led the children in beautiful songs and there were some surprise appearances by some characters that included an Israelite, a lion, a Melbourne footy player, one of the 12 spies and even a pirate! Of course, keeping with tradition, ice cream was served at lunch.
- 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, each Monday morning begins with our *Havdalah* ritual, we discuss the end of Shabbat and welcome the week ahead. Throughout the rest of the week the children participate in *T'filah*, 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 *Brachot*.

- Tu B'Av: Coming one week after Tisha B'Av (9th of Av), a day of mourning with a remembrance of the consequences of *sinat hinam* (baseless hatred), Tu B'Av encourages us to practise *ahavat hinam* (baseless love and kindness). Online Jewish Studies classes in the Junior School discussed these ideas through stories, craft, song and reflection, while Year 5 students considered phrases we would like to hear more of in the world to promote *ahavat Yisrael*. In the Senior School, students were encouraged to reflect on the themes of the day and send each other positive messages.
- ELC and Junior School students celebrated Rosh HaShanah with activities and a special assembly. From bees to beehives, simanim to shofarot, each level crafted their way to Rosh HaShanah joy. Year five students expertly guided David Opat and Janice Shearer through their Rosh HaShanah preparations. Students participated in a wide variety of Rosh HaShanah activities, including making our Rosh HaShanah cards, our own shofar to blow, Eldad from JNF visit, and getting hands deep in themed art activities. Honey cakes were delivered to every staff member to help bring in a 'sweet' year.
- The Jewish people recreate scenes of hut-like dwelling throughout the chag of Sukkot. We build our shelters and 'live' in them for the week-long celebration, practising the mitzvah of *hachnasat orchim*, welcoming guests. Our youngest students in the ELC were tasked with decorating our school sukkah this year and enjoyed visiting, picnicking and reading stories in our temporary 'home'. Students were given the opportunity to bring together the *arba minim*, the four species named in the Torah and wave them three times in each of the six directions, signifying God's presence all around.
- Year 9 Shvil Israel: Students explored the many facets of Israel through fun experiential learning, including a movie, simulation of Jerusalem and exploring their own unique connections with Israel. It was a fun filled two days, with the year level strengthening their bonds not only with each other but with Israel.
- The Junior School campus burst with Chanukah excitement! Our students kicked off a thrilling festival week with communal tefillah where we lit the *chanukiyah* and heard about the incredible work of The Joint Australia who kindly donated boxes of candles to each of our P-5 students. Across the school, students experienced the joy of the chag with activities each day of the week. There was an enthusiastic dramatic play, singing and crafting. Year 5 *Va'adat Yahadut* ran a thrilling lunchtime *sevivon* tournament! Our Years 1 and 4 students were treated to an engaging and interactive storytelling next week with Rabbi Yossi and his traveling olive oil press. Every class worked on their own take-home craft to display and discuss with their families, further publicizing the miracles of Chanukah.
- 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.
- 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 leaders (Manhigim). Year 10 students also were trained in leadership and assisted with activities at the Junior School and at the Year 3 and 4 camps.



# CHARITABLE WORKS

- In the spirit of Elul and giving back to community, at the end Term 1, our Junior School Choir (*Tzporei Shir*) and the Senior School Nana band entertained residents at Emmy Monash Aged Care. This was another opportunity for our students to connect *l'dor v'dor* - generation to generation.
- The ELC collected bread tags as part of a class mitzvah to support Aussie Bread Tags for Wheelchairs. Students learned about *tikkun olam*, mitzvot, sharing 'good deeds' with others. Aussie Bread Tags is a foundation that buys wheelchairs for disadvantaged people, mainly in South Africa. This is done by collecting bread tags, which are not recyclable in our current bins, and turned into bowls and pens which are then sold and used to buy wheelchairs.
- Our Junior School and ELC students warmly embraced the casual dress theme of hoodies, oodies, and for the ELC, pyjamas! They donated money to the KDSPA, which will go towards supporting King David students in need.
- Purim wouldn't be complete without *tzedakah* (charity). In a school-wide effort to fulfil the Purim mitzvah (commandment) of providing gifts for the needy (*matanot l'evyonim*), students were asked to bring a designated year-level item to donate to Mazon Australia, an organisation providing food to those in need. From students in the ELC bringing tinned tomatoes to Year 12 students bringing long-life milk, with contributions of oats, sugar, toiletries and more in between, it was indeed a communal effort to fill boxes and boxes of goods. As well as food, we donated money to Mazon.
- The year in Art, Junior School students have been fortunate to have two separate opportunities to create artworks for elderly members of the Jewish community: making 'get well soon' cards to be distributed by Jewish Care, and creating Rosh HaShanah artworks for display at Emmy Monash Aged Care.
- Parachute: Year 12 students Alex and Charley Cowen launched this charity as a legacy to their late father, Ben Cowen. Parachute operates to provide micro-grants up to the value of \$500 to young people under the age of 18 who have experienced trauma. The grants are targeted towards supporting the children to maintain the aspects of their lives that allow them to feel like a normal kid. This might provide access to sporting club memberships, after-school classes or school holiday activities.
- Senior School students raised money for Black Rainbow, a national Aboriginal and Torres Strait Islander LGBTIQA+ organisation that supports the positive health and wellbeing of the Aboriginal and Torres Strait Islander LGBTIQA+ community.
- In June Magen David Adom (MDA) visited the ELC, and they turned each classroom into a hospital! Their aim was to familiarise children with both hospital and medical treatments, as well as the work that MDA does both in Israel and around the world. The children brought their favourite teddy or soft toy to Kinder and a coin for donation to MDA.
- The Year 5 *Tzedakah* (Charity) Committee ran a Movie Night Fundraiser, raising money for the charity they chose, Children's Ground. This First Nations-led organisation provides education and community support, making lasting change for First Nations children and their families. Students in Year 5 (and their families) generously baked yummy items to sell before the films.
- Throughout Term 3, Year 9 students volunteered their time each week, to one of ten charities actively involved in our community, including: Access Inc.; C Care; Flying Fox; Impact for Women; Jewish Care - aged care; Nourish; Posh Opp Shoppe; Smile on Seniors; the Social Blueprint; St Kilda Mums; and TBI - Learning and community programs.

- Shocked by the extreme flooding throughout Victoria in October, our community came together and donated goods towards the flood relief effort. Thank you to Vice-Principal David Opat who worked in partnership with Stand Up, who will provide the goods to the Victorian Aboriginal Community Controlled Health Organisation to distribute.



# 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 commitment as, despite the effects of Covid, attendance rates stood at 93.3%. The retention rate for teachers (excluding teachers who retired from the profession at the end of 2021 or relocated) was down 10% to 85% which was apparent in many organisations at the end of the pandemic.

Over 70% of our teachers have two or more Bachelor degrees. 36% have a Masters Degree or PhD. 9% 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. Teachers engaged in an average of 32.5 hours of individual Professional Development in 2022, with approximately \$1462 per teacher spent on Professional Development in 2022. In addition, there were approximately 60 hours of in-house professional development provided to teachers.

## **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.*

Kaisu Tonkyra served as an ISV Teacher Fellow in 2022. The Fellowship Program brings together high-performing educators to design, implement and evaluate innovative models of professional learning that have long-term benefits for schools, staff and students. Kaisu used her training to implement concept-based learning across the Junior School. Her implementation process was also presented at an ISV showcase.

Damien Green, co-author of the Religion and Society VCE textbook, had the second edition published in 2022. He also co-wrote the Religion & Society Study Design, as well as chapters in the Good Humanities 9 & 10 text books.

Since 2014, School Council has honoured our school's longest serving principal by granting The Michele Bernshaw Award for Excellence in Teaching, a significant professional development opportunity to support the further development of a valued staff member. Tom Skinner was the 2022 recipient.

In his presentation, Principal Marc Light said that this year's winning candidate is the very definition of a mensch. Tom is beloved by everyone at the school – students, staff and families. He is so passionate about his area of teaching but recognises that he is not teaching a subject, he is teaching people. His unique and holistic approach to whole child teaching regularly sees him focusing on the individual and unique needs of each of his students. He cares so deeply about each individual and they thrive under his care. He also coaches his colleagues and shares some of the magic that makes him such a successful teacher.



# KING DAVID STUDENTS

According to the Student Attendance survey conducted by the Department of Education & Training in 2022, the average rate of attendance for students was 91% with absences including illness, injury and family commitments.

85% of Year 9 students in 2019 continued through to Year 12 in 2022.

## Student Performance

### NAPLAN Results 2022

*Under the National Assessment Program – Literacy and Numeracy (NAPLAN), all students in Years 3, 5, 7 and 9 are assessed on the same days using national tests in Reading, Writing, Language Conventions and Numeracy.*

The King David School performed admirably in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. We are very proud of the below results because we believe that they come as a consequence of our high quality teaching and learning program and not as a result of an undue curricular focus on teaching to these particular tests. This is also the third year that The King David School has completed NAPLAN online.

In our School, the focus is on rich learning experiences which have a strong emphasis in foundational skills but also allow the students to enhance their interests and gain a deep understanding of concepts that they can apply throughout their lives. We see NAPLAN as one tool amongst the myriad of useful information sets that we can use to monitor our students' progress.

In this way, we use test results, teacher observations, parent insights and progress on classroom-based activities and discussions to inform us of students' progress and to enable us to tailor learning experiences that meet the individual needs of our students.

We note that the NAPLAN results merely reflect a snapshot in time of progress in a discrete area within the wide range of learning and life experiences that flourish in our School.

### NAPLAN Information re 2022

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	100% Above National Standard	97% Above the National Standard 3% at the National standard	100% Above National Standard	100% Above the National Standard	100% Above National Standard
Year 5	93% Above the National Standard 7% at the National standard	100% Above National Standard	96% Above National Standard 4% at the National standard	93% Above National Standard 4% at the National standard 3% below National standard	93% Above National Standard 4% at the National standard 3% below National standard
Year 7	97% Above National Standard 3% at the National standard	91% Above National Standard 8% at the National standard 1% below National standard	95% Above National Standard 2% at the National standard 3% below National standard	86% Above National Standard 11% at the National standard 3% below National standard	92% Above National Standard 6% at the National standard 2% below National standard
Year 9	88% Above National Standard 6% at the National standard 6% below National standard	84% Above National Standard 9% at the National standard 7% below National standard	86% Above National Standard 12% at the National standard 2% below National standard	88% Above National Standard 7% at the National standard 5% below National standard 4%	95% Above National Standard 5% at the National standard

## 2022 VCE Results



### The King David School 2022 VCE Highlights

"Mazal Tov to our brilliant graduating Class of 2022. We are all so proud of you. You are an extraordinary group of individuals who as a group have made a wonderful impact on our school community and on one another. You embraced all we have on offer and set the mark for school involvement and positivity. You have so much promise and I know each of you will make a positive difference.

The students' dedication and commitment, supported and guided by the expertise of their teachers has enabled them to achieve results that will open doors to the tertiary courses they seek and continue to place The King David School in the top echelons of the State".

  
Marc Light  
Principal

"I am thrilled that **100%** of our 2022 VCE students have received a first round offer, with 71% of these being their **first preference**. Wishing them all the best for the future".

  
Nicki Goodrich  
Pathways Advisor

Congratulations to our Dux, **Mia Wald** who achieved an ATAR of **99.85**.

Median Study Score was **36**.

#### Perfect Study Scores of 50

**Teige Cordiner**  
Applied Computing Software Development

**Joshua Shifman**  
Business Management

**Mia Wald**  
Biology and English

**5%** achieved an **ATAR** of **99** 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.

**49%** achieved an **ATAR** of **90** or **above** placing them in the **top 10%** of the State.

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

**92%** achieved **70** or **above** placing them in the **top 30%** of the State.

#### Tertiary Courses

Arts 14%  
Business/Commerce 19%  
Design/Creative Industries 13%  
Education 1%  
Engineering 13%  
Health Sciences 6%  
IT 7%  
Law 8%  
Science 19%

#### Tertiary Places by Institution

Monash 62%  
University of Melbourne 14%  
Swinburne 14%  
Deakin 5%  
RMIT 3%  
Victoria University 2%

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.*

2022 was a hugely successful year for our school with a return to uninterrupted attendance and full programming following the ongoing lockdowns experienced in 2020 and 2021.

During 2022, we adopted a range of strategies in order to ascertain how well we were meeting the challenge and to ensure that the School continues to improve in ways that resonate with our stakeholders.

Our primary avenue for seeking formal feedback is through our Annual Survey. In 2022, the School once again conducted our global school survey that was delivered to parents, students and staff across the School. We were thrilled to once again 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. Some other pleasing outcomes included that our staff responses were more favourable across the board.

There was no significant statistical difference in the parent body which still responded very favourably to the School’s education standards and culture. There was an increase in satisfaction with regards to staff-parent communication reflected in both staff and parent feedback.

Another pleasing outcome was a significant broad increase in Junior School satisfaction levels. Unfortunately, this was countered with a drop-off in satisfaction levels at Magid Campus with particular concerns being expressed with regards to the perceptions of bullying and responses to it. It is felt that the restructure of the Magid Campus to include a Middle and Senior School and designated individual year level coordinators at each year level will support our addressing of this issue.

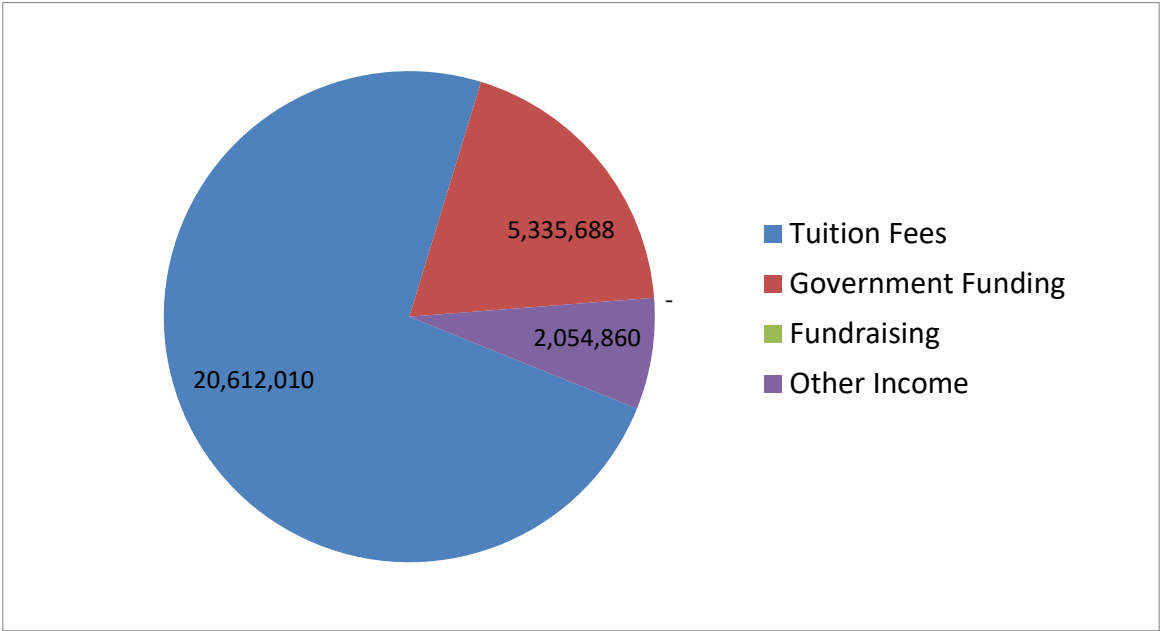
The King David School Parents’ Association continues to be very active and forms a significant avenue for parents to volunteer feedback and offer suggestions. To progress this, the KDSPA President retains a seat on School Council and also meets regularly with the educational leadership to convey parent 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. Furthermore the captains are also invited to represent student views at a School Council meeting. Finally, student-led groups including Q & A and the Hanhagah subcommittees are influential in gathering student views which the School can use to inform decision-making.

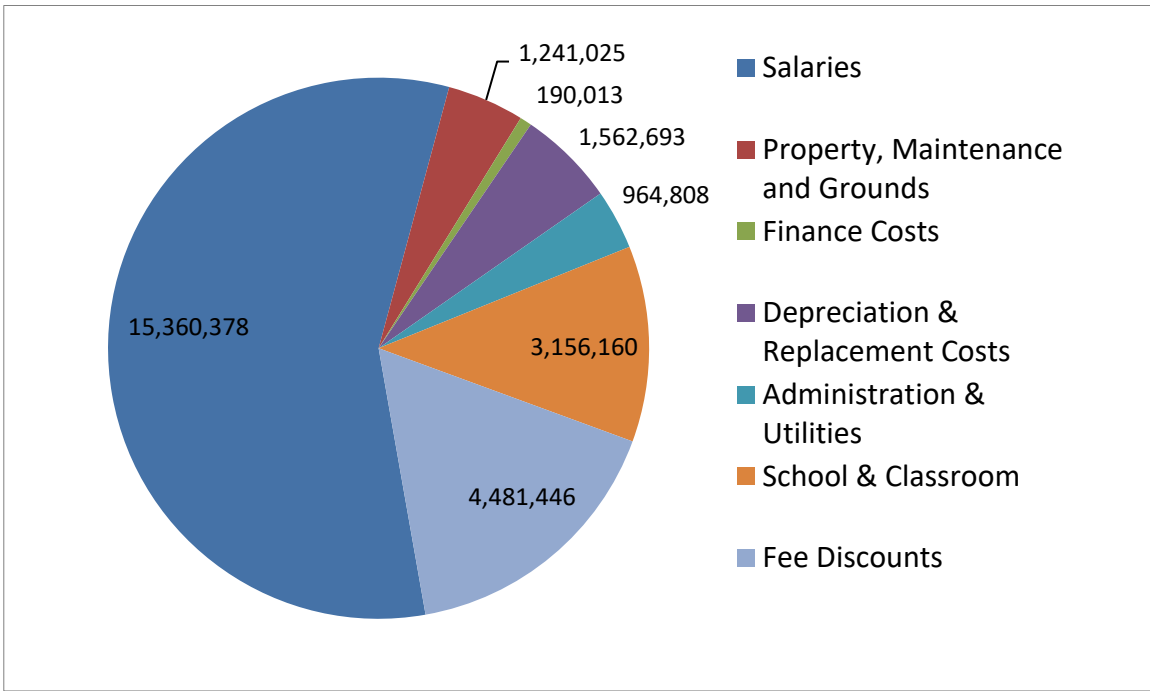
# School Operations

## 2022 FINANCES

### Income



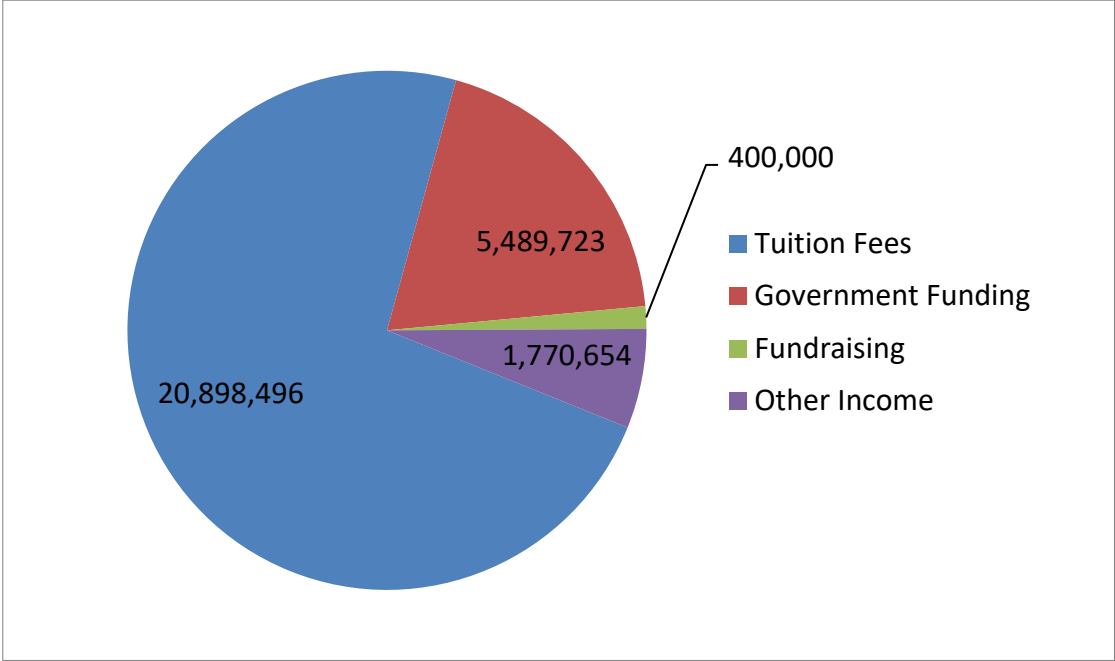
### Expenditure



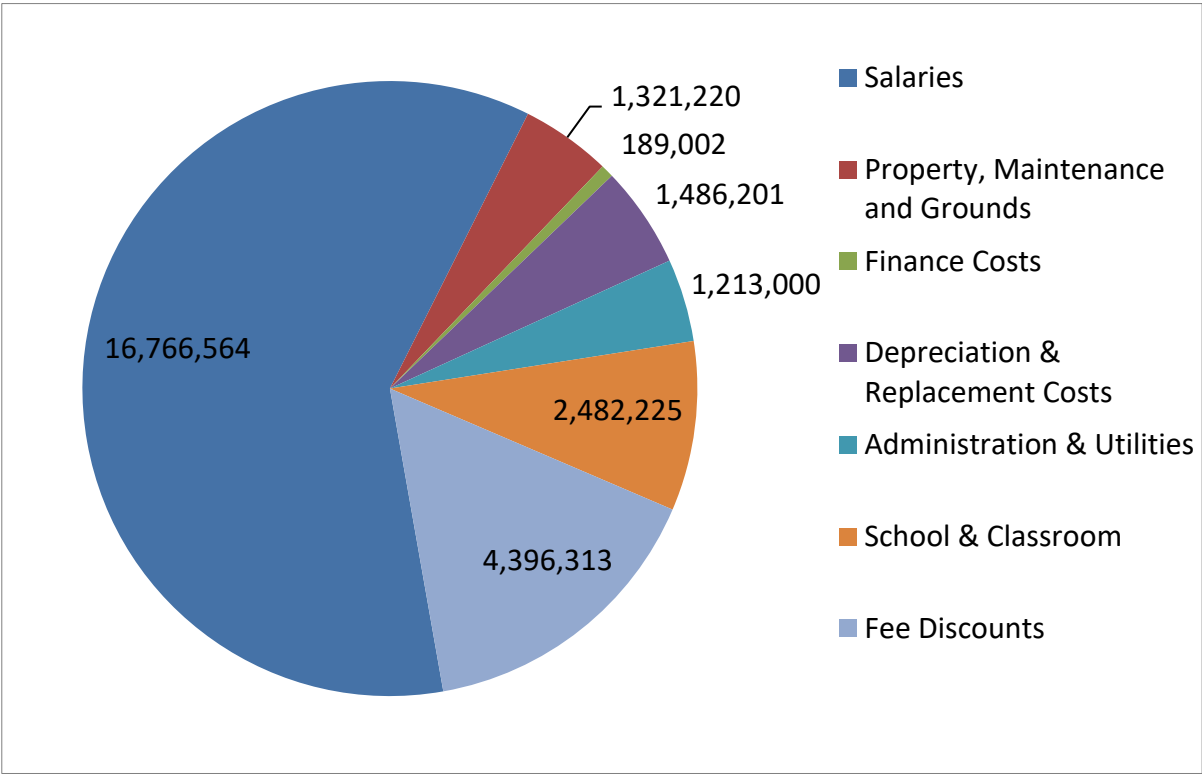
# School Operations

## 2023 BUDGET

### Income



### Expenditure





# 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.

2022 proved to be the most “normal” year since the pandemic commenced, with no lock downs and onsite learning continuing uninterrupted.

Planning approval for the new sports centre was received from the Minister, leading to a series of meetings with the architect, user groups and School Council to ensure the plans accommodated the needs of the school. Plans were finalised late in the year.

2022 also saw the introduction of a centralised fee relief assessment pilot program. This program is aimed to provide consistent and transparent application of fee relief to those families in the government system who have been unable to access Jewish education due to cost. A number of Jewish schools took part, with King David being the most popular first choice school for applicant families.

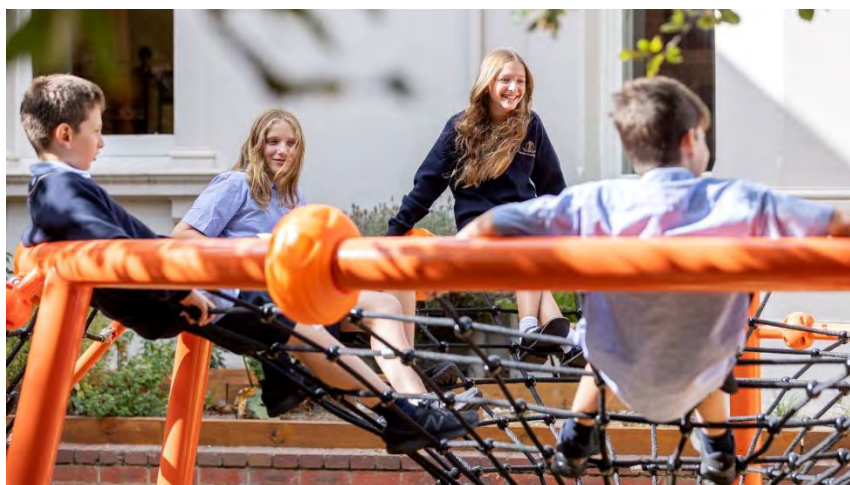
Overall, enrolments remained strong throughout the year.

A new Employment Bargaining Agreement was struck later in the year. For the first time, teachers and assistants were covered in the same agreement. A number of benefits arose from the agreement, including an extension of parental leave, and payment of superannuation for the first year of parental leave. We believe the school is the first to offer this.

Negotiations with staff representatives and the Union were cordial, with a shared understanding between all parties of the limitations imposed upon a school our size.

A restructure of the Senior School into a senior school (Years 10-12) and a middle school (Years 6-9) involved multiple building works over the long break at the end of 2022 to better accommodate the new organisational structure.

Surveys were again carried out at the end of the year, with a net promoter score remaining high at 63.85.



## 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.

