

Annual Community Report 2024





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 their 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

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.

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.

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

Words from the Principal



2024 was a challenging year for our school where we experienced the great highs of our wonderful school life and were struck with grief at the devastating events of Hamas' attacks on Israel on October 7 and the ensuing war which had a huge impact on our school community.

It is fair to say that not a school day goes by where an aspect of operations is not affected by the situation in the Middle East and its influence on Jewish life in Melbourne. One thing that has crystallised over this period is the enormous value in providing a rich, meaningful and holistic education that allows for the development of a strong and proud Jewish identity.

As you look through the pages of this Yearbook, you can share in our pride at the vast array of educational opportunities that abound in our beautiful school.

The School's outstanding reputation for educational excellence is testament to the thoughtful and responsive evidence-based approach to teaching. Our students enjoy the great benefit of developing the skills and knowledge that allow them to thrive in our classrooms. However, at The King David School we understand that many of the skill sets and dispositions that will enable our students to flourish throughout their lives come from the broad range of experiences and programs on offer that occur beyond the walls of the classrooms.

In 2024, our students enjoyed a wealth of these experiences across our domains of teaching and learning, Jewish life and student wellbeing.

Our students pushed themselves on the sporting fields and in limit-breaking outdoor education programs. We were overwhelmed by the creativity and talent on display in our range of visual and performing arts growth opportunities available.

They developed their character and values through our tikkun olam, community building and leadership programs.

We came together as a community to celebrate our good times and to draw from our collective strength throughout the challenges.

Look through the stories and photos and you will see how we support our students to develop holistically to become well-rounded individuals with curious minds and big hearts who are ready to make positive impacts on their immediate and wider communities.

You will also delight in seeing the joys of friendship, community and shared experiences.

I wish to thank our school families for your support and trust in us throughout 2024. We truly appreciate this and hope that you know how seriously we take our mission of providing a Jewish and secular education that allows our students to thrive now and in the world that they will graduate into.

Finally, I thank our wonderful students. It is such a pleasure and privilege to share in their learning, energy and ruach.

I wish you all a healthy, safe and peaceful break.

Marc Light
Principal



ACADEMIC EXCELLENCE

King David Students excelled in the academic arena once again in 2024. Our students who competed in a range of competitions did themselves proud as strong ambassadors for the School.

- Class of 2024 VCE Results: the students' ATAR results are as follows:

23% achieved 95 or above, placing them in the top 5% of the State

33% achieved 90 or above, placing them in the top 10% of the State

89% achieved 70 or above, placing them in the top 30% of the State

The Median Study Score was 34.

Our Dux for 2024 was David Lipton who achieved an ATAR of 98.7 and achieved a perfect Study Score of 50 for Geography.

96% of our students received a first round university offer from one of their top three choices.

- Lennox 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.
- Year 12 student Ella Simons and Year 10 student Lennox Burstin-Irwin were awarded the Long Tan Award, recognising leadership and service to community. Year 5 students Ashton Benveniste and Allie Svirsks and Year 11 students Abigail Kausman and Dylan Padowitz were awarded the Greg Sher Memorial Award.
- Year 12 student Maddy Jacobs and Year 10 student Toby Hauser were awarded The Future Innovators Award. This recognises students who have excelled in STEM studies and aims to highlight the value the defence forces place on STEM skills and STEM career opportunities.
- Top Class: Teige Cordiner (Class of 2023), presented his monologue interpretation of Madame Arcati at 2024's Top Class Theatre Studies Concert at the Melbourne Recital Centre. Over 1100 Theatre Studies students throughout Victoria presented their monologue examination in 2023, but only 30 students were selected by the VCAA to showcase their work.
- 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 Reuben Goldfarb (Year 10), Dylan Padowitz (Year 11) and Lennox Burstin-Irwin (Year 10) represented our school.
- The Debaters Association of Victoria (DAV) Secondary Debating: The DAV is a "non-profit association which exists to promote debate." In 2024, multiple teams competed in the program. The Year 10 debaters were Zach Banner, Sophia Barolsky, Asher Bloch, Tali Blumenkranc, Ebony Lewis, Lennox Burstin-Irwin, Eden Cantoni-Bud, Jacob Rosin, and Zac Yates. The Years 11 and 12 debaters were Daniel Bass, Keira Edelstein, Livia Lazarow, Daniel Menashe, Ariel Montgomery, Dylan Padowitz, and Ella Simons.
- Ethan Prendergast (Year 12) was awarded the 'Young Leader of the Year Award 2024' for the Yarra Junior Football League. He was nominated by the Fitzroy Junior Football Club after spending the past two years as an Assistant Coach for his brother Noah's U15 team. Ethan demonstrated many outstanding qualities in this role – he showed strong leadership, as well as discipline and dedication.

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: Unfortunately due to the war between Hamas and Israel, we were unable to take our Year 10 and Year 11 students to Israel for our four week Yesh Program in 2024. Yesh 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. In lieu of Yesh, Year 11 students embarked on an unforgettable experience visiting Cape York in Far North Queensland. This unique camp connected our students with First Nations communities at Panamuunji and Gumbiir in Cape York. Students also went to Cairns where they went hiking in the national park and snorkelling in the Great Barrier Reef.
- 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. Students hone the valuable skills of collaboration, critical thinking and communication. One of the highlights was the Rube Goldberg challenge, with students working in groups to create their own Rube Goldberg machines. Another was the 'runway' show which they completed the dynamic two days of experiential learning.
- Passion 4 Thinking: Year 8 students used project-based learning to create a 'Ted talk' on an area of personal interest, presenting their project to the King David community late in the year. In 2024 these subjects ranged from 'The Causes of Global Warming' to 'Eczema Education'.
- 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 9 Leaders: In 2024 we introduced Year 9 leaders who ran activities at the Junior School, sports programs, and lead Middle School clubs.
- 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, 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, The Royal Australian Mint, Questacon, Parliament House and the War Memorial.
- 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 five days in Gariwerd/the Grampians. Highlights included rock climbing, abseiling, canoeing, seeing First Nations' cave paintings, visiting a waterfall and watching the sunrise together.
- 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, 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 Camps: Year 10 students enjoyed their *Hadrachah* (leadership) 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 embarked on sailing camp at the Gippsland Lakes. They learned the basics of sailing, from essential terminology to mastering the art of tacking, all while living on their boats. They also visited Paynesville and Raymond Island, where they explored the local scenery and wildlife.
- Year 11 Camp: As mentioned above, Year 11 students learned about First Nations culture in Cape York, went hiking in Cairns and snorkelling on the Great Barrier Reef.
- Year 12 Camp: Facilitated by *Tzevet Lev* (the 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.
- VCE PE Camp: The surf camp offered students of VCE Physical Education a unique opportunity to apply theoretical knowledge in a practical setting. They gained a deeper understanding of concepts such as biomechanics and the principles of training as they navigated the waves and honed our surfing skills. Moreover, the camp fostered teamwork and camaraderie, as they cheered each other on and celebrated their progress together.
- Our Junior School students regularly adventured to our school kibbutz garden where they encountered plenty of leafy greens, cherry tomatoes, zucchini, pumpkins and passion fruit. Our Kibbutz program, led by school parent Erez Naim, teaches our students the joy of healthy, fresh food, and is a wonderful way for students to learn Hebrew vocabulary for fruit, vegetables and the growing process.
- National Science Week 2024: The theme was 'Species Survival - More than just sustainability'. The theme aims to highlight the importance of science and innovation in ensuring the survival and thriving of different species in an ever-changing world. At the Magid campus, students worked on solutions to species survival as today, presenting their posters and solutions to judges at the end of the week. There were also lunchtime events throughout the week.

As part of Science Week, CSIRO Scientist Dr Megan Sebben had a lively discussion with the Year 2 Scientists about the water cycle. Dr Megan is an expert in groundwater. Year 2 shared what they have recently learned about the water cycle with Dr Megan who reiterated that "we don't create new water, it keeps cycling around from rivers and lakes to the sky and rain to the ground again - the molecules are recycled." Together Dr Megan and Year 2 discussed how evaporation, dissolution and dispersal work, particularly with regard to the water in the ground underneath us which Dr Megan likened to a soggy sponge.

A number of VCE Biology students accepted an invitation to attend a Science Week Celebration hosted by Melbourne University and GTAC (Gene Technology Access Centre). Students had an opportunity to visit the Harry Brookes Allen Museum of Anatomy and Pathology. The Museum is Australia's largest collection of human tissue/organ specimens. Dating from the Victorian era, it has been continuously in use for teaching and research. Students also participated in the annual challenge task: 'Under the Coverslip - Science meets Art' in addition to undertaking a Virtual Reality (VR) activity related to the human heart

- Our current school students will be in charge of flying and programming drones in the future across a broad range of industries. Students in Years 6-9 competed in the Game of Drones one-day event, designed to test students' teamwork, problem-solving skills, creativity, technical flight skills, and analytical thinking.
- Changemakers Living Museum: As part of their Human Rights and Activists 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 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: The Year 10 "Start Me Up" elective class unveiled their ventures at a pop-up market at the Magid Campus. From jewellery to innovative DIY fidget spinner kits and more, each stall sparkled with the dedication and ingenuity of its young proprietors.
- Year 5 blasted off to the Victorian Space Science Education Centre (VSSEC) to further their exploration of our solar system. After an early start and a bus trip to Strathmore, Year 5 participated in a range of amazing activities. Year 5 were tasked with conducting experiments testing the living conditions of Mars. Programming Robotic Arms, checking the pH levels of chemicals and growing hydroponics were all in a solar cycle's work for the young Mars scientists.
- Year 6 students participated in a workshop on Keeping Safe Online with Project Rockit. Using student volunteers who each interpreted a variation of the same charade, Project Rockit showed how a story can mutate with each turn. Students talked about how quickly information can spread online, and how fast the details of the story can change. Students also acknowledged that it is much easier it is for people to be mean online than in person.

- Year 11 and 12 VCE Legal Studies students visited the Melbourne Magistrates' Court in the city to attend the Court's Education Program and gain firsthand experience of the workings of the Victorian legal system. Students met with Magistrate Tim Gattuso who spoke about his role as a magistrate and various aspects of his job. Students spent an hour visiting different courts and watching them deal with a variety of criminal matters from bail applications and contested hearings through to drug charges and sentencings. Students then returned to the courtroom to debrief with the magistrate. The excursion deepened students' understanding of various legal concepts.
- 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. 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.
- In 2024 we continued our Science of Language and Reading (SOLAR) program which is an evidence-based structured literacy program that uses phonics to teach students how to read. This teaches students phonological awareness so they are able to identify the 44 combinations of sounds in the English language. This enables students to decode words without relying on existing vocabulary.
- In 2024 we rolled out the Writing Revolution framework which explicitly teaches students how to take notes, summarise information, create sentences, single paragraphs and linked paragraphs to create a story or an argument. Students build their comprehension skills at the same time as they learn how to create cohesive texts. These are skills students take with them to Middle and Senior School, and beyond. We merged Units of Inquiry with English into a double subject called Integrated English, which teaches research skills and provides content for students to write about.
- Write a Book in a Day: Year 5 students worked in teams over a nine hour period to craft stories in our KDS competition. A tale centred around a map with a critical missing piece, devious intentions of a young girl named Ezmai, and a mansion holding secrets about to be revealed were just some of the ideas that materialised in the 'Write a Book in a Day' event. All given the same starting prompt, the competition required that teams create a cohesive narrative, with refined structure and literary elements.
- 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 19th 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 Junior School 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 determining safe ways to store foods to sourcing electrical energy by combining copper, zinc and a lemon. Lior Behar achieved a Bursary for his work 'Speeding up Cooking'; Wolf Hearst-Rogers and Jacob Rogers gained a Distinction for their work on Food Preservation; and Ashton Benveniste and Noam Reti-Waks achieved a Merit for their 'Nutritious Muffin' experiment.
- A group of Year 5 students demonstrated that they have the knowledge and skills, passion and drive to become promising entrepreneurs. Following application, six students were accepted to be part of the Term Four Enrichment Program centred on business, finance and marketing, and modelled on the reality TV show 'Shark Tank'. The young entrepreneurs pitched their ideas to four venture capitalists, or 'Sharks', with the intention of gaining investment in their companies. Ideas ranged from Jasmine Leigh's 'Bundle of Joy', a crochet kit fully equipped with needle, yarn and detailed instructions, to Noam Reti-Waks' 'Spectacular Shelves', a fabric shelving system that is easily assembled and attached to tent walls. After preparing, the budding entrepreneurs entered the 'Shark Tank' to present their pitches to four sharks who have started thriving businesses: Brandon Efron and Sam Vilshansky, KDS alumni, co-founders of the Blitz Bar, Melbourne's first self-serve açai bowl experience; Bernie Sharrad appeared on *Shark Tank* with his product, Caphat, an award winning skin protection product; and Dr Megan Sebben, Program Manager at CSIRO's Kick-Start Program, and presenter and judge of the series Australia ByDesign Innovations where she stands as a catalyst for innovation in science and business.
- Our Years 6 - 8 students started the school year with Launch Experience, jam packed with fun activities that foster team work, organisation, and help each year group get to know each other better. Students walked the 1000 Steps (Kokoda Track), did a Scavenger Hunt, joined the Young Scientist program, learned positive communication and organisation skills, made music together, participated in a Murder Mystery, played with giant bubbles, successfully decoded an Escape Room, and more. Together students launched into a magnificent year of learning in the Middle School.
- Students in Religion and Society Unit 1 and 3 were invited to participate in a special learning experience at the State Library organised for students at Jewish Day Schools by the Jewish Museum. Luminous showcases 1000 years of Hebrew manuscripts and other rare items. King David was joined by Bialik and Mount Scopus students to see the fascinating artefacts on display and enjoyed a tour of the Luminous exhibition given by Paul Forgasz. They were then treated to a talk by the exhibitions curator, Deborah Rechter, Jewish artist, Victor Majzner and Paul Forgasz.
- The lunchtime club GiST (Girls in Science and Technology) ran, a unique opportunity for girls in Year 2 and 3 that aims to build confidence and self-efficacy in STEM; increase engagement and interest in STEM; foster a growth mindset; and build perceptions of women in STEM.
- We held a parent education session led by Psychologist and expert in the area of body image Nicki Lefkovits, which provided invaluable insights and strategies to families for promoting positive self-image in their children. Nicki highlighted the strong connection between low self-

esteem and poor body image and discussed the need to empower young people to change their thoughts and feelings about their body image. One of key messages was the power of role modelling positive body image and healthy behaviours.

- Our ELC students regularly enjoy Gan Tevah, Bush Kinder. This Program encourages children to discover, play spontaneously, take risks and use nature to expand their imagination and creativity. It helps them to build relationships, and have a strong sense of wellbeing and social skills
- Year 4 students visited Australian Centre for the Moving Image (ACMI) to learn about stop motion, including the benefits of using voice-overs, sounds, and large and small character movements in an animation. Students created a 'story board' of a scene from their narrative, which they then used to create their very own stop motion.
- In October Magid Campus staff learned from renowned UK-based educator Tom Sherrington, the creator of the 'WalkThrus' framework, which KDS began implementing in Term 4 2023. WalkThrus are evidence-based strategies that help solve common problems teachers want to solve, such as 'how can I ensure every student remains engaged for this explanation?', 'how can I be sure (now) that every student has understood?', 'how do I get students to think deeply about this?'. The WalkThrus program provides teachers with a toolkit to solve these using various 5-step strategies (these are the 'WalkThrus'), as well as peer observation, discussion and coaching, and ongoing online resources. Sherrington spent the day working with Learning Area Leaders, developing their coaching techniques, as well as observing teachers and offering feedback. Later he led an all-campus staff Professional Development, providing staff with further incredibly useful pedagogical techniques.
- ELC students visited the Museum of Play and Art (MoPA) where they eagerly explored the interactive activities. They collaborated to build impressive structures using giant blocks, enhancing their teamwork and problem-solving skills. Designing and racing LEGO cars on a rollercoaster track sparked creativity and refined their fine motor skills. At the air pipes station, they experimented with air-powered balls, igniting curiosity about scientific concepts like airflow and motion. The adventure continued in Sunset City (the castle), where they explored and climbed, boosting their coordination, confidence, and resilience.
- Prep students enjoyed a fantastic excursion to the Australian Centre for the Moving Image (ACMI), where they participated in an engaging Fairy Tales Workshop. The children had the opportunity to explore the world of storytelling through film and animation. During the workshop, students delved into classic fairy tales, learning about the characters, themes, and how these stories are adapted for the screen.
- In October the Year 11 Geography class made their way to Belgrave and visited Puffing Billy as a part of their case study on sustainable tourism. The class learnt about the different services, events and train rides that they offer in order to maintain its sustainability for the future, guest speakers also discussed the ways that they managed to overcome obstacles like Covid-19 which significantly impacted visitors and tourist levels. Throughout the day students surveyed the visitors, volunteers and employees to collect primary data on how sustainable Puffing Billy really is. The class also rode the famous Puffing Billy train and witnessed first-hand the pollution and ash that impacts the local environment and residents. Students learnt that Puffing Billy is slowly transitioning from coal powered steam trains to biofuel ensuring that it is sustainable for generations to come.

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, we marked the start of the year with a Welcome to Country and a Smoking Ceremony at each campus led by Uncle William Pepper from the Boonwurrong Land and Sea Council. Uncle William explained that the smoke is similar to water - it cleanses and symbolises a new start. Like the mikveh, it is traditionally undertaken for weddings and other important rituals.
- ANZAC Assembly: we honoured both the ANZACs who fought so valiantly during World War I, and those who have fought in wars since. We held a special assembly for our Middle and Senior School students to honour the sacrifices and contributions made by those serving in the armed forces. The theme for the Magid Campus ANZAC Assembly was 'Boy Soldiers'. Students of the school whose relatives had served participated in the ceremony, reciting the names of their relatives whom they were honouring. Participants included: Jacob & Noah Fleiszig (Y8 & Y10); Eitam Danino, Josef Want and Jagger Jolson (Y6); Noah & Raph Segal (Y12 & Y10); Dion, Jaida & Zach Cohen (Teacher, Y12 & Y10); Arthur Slucki (Y8); Sophia & Ebony Lewis (Y8 & Y10); Ethan Prendergast (Y12) and Toby Hauser (Y10).
- 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.
- Building Bridges Interfaith Program: Unfortunately after the events of October 7 and the ensuing Hamas-Israel war, this Program was disbanded.
- Gan Seorah student Leor introduced his class to the billet from Japan he had staying at his house. Yujiro treated the class to a beautiful story in Japanese while Leor's Mum Nicky shared the same story in English. Additionally, Leor kindly taught the class hello and goodbye in Japanese. It was such an enriching cultural experience fostering a learning and appreciation for different languages and customs.
- In February, the King David community were fortunate to hear from Dave Sharma, former Ambassador to Israel and current Senator for NSW. Senator Sharma answered questions posed by Dr Katie Allen, as well as from attendees. Sharma shared his views about the behind-the-scenes diplomatic work that Arab countries are currently engaging in to help defeat Hamas. Senator Sharma spoke about the rise in antisemitism witnessed since 7 October. He also spoke about the importance of legitimate protest in a democracy and ensuring protests do not promote hate speech. Both Senator Sharma and Dr Allen stressed the need to ensure that Australia does not become increasingly divided.
- On Tuesday 19 February, a ceremony was held in the gardens of the Australian War Memorial, next to the eternal flame. Mr Garber's Year 10 History class attended the ceremony, hearing a beautiful array of songs played by the Navy band, an interesting line-up of speeches from army officials, and a rendition of our national anthem from a soloist singer. Zach Banner and Daniel Arndtheim laid a wreath by the eternal flame, and Mia Guberman and Zara Jachimowicz read a poem named "Flanders Fields", honouring the soldiers who fought.

- Students in Year 7 were delighted to welcome the Israeli organisation 'Save a Child's Heart' to their Jewish Studies lessons early in the year. Students heard from Stella Mongella, a doctor from Tanzania, who trained with the organisation. For 25 years, a global network of doctors, family members, volunteers, and supporters of Save a Child's Heart (SACH) have helped bring life-saving cardiac care to children in need around the world. To date, SACH has conducted 30 surgical and catheterization missions and more than 70 cardiology clinics around the world, examining over 9,500 children. The students heard about how the mission of the organisation is grounded in the focus on *Tikkun Olam* (Repairing the World). Doron Lazarus did a wonderful job of explaining how our Jewish values can become real world actions that improve the lives people.
- Year 2 students visited the Chinese Immigration Museum during the Chinese New Year. 2024 was the Year of the Dragon and students learnt about the importance of the Dragon in Chinese culture and folklore. The dragon is believed to have been created from nine different animals, each representing a different feature of the dragon, this comes from the story of the 'Yellow Emperor and his 9 totems.' The students also explored the history of the Chinese people in Australia and some of the challenges they faced on their 8-week-long journey to Australia over 200 years ago.
- Junior Kinder students learned about the Lunar New Year. This is the New Year based on the lunar (or solilunar) calendar that is marked throughout Asia, most popularly in China, Vietnam, Malaysia, Singapore and Korea. The students played with dragons, decorated banners and lanterns, and wore red in honour of the holiday.
- Year 10 students recently participated in an Indigenous walking tour of the city with Dean Stewart, a Wartha Worrung man. Dean led an unforgettable journey through Melbourne's CBD for the First Nations Justice and Reconciliation Year 10 Derech group. Dean's tour delved deeply into the history and stories of the Indigenous peoples of Melbourne. He painted a vivid picture of the land's past, helping students gain a fresh perspective on the city we call home. His engaging narratives educated and challenged the students' thinking, as he encouraged the group to see their surroundings through a different lens.
- Harmony Day is a wonderful opportunity to expose and teach young children about diversity, acceptance, cultural differences and inclusions. It is also an opportunity to pay tribute to the original inhabitants of the country – the First Nations of Australia. The theme for Harmony Day 2024 was "Everyone Belongs." While we explore our differences, the key message shared with children as we celebrate Harmony Day is that we may be different, but we all belong.
- Our Junior Kinder students picked up litter as part of 'Clean Up Australia' Day. This Day is not only about picking up litter; it's about instilling values of kindness, responsibility, and respect for our planet. The children worked together to clean up, learning that everyone has a role to play in caring for our world. What marvellous little menches!
- We were delighted to welcome Dr Michelle Ananda-Rajah MP, Member for Higgins, to officially open our Gan Chitah room at our Early Learning Centre in March. Chitah (wheat) is the seventh ELC room to be named after the seven species (wheat, barley, dates, grapes, pomegranates, olives and figs) which play an important role in Jewish customs and traditions. Dr Ananda-Rajah applauded our educators as 'social engineers', critical in the overall development of young children.
- To mark the end of Reconciliation Week, the Year 10 Derech First Nations committee planned and presented a Reconciliation assembly at the Magid Campus. After doing an Acknowledgement of Country, the committee explained why we do these Acknowledgements, highlighting how important it is to recognise First Nations connections to the land. The Year 10 students presented a video featuring students finding out about the Boon Wurrong meanings of place names near our school such as Orrong, Dandenong, and Toorak. The students also showcased a video of Eddie Betts talking about how important the Sir Doug Nicholls Round

(Indigenous Round) of AFL is to him and his family. Ebony Lewis beautifully led the assembly in a sing-a-long of Paul Kelly's 'From Little Things, Big Things Grow'.

- Students and staff at our Magid campus wore purple accessories to mark Wear it Purple Day. We celebrated the day with a bake sale that raised funds for the Wear it Purple Foundation as well as Black Rainbow, an organisation that supports LGBTIQ+ Aboriginal and Torres Strait Islanders. Wear it Purple Day was established to show young people across the globe that there was hope, that there were people who did support and accept them, and that they have the right to be proud of who they are.
- As part of this term's Integrated English unit "Age of Exploration", Year 3 explored the concept of "change". In groups they researched the origins and meanings of some important Australian symbols, including: The flag of Australia's First Nations people, the Australian Flag, the Torres Strait Islander Flag, Wattle, the Australian Coat of Arms, the Kangaroo, the National Colours and Uluru. They considered whether changes in society had diminished or increased their importance.
- The First Nations Year 5 Leadership committee worked on a project to help educate their classmates about Indigenous culture, science and history. All around the Dandenong Road Campus, they created displays where students can learn an interesting fact about the First Nations people. The students researched by watching the SBS series 'The First Inventors' and looking at a wide range of other sources.
- The Magid Campus celebrated ReGen Week during Chol Hamoed Sukkot (October), tying in with the environmental awareness that the *chag* (holiday) encourages. Led by the Vaadat Tikkun Olam (Hanhagah committee), students held a second-hand swap market, gave tips on being sustainable, and held a breakfast in the sukkah for those who rode or walked to school on Wednesday.
- Parents were fortunate to hear from David Michelson, former police officer and security consultant, on how to conduct safe parties. He outlined the laws around drinking and spoke about dealing with a wide range of complex scenarios. He also discussed managing pressure from our children, the normalcy of parties and the reality of teens today in terms of experimentation with alcohol and drugs. In particular, parents examined the law with regard to teens and drinking alcohol/using drugs, parental legal responsibility, liability and security issues at parties.
- Junior Kinder students celebrated Diwali, the Festival of Lights! They learned that Diwali is a special time for many people around the world, especially in India. Families come together to celebrate love, joy, and new beginnings and honour the victory of light over darkness. Diwali is all about bringing light, kindness, and happiness into our lives and sharing it with others. Every Diwali, people light diyas and share sweets to celebrate happiness and to remind us that kindness and goodness shine the brightest.



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: Negev House emerged victorious in the annual KDS Years 6-12 House Swimming Gala, showcasing exceptional house spirit and teamwork. It was great to see so many students completing the 25m races, 50m races and the novelty events. Well done to Year 6 and Year 12 who had the highest level of participation in the water!

Our Years 3 - 5 students had a wonderful afternoon at our Inter-House Junior Swimming Carnival. All students had a turn competing in a variety of events, both competitive and fun. They were cheered on by our Year 9 ruach squad who wowed with their coordinated dance moves. It was close, but Negev defeated Galil, Kinneret and Arava to claim the 2023 championship. Mazal tov Negev!

Years 4, 5, and 6 students participated in the BDPSSA Inter-School Swimming Gala with great KDS team spirit cheering on each other throughout the morning. Congratulations to Bonnie Snow (Year 3) for first place in the 50 metre Breaststroke and Josh Hoffman (Year 4) for second place in the 50 metre Backstroke.

EISM Swimming carnival: Our strongest swimmers from Year 7 to 12 showcased their swimming skills at the Division 3 EISM Swimming Competition hosted at MSAC. Our team, comprising 32 dedicated individuals, approached the event with unwavering determination and grit. There were many notable achievements across the day, including Year 7 Andy Jiang's consistent placements, Year 8 Koby Gilboa's multiple second-place finishes, Year 8 Jemma Hauser's success in backstroke and breaststroke along with impressive performances from Sasha Marks also of Year 8. Year 10 Ella Weinstein's strong showing in breaststroke, and outstanding relay performances by Ella, Timna, Maya, and Mimi. Senior representatives, Alex Aronovych and Asher Levy, demonstrated exceptional commitment throughout the day and never gave up. Our students gave their all, resulting in a commendable 4th place overall and winning the 'most improved' trophy, having boosted our score by 295 points from last year.

We participated in the inaugural Years 5 and 6 Maccabi Cup basketball tournament on Friday 5 April. This year, Yavneh, Mount Scopus, Bialik, and King David all participated in the tournament, held at Waverly Basketball Stadium. Our Year 5 and 6 girls had tough games against a strong Bialik, and Mount Scopus. However, they finished the tournament with an impressive and nail biting win against Yavneh. The boys started their day off with a tough loss to Bialik, however, winning two in a row against Mount Scopus and Yavneh helped propel them to the top, in a three way tie for first with Bialik and Mount Scopus. After much deliberation and calculation, the KDS boys finished in second, narrowly missing out on first due to point difference.

All students in Years 5 and 6 competed in the Balaclava District Summer Round Robin. The students had been training all term leading up to the big event and excitement and energy levels were high. The weather was perfect as the students departed school and went their separate ways to five different venues for competition.

Due to bad weather, Years 6 to 12 Inter-House Athletics Carnival was unfortunately cancelled.

King David School proudly sent 60 students to compete in the EISM Athletics Carnival, showcasing their athletic prowess on the track. We were awarded the prestigious 'Most Improved' award, surpassing last year's performance by an impressive 689 points. Throughout the day, our students demonstrated exceptional talent and determination as they ran, jumped, and threw their way to success. Their efforts resulted in some great achievements, both in terms of personal records and

podium placements. The weather was on our side, providing a perfect backdrop for a day filled with spirited competition and camaraderie.

Students in Years 5 and 6 competed in the Winter Season Round Robin of the Balaclava District in May. Football, Soccer, Netball & Teeball were played and the students were so excited after many weeks of training. Our best achievement came from our boys' Soccer team who came runners up, making it to the grand final now three years in a row. Our football team finished in 3rd place as did our girls' soccer team.

The annual VCE students' KDS vs Yavneh sporting match was played in June. This competition has grown every year and garnered a strong following. In 2024, a new tradition was introduced: the girls played a soccer match against Yavneh. Coached by Maccabi's Martin Jona, the team, assembled by Naomi Irons and Ella Simons, trained hard and displayed consistent motivation. Despite a valiant effort and a dominant attacking play, the girls narrowly lost 0-1 to Yavneh, who scored a late goal. Ethan Prendergast and Alex Aronovych rallied an AFL team of boys (which included some Year 11 students) who trained diligently for several weeks and they were coached by alumnus, Raphy Light (Class of 2022).

Charlie Lindros competed in the Victorian Interschool Snowsport Championships on Mt Buller as part of King David's team. He competed in three events: Giant slalom, ski cross, and slopestyle. Charlie achieved an excellent result in slopestyle and was selected to represent our school in the national championships. He went on to compete in Perisher Valley in NSW in September. Sam Lazarow, a Year 10 student, delivered a strong performance by finishing 56th out of 154 competitors in the Division 2 Alpine event and 52nd out of 165 competitors in the Division 2 Ski Cross. Additionally, Year 8 student Hugo Samuel showcased his talent by finishing 37th out of 162 racers in the Division 3 Alpine event.

In what was a very windy day in Melbourne, KDS competed in the annual Balaclava District Athletics Carnival featuring our finest athletes. In 2023 we took home the coveted Usain Bolt Trophy but in 2024 we settled for 4th position. There were some outstanding results on the day with Ness Page taking 1st place in Hurdles as well as Josh Hoffman in the high jump. Our most successful athlete on the day was Year 4 student Zach Sutton winning three events: 100m & 200m sprints as well as teaming up with Wolf, Archer & Louie winning the 4x100m relay.

The KDS 2024 Soccer Olympic tournament run by the Ruach Va'ad went over three weeks of exciting matches every lunch time. The teams were inter-year level allowing for the whole Magid Campus to come together to compete and support each other. The Grand Final was Australia Vs Brazil! The final was an exciting day with music, snacks and lots signs supporting the teams. The game was intense and finished 0 - 0, going into penalties. Australia, the Year 7 and 12 team, won on the 6th penalty!

Our Senior sport students welcomed Australian Olympian and Athlete, Jemima Montag. Jemima is a racewalker and was about to head off to the Olympics in Paris. With enthusiasm, Jemima shared her captivating insights and personal story through an engaging presentation for her 'Play On' Project. During her talk, Jemima fearlessly delved into the very real barriers that girls face in sports, from issues like uniforms, nutrition, physical environments, health literacy, gender inequality to the taboo topic of menstruation. Our students didn't just passively listen; they actively engaged with Jemima, sharing their own experiences and perspectives.

In August KDS competed in the annual EISM Chess Gala Tournament. A team of Years 7, 8 & 10 students pitted their skills against the best from the other schools. Hosted by Emmaus College, there was a friendly half-court game of Basketball during the break in which our students competed well. Overall, Huntingtower took first place in both the Junior, Senior and Best Player medals. King David's Junior Team came third place and Senior Team came fifth. MVP Junior was earned by Benjamin Balbin (Year 7) who won five games of seven and Senior was earned by Zac Yates (Year 10) who also won five games of seven.

In September students from Year 7 to Year 10 competed in the EISM Cross Country at Ruffey Lake Park in Doncaster. We had 25 students compete for King David, unfortunately we had a few students out with injuries.

In October Magid Campus held a Term 4 Sports Assembly, led by Hanhagah members Jess Branicki and Kiera Edelstein. Recognising our students' sporting achievements, awards were given out to the Most Valued Players and the Most Determined Players. We celebrated KDS being awarded the most improved school in the EISM Swimming and Athletics Carnivals; our Senior Boys' Tennis team coming Runner Up in the EISM league; our Senior Boys' Indoor Soccer, Years 8/9 Girls' Footy, Years 8/9 Boys' Footy, Years 8/9 Boys' Basketball, Years 8/9 Girls' Badminton and Years 8/9 Boys' Softball teams all reaching the Semi Finals in their leagues. We also celebrated our Year 6 achievers in the BDPSSA division, including the Mixed Volleystars team and Boys' Soccer team who came Runners Up, and the Boys' Basketball team who won 3rd place. We congratulated Year 6 students Ness Page and Abi Terry who gained great results in the Hurdles and Cross Country events respectively. We also congratulated the Interschool Snow Sports team, particularly Year 10 student Charlie Lindros who made the Nationals. We were privileged to hear from Western Bulldogs AFL player Sam Darcy who spoke about the importance of challenging ourselves and of having family support, particularly in times of high pressure.

In October, students from Years 4 and 5 competed at the Beachside Division Athletics Carnival. Unfortunately due to illness Ness Page was unable to compete in hurdles. Zach Sutton began the day with his 100m sprint performing extremely well, finishing 2nd place qualifying for the Regionals. 10mins later he came 2nd once again in the 200m race, which we were thrilled about. Josh Hoffman was next, competing in the high jump soaring into equal 3rd place. Zach then teamed up with his relay partners Louie Slade-Jacobson, Wolf Hearst-Rogers & Archer Greenberg as they sprinted their way into 1st place in their heat of the 4x100m relay.

Year 10 student Zac Robinson represented Victoria at the National AusCycling Road Race. Zac came 4th place, losing out on 3rd by a very small margin. Mazal tov Zac! Zac said that his result is "truly an honour and I couldn't have done it without the amazing support from the school."

The Year 7 Sports Science class took a trip to the driving range at Albert Park to sharpen their distance shot skills. As part of their Skill Acquisition unit, they learned how to use modified golf equipment at school, and this session also gave students the chance to put theory into practice. With guidance from a professional golf instructor, the students learned how to use various club getting plenty of hands-on experience.

Year 7 girls' EISM hockey team took on Plenty Valley for EISM sport. Our 1-0 win came from an excellent push out from Hannah, an initial goal shot from Millie and the final shot over the line being touched by Georgia. The defence worked hard, Sasha and Emmy and Asha, along with Freya in goals, cleared the circle and made some accurate passes out to the halves and forwards.

Years 5 and 6 students competed in their Term 4 Summer Round Robin in November. A new format was trialled, as points were tallied across all sports, and not based on sports individually. This meant that every game counted! Our teams had amazing success, as our Touch Rugby team finished 1st, Rounders placed 2nd, and both Sofcrosse and Handball finished 3rd. Overall, King David finished 2nd, only 2 points behind 1st place!

Faster, Higher, Stronger - Together! Our Junior School Athletes showed determination, courage and team spirit at the annual Inter-house Athletics Gala. We are so proud of the way our students encouraged each other and worked together! Mazal tov to Galil, the winning house!

KDS finished the year in sport in fine style as the Year 7 boys' team took home the championship in soccer. The final win to secure the championship was against Kingswood where KDS won 8-2. While the final game was convincing, the season had many close and intense battles especially against Bialik and Oakleigh where the games were of high standard and our boys rose to the occasion time and time again.

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 Theatre, 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 dedicated and talented cast of our 2024 Senior School Musical - '13' - spent four days at SHIR camp, prior to the start of our school year. The cast participated in a series of workshops, bonding activities, choreography and vocal rehearsals. As a reward, the students were treated to the first preview performance of Tim Minchin's 'Groundhog Day'.
- VCE Theatre Studies students and Year 9 Drama students attended an evening performance of Romeo and Juliet by Bell Shakespeare, at the Fairfax Studio. The production offered students wonderful insights into how Shakespearean texts can be interpreted for a modern audience. The direction, design and performances were of a considerably high standard and offered our students rich opportunities for analysis and evaluation.
- Drawing on pop music, rock imagery, pantomime and sitcom, the Australian Shakespeare company dazzled the Year 12 English and Literature students in March in a rock-inspired version of 'Much Ado About Nothing' performed at the Royal Botanical Gardens. Atop picnic blankets and deck chairs, students marvelled at the bold, audacious energy of Benedick and Beatrice's 'merry war of wit' set to 90's rock music and devilish dancing.
- There was no shortage of talent as our audience delighted in watching our Senior School musical, '13' as Evan Goldman (aka our mesmerising Year 11 student Jules Salter) mastered the complex social circles of his new school as his Bar Mitzvah approached and he 'became a man'. There were rabbis, jocks, cheerleaders, geeks and goths to watch with fascination as they all kept us enthralled with song, dance and storytelling.
- On Year 7 Drama students attended a performance of 'The Amazing Drumming Monkeys' as part of the Melbourne Comedy Festival. This entertaining show incorporated a clever combination of puppetry, live music, comedy, and an impactful environmental message. In addition to experiencing the joy of seeing live theatre, the students developed their puppetry manipulation skills through careful observation of this performance as part of their Drama studies.
- The Year 10 Drama students (Eden Cantoni-Bud, Netan Meydan, Giorga Sack, Emily Umansky, Ella Weinstein and Tahnee Wise) presented their Suitcase Series performance to a select audience of family and peers in our Theatrette in June. The timing of this presentation – one day prior to celebrating World Environment Day (05/06) and the day after Reconciliation Week concluded, where we were reminded of the importance of our connection to country – made the subject matter of their work all the more pertinent. Suitcase Series is an award winning Malthouse Theatre education program which has been running since 2010. It is an innovative program that offers students across Victoria an opportunity to develop and expand their theatre-making skills.
- Year 4 students presented their Stop Motion animations at an Expo in their classrooms. Part of their unit Habit of Mind: Creativity, Imagination and Innovation, every student built their own set, characters and props. In addition to this they had written a script for a short story, fit for Stop Motion. The students worked with a partner - one filming and the other creating and directing the story. After this, they edited their own work with the principle: Less is more.
- The VCE Theatre Studies and VCE Literature classes attended the Melbourne Theatre Company's production of 'A Streetcar Named Desire' by Tennessee Williams. This masterpiece, starring Nikki Shiels, engaged with topics as relevant in current times as it was

when the play was written, such as masculinity versus femininity, fantasy and reality, sexual liberation, appearance and abuse. The set design was a replica of a New Orleans apartment and was interacted with thoroughly, leaving no crevice of the set unturned. The lighting and sound design emphasised and heightened moments spectacularly, leaving the audience in a shocked silence or an unrestrained laughter. The students were captivated and enamoured by the performance and the VCE Theatre Studies class analysed the performance as part of their studies.

- The Australian Shakespeare Company delighted KDS with a splendid and exhilarating performance of Shakespeare's timeless tragedies, 'Macbeth' and 'Romeo and Juliet'. For the eager Year 9 and 10 scholars in attendance, it was a day steeped in the magic of Elizabethan drama. The performance was not only a testament to the enduring genius of Shakespeare but also a superb educational experience for the students, with many eager volunteers taking to the stage for their debut roles; allowing them to experience the grandeur of Shakespearean theatre and appreciate the timeless relevance of his themes. The actors' mastery of language and the emotional depth of their performances undoubtedly enriched the student's understanding of these classic works.
- In August the Vaadat Tarbut, Year 12 Hanhagah Arts committee, hosted a high-energy celebration of student and staff musical talent at our Magid Campus. The Recital room was packed as students watched their peers perform. Year 10 student Ebony Lewis sung a beautiful rendition of 'The Greatest Love of All'. Harry Hearst and Noah Wise drummed and strummed The Red Hot Chilli Peppers' 'Californication'. The King David RockING band, made up of Millie Zelman, Elijah Lloyd, Jake Birnbaum, Benji Bigos, Jess Zelman, Ellie Newton, and Oscar Gelfand performed Vampire by Olivia Rodrigo. Finally, the KDS staff band, The Yeah Yeah Nahs Nahs rocked out to 'Born to be Wild'.
- Year 3 students travelled to Hamer Hall to watch a performance of 'Peter and the Wolf' as part of their learning about the instruments of the orchestra. Students heard and could identify a variety of instruments, and enjoyed being together in the city to hear this wonderful story played by the Melbourne Symphony Orchestra.
- The VCE Theatre Studies students (Zoe Munz, Debbie Pastor, Kayla Pizzo and Jules Salter) presented their Theatre Studies monologues. This presentation was a pivotal step for our Year 12 students as it was their first opportunity to present their work to an audience prior to their performance exam. The Monologue Showcase ended with a short Q&A where the audience had the opportunity to ask the students questions about their interpretations.
- We were taken from Canaan to Egypt in September, travelling with Joseph as he lost and gained his technicolour dreamcoat in our Years 6-9 Musical, written by Andrew Lloyd Webber and Tim Rice. Along the way we bopped to the story told through country western, calypso and rock 'n' roll by our amazing performers. Choreographed by our alumni team of Eden Abukasis (Class of 2023), Rylee Sack (Class of 2021), and Amalia Wise (2023) and ably supported by arts administrator Charli Cantoni-Bud (Class of 2023) with vocal oversight by Matan Franco (Class of 2010), Joseph was a wonderful showcase of both our current and past students' skills!
- Our Years 3-5 students were the stars of the stage later in the year, performing their musical and dramatic production of Back from the Future to enthralled students and families. Written and directed by Nissim Ben-Salamon, each class showcased the link between school subjects and possible careers in adult life. With authors, accountants, artists, footy players, rabbis and vets, our students gave us windows into the future. Every student has the opportunity to have their own lines to learn and the rehearsal process involved learning the art of stagecraft, giving all students the opportunity to experience theatrical skills.
- There was a spectacular showcase of our musical talent at the annual Spring Concert. Performers included our Rocking David Band (Junior School students), Junior Choir,

Woodwind Quintet, Junior and Senior Strings with Flute and Percussion, Senior Choir and our Nana band singing "Im Telech" by Idan Raichel. Virtuoso musicians, brothers Raphi and Asher, left us spellbound with their guitar piece "Mediterranean Sunrise" by Al Di Meola.

- Several King David students were awarded prizes in the annual B'nai B'rith Jewish Youth Art Competition. Outstanding entries from KDS students included: Milena Hain (Year 12) – 1st place in Painting and Drawing (Years 11 & 12 age group); Zoe Munz – 2nd place in Photography (Years 11 & 12 age group); Ella Simons (Year 12) – 3rd place in Photography (Years 11 & 12 age group); Milo Friedman (Year 11) – Jeffrey Wiener Memorial Prize for Portraiture & Caricature (Overall Best); Hannah Kausman (Year 11) – 1st place in Portraiture & Caricature (Years 11 & 12 age group).
- The annual Creative Arts Expo showcased our incredible Visual and Performing Arts from Years 6 to 12 students in October. Stunning Visual Art was on display by our VCE students as well as brilliant Visual Communication and Design and Media projects. VCE Theatre Studies students expertly presented their monologues and we were treated to two wonderful songs by our Senior Choir as well as a performance by Raphi Bloch on piano. Marc Light inspired us with Sark's poem 'How to be an Artist' and our students heard from past student and current parent Elise Hearst, author and playwright, who spoke about all the different paths a creative calling can open up.
- There was a celebration of student creativity and talent at the Junior School Creative Arts Expo. There were impressive performances from students learning a range of instruments including strings, woodwind and guitar. Our Junior Choir and Rocking David Band had the audience toe tapping to some great renditions. To top it all off, there was a selection of artwork to admire from every student from Prep to Year 5.
- The Year 8 Drama students presented their murder mystery presentation titled 'Theodore's Birthday Surprise' in the Theatrette to family and friends in November. The students were very busy over the last 10 weeks preparing for this performance.
- In November, Year 9 Drama students presented their Theatre in Education presentation of 'The Gruffalo' to delighted Prep students. The students were entirely captivated by the performance which incorporated a range of conventions of Theatre in Education including use of music, mask and puppetry.
- The Alexander Theatre came alive with the vibrant energy of our talented Prep-Year 2 students, who performed their much-anticipated musical, 'The Long and Winding Road to Solla Sollew', adapted from Dr Seuss' I Had Troubles Getting to Solla Sollew. The show was a delightful blend of timeless Beatles music, dance, and storytelling, narrated by our wonderful Ike Curtis, Jewish Experiential Educator and alumnus (Class of 2013). It beautifully showcased the creativity and enthusiasm of our young performers and choreographed by talented alumna Charli Cantoni-Bud (Class of 2023).
- 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. The Arts Club at the Magid Campus was run by the Vaadat Tarbut, the Year 12 Arts committee of the Hanhagah (Year 12 leaders).
- Lanie Szwider (Year 12) was awarded the Eva and Marc Besen Visual Art Acquisition Award in 2024.

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 Jewish Life and Learning shapes the day-to-day running of the school, some education elements occur weekly, some yearly and others are one-off initiatives and programs. Throughout school life, we celebrate our heritage and offer meaningful 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. 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.
- 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*.
- Run by our Year 12 Hanhagah Jewish Life student leaders as well as our outstanding *Tzev Lev* (Jewish Life) team, our annual Back to School Service was an uplifting start to our school year. 2024's theme was based on the lesson taken from the film 'Inside Out', which helps us to understand the importance of recognising and feeling our emotions without judgement. Va'ad Rosh Trixie Burstin-Irwin gave the drash on Parashat Mishpatim, emphasising the power of intention. Year 12 student Debbie Pastor spoke about her personal relationship to Judaism and the importance that the Progressive Youth Movement, Netzer, holds in her life. We said a prayer for the release of the hostages, and of course, sang *Oseh Shalom* for peace. Longstanding staff member Cathy Kaiserman was honoured with an *aliyah l'Torah*, as was our new Director of Jewish Life and Learning Ilan Bloch. Year 12 student Milena Hain and her family were also honoured as Milena was called to Torah for the first time, becoming Bat Mitzvah. Kol HaKavod to our student leyners, Gemma Hatfield (Year 8), Reuben Goldfarb (Year 10) and Mia Bentata (Year 12) who leyned with resonance and clarity.
- Kabbalat Siddur: Early in the year, our Year 3 students gathered for a meaningful and special Kabbalat Siddur ceremony. This was the first time the students officially received and used their Years 3-5 siddur which they had previously taken home to decorate and personalise. 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 *t'filot*.

- JNF came to our Dandenong Rd campus in January to share their 'seeds of hope' with our Years 1 - 3 students. Students wrote wishes on cards containing seeds, as an intention for new beginnings and as a symbol of hope and connection between Australia and Israel. Students learned about our special link to the land of Israel and our roots; the importance of trees to the environment; and what can we do to help the environment.
- We had an incredible time celebrating Purim. Both of our campuses were filled with frivolity and activities that ensured that we not only fulfilled the four mitzvot of Purim (*Mishloach Manot* - food gifts; *Matanot l'Evyonim* - baskets for those in need; hearing *M'gillat Esther* (the story of Esther); and eating *S'udat Purim* (the Purim feast); we had fun! There were a huge amount of activities, including the costume parade and dances, the fun fair at each campus, making tzedakah baskets for Impact for Women; seeing Luigi Zucchini the magician, making *Osnei Haman*, decorating *ra'ashanim* (noisemakers), seeing the Year 12 Purim dance, and participating in the Purim escape room
- Beit Kneset (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. They had the opportunity to look inside *the Aron HaKodesh* (the Holy Ark), where the *Sifrei Torah* (Torah scrolls) are kept. They also examined the white Parochet which will be displayed at TBI on Rosh HaShanah. At St Kilda Shule they saw the dome ceiling which looks like a large kippah and the students were invited to stand on the bimah and look at the Torah while making a connection to our previous unit about the Sofer STaM. The students were in awe as they sang and heard the sounds of the shofar.
- 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.
- We commemorated Yom HaZikaron laShoah ve-laG'vurah (known as Yom HaShoah) with a special assembly run by Years 10-12 students who constructed a commemoration around the theme of 'Recording Memory'. Ella Simons and Lennox Burstin-Irwin prepared and presented an appropriate Acknowledgement of Country, highlighting the commitment of Uncle William Cooper to protesting Kristallnacht. Tash Freiberg wrote and presented a meaningful introduction that set the tone for the commemoration. Emma Kogan-Lazarus sang 'Mayn Shvester Khaye', a moving poem by Binem Heller, recalling his sister Khaye, who cared for him during the Shoah, but was murdered in one of the Death Camps. We were privileged to hear from Henry Buch, who discussed being a small child in the Warsaw Ghetto. We were also joined by Alex Heimler, another survivor, who joined his great-nephew and nieces from the Rockman family to help light the 6 candles. Liv and Sam Lazarow shared their experiences on last year's March of the Living. Yom HaShoah was observed in the Junior School in an age-appropriate manner, with Years 3-5 student representatives called upon to light candles and younger ages learning about difference and respect.
- On Yom HaZikaron, Magid Campus staff and students gathered together to remember the 25,033 fallen Israeli soldiers. This commemoration concentrated particularly on victims of October 7 and IDF losses in the ensuing war against Hamas in Gaza. Prayers were read, the Israeli flag was lowered to half-mast, candles were lit and a wreath was laid. Along with poetry readings, the Nana band played two Israeli songs, and Year 12 student Shani

Jachimowicz shared the story of her family from Kfar Azza, on the boundary with the Gaza Strip, from that terrible day. We were privileged to have lone soldier Issy Burke, who moved from Canada to Israel to serve in the IDF, read one of the prayers, and speak to some of our students about her story at recess immediately following the assembly. At lunchtime, staff and students had the opportunity to reflect on October 7 and the war, 220 days later.

- We had a phenomenal day celebrating Yom HaAtzmaut! From being welcomed into the Shuk by our Hanhagah at the Magid Campus as we arrived at school, to watching the flag parade and hearing from 'Ben Gurion' at our Dandenong Road campus, we started the day off with huge ruach (spirit). After a tekkes at each campus, students had a huge day of activities, including decorating their own hamsas, making flag biscuits, life-sized Israel monopoly, boarding an El Al flight, recreating the Shuk Machane Yehuda, krav maga, an Israel-themed amazing race, a hummus making competition, a lunch time carnival and, of course, Israeli dancing.
- Prep and Year 3 students enjoyed incursions by the Matzah Bakery and delighted in the opportunity to bake their own shmurah matzah, a handmade, 'guarded' matzah. Rabbi Yossi set the students to task grinding the wheat kernels into a fine flour before starting the clock in the 18 minute countdown to preparing the dough, rolling and baking this unleavened bread of affliction.
- Pesach S'darim: Parents, grandparents and special friends joined our Prep to Year 2 students at each of their s'darim, and our Years 3 - 5 students loved being together as a cohort at their special 'senior' seder. Each seder was filled with song, actions, and of course *yein* (grape juice) as our students acted out the maggid (story) of moving from *Avadim* (slaves) to free people and tasted tears, bitterness, and then joy on our seder plates. A highlight of course was the epic Afikoman search, followed by more singing and dancing as the seder ended.
- 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, Pharaoh, Avodim, frogs, and shepherds to experience our story of freedom as fully as possible. Led by Learning Area Leader Louise Lowinger, accompanied by Nissim Ben-Salamon 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'.
- 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. Students at our Magid campus celebrated Lag BaOmer with a bonfire, baked potatoes and smores as the sun set. Students heard about the fate of Rabbi Akiva's students during the Omer and contemplated how they could combat *sinat chinam* (baseless hatred). Our Tzev Lev Jewish Life educators also reflected that coming together demonstrates Rabbi Shimon bar Yochai's realisation after 12 years studying in a cave that Torah is about community rather than the individual's relationship with God.
- There was a celebration of 'dorot' (generations) as our Year 8 students and their families came together to reflect on the significant journey the students went on over several weeks, exploring their family histories and uncovering the roots that connect them to their past, present, and future. As the Jewish Life and Learning team told families, "this project has not only been about learning the facts of students' ancestry, but also about understanding the deep connections and diverse stories that have shaped who they are today."
- In the lead-up to Shavuot, families were invited to join Ilan Bloch, the Director of Jewish Life and Learning, for an in depth discussion about war and conflict, through discussing the story of Dinah, the daughter of Ya'akov and Leah (Bereshit/Genesis 34). This was held as an opportunity for 'grown ups' to explore meaning in the Biblical narrative as we as a

community continue to grapple with war and conflict in contemporary times.

- Shavuot at the ELC and Junior School was full of learning and immersive experiences. The students explored the Luchot Habrit (the two tablets containing the 10 commandments), *Shivat HaMinim* (7 species) and *Zman Matan Torateinu* (the giving of the Torah) at Har Sinai through a variety of creative activities. The celebrations culminated with a whole school assembly and we were overjoyed that Junior and Senior Kinder were able to join us at this *simcha* (celebration) and help increase the *ruach* (energy). Shavuot celebrations wouldn't be complete without the annual cheesecake competition at Magid Campus. The winners were: 1st place: Jake B (Year 7), 2nd place: Hunter S (Year 8) and 3rd place: Gemma H (Year 8).
- As part of Shavuot, we launched our inaugural Middle School Tikkun Leil and then continued the tradition of our Senior School Tikkun Leil. The evening was filled with student-led learning, discussions and fun, covering topics ranging from the role of women in different parts of the Jewish world to Israeli unicorns, creating the dream Shabbat dinner and how we navigate our Jewish identities in a post October 7 world.
- Parents enjoyed a Canapés, Cider and Torah evening in the lead-up to Tisha B'Av (marking the destruction of the Temple). We learned about the significance of Jerusalem and the Second Temple to Jewish life two millennia ago, Jewish interdependence, *sinat chinam* (unnecessary hatred), the connection between religion and the Arab/Israeli conflict today, especially in regard to the *Har HaBayit* (The Temple Mount), and what meaning we might find in this period in contemporary times.
- We welcomed our dynamic Israeli madrichim (educators and leaders) Ofer, Snir and Yael, who made an impact on the Jewish experiential learning programs across the School. This initiative has been running for many years at the School and is an effective and important part of connecting students with Israel. Moreover, the madrichim offer students multiple perspectives of life in Israel, with each of them coming from different families, religious backgrounds and locations within Israel.
- 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). Falling on the 15th of Av in the Hebrew calendar, this date has ancient roots. In modern days it has become a day to express love and affection. Whether through acts of kindness, expressions of affection, or simply spending time with our loved ones. Tu B'Av encourages us to cherish and nurture the relationships that bring meaning to our lives
- According to Jewish tradition it is a mitzvah to affix a mezuzah on the doorpost of each room. 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 a Sofer STaM. The Year 1 students completed their mezuzah unit. We looked at various aspects of mezuzot that answered the students' What, Where, Who, When, Why and How questions. As part of our mezuzah unit the Year 1 students met Rabbi Link who is a Melbourne Sofer STaM. Rabbi Link explained about the tools he uses to write not only the mezuzah but also t'fillin and Sefer Torah.
- There was an incredible showcase of Jewish Life and Learning in the ELC as beloved grandparents and special friends joined together for a Kabbalat Shabbat with Senior Kinder children. Louise Lowinger, Learning Area Leader Jewish Studies (K-5), spoke about these celebrations being vital in making sure we 'walk the walk' and not just 'talk the talk' linking to this week's Parashah (*Va-et'chanan*), where in the words of the 'Sh'ma', we are instructed to teach our children through our actions and then with our words.

- We welcomed student ambassadors (exchange students), Yair and Ilai from the Leo Baeck Education Center in Haifa, a school affiliated with Progressive Judaism. Yair and Ilai joined us during their summer holidays for the coming four weeks to experience life in Melbourne and share their lives in Israel with KDS students. They will join some Year 12 classes, as well as enhance some of our Jewish Experiential Education and Hebrew programs.
- In Judaism we are told that our parents are given a special honour when they name their baby, a glimmer of divine inspiration. In fact, Judaism considers the act of giving a person a name to be precious. This term we have helped our Year 4 students connect their very own attributes to the literal and/or personal meaning behind their Hebrew names. The Year 4s began by researching their names at home with their parents. This research culminated in our Eleh HaShemot (these are the names) ceremony on Tuesday where the students and their families discussed, wrote and shared their reflections on their names and traits and how they may connect with our rich Tanach heritage.
- Toddlers came together with their parents and grandparents to the Magid Campus library on Sunday for "Storytime with Savta", which saw Ivrit teacher Hani Ron read Hebrew stories, together with props, songs, pictures, dances and activities. Participants also decorated cards for Father's Day. This was an incredible way for the littlies to learn Hebrew and connect with Israeli culture.
- There was a festival of celebration in advance of Rosh HaShanah at the ELC and Junior School. Activities were all centred around Rosh HaShanah themes and included a bee experience, tashlich, baking round challot and making honey joys. Year 5 students visited the Junior Kinder children and read Rosh HaShanah stories together and created beautiful greeting cards for the children to share with their families. Marc Light sounded the shofar and set a new school record for the longest Tekiah Gedolah blast we've heard so far! At the Magid Campus, we had a special Rosh HaShanah assembly for Period 6.
- In September, the Year 10 students embarked on a Jewish Studies excursion to the Melbourne Holocaust Museum, followed by a screening of the film 'Defiance' at Classic Cinemas. Their outing started with an exploration of Holocaust history, as they viewed sacred artefacts from this period in time, enforcing a deeper connection to their ancestors. The students were then divided into groups to place these artefacts in six categories: dehumanisation, discrimination, loss, return to life, resistance, and propaganda. This activity helped them to gain a deeper understanding of the historical significance of each artefact and their effect on the people, Germans and Jews alike, during the Holocaust.
- What does "family" mean to you? Junior School students took a deep dive into this question as part of Yom HaMishpachah (Family Day), where parent and grandparent volunteers assisted our students in brainstorming key words that represented "family" and then matched these words to different colours. Small groups worked collaboratively to create spectacular collages to represent the importance of family.
- Jewish Experiential Educators continued to develop student leadership capacity through a Peer Support Program (Amit) led by Year 11 students for Year 7s and supporting Year 12 leaders (Minhagim). Year 10 students also were trained in leadership and assisted with activities at the Junior School and at the Years 3 and 4 camps.
- After learning about Jerusalem and reading an article in Hebrew lessons – "Jerusalem – a city for all", students from Year 6 and Year 7 Hebrew extension classes went to see another city – Melbourne. The goal was to apply learnt language skills to real-life situations. The students took photos and short videos of themselves in the city. They described what they see and what a tourist in Melbourne can do there while using the vocabulary and linguistic patterns they learnt in class. Later in class, the students assembled vlogs, short films and posters of the experience.
- Vice-Principal Wellbeing and Head of Junior School, David Opat and Head of Jewish

Studies and Hebrew (Magid Campus), Feygi Phillips attended the Dreams and Dilemmas: Exploring a Changed Landscape conference in Israel. The conference, organised by Makom and the Jewish Agency, brought together Jewish educational leaders from across Australia to explore the challenges faced by Israel since October 7. As part of the jam-packed trip they visited the Kinneret School (pictured) that was built in just 6 weeks to educate students evacuated from across the North of Israel. There they delivered letters of support written by our Years 6-8 students.

- As part of their Jewish Studies classes on the history of the Arab/Israeli conflict, explored through multiple and competing perspectives, our Year 10 students heard from the executive director of Rabbis for Human Rights, Avi Dabush. A resident of Kibbutz Nirim in the Gaza frontier area, Avi endured the horrific attack on October 7, and has been evacuated from his home on the kibbutz for the last 6 months. He spoke of his perspective on the war and his hopes for a peaceful future. Students had the opportunity to ask probing questions in an attempt to better understand Avi's viewpoints.
- King David's vibrant Jewish Studies and Jewish Experiential Education program gave students from the ELC through to Senior School the opportunity to celebrate and engage in the festival of Sukkot during Chol Hamoed Sukkot. Our youngest learners read a story called "Tamar's Sukkah" in the School's sukkah! Junior School students went on a 'Sukkah Hop', visiting different sukkot on an excursion – including the Magid Campus sukkah where they were led in Sukkot-related games by our Senior student Madrichim. Middle and Senior School students visited the sukkah in their Jewish Studies classes, as well as had a special ReGen Week breakfast in the sukkah, linking environmental awareness with this time. Across the School, students have learned about the *Arba'at haMinim* (four species) and made a blessing with the Lulav and Etrog.
- Junior School students commemorated October 7 in a meaningful and age appropriate manner with the theme '*Am Echad, b'Lev Echad*' – one nation, one heart. All students made a bag tag with these words. Younger years learned about how Jews all around the world support each other. Older students also learned about the Acheinu prayer.
- Magid campus students commemorated October 7 with a heartfelt student-led assembly. Year 12 student Livia Lazarow led us in a prayer for the welfare of the state of Israel. Principal Marc Light lit a yahrzeit candle and we watched a moving video about the plight of the hostages and their families. Year 11 student Abi Kausman spoke about the work being done by Kibbutz Hatzetim, co-founded by one of her relatives in 1946, who are currently building housing for survivors from Kibbutz Be'eri. Abi reminded us that there is hope amongst the darkness in coming together to support each other. Year 7 student Millie Zelman led a prayer for the defenders and protectors of resilience. Nana band played Lionel Faretein's song 'It could have been me', which lists the names of hostages. Year 11 student Dylan Padowitz spoke about the unity in the Melbourne Jewish community and strengthening our communal participation in the face of tragedy. Dylan also remarked on the fundraising our school has done for Israel, particularly for Magen David Adom. Year 11 students Mia Milner and Ariel Montgomery led the prayer for the release of the hostages.
- After performing moving renditions of 'Or Gadol' by Amir Dadon and 'It Could Have Been Me' by Lionel Faretein at our commemorative assembly on Monday, the Nana Band went on to represent King David beautifully at the Illuminate October Event. It was a powerful performance which encapsulated the heartache of much of the Jewish community at such a difficult time.
- Selected Year 10 and 11 students travelled to the Brighton Bathing Boxes toward the end of Term 3 to meet visiting Israeli students from the Gaza frontier area, who were brought here by the Y2A organisation. This mifgash (encounter) included a welcome by KDS students, icebreaker discussions on life in Australia and Israel, and on Jewish identity. This was followed by a game of cricket and a kick of the footy, before finishing off with introducing our guests to cheesy vegemite scrolls, lamingtons, and salt and vinegar chips.

- Years 6-8 students learned about the festival of Sigd (from the word 'prostration'), traditionally celebrated by Beita Yisrael (Ethiopian Jews) and, since 2008, as an Israeli national holiday. Sigd is held 50 days after Yom Kippur, to reaffirm the commitment of Beita Yisrael to Judaism, God and the Torah, and to the dream of returning to Jerusalem. At lunchtime, students and staff came together to eat vegan (except for honey) Ethiopian food, including injera bread with stews, and himbasha bread with Gumuz honey, along with iced thyme-infused Ethiopian tea. People learned more about the festival, listened to Ethiopian Jewish music and heard from Eginu Meyer, an Ethiopian-Israeli who made aliyah (immigrated to Israel) at age six.
- Year 8 students were privileged to hear Eli Parkes speak about his experience making aliyah to Israel and his contributions to the war effort after Oct 7. Eli was raised in Melbourne and barracks for the Pies. He made aliyah after he finished university. Eli moved because he "wanted to be in the place where the Jewish story is currently being written." Eli spoke to students about Israel's place as the biggest technology hub outside of Silicon Valley. He shared his work with Apple as a chip designer, working on Apple's first in-house system on a chip (SoC) chip. After a few years at Apple, he left his role to pursue working for a start-up. However, shortly after he left Apple, Oct 7 occurred and Eli found himself without a job and wanting to help the war effort. Eli said that during this time, the sense that '*Kol Yisrael arevim zeh bazeh*' - all Jews are responsible for each other - was particularly pertinent. Shortly after Oct 7, a friend contacted him and asked him to contribute to the National Public Diplomacy Directorate.
- In November, Prep to Year 2 students shared Shabbat with their Grandparents and Special Friends. The Kobritz Hall was filled with song, tzedakah, and ruach as each year level welcomed Shabbat with their family members. With songs new and old, the hall was filled with uplifting energy. We lit the candles, washed our hands, said the brachot for kiddush and challah, and shared the joy of Shabbat together.
- Year 11 students were privileged to hear from Yair Lootsteen, president of the Israel Movement for Progressive Judaism, who spoke about his experiences as a lawyer working in the Israel Defence Forces for twenty-five years, including stints as the legal advisor to the IDF in the Gaza Strip and in the West Bank. Lootsteen also served on the Israeli negotiations team with the Palestinians, and helped draft the Oslo Accords. He discussed the rules of law and the Geneva Conventions, including issues such as collateral damage, human shields, and proportionality.
- The Junior School celebrated two exciting days of Chanukah festivities. Students enjoyed a variety of hands-on arts and crafts creating beautiful chanukiyahs, sevivon and festive decorations. The fun continued on Tuesday with a spirited Sevivon tournament where students competed in friendly games, showing off their skills and remembering that "A great miracle happened there!" It was a joyous celebration full of creativity, competition and ruach.
- Our Year 9 students captivated the school community during the highly anticipated Public Speaking Competition. The event provided students with the opportunity to delve into Jewish topics of their choice, showcasing their research, creativity, and presentation skills. The top speakers were invited to present their speeches before a distinguished panel of judges, including Marc Light, Principal, and Rabbi Allison Conyer, Senior Rabbi of Temple Beth Israel. At the end of a thought-provoking day, Gabriel Cosgrove was awarded first place for his insightful and humorous exploration of 'How significant has Adam Sandler's impact been on Jewish culture and comedy?' Lily Litinsky earned second place with her compelling analysis of 'Was the Dreyfus Trial the Most Significant Factor Influencing Modern Zionism?'

CHARITABLE WORKS

- In the lead up to Purim, our Year 8 students donated items and packed *mishloach manot* to be distributed via C-Care to people experiencing food insecurity and social isolation, helping to fulfil two of the mitzvot of Purim, *mishloach manot* (gifts of food) and *matanot l'evyonim* (goods for those in need). As part of our Purim festival we also put together matanot l'evyonim for Impact, helping women and children affected by domestic violence.
- Junior School students (and teachers) came to school wearing the cosiest oodie/hoodie or pyjamas! The KDSPA fundraiser, the Oodie or Hoodie Casual Day (or in the case of the ELC - Pyjama Day) raised funds for special projects and initiatives throughout the School. Students brought a \$2 coin donation for the privilege!
- As part of their Nitzan program, Year 9 students presented Activism - art for social change. Raising funds for Magen David Adom, families heard slam poetry, bought student-designed fashion, coasters and keyrings, watched a student documentary about the pros and cons of gaming, saw the magnificent new Hatikvah mural, and ate delicious pizza from the student-made pizza oven. The night finished with the Nitzan staff and students leading us in a sing-a-long of 'We are Family'.
- In the lead up to Shavuot, students and staff at the Magid Campus bought non-perishable foods and toiletries to donate to Mazon Australia. Mazon contributes to alleviating food insecurity in Australia through their street pantries, soup bags, and partnerships with other organisation who help those in need.
- The Year 5 Vaadat Tzedakah (Charity Committee) organised a Junior School Food Drive for Food Bank Victoria. This involved organising set items to be donated by different year levels, creating posters with information on what to donate, setting up a collection point, gathering a final inventory and raising awareness of the charity work that Food Bank Victoria do.
- In August the student Q & A group held a bake sale at the Magid Campus to celebrate Wear it Purple Day. Wear it Purple is an Australian initiative to help create a more inclusive future for all Australians. The Wear it Purple Foundation says that "By wearing purple on the day, Australians demonstrate to rainbow young people that they are celebrated and respected, acknowledging all have the right to be proud of who they are and who they are becoming." To celebrate students gave out purple wristbands and held a bake sale at the back of the mansion. The sale was incredibly popular and we raised more than \$320 for Black Rainbow, an organisation that supports Aboriginal and Torres Strait Islander LGBTQI+SB people
- Throughout Term 3, Year 9 students stepped outside their comfort zone to complete a 6-week long volunteer work placement at various community organisations. Some students found engagement at aged-care facilities, chatting with elderly residents, playing Rummy tiles and Scrabble. Other students assisted with meal and food preparation at food service organisations, such as Kosher Meals on Wheels, C-Care and Nourish at Temple Beth Israel. Finally, some small groups of students did a variety of tasks at several local op shops and at the Jewish Museum in St Kilda.
- We celebrated Tu B'Av at the Magid Campus. Our Year 12 student leaders in the J-life Va'ad ran a fundraiser for Save a Child's Heart (SACH). SACH is an Israeli based charity that works internationally to improve the quality of cardiac care for children worldwide. All students were invited to purchase a lev-o-gram, with a gold coin donation, on which they could write a message to a friend or someone special within school.
- Thousands of people came through the gates on Sunday for the much-loved King's Carnival, raising money for the KDSPA. Proud families and teachers watched on as our students

performed on the stage. The food court was buzzing with delicious food and treats all day long. Children adored the arts and crafts activities and loved playing the games and winning amazing prizes! There were fabulous bargains in the second hand book stall and the vintage clothes shop. We welcomed families from outside our school community who were impressed with the King David community spirit on display.

- While learning about fire safety, representatives of the Year 5 Charity Committee were able to hand-deliver the funds donated by the KDS Junior school's casual day to the Keysborough CFA. The CFA volunteers explained that the money would be going towards purchasing a new fire truck to be shared across several stations. After an exciting day learning about bushfires, Year 5 is now prepared to spread the word about fire safety.
- At the Junior School Creative Arts Expo, Year 5 student leaders also organised and ran a sausage sizzle with proceeds going to Keysborough CFA to assist in their campaign to source a new fire truck for the 2024/2025 season.
- In Term 4 students learned about volunteering in Year 8 Hebrew class. Each student was required to create a poster about an Australian volunteer organization of their choice, including: C-Care, Hatzolah, Koala Kids, OzHarvest, Helping Hoops, and the Australian Red Cross. Students learned how important it is to volunteer, donate, and help our community and how much they can benefit from volunteering.



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, Council and Senior Leadership 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 ongoing effects of Covid, attendance rates stood at 94.4%. The retention rate for teachers (excluding teachers who retired from the profession at the end of 2023 or relocated) was up 11% to 99%.

100% of our teachers have a Bachelor degree. Over 69% of our teachers have two or more Bachelor degrees. 35% have a Master's Degree or PhD. 2% 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 27.8 hours of individual Professional Development in 2024, with approximately \$1,505 per teacher spent on Professional Development in 2024.

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.

The 2024 Michele Bernshaw Award for Excellence in Teaching went to Feygi Phillips. Feygi is the Learning Area Leader of Hebrew and Jewish Studies at the Magid Campus. She has worked at the School since 2011 and has made a significant and valued contribution. Her depth of knowledge and extensive experience are evident in everything she does, and she brings professionalism and passion to her teaching. Feygi brings a thoughtful and engaging approach to her teaching, inspiring students to connect meaningfully with Hebrew language and Jewish tradition. Feygi was awarded a grant of \$5000 to be used to further her professional learning.

Kathy Ross, Curriculum Coordinator for Magid Campus, launched the WalkThrus PD program for Magid Campus staff and organized several in-house workshops throughout the year. The WalkThrus program provides tools and knowledge for teachers to improve their practice through iterative cycles of planning, doing, generating feedback and reflecting. WalkThrus provide a 5-step guide to key teaching techniques, helping teachers build knowledge, develop skills and embed good practice.

Kathy also initiated a visit by Tom Sherrington (UK) for all staff in Oct 2024. Tom Sherrington is one of the authors of the WalkThrus program. Tom works with teachers and school leaders to explore and implement contemporary educational ideas that help deliver an excellent all-round education for all ages of students. Tom worked closely with the School's staff and offered training and coaching. On 24 October, eight staff members also attended the "Building Growth Cultures" – a Masterclass with Tom Sherrington and Simon Breakspear, which provided practical steps for developing vibrant professional growth cultures.

Eli Erez, Head of Performing Arts, attended the annual Drama Victoria Conference and a number of Drama Victoria-run PD sessions on the written and performance exams for Theatre Studies. Eli (who was given the Drama Victoria Life Member award in 2022) heads the Drama Victoria Memories and Memorials Archive (MAMA) Project. The MAMA Project is a Drama Australia initiative that involves a program of interviews with Drama and Theatre educators of distinction who have thirty or more years of experience in their field. The Victorian MAMA Project began in 2015 and in the last 10 years they have recorded 71 interviews. The MAMA interviews have been uploaded onto The Aside podcasts so that they are now accessible to all.

Brad Smith, Year 9 Level Coordinator, attended the Social Education Victoria annual conference for VCE Politics and Sociology Teachers in May 2024. The focus was on the new Study Design for these subjects.

Hani Ron, Senior School Teacher and Keren Gengut-Mushinski, Year 6 Level Coordinator, presented a workshop at the Jewish Educators' Conference at Mount Scopus Memorial College. This Conference provides Jewish educators from around Australia with the opportunity to listen, learn and interact with leading Australian and overseas educators. Hani also chaired the Hebrew Teachers' Forum at the conference.

KING DAVID STUDENTS

According to the Student Attendance survey conducted by the Department of Education & Training in 2024, the average rate of attendance for students was 92.55% with absences including illness, injury and family commitments.

81.6% of Year 9 students in 2021 continued through to Year 12 in 2024.

Student Performance

NAPLAN Results 2024

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 Results 2024

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	100% Above the National Mean	97% Above the National Mean	197% Above the National Mean	100% Above the National Mean	100% Above the National Mean
Year 5	100% Above the National Mean	100% Above the National Mean	100% Above the National Mean	95% Above the National Mean	100% Above the National Mean
Year 7	97% Above the National Mean	97% Above the National Mean	95% Above the National Mean	95% Above the National Mean	97% Above the National Mean
Year 9	97% Above the National Mean	100% Above the National Mean	100% Above the National Mean	100% Above the National Mean	100% Above the National Mean

Top 2%
in the **state**

THE KING DAVID SCHOOL



2024 VCE Highlights

"We are very proud of the achievements of our Class of 2024. Their dedication, guided by the expertise of their teachers, has enabled them to achieve results that have opened doors to exciting careers in the future."

Marc Light

Marc Light
Principal

Congratulations to our Dux, **David Lipton** who also achieved a **Perfect Study Score of 50 in Geography**.

7% achieved an **ATAR of 98 or above** placing them in the **top 2%** of the State.

23% achieved an **ATAR of 95 or above** placing them in the **top 5%** of the State.

33% achieved an **ATAR of 90 or above** placing them in the **top 10%** of the State.

69% achieved an **ATAR of 80 or above** placing them in the **top 20%** of the State.

89% achieved **70 or above** placing them in the **top 30%** of the State.

"From Aviation to Architectural Design, Engineering to Exercise Science, and Psychology to Project Management – our students are well on their way to achieving their greatest aspirations. We are so proud that 96% of 2024 King David Students received an offer in their top three preferences and 100% of students who applied for courses received an offer. We wish them all the best for the next stage of their educational journeys!"

Liana Kiriati

Liana Kiriati
Pathways Advisor

Tertiary Courses

Arts 9%
Management & Commerce 26%
Creative Arts / Design 20%
Education 4%
Engineering 9%
Health 22%
Law 6%
Science 4%

Tertiary Places by Institution

Monash 57%
Swinburne 11%
RMIT 9%
Melbourne 9%
Deakin 8%
La Trobe 4%
Victoria 2%

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 2024, our school moved forwards with a strong emphasis on enhancing our teaching and learning offerings. We continued to enhance our teaching of the fundamentals of literacy through the Science of Language and Reading (SOLAR) framework. This is levelled up throughout the Junior School with the Writing Revolution program which supports our students to utilise the mechanics of language to develop their fluency. At Magid Campus we initiated a strategic focus on pedagogy by engaging with the WalkThrus model which upskills staff in evidence-based classroom strategies that are proven to improve learning outcomes.

Additionally the School worked on the redevelopment of its Positive Behaviours Policy in response to feedback from staff, parents and students.

During 2024, 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 2024, the School once again conducted our global school survey that was delivered to parents, students and staff across the School.

The survey results showed strong positives including very high levels of satisfaction among the staff, parents and most groups of students. There was strong alignment with the school culture expressed across all stakeholder groups. Parent responses demonstrated positive views of the quality of our teaching staff.

An area of development highlighted in the previous year showed significant improvement as students and parents perceived decreased levels of bullying and improved responses to it. This will continue as a focus area as we continue to integrate the improved Positive Behaviours Policy.

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.

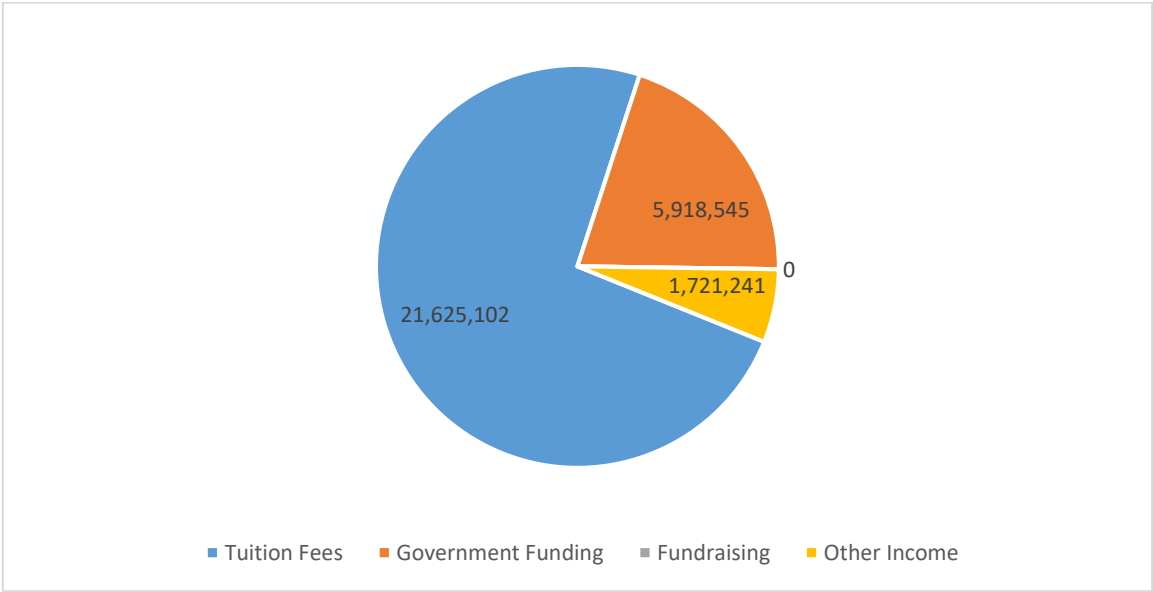
The student body also have avenues to present feedback to staff and management. For instance, the Junior School Leadership Model at Year 5 allows designated opportunities for the students to offer suggestions and feedback. Similarly, the Magid Campus student leaders have regular meetings with staff in order to ensure that the student voice is represented in the School's decision making.

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.

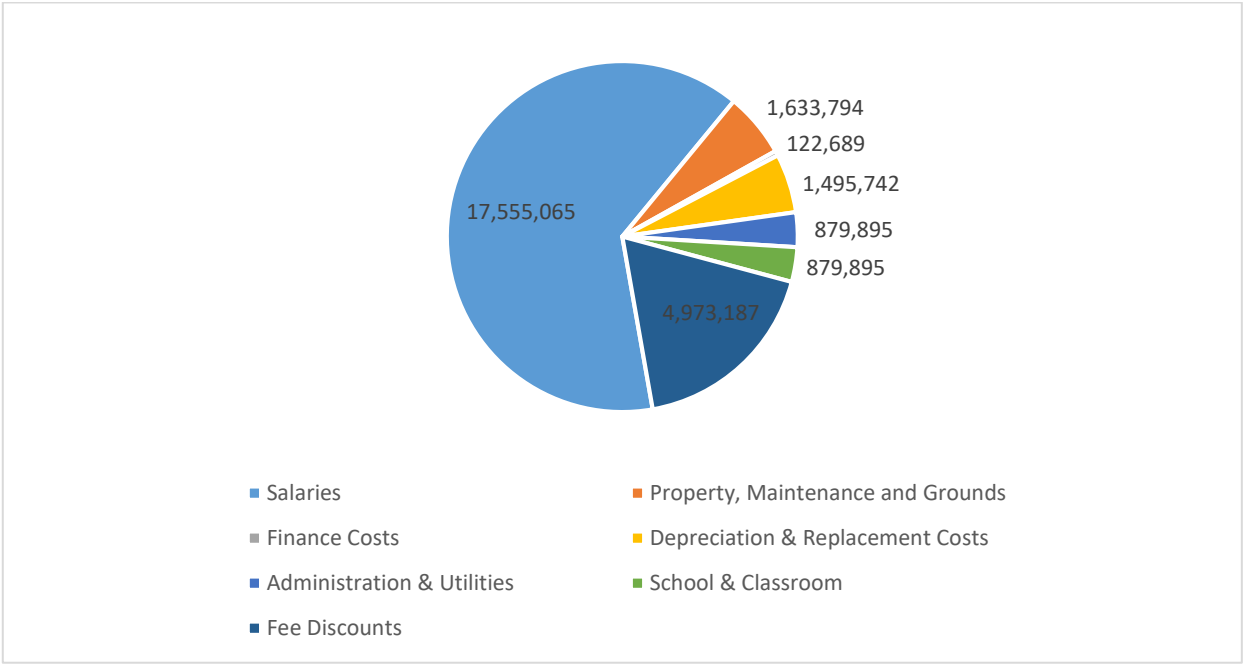
School Operations

2024 FINANCES

Income



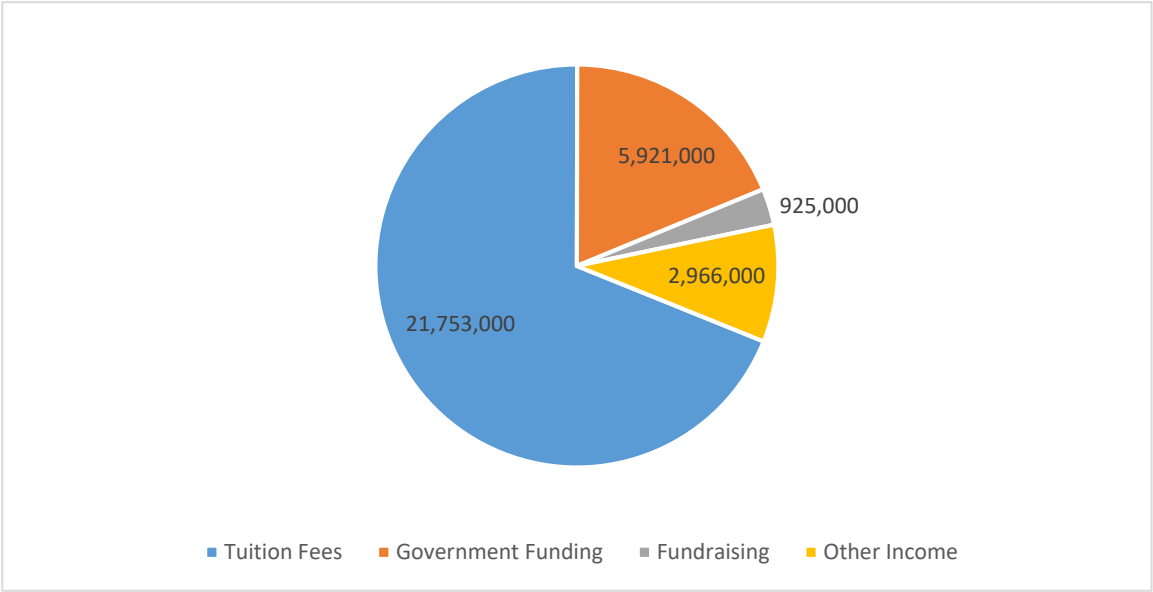
Expenditure



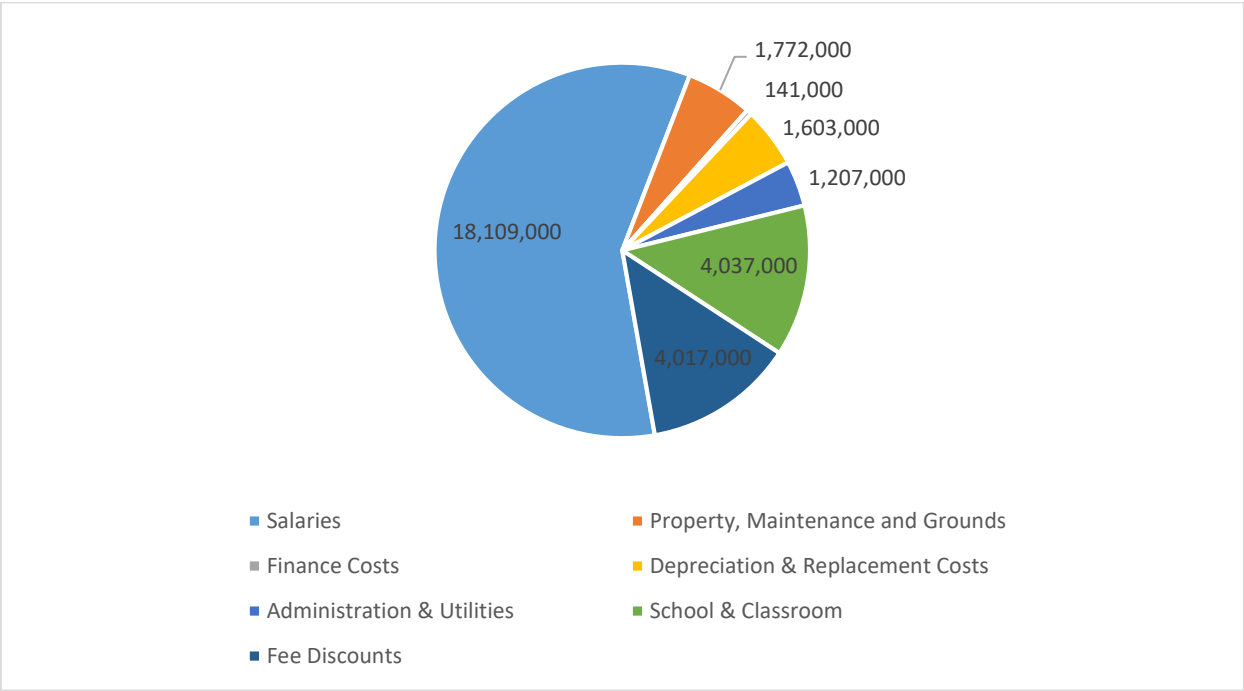
School Operations

2025 BUDGET

Income



Expenditure



Strategic Development and Plans

The School's Vision drives its Strategic Objectives.

The 2024 academic year at The King David School was marked by significant achievements, strategic innovations, and a steadfast commitment to holistic student development and community engagement. Academically, the Class of 2024 achieved exceptional VCE results, with 96% securing offers in their top three tertiary preferences and all applicants receiving an offer. Notably, 69% of students attained an ATAR of 80 or above, placing them in the top 20% of the state, demonstrating the effectiveness of our pedagogical approaches and dedicated teaching staff. Further affirming our forward-thinking educational philosophy, we were recognized as a 2024 5-Star Innovative Schools Winner for our Junior School Integrated English program, which has profoundly enhanced literacy and critical thinking across subjects.

In 2024, King David demonstrated a proactive and responsive approach to student protection and wellbeing through a series of significant policy reviews and updates. Our strong commitment to the care, safety, and wellbeing of all students was clearly evidenced by the review and update of our Child Safety and Wellbeing Policy in May 2024. This policy ensures that a child-safe culture is championed and modelled across all school environments, both on campus and online.

Complementing this, the School Complaints Handling Policy was also developed and reviewed in May 2024, specifically to align with revised Child Safe Standards. This ensures that any complaints are managed in a manner that is culturally safe and sensitive to the diverse circumstances of children and students. Furthermore, the Supervision Policy underwent a review in June 2024, reiterating the duty of care for all staff to ensure student safety and wellbeing through appropriate supervision measures. The multiple policy reviews and updates in 2024 concerning Child Safety, Complaints, and Supervision demonstrate a strong, adaptive governance structure that is responsive to evolving best practices and regulatory requirements. This proactive approach to policy management underpins our ability to maintain high standards across all operations, ensuring a safe, well-regulated environment that robustly supports our educational mission and "duty of care to students in relation to their wellbeing."

A significant setback was the unexpected announcement of new state payroll tax, mental health levy, and Covid levy for certain independent schools, including King David. This new financial impost arrived without prior warning and had not been budgeted for. Consequently, the planned construction of a much-needed new Sports Centre, a project that had already received School Council approval for its financial structure and was "all ready to start," had to be put on hold. This unforeseen delay in a major capital project reveals a significant external financial pressure that directly impacted our strategic development and long-term facility enhancement plans. This highlights the dynamic and often unpredictable fiscal landscape within which independent schools operate, necessitating robust financial planning and considerable adaptability to sudden changes in external policy. This situation underscores the ongoing need for agile financial management to sustain the school's ability to "deliver the highest possible standards of facilities and resources" amidst external variables.

King David's approach to admissions and community engagement in 2024 reflects our commitment to fostering a diverse and inclusive community while maintaining high educational standards. The admissions process is comprehensive, involving Discovery Tours, day visits, and interviews, demonstrating a thorough approach to finding the right fit for prospective students. To ensure accessibility and align with its value of equity, the School offers a range of scholarships, including academic and means-tested Opportunity & Inclusion Scholarships. These scholarships, generously

funded by donors, provide reductions in tuition fees, thereby ensuring that financial barriers do not preclude deserving students from attending our school. This strategic balance between a comprehensive entry process and accessible scholarship opportunities indicates a commitment to both maintaining the school's educational ethos and fostering a diverse student body. Furthermore, active parent engagement is a cornerstone of the school community. The Parents' Association (KDSPA) remained highly active in 2024, serving as a significant avenue for parents to provide feedback and suggestions. The KDSPA President retains a seat on the School Council and meets regularly with educational leadership, ensuring that parent views are conveyed and considered in decision-making processes. This active participation from all stakeholders reinforces that a strong community is built on collaborative engagement, contributing to our vision of fostering a deep sense of community.

Overall, King David continued to fulfil its mission by providing an outstanding educational experience, characterized by strong academic outcomes, a nurturing environment, and a vibrant community spirit, all while navigating external challenges with resilience and adaptability.

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.

