

Inspirations

The King David School's Magazine
April 2019 Nisan 5779



THE KING DAVID SCHOOL



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Front Cover: Benji (Year 1)



I think we had a Chess Club when I was at school, but I can't absolutely recall as chess wasn't really my thing. But I would have been thrilled to have had the opportunity to spend my afternoons engaged in slam poetry or yoga. Even way back when I was a student, we knew that school was about much more than academic learning.

You may recall at the end of last year, together with the KDSPA, we invited parents to contribute their opinions and ideas about Sport at King David via a school wide survey. More than 50 per cent of our school community responded, making it clear that not only are our parents well aware of the significant benefits sport plays in holistically developing our children, but that you consider - and support the attitude that school is also about health, physical fitness and wellbeing - all vital aspects of our school's offering, which also support academic learning and socialisation.

The results of the sport survey led to the school wide compilation of the Co-Curricular Information Handbook which is now available to read on the School's website. It outlines an incredibly broad selection of activities students can engage in as part of their journey exploring interests outside of the regular school curriculum. I encourage every parent to take a look inside the handbook where you will find a wide range of sport, technology, performing arts and a myriad of lunchtime clubs to choose from.

There is no doubt that our great community is defined by a genuine and meaningful partnership between home and school, and in this spirit, we are grateful to our Parents' Association and parent body for sharing their views on this important area of the School's activities. It has encouraged us to keep the conversation alive - so stay tuned for additional surveys throughout the year on other topics of interest. Knowing what you think and feel greatly helps the School Council inform our planning for the future of The King David School.

Wishing you and your family a Chag Pesach Sameach.

Lahra Carey
Lahra Carey
School Council President



Prep and Beyond PARENT INFORMATION SESSION

Learn about the King David approach to:

- School Readiness
- Educational Philosophy
- Junior School Program

Monday 13 May at 7.30pm

373 Dandenong Rd, Armadale

BOOKINGS:

Admissions Department
(03) 9527 0102 or admissions@kds.vic.edu.au

www.kds.vic.edu.au



There has been much written on the increased prevalence of anxiety, stress and depression among Australian students. It is thought that more than one in four Australian students will suffer from associated conditions. Experts have labelled the increase an 'epidemic' with the Black Dog Institute

citing a 20% increase of youth anxiety diagnoses between 2012 and 2017.

The Mindful Schools organisation posits that many students suffer from "toxic stress." They state that this "impairs attention, emotion and mood regulation, sleep, and learning readiness ... Even more troubling, prolonged exposure to childhood toxic stress has lifelong impacts on mental and physical health."

There is much speculation as to the causes of this alarming phenomenon. It is thought that a mix of mass media and social media messaging, an unrealistic cultural focus on perfectionism, a shift towards high stake testing and a decline in coping and resilience have all contributed.

Our school has a genuine and abiding commitment to the wellbeing of our students. We have a wellbeing model that focuses on supporting our students' development through explicitly teaching a targeted wellbeing curriculum, through implicitly reinforcing wellbeing messages through our language and organisational choices and through offering experiential learning opportunities for our students to safely expand their relevant skill sets.

In thinking about how to address the growing anxiety and stress problem, our school is adopting proactive strategies that aim to enhance our students' resilience levels and offer them an emotional toolkit to draw upon in times of stress.

From Pre-School through to Year 12, we are implementing mindfulness as part of our regular approach as a mechanism to decrease student stress, develop coping strategies and encourage greater positivity. Mindful Schools defines mindfulness as encompassing a range of approaches which are designed to foster "a moment-by-moment awareness of our thoughts, emotions, sensations and surrounding environment". In shifting our focus from our worries to the here and now

we can transition from a mental state that is reactive and entrenched in an emotional fight, flight or freeze state to a more rational and cognitive approach. Through incorporating techniques which promote positivity and optimism we can adjust our outlook and enhance our capacity to thrive.

We are implementing this model in a number of ways throughout the School. In Pre-School and Kindergarten we have adopted the practices of yoga and meditation. Throughout the Junior School we have adjusted the timetable to implement a 15 minute daily wellbeing session where various mindful strategies are practised. Similarly, throughout Years 6 - 10 our new Keshet model establishes daily time to focus on our students' sense of wellbeing, mindfulness and social connection. Furthermore, mindfulness is presented as part of our Year 6 Kindle program and is offered to senior students and staff in our dedicated Mindfulness Studio.

It is hoped that through proactively focusing on embedding a culture of mindfulness and positivity throughout our whole school that our students will be better equipped to cope with life's challenges and will also adopt mindsets that make them more optimistic and open to new learning experiences.

Chag Pesach Sameach and wishing all families quality time together over the term break.

Marc Light
Marc Light
Principal



Top: Visiting Israeli Rabbi Aharon Tzohar met with the Hanhaga (student leadership body) and spoke of his new community Naveh, in Israel's south

Far Left: Celebrating Purim

Left: Years 6-12 Inter-house Swimming Gala



Celebrating Purim

This year's Purim festivities were bigger and brighter than ever. From our youngest Pre-Schoolers to the Year 12s, students had the opportunity to immerse in the story, culture and vibrancy of the festival. In an age- and stage-appropriate manner, all parts of the School engaged in the key mitzvot (commandments) of Purim - giving and receiving gifts (mishloach manot), providing for those in need (matanot le'evyonim), hearing Megillat Esther and, of course, feasting.

Highlights of the day were many and varied. For those in the Junior School, the day included the annual costume parade where creativity and spirit were on display, using their handmade rashanim to drown out Haman's name during the Megillah reading, visiting Emmy Monash to brighten the festival

for the residents, gaining an insight into the writing of a Megillah from a qualified sofer (scribe) and participating in carnival activities.

For older students, the day began with a Persian market experience, followed by a whole-school assembly featuring the Year 12 dance, newly launched Jewish music ensemble, Naana, and a costume parade. The day continued with engaging presentations about identity, packing charitable items for those in need, high-tech Megillah readings, a colour run and Persian feast. It ended with a staff-teacher debate on the ease with which students could assume the role of teachers for a day - or not!

Sidra Moshinsky
Director of Jewish Life and Learning

Purim at Pre-School

After weeks of learning about Purim and becoming familiar with the characters from the story, the children were so excited to celebrate and sing all the songs they had learnt. Families joined in the parade throughout the rooms led by Daniel on his guitar singing Chag Purim and other favourite tunes.

They enjoyed a delicious Purim feast of hamentaschen and other treats and exchanged Mishloach Manot with each other.

The children then ventured into the shule to hear Cantor Michel Laloum read the Megillat Esther. They shook their ra'ashanim when they heard him say "Haman" and they cheered when he said "Mordechai".

Shai from JNF also visited the Pre-School with a big colourful map of Israel. He thanked the children for their tzedakah money they had collected for JNF and showed the children on the map where this money will go. He told them that it will help with a community project for children in Kfar Aza.

Chag Purim Sameach!





Challenging ourselves on Year 7 Camp

Year 7 camp was an opportunity for our students to explore their connection to country and understand the connections they have between themselves. During the week of camp, students had body boarding and surfing lessons. These sessions covered wave and rip formation to assist students to make informed decisions when in the surf. Then with some instructions on how to use the boards, they went out into the gentle surf break. By the end of the water sessions, most students had experienced the euphoria of standing on the board.

All students had sessions with Indigicate staff who assisted them in developing a stronger understanding of the Indigenous history of the land. From boomerang throwing to learning circles, the students were encouraged to learn from each other and from the environment.

For many students it was the first time they had slept in a tent and over two nights, they cooked a meal on the Trangia stoves. In addition to learning how to prepare and cook a basic meal, our students appreciated the value of teamwork and communication.

Russell Newman
Camps Coordinator

Welcome to New Horizons The experience of life outside of the classroom

Current educational research into adolescent development shows that 14 and 15 year olds are questioning their place in the world, are sometimes frustrated and may feel disengaged with schooling. They realise that they at a cross road in life, between childhood and adulthood. They ask: "where am I going to be in two or three years? What is life going to be like as an adult? Will I know what to do?" These are some of the questions these students often ask in their search for independence and in developing their sense of self.

Many school programs at Year 9 level focus on asking students to explore a range of skill sets within the classroom context, developing these within curriculum-based subjects to which students receive a grade at the end of a semester. However, research has also shown, allowing students to develop skills in a context outside of school, is just as important in developing practical lifelong skills.

The King David School Year 9 New Horizons program is designed to teach students practical life skills, engage them with the broader community and inspire them in finding their place in the world. Our New Horizons program runs each week for the entire academic year. Students learn resilience, leadership skills and the



benefits of community involvement in this practical life-training program. In exploring the world around them, students reach for new horizons in their quest toward adulthood.

New sessions introduced into the program this year involve basics in cooking. In addition to gaining a lifelong skill, students learn group cooperation skills.

Students have been cooking in the commercial kitchen at Temple Beth Israel. These meals have then been donated to the TBI Nourish program, where hot meals are served every Monday evening to those in need. Students have also baked treats which are then sold at school. The money raised, is donated to TeePee, a not for profit providing micro-grants to children impacted by trauma, founded by Year 9 students Alex and Charley Cowen (@teepeeeforkids).

David De Menna
Years 9-10 Level Coordinator



Experiencing Israel: Yisrael Sheli!

Growing up at King David, the Yesh program was something I had heard about for years and years. When I finally reached Year 10, I was bursting with excitement at the prospect of traveling to Israel and being able to explore the country along with my friends. At the beginning of the year, the thought of this trip felt so surreal, but with the trip growing closer and closer, it started to dawn on all of us that what was awaiting us was the trip of a lifetime.

We experienced and enjoyed everything from the Rosh HaNikra grottoes in the north to the beaches of Eilat in the south. We visited many different cities and places including Jerusalem, the Negev, the Arava, Tel-Aviv, the Galil, Haifa and more!

Eye-opening visits included Yad Vashem and Netiv HaAsara, a Moshav that borders Gaza. Here we learned about the struggles faced by those living on the moshav in the face of the ongoing conflict. We were in awe of the Path to Peace, a mosaic creation decorating the wall protecting Israel from Gaza. Each person to visit this wall is able to choose a mosaic and place it on the wall to symbolise hope, love and happiness. A visit to the Dead Sea following Masada, water sports in Eilat, the bustling Ben Yehuda Market on a Friday afternoon and Shabbat at the Kotel were all just as memorable.



For me, a definite highlight of the trip was the time we spent in the Arava. We spent three days living in a Moshav in the Arava, billeted with kids our age. We not only were able to spend time with the kids and their families but we also explored the Arava and the agriculture it had to offer. It was an incredible experience as we were able to bond with kids our age as well as experience the difference between their lives and ours.

I will never forget the four weeks we spent in Israel, experiencing all of Israel and the beauty it has to offer.

Jana Goldenberg (Year 11)





"... explicit thinking skills are taught to students in Years 3-5 in the Thinking to Learn (T2L) class"

Thinking to Learn (T2L)

Educational Neuroscience influences our approach to teaching and learning at King David. Since its inception, the School has been involved in Philosophy for Children (P4C) and it is through this lens that we have been able to identify the four areas of thinking that are integral to the growth of our students, as learners. We refer to these areas as the 4C's of thinking: Critical, Creative, Caring and Collaborative. Alongside the embedding of these thinking skills across the curriculum, explicit thinking skills are taught to students in Years 3-5 in the Thinking to Learn (T2L) class. In these lessons, students are taught about their brain and how it can change in response to the experiences it has and the role they can play in effecting this change in a positive way.

The core thinking skills of the T2L programme: questioning, analysing, synthesising, evaluating, reasoning and reflection are taught through a variety of mediums, including materials from Feuerstein's Instrumental Enrichment program. It is our goal to make our students better learners and thinkers, who are well prepared to face the challenges of life both at school and the wider world.

Rosalyn Muir
Teaching & Learning Coordinator
(Junior School)

Learning how to regulate emotions in Kindergarten



The King David School Kindergarten uses the "SOWATT" framework to intentionally develop critical executive function skills in students. SOWATT is an acronym for Self-regulation, Organisation, Working memory, Attention, Thinking flexibly and Thinking about thinking.



During Term 1, we introduced self-regulation to the children. Self-regulation is the ability to stop and think before reacting. Children were taught this skill by playing a matching game as a group and also by waiting their turn to fill up their cups of water. Through games and play children learn the importance of patience, turn taking and the ability to learn how to both win and lose.

Using pictures of dinosaurs (based on the children's current interest), the children were also able to show focus and concentration on the task.

As the children grow, self-regulation skills will help them learn at school (having learnt the ability to sit still and listen in the classroom), to behave in socially acceptable ways and assist with making friendships.

A Mindful Approach

Throughout the Junior School, we have adjusted the timetable to implement a 15 minute daily Wellbeing session where various mindfulness strategies are practised. This new initiative has had a very positive impact and the benefits have been recognised almost immediately.

Every day students come in to the classrooms from lunch and engage in a variety of activities including meditation, progressive muscle relaxation, mindful drawing and mindful eating. The teaching staff have completed a mindfulness program with a psychologist and mindfulness expert. They have also learnt Tai Chi which will be included into the mindfulness activities. There has been a marked improvement in productivity after lunch and students are more settled and focussed.

The importance of paying attention to what is around us and developing greater focus is a very valuable life skill.

David Opat
Vice Principal - Wellbeing and
Head of Junior School

"Every day students come in to the classrooms from lunch and engage in a variety of activities including meditation, progressive muscle relaxation mindful drawing and mindful eating."



Wellbeing and Life Skills in Senior School

The Positive Education movement has influenced the Wellbeing program in the Senior School where skills such as mindfulness and gratitude are taught to students. The Wellbeing program develops social, emotional and behavioural skills with topics including health, relationships, friendship, cybersafety, values and personal safety.

A new initiative at the Senior School is a homeroom program - Keshar (Hebrew for connection). Students start each day with a 15 minute Keshar time to focus on their sense of wellbeing, mindfulness and social connection.

The aim of Keshar is to support the social and academic development of the cohort (class and year level), in order to build community.

The Keshar program focuses on activities with the following goals;

Positive Emotion – fun, energisers, ruach (spirit)

Opportunities – student voice, initiative, leadership

Relationships – peer to peer, student to teacher

Environment – physical and atmospheric

Support – academic and personal

The Keshar teachers are the first port of call for student wellbeing. This important pastoral care role ensures that all students feel supported at School.

Jayne Wise
Senior School Wellbeing Coordinator



Back to School Service

Our student leadership body, the Hanhaga, planned and led our Back to School Service at TBI with meaningful prayer, reflection, song and dance. Years 6 to 12 students heard inspirational messages from Marc Light and Sidra Moshinsky (our new Director of Jewish Life and Learning) as well as profound reflections from two VCE students, Maddie Meltzer and Ella Benary-Belfer. KDS staff were recognised for their contribution to school life and Rabbi Gersh Lazarow shared a beautiful blessing with the Year 12 cohort, as they prepare for their final year of school.



Inter-House Swimming

The Years 6 to 12 Inter-House Swimming Gala was a riot of house spirit, colour and talent! Swimmers from each year level participated well and earned their respective houses points. Many of our top athletes progressed on to the EISM and BDPSSA Swimming Competitions based on their performances in the pool and are to be congratulated on their outstanding efforts in so many events. The cheer squads for each House kept everyone entertained with their fabulous chants and dance routines, providing the event with a great atmosphere.

Once again, the highlights were the Sibling Showdown and the Staff vs Students 4 x 50m Freestyle relay. Mazal Tov to the final winning House, Arava!

Final Scores :

- Arava 1003
- Kinneret 969
- Galil 849
- Negev 676



"Many of our top athletes progressed on to the EISM and BDPSSA Swimming Competitions based on their performances in the pool..."



Balaclava District

On Friday 22 February, 30 of our best swimmers from Years 4-6 competed in the Balaclava District Swimming Competition. Students represented King David with pride and plenty of ruach, supporting each other and cheering on their team mates as they competed against seven other schools. King David filled all 46 events across medley relays, freestyle relays, butterfly, freestyle, backstroke and breaststroke.

Well done to all students for their dedication and commitment.

Sarah Naismith
Head of Sport





KDSPA: Welcoming New Friends

The willingness of our school community to give, whether it's time, financial support or friendship, is a true reflection of the generosity of spirit of our families.

At the start of the year, the Parents' Association were represented at all the Parent Information Evenings. Existing and new families came forward to volunteer as class reps, to sign up for the Parent Security Group (PSG) and participate on the Parents' Association.

On Sunday 10 February, KDSPA hosted a Welcome to Kinder picnic in the Junior School playground for all Kinder families. It was a beautiful morning of activities for children and morning tea which gave families an opportunity to come together and enjoy some quality family time.

With a large number of new families joining the School in Year 7, we once again hosted our annual Year 7 parent get together. It was a fantastic opportunity for families to meet in a



casual environment and KDSPA are very grateful to Joanne Loewy Irons and David Irons for hosting this year's event.

As this issue goes to print, our Fete Committee are on the home straight for the 2019 King's Carnival. The team of dedicated volunteers led by Candi Apel have worked tirelessly for months, planning a 'bigger than Ben Hur' event with some new and exciting features.

A full report on the Carnival will be published in the next issue of Inspirations magazine.

Our next big event is the Annual Breakfast, to be held on Friday 21 June. Stay tuned for more updates!

Wishing you all a meaningful Pesach and great term break.

Carrie Kausman
President - KDSPA



"It was a beautiful morning of activities for children and morning tea which gave families an opportunity to come together and enjoy some quality family time."



Hooray for Hollywood

All the glitz and glam of Hollywood was celebrated in February at the Hooray for Hollywood event, hosted by Friends of KDS. It was held at Kooyong Tennis Club and a welcoming red carpet, student performers, a Marilyn Monroe impersonator and music from blockbuster movies to dance to, made it a night to remember.

With wonderful raffle and silent auction prizes on offer and great company, the evening offered something for everyone. This event was meticulously planned over several months by a volunteer committee from Friends of KDS who included:

Erica Frydenberg, Eric Krause, Fay Bock, Pam Fradkin, Jenny Gorog, Jenny Grebler, Esther Kister, Helen Light, Sylvia Stach and Lynette Zalcborg.

Many thanks also to our stunning student performers Freya Boltman, Rachel Silber and Liad Navon and to our generous sponsors, in particular our major sponsors: Quintessential Equity and IDA Property. The photos from the event were expertly taken by Joe Lewit.



"With wonderful raffle and silent auction prizes on offer and great company, the evening offered something for everyone."





An Interview with Lahra Carey and Marc Light

Naomi Pizzo, Foundation Manager:

Mazal Tov on the biggest fundraiser the King David community has ever achieved! As we start the next chapter in the life of The King David School, how will you be using these funds?

Lahra Carey, School Council President:

I'm a big believer in the impact of the physical environment on the mind. It therefore follows that students are inspired when they are learning in state-of-the-art educational spaces. Our next priority is upgrading the landscaping at the Senior campus to the same high standard as the interiors. I am delighted to share Council's decision to put every dollar of the \$495,190 donated to the Building Fund towards this important final stage of the project.

Marc Light, Principal:

King David's Scholarship program transforms the life of so many students. Our Opportunity & Inclusion means-tested scholarships have significantly assisted financially disadvantaged families. A total of \$210,678 will be donated to the Scholarship Fund.

The \$24,299 donated to Educational Programs will fund resources for a

new wellbeing initiative at the Senior School. The Keshet program (Hebrew for connection) focuses on students' sense of wellbeing, mindfulness and social connection.

NP: Tell us more about the plans for the landscaping of the Senior campus on Orrong Road.

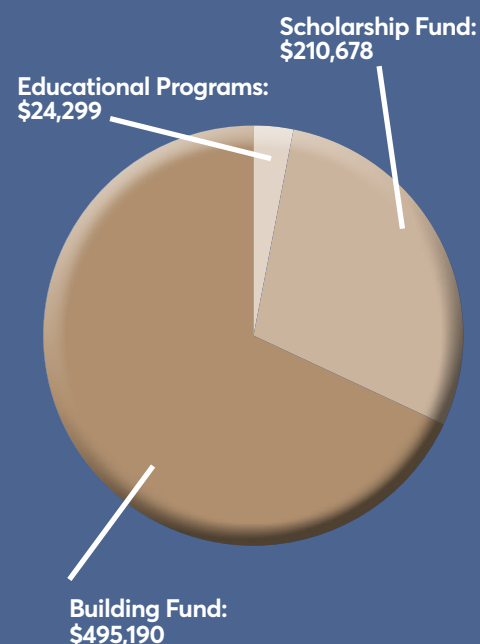
LC: The most important principle for us in planning the outdoor spaces for the school was ensuring that they met the needs of the students. So we spent a lot of thought, time and effort surveying both the students and our staff asking what they'd like to see in our outdoor environment. This information, combined with the data from our recent "Sports at King David Survey", gave us a really strong idea of what we needed. The School is now working in partnership with one of Melbourne's leading educational landscape architect firms to deliver on the vision. With the continued support of our donors, the grounds of the Senior campus will reflect best practice in outdoor education, will allow for a variety of sporting activities as well as providing a fun and relaxing space for our students.

KDS 40th Anniversary Appeal: Your Amazing Impact

Thanks to the incredible generosity of our community, a total of \$730,167 was raised during King David's 40th Anniversary Appeal.

Every dollar donated will go directly to our Building Fund, Scholarship Fund and Educational Programs.

TOTAL FUNDS RAISED: \$730,167



2019 Annual Giving: Developing leaders for tomorrow



King David's Scholarship program transforms the life of many students every year.

One of the founding principles of The King David School is inclusivity. We want every child to experience a modern, progressive Jewish education. And for some families, that simply isn't financially possible

without our means tested Opportunity & Inclusion scholarships. That's where you can help - one in five current King David School students depend on it.

Our Academic scholarships and Leadership programs are something we are extremely proud of. These provide opportunities for all King David students to excel, fostering an environment of excellence and ensuring all King David students thrive in their school lives and beyond.

Please give generously to this year's annual giving to ensure future generations know and understand our Jewish heritage and lead our future.

Naomi Pizzo

Naomi Pizzo
Foundation Manager

Thank you to our generous donors who support students every year:

Anonymous
Basser Family
Rachmil and Roza Brin
DDJE Fund
Leo & Mina Fink Fund
Jakob Frenkiel Trust
Tom and Jenny Gorog
The late Don and Sonia Marejn
The Hon. Howard Nathan AM QC
Sam Sharman

www.kds.vic.edu.au/donate

For further information, contact:

Naomi Pizzo 03 9527 0122
foundation@kds.vic.edu.au

THE KING DAVID SCHOOL
FOUNDATION



KDS ALUMNI NEWS

Engaged

Dean Dagan (2010) & Shelley Esakoff (2011)
December 2018

Simone Sandler (2007) & Michael Light
January 2019

Olivia Sandler (2009) & Daniel Loff
February 2019

Sam Blashki & Liana Kiriati (2011)
February 2019

Married

Tasha Feldman (2007) & Zach Goodman
December 2018

Natalie Hymans (2002) & Michael Osowicki
January 2019

Lauren Ross (2008) & Nathan Cohen
January 2019

Rachel Tigel (2010) & Darryl Lever
February 2019

Jordana Rothman (2010) & Max Curtis
March 2019

Joshua Marlow (2011) & Sharon Barnett
March 2019

Births

Richard Morris (2001) & Georgia Morris
Halle Amira, February 2019

Melissa Markov (2006) & Daniel Markov
Aura Yael, March 2019

Where are they now?



Dean Sherr (pictured left)

Dean had a keen interest to see more long-term vision for the future nation and planet his own generation would inherit. Motivated by the history of the Jewish people, knowing what it means to be discriminated against, Dean chose to be a young Jewish activist in the Labor party.

He became involved in AUJS (the Australasian Union of Jewish Students) at Monash, going on to become National and Victorian President.

After Uni, he went to work full-time for the Labor party, which included assisting with the 2016 Federal Election Campaign for Michael Danby before taking up a position as Electorate Office Manager for State Labor MP and former Andrews Government Minister, Philip Dalidakis MP.

Dean Sherr graduated from King David in 2010. Having volunteered at Michael Danby's local Labor MP's office in Melbourne and Canberra for a fortnight in Year 11, he started working part-time in Danby's office while studying Arts/Law at Monash University, eventually graduating with a Bachelor of Arts, majoring in Philosophy.

He also was very involved in the 2018 Caulfield Labor campaign which saw Labor's best ever result in Caulfield.

Dean is now Campaign Manager for Josh Burns, Labor's new Federal Candidate for Macnamara (formerly known as Melbourne Ports). Dean worked with Josh during the 2014 State election in the seat of Caulfield. To contact Dean, please email: dean.sherr@vic.alp.org.au

Please continue to keep us informed by sending your news or changes to your contact details to: jackie.ellis@kds.vic.edu.au

We invite all alumni to register with our new online platform: KDS Connect www.kdsconnect.com.au

For information about The King David School contact the Admissions Department on: (03) 9527 0102 or admissions@kds.vic.edu.au

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THE KING DAVID SCHOOL



Modern | Thinking | Judaism