

# Inspirations

The King David School's Magazine  
June 2020 Tammuz 5780



THE KING DAVID SCHOOL



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Front Cover: Cordi, Noa and Joshua (Year 5)



I am writing to you from my quiet empty house, where I now work while my children are back at school.

For the most part, their days have resumed the rhythm of their pre-COVID lives, and I take comfort in their 'normal' stresses of exams and social dynamics.

Over the course of the last few months, we have all had to navigate a new way of living. But throughout this swirling, challenging uncertainty we have tried hard to provide our students with stability, uninterrupted learning, and (crucially) a haven from the craziness of the outside world.

We asked our teachers to hurriedly skill up under the most arduous conditions, to be able to inspire and teach our students in a completely foreign environment, and they unhesitatingly agreed. This new online world wasn't easy for any of us, and it threw up many challenges. But we did it, all while managing to infuse the experience with some of the KDS magic we are famous for. I feel so proud of the way our school delivered distance learning and thank all the staff that made this possible. I especially want to thank the ELC staff who remained on-campus throughout this period.

During the last term break, your School Council together with the KDS executive team worked hard to understand the rules of engagement within an ever-changing environment, and what this means for our school both today and beyond. Planning for unknowns – both educationally and financially presented us with the most challenging times we've ever faced. We made contact with every one of our school families to understand first-hand how each of you were being impacted – both financially, and mentally. We found that the sanity of our parents depended mostly on the age and stage of their children.

I hope our message was clear - our first priority is to ensure that every KDS student remains at our school in 2020 and beyond, whatever your changing financial circumstances.

We are pleased that so far, King David has been able to help everyone in need. We are grateful for the open and honest communication between our families and the School's leadership.

The credit for successfully navigating these extraordinarily difficult times must go to Marc Light and his dedicated leadership team. I think the way they have consistently thought ahead, managed the (oftentimes competing) needs of all stakeholders, and provided transparent communication has left us all closely bonded. We have survived this together and emerge united. I hope this legacy remains long after social distancing is no longer required.

  
Lahra Carey  
School Council President



During the COVID 19 crisis we have relied heavily on video conferencing technologies to maintain education, work and social connections. In a recent Zoom meet which included participants from around Australia, Canada, Israel, Japan, the Netherlands, the United Kingdom and the USA, I was struck

by just how incredible it was that each of us were facing such similar challenges and experiences regardless of where we were on the planet. I cannot think of another period in my life when such a universal transformation has occurred simultaneously around the world.

As we begin to slowly emerge from isolation, it is therefore worth considering how our experiences will be used to shape the world that we emerge into. There has been speculation about how this period may impact our societal expressions of justice, human behaviour and use of limited resources. It is also fascinating to consider what lasting changes will be made to the way we teach and learn as a result of our rapid adoption of distance learning.

I once attended a conference where the presenter told an anecdote about the adoption of Twitter to enhance education. He explained that a history class in early 2011 in the United States was studying revolutions. While the students were learning about the Ancien Régime of France from a theoretical perspective, a real time revolution was occurring across the world in Egypt during what became known as the Arab Spring. The teacher posted on Twitter to see if there were any revolutionaries who could speak English who would be prepared to discuss their motivations, hopes and fears with the class of high school students. After connecting with a suitable candidate, a video meet was set up and the class was able to shift from the theoretical to the experiential as they encountered fresh first-hand testimony from Tahrir Square.

Such transformative technology-dependant experiences used to be the exclusive domain of the social-media connected, technology savvy generation of educators and also relied on the interview subject having these capabilities. An advantage of the current situation is that we have trained all teachers, students and many people in the wider community with an

understanding of how to utilise video conferencing technologies meaningfully. Prior to the COVID 19 outbreak King David had utilised this technology in some twinning experiences with schools in Israel. I believe that we will be able to use this in a far more consistent manner to encourage dialogue between students internationally and to have the opportunity to bring relevant and interesting experts into the classroom from wherever they are in the world.

Another way that the COVID 19 situation may positively transform education is through a change in the role of the educator. Educational theorists have for some time talked about the necessity for educators to shift away from the model of filling up the student with knowledge to encourage them to develop transferable skills and conceptual understandings. This move from the "sage on the stage" to the "guide by the side" is enhanced when teachers are less concerned with delivery of content and more focused on monitoring the acquisition of understanding. One way that this has been shown to work in a senior school setting is through increased reliance on delivery of asynchronous content in, for instance, a teacher-prepared video or a publicly available resource which students can watch outside of class. Then teachers can spend valuable in-class time in testing for understanding and correcting misconceptions. This "flipped" model is now adopted in many universities but the transition to schools has been slowed by a lack of available content or even inhibitions about video delivery. During COVID 19 we have seen a proliferation of such content and this is likely to enhance teaching and learning experiences going forwards.

Perhaps the greatest, and I hope longest-lasting, impact of COVID 19 in terms of education has been the renewed love and respect which has justifiably been directed to teachers. It is truly fantastic that our teachers have been thanked in media, popular culture and in person for their extraordinary contribution during this period. While our teachers have risen to this challenge, we know that they are always like this - professional, committed, creative and inspiring. I am sure that upon the return to the classroom a lasting legacy of this unfortunate time will be that we celebrate our teachers more frequently for their wonderful contributions.

  
Marc Light  
Principal

Follow us on   
and  Instagram  
@thekingdavidschool



Will you be in Year 7 in 2022?

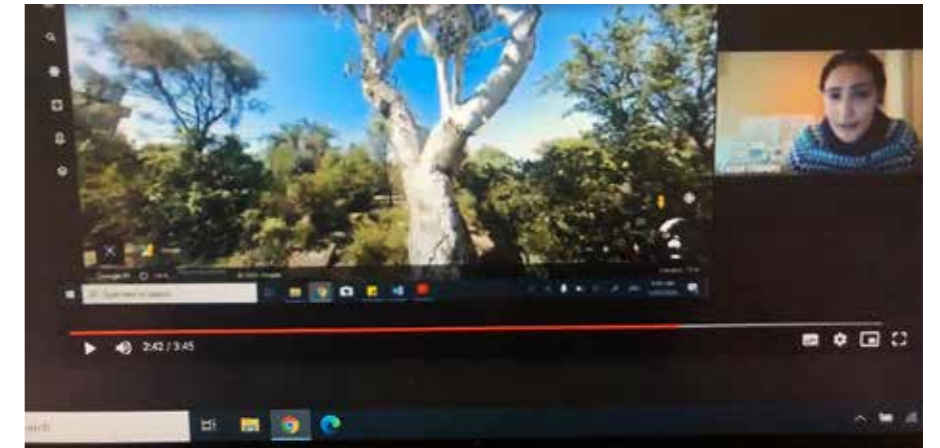
## Connect Day

Current Year 5 students attending *any school* are invited to experience a taste of life and learning at The King David School.  
**Monday 24 August 8:35am - 3:40pm\***

Senior School, 517 Orrong Road, Armadale  
Book online: [www.kds.vic.edu.au](http://www.kds.vic.edu.au) or  
contact the Admissions Department on 03 9527 0102 or [admissions@kds.vic.edu.au](mailto:admissions@kds.vic.edu.au)

\*Subject to the easing of restrictions





## A new way of learning

The COVID-19 pandemic caused our on-campus learning to temporarily close for Prep - Year 12 students. As schools around the country had to adjust to learning remotely, the staff and students of The King David School embraced the challenge and found new and wonderful ways to learn from home. Staff and students displayed innovation, great creativity and resilience throughout this period of great uncertainty making use of our online portal myKDS and Google Meet to create a digital distance learning environment.

A creative approach in the Junior School saw teachers pre-recording songs and lessons with explanations of how to complete activities. Students received special take home packs of resources and with the assistance of their families, enthusiastically completed set tasks.

In the Senior School, students displayed incredible independence in their learning, and Keshar (homeroom) teachers continued to foster special social connections in their classes. The Jewish Life team offered warm and engaging weekly virtual Shabbat celebrations which kept everyone connected in the new online environment.

We congratulate and thank our teachers, students and parents for their support and resilience during this time. Upon returning to on-campus learning, we now have a greater appreciation of the wonderful experience of life at King David.



## Virtual excursion

One example of creativity during distance learning was the Year 1 'virtual excursion' to the Corroboree Tree or 'Ngargee' Tree in St Kilda. Using the street view provided on Google Maps, the students were virtually guided to the Corroboree Tree. This complemented their Unit of Inquiry, exploring significant geographical places, in particular this local site of the Boonwurrung People. The visit highlighted the importance of the Boonwurrung People's connections to land and the role it plays in their traditions and culture. During the virtual excursion, students learned that the Corroboree Tree is believed to be between 300 to 500 years old,

and is sacred and significant to the Boonwurrung People. In the past, the tree was used as a meeting place for the Boonwurrung People to talk about important topics, and elders still meet there today!



## Writing a book for 'isolation' activities

To make English writing tasks relatable and relevant, Year 4 students published a "how-to" guide for their peers on their favourite activity during the holidays in isolation. This included crafting, cooking, making, baking, and creating. The end goal was the communication of procedural texts with a wider audience and they provided an excellent example of the five stages of the writing process with their electronic booklet "39 FUN things to do at home".

## Engagement through new experiences

An "Experiential Learning Day" was offered to Years 6-8 students in the Senior School to maximise student engagement during Distance Learning. Students could participate in a variety of diverse activities, ranging from Drama, Mindfulness, Sport, MERIT (Making, Engineering, Robotics and Innovative Technologies) and Jewish Life activities. Students were able to try out new subjects and learn new skills through this program.



Left: Naomi's tabletop hovercraft created in MERIT.

Above: Susie's marshmallow slingshot created in MERIT.





It's where I ...  
*can be creative*



It's where I ...  
*innovate*



## Building creative minds

### Lego challenge

Junior School students were invited to participate in The King David School's Second Annual Lego Builders Tournament in Term 2. There were three builds in total, once a week over a three week period with a brief for each build released to students at the start of that week.

It was a fiercely fought competition overall with two equal first place winners: Noah Milgrom (Year 1) and Levi Sholl (Year 2). Ezra Sholl (Year 4) was awarded Runner Up. Students showed great creativity and skill as aspiring builders and architects.

- The first round competition had great building and very clever designs for vehicles with the winner Arlo Smith (Year 2).
- In the second round of the competition, building houses, joint winners were Wolf Pickering (Prep) and Eli Field Collins (Year 2).

- Construction of restaurants and cafes in the third round saw Eli Field Collins (Year 2) and Tal Gelfand (Year 4) as the winning entries.

Congratulations to all students who entered. We look forward to the next KDS Lego Tournament in 2021.

David Opat, Vice Principal - Wellbeing and Head of Junior School  
Russell Kaplan, Vice Principal - Teaching and Learning



### Practical design thinking

Year 7 Design and Technology learned to attach a MicroBit microcontroller to pieces of fruit connected in an electrical circuit. This turns a humble piece of fruit into a musical instrument. These instruments are ripe to jam with.

In addition to fruit instruments, the students also created a wearable technology "MicroStepper"; a step counter that is stylish, comfortable and accurate. A practical product in a time of regular walks. Students used design thinking processes to design and test their prototypes until they met the three criteria.

Heath McGregor  
MERIT Co-ordinator and Senior School Teacher



## School initiatives during lockdown

### Drive-thru library

The Junior and Senior Campus Libraries launched a wonderful drive-thru initiative for families that gave access to the exciting range of books in both libraries during the isolation period.

Many families took advantage of this service and collected the books they had ordered, without having to leave their car! Strict contactless protocols and hygiene practices were incorporated and families loved the opportunity to access books to enjoy at home.



### KDS face shields for health care workers

The King David School's Makerbot Replicator 5 3D printers were put to good use producing 20-30 face shields per day. These were supplied to health care workers as extra personal protective equipment for use during the COVID-19 crisis. Using PLA plastic (which, depending on production, includes corn starch, tapioca roots, or sugarcane), these masks can ultimately be recycled or composted after use. This was an initiative of our ICT Network Administrator, Tom Sargent while our KDSPA President, Carrie Kausman assisted by distributing these to medical practices and allied health services

around Melbourne and inter-state. 100 shields even benefitted a community in East Timor.

A wonderful initiative which made a significant contribution in the wider community during this challenging time!

### "Hey Press Toe"

Yet another creative innovation during the COVID-19 pandemic is the "Hey Press Toe" – a hand sanitizer station at the entry to each campus activated by a foot pedal! Ingenious Facilities Manager, Nigel Moyle developed this initiative to assist all staff and students in staying safe when returning to school.







### Engaging Jewish experiences

The Jewish Life Team presented meaningful and dynamic engagement in chaggim and commemorations during Distance Learning this term.

#### Yom HaZikaron & Yom Ha'Atzmaut

Following moving commemorative virtual ceremonies to mark Yom HaZikaron, Israel's memorial day for soldiers and victims of terror, the next day brought vitality, innovation and a range of ways to celebrate Yom Ha'Atzmaut. This included take-home packs and recipes and resources available on the School's online platforms, allowing students to fully participate in Yom Ha'Atzmaut celebration, despite being at home.

Children in the ELC, the only members of the school community able to participate on site, dressed in blue and white and enjoyed various Hebrew and Israeli-themed activities, including music and crafts.

Throughout the day, Junior School students were invited to immerse themselves in Israeli music, cooking and dance moves, while also viewing short videos of teachers sharing 'This Is My Israel - זאת ישראל שלי'.

Senior School students could experience Israeli life and culture through Krav Maga (Israeli martial art), innovation workshops, recreating famous iconic Israeli images, Hebrew banter, Israeli history quiz, youth group programs and much more.

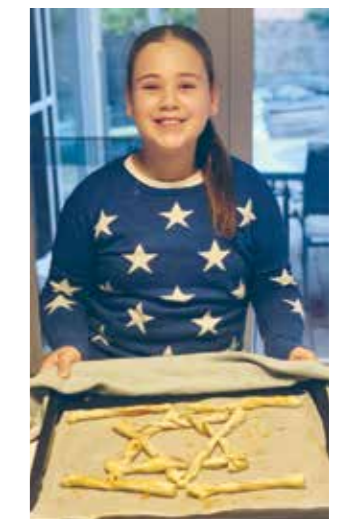
#### Shavuot

Across the School, the festival of Shavuot was discussed in Jewish Studies classes. The Jewish Life team also presented fantastic content via the JLife pages on myKDS. This included engaging videos, links to Tikkun Leil in the community, wonderful age appropriate craft activities, recipes and more.

In the ELC and Junior School, students were invited to take part in the minhag (custom) of dressing in white and accessorising with flowers. ELC students discussed where the 'chalav' (milk) comes from and about the different dairy products we can eat. Their favourite was Glida (ice-cream). All the children "milked" the 'parah' (cow) called Nehama, while singing about the land of milk and honey 'eret zavav chalav u' dvash'.

#### Ma Nishma

The Jewish Life team have created their own Podcast series, Ma Nishma, Hebrew slang for 'what's up?' or 'what's happening?' Ma Nishma is also a play on the Hebrew word 'lishmoa', to listen. The intention is to provide students with content that expands their minds and their hearts. Six podcasts have already been published including an exploration of the limits of comedy with Charlie Pickering who also gave an insight into his own Jewish identity. Other podcasts have included the work of two Australians bridging the gap between Israeli's and Palestinians in Jerusalem, a session from Timmy Rubin (aka The Mikveh Lady) called "Diving into the Mikveh" and one from Gitai Ifergan, a young chef giving insight into what it's like to work in high end restaurants and how his Jewish and multi-cultural identity has fostered his passion for food.







It's where I ... *thrive*



It's where I ...

*explore our history*



## Finalist - Best Student Wellbeing Program

The King David School is a finalist in the Australian Education Awards 2020 for Best Student Wellbeing Program. This award recognises the most outstanding program or initiative developed by a school in Australia to improve student health and wellbeing. The program or initiative can apply to the entire school or a targeted group of students. When judging this award the following criteria will be considered:

- Innovation and excellence in program design and delivery
- Integration of wellbeing into students' overall learning and education
- Contribution to improved student learning outcomes
- Effective collaboration, reflection and feedback



The School is very committed to the development of the whole person and our student wellbeing program focuses on delivering a program that teaches emotional intelligence, friendship skills, mindfulness, resilience and positive communication strategies.



## A path to reconciliation

Students across the School embraced this year's National Reconciliation Week's theme "All in this together" with a range of activities designed to stimulate discussion and extend understanding and knowledge about Australia's first citizens

At the Junior School, students engaged in Australian history through exploring the "Path to reconciliation" that displayed historical milestones in the Reconciliation process along the driveway to the mansion. This provided a platform for students to discuss their questions, feelings and perspectives about these events. Children were encouraged to share their learning with their families upon arriving and leaving, as well as visiting the timeline with their classes. In the ELC children were attracted to the bright colours and images of the display and were guided by educators to make connections to learning back in the classroom.

Throughout the week ELC children engaged in rich, age-appropriate learning with dreaming stories and songs and creating artwork that incorporated aboriginal symbols such as the Bunjil (eagle), rainmakers, indigenous music and a footprint mural to represent commitment to walking together.



In the Junior School, across all year levels, Indigenous Australian Peoples' perspectives, cultures and languages were explored, such as:

- what does Reconciliation mean?
- the importance of an 'Acknowledgement of Country.'
- examples of local language, Boonwurrung words and terms.
- connection between Aboriginal or Torres Strait Islander planet names and their features.

Raymond Walters Japanangka, a First Nations Australian from Alice Springs who works for Northern Territory Health and is also a successful artist, was a guest speaker via Google Meet at the Senior School.

He spoke of the importance of bringing people together and genuine listening as ways of helping to eliminate the kinds of racial issues the world has recently witnessed in the United States, and which are, unfortunately, part of the Australian experience too. He talked about the responsibility involved in, and the importance of, continuing



his culture through his art and in teaching his children.

What is your favourite part of your culture? What can individual non-indigenous people do to aid in reconciliation in Australia? Is it respectful to wear indigenous colours? These were some of the insightful and thought provoking questions asked by students during this session.

Reconciliation Action Plan Team (Marc Light, Yoel Benn, Peter Julian, Praachi Juneja, Sidra Moshinsky, Russell Newman, Cassie Oblowitz, Laura Pearce and Lesley Wesseik)







It's where I ... *develop skills for my future*



It's where I ... *learn to lead*



## Skills for life

Learning practical life skills is the main focus of the year-long Nitzan program for Year 9 students. Over the last two terms, this has included a Barista Basics course for every student and construction of a coffee cart so that the students can put their skills into practice!

With the assistance of Tom Skinner and Nigel Moyle, a group of students designed, built, sanded and created a coffee cart. Cayden Vainer commented that "many of us had never used tools like sanders, drills and saws or worked in a workshop environment before. It was great to try new things and get out of our comfort zones".

During distance learning, students put into practice, skills such as sewing, ironing and cooking.



## Leading by example

The Kol Echad tzevet (team) is the heart and centre of social justice and action in the Senior School.

Established this year in a revamped model of our Student Representative Council (SRC), the tzevet is made up of student representatives from each year level and guided by our Jewish life team. Using the dynamic nature of Hebrew words, Kol Echad (כול אחד / קול אחד) which literally means one voice and everyone. The name truly embodies the team's purpose and goals; to enhance and shape social action in the School as a community by actualising the value of

Tikkun Olam and endorsing acts of Tzedakah.

This can be done in many ways. The Kol Echad tzevet allows us to centralise how and when we give our time and money to charities and people in need in our community, Melbourne, Australia, Israel and more broadly the Jewish world. Moreover, the team brings student voice to the centre of charitable giving in the School. Over the course of the year, Kol Echad will go on a learning journey together to discover what it truly means to give, how we can best give to maximise our impact

and uncover the Jewish values, culture and history that can help give guidance to how we actualise Tikkun Olam. It will facilitate student charitable initiatives and help direct the school community in being effective and impactful in it's giving.

**Yoel Benn**  
Jewish Studies Teacher & Experiential Educator







## Creativity and innovation

### Making music

As a Distance Learning initiative, Years 3 to 5 students created musical instruments while using recycled materials. This Art/Music collaboration yielded some fascinating results and the students' instruments are now on display in the Junior School.



It's where I ...  
*express my creativity*



It's where I ...  
*love to learn*



*Little Red Riding Hood* by Hannah Kausman (Year 7)



*The Little Gingerbread Man* by Noah Sainui (Year 7)

## Dramatic interpretations

Our Senior School students exhibited strong creativity during their distance learning Drama lessons. Year 7s created their own puppet shows while Year 9s worked on creating comic sketches based on the Italian performance style, 'Commedia Dell'Arte'.

Laura Rickhuss  
Head of Theatre and Productions



*Night of the Living Jerry...and Chuck* by Dali Bernhaut (Year 7)



*The Switch* by Billy Altman (Year 7)



*The Bogeman Part 1* by Max Dubs (Year 7)

## Hands-on learning

### The world of inventions

Earlier this year, Year 2 students learned about inventors and inventions. They discovered who invented the first phone, how many people have email addresses and the different ways we communicate. Through this unit, the focus was on why do inventors invent, how do inventors invent, why is it sometimes important to build onto others inventions and are all inventions good/helpful/successful? Students then used a design brief to choose their own invention to create using recycled materials with the aim to make lives easier.



## The elusive Jerusalem artichoke

Our annual Jerusalem artichoke harvest in the Kibbutz took place recently. These were planted many months ago and they grow underground, making them very difficult to find. The only clue the students had was to find a "tall brown stem which looks dead".



The Junior School students absolutely loved the artichoke hunt and they found an enormous number of ready to eat artichokes. They packed them into bags, included a sumptuous recipe for artichoke soup and then they created a frenetic market stall to sell them to the very eager buyers. The Jerusalem artichokes are very secretive and mysterious, especially because they are not from Jerusalem and they are not actually artichokes. Nevertheless, Junior School students just love Jerusalem Artichoke soup especially when you grow your own Jerusalem artichokes!

David Opat, Vice Principal - Wellbeing and Head of Junior School







It's where I ...  
*belong*

## Return to on-campus learning

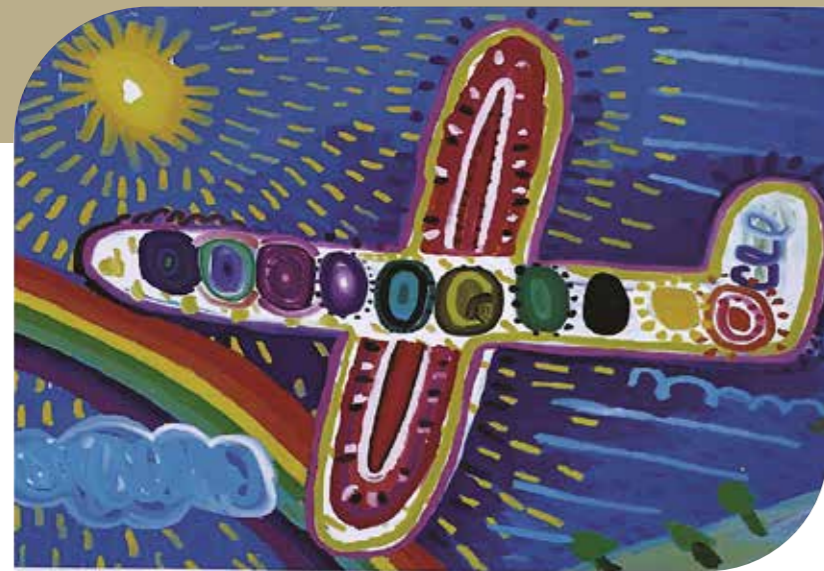
There was much excitement at school as our students and teaching staff reunited for on-campus learning towards the end of Term 2! Each student had their temperature checked and then sanitised their hands before joining their classmates.

It was also exciting for students to engage in physical activity with their peers post lock-down. Senior School students were once again able to enjoy soccer, netball and basketball training.

In the Junior School, students loved being on the oval enjoying ball games together.







It's where I ...  
support our community

**ART BY KIDS**  
Brought to you by the KDS Parents' Association  
Proceeds will fund projects for the benefit of all KDS students!

**KING DAVID**  
FOUNDATION  
SUPPORT | INSPIRE | STRENGTHEN



Ally as a School Captain in 2008  
with Josh Teichman

## KDSPA

### ART BY KIDS

KDSPA are facilitating the annual ART BY KIDS fundraiser. Students in Kinder to Year 5 will create a unique artwork during their art class early in Term 3.

Artwork not completed in class can be finished at home and returned to the Junior School Reception by Wednesday 29 July.

Years 6 & 7 students in the Senior School will design their artworks in class as part of the ewish Life program.

This year families can choose to have their child's special design printed on:

- Greeting Cards (8 pack with envelopes)
- 2021 Calendar
- Tea Towel or Pillowcase
- Tote Bag
- Note Book, Diary or Sketch Pad

All students artwork will be able to be viewed and purchased online in August. Please see upcoming information to school families for details.

For further information contact Jacqui Dubs:  
jacquinmarlon@yahoo.com



### Supporting KDS businesses

To support our wonderful and caring school community during the challenges presented by the COVID pandemic, King David School Parents' Association (KDSPA) collated a list of businesses of school families. This hopefully assisted in rallying support for them during the economic challenges presented this year so far.



Please visit <https://www.kds.vic.edu.au/our-community/parents-friends-association/supporting-kds-family-businesses/> to see a range of products and services available.

Carrie Kausman  
President - Parents' Association



## You can make a real and lasting difference



Ally is one of King David's great success stories. Graduating in 2008, Ally Harrison-Ichlov remembers her years at our

School fondly. As a 9 year old, Ally clearly recalls the nerves she felt on her first day of school. Her fears were quickly set aside after experiencing the warm and unique embrace of our school community.

Ally always had a thirst for knowledge. At King David, Ally was encouraged to follow her dreams and ambitions. But none of this would have been possible without financial assistance from the King David Foundation. She remains forever grateful for the scholarship we could provide which enabled her to have a King David education - an education which transformed her life.

### "King David gave me an amazing start".

Ally went on to study Arts, Politics and Law at the University of Melbourne and then travelled to the UK for a year where she completed her Master's degree in Law at Cambridge. She recently completed a 12 month position as an associate with a federal court judge and will soon be returning to her job at a major legal firm in Melbourne, after recently getting married.

**"King David allowed me to pursue my passions and showed me the true meaning of inclusivity and social justice".**



Ally enjoys any opportunity to give back to the School as a mentor to current students.

At King David, we are proud to provide our students with outstanding educational programs and opportunities. Our aim is to deliver graduates who will be leaders in their chosen field and make positive contributions to society and our community.

Help us to give more opportunities to students like Ally.

Following a difficult summer that severely affected many Australians, the COVID-19 pandemic has presented all of us with unprecedented challenges and

difficulties. In addition to our students and teachers having to transition very quickly from campus to online learning, there has been a significant financial impact on many families in the KDS community.

For all of these reasons, the Annual Giving appeal in its usual form will not be conducted this year.

We do however, encourage all members of our community, as they are able, to consider making a special gift this year in support of the School and our families. Every gift, however modest, will make a positive impact.

Now more than ever, your gift at this time will make a real and lasting difference. You can help us so that more Jewish children can have access to the unique educational opportunities that a King David education offers.

We sincerely thank you in anticipation for your support. Tax deductible donations can be made securely online.

**DONATE HERE:**  
[www.kds.vic.edu.au/donation](http://www.kds.vic.edu.au/donation)

**Ruth Lew**  
Head of Foundation  
E: [ruth.lew@kds.vic.edu.au](mailto:ruth.lew@kds.vic.edu.au) or  
T: 03 9527 0122

**Georgia Levy**  
Foundation Officer  
E: [georgia.levy@kds.vic.edu.au](mailto:georgia.levy@kds.vic.edu.au) or  
T: 03 9527 0181



## Where are they now?



**Darren Bloch** graduated from KDS in 2005 after emigrating from South Africa with his family

at the beginning of Year 11. During his final two years of school, Darren developed a deep passion for human resource management and went on to study a Bachelor of Commerce and a Bachelor of Commerce Honours majoring in Human Resource Management and Sport Management at Deakin University.

Since graduating in 2010, Darren has been fortunate to have accumulated a wide range of industry experience in this field. His professional career started as a part-time HR Administration Assistant in the not-for-profit sector prior to joining the world's largest law firm Baker & McKenzie as a full-time Talent Management Administrator. It was during this time at Baker & McKenzie that Darren developed a particular interest in generalist HR work and later joined the in-house recruitment team at Serco Global Services Pty Ltd to hone these skills.

Darren's high profile government clients included the City of Melbourne Council, the Department of Justice and Community Safety Victoria and the Australian Taxation Office just to name a few. He managed the end-to-end volume recruitment and onboarding process for positions including Trainee Custodial Officers at Australia's largest prison, Head Gardeners responsible for Melbourne's most beautiful and iconic open spaces such as Fitzroy Gardens and Treasury Gardens, Customer Service Agents in national call-centres, the list goes on.

More recently, Darren joined the Victorian Public Service as a Senior HR Establishment Consultant in the Corporate Services division of Victoria Police. This has been an extremely exciting period of Darren's career to date, working alongside sworn members and playing his small part in helping to keep the Victorian community safe. Darren has taken full advantage of the tremendous opportunities available for VPS employees and is currently on secondment at Sport & Recreation Victoria as an HR & Recruitment Project Officer.

Darren is a professional member of the Australian Human Resources Institute and hopes to advance into an HR management position in the not too distant future.

## ALUMNI REUNIONS

**5** Year Reunion  
(Class of 2015)

**10** Year Reunion  
(Class of 2010)

**20** Year Reunion  
(Class of 2000)

Alumni Reunions  
are now scheduled for:

**Sunday  
25 October  
6:30-8:30pm\***

\*Subject to the easing of restrictions

## Engaged

Brittany Marlow (2014) & Andrew Keeghan

## Births

Tanya (Broinshtein) Schewitz (2002) & Brett Schewitz – Arlo  
Braham Cohen (2005) & Hannah Cohen – Liam  
Tasha Feldman (2007) & Zach Goodman – Leo Sonny  
Gemma Morgan (2000) & Yaviv Naftali – Libby Kohelet Naftali  
Daniel Rosen (2003) Sian Rosen – Zephyr Arthur Alexander  
Mikayla Taylor (Green) (2009) & Graham Taylor – Cole  
Jeremy Urbach (2000) & Alex Urbach – Ezra Violet

Please continue to keep us informed by sending your news or changes to your contact details to: [alumni@kds.vic.edu.au](mailto:alumni@kds.vic.edu.au)

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