

THE KING DAVID SCHOOL



Community Report 2023





THE KING DAVID SCHOOL

VISION AND MISSION STATEMENT

VISION

The King David School is a progressive Jewish school established on the principles of inclusion, egalitarianism and social justice. It is committed to engendering within its students a love of learning, a deep and abiding sense of community, a strong and proud Australian identity and a close and meaningful relationship with the Land and State of Israel.

MISSION STATEMENT

The King David School exists to provide both excellence and opportunity in education. It will foster the development of each individual student in its care paying careful attention and respect to his or her unique needs, abilities and aspirations. It will fulfil its goals with reference and respect to the contemporary Australian society within which it is so fortunate to exist:

- through the provision of an educational environment that is at all times challenging, nurturing and appropriate to the needs of its students
- through the provision of an environment that promotes the safety, wellbeing and inclusion of children with diverse needs and/or backgrounds, and protects them from abuse, harm, neglect, and the threat of harm
- through engaging and innovative co-curricular activities
- through close, active and practical engagement in Jewish communal activities
- through social justice programs and interfaith initiatives.

The King David School will strive:

- to be recognised as a provider of educational outcomes which are second to none
- to deliver the highest possible standards of facilities and resources for the benefit of its students and the broader community
- to maintain a strong community profile and to support both the Jewish and the Australian communities within which it operates
- to develop strategic educational partnerships which will benefit students, staff and the broader school community
- to achieve its goals within a secure and responsible fiscal framework
- to resolutely and consistently focus on the responsibility to nurture, develop and indeed cherish each unique and exceptional child which the School has been created to serve and which it has the privilege to serve.

VALUES

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



At our annual Back to School Service at the start of this year, I spoke to Years 6 to 12 students about how the start of the school year is an opportunity to make changes to how we behave and the authenticity with which our actions align with our values. I encouraged students to embrace the values of our community to do what they can to help make the experience of those around them better. It was very gratifying for me to see that so many of our students assumed this mantle throughout the course of the year.

There was so much for our students to look forward to this year. I delighted in seeing newly enrolled and current Kindergarten children start in their new rooms with such joy and excitement. Our Prep students arrived in crisp, new uniforms, eager to begin a massive year of learning.

For all our students, our Jewish Life and Learning teams ensured that there was a rich program of learning and celebration, centred around Jewish festivals, rituals and traditions. All our educators brought dedication and innovation into the classroom, to make our students' learning experiences meaningful.

2023 was the first year of our new sub-school model at the Magid Campus with a Middle School, headed by Jayne Wise and our Senior School, headed by David Robinson. This structure allowed for greater levels of specialisation based on the developmental needs of our students.

Another first was the implementation of our revised school leadership program, the Hanhagah. With no traditional School Captains, it was the responsibility of each of the elected Hanhagah to make a meaningful contribution in their vaad (sub-committee). The Hanhagah 5783 set new benchmarks for democratic leadership and respect for all KDS students. Kol HaKavod!

I was very fortunate to enjoy sabbatical leave in the first quarter of the year. The majority of

this time was spent in Israel where I had the opportunity to visit innovative schools, meet with outstanding educators and to explore some of the unique programs and experiences that Israel offers to promote the Arts, culture, entrepreneurship, and coexistence.

At the School's Annual General Meeting this year, Lahra Carey stepped down as President of our School Council. She served Council since 2014 and was President since 2018. We are very grateful to Lahra for her inspirational leadership and extraordinary contribution to our school community. Jeff Leigh took up the position of President on School Council and we wish him well. He will no doubt bring enthusiasm and vast expertise to the role.

There's been much to rejoice in this year, but also much sadness. The Israel-Gaza war and the loss that was felt by Jewish communities around the world who were directly or indirectly affected, was profound. In addition, our beloved teacher Vera Rozkin passed away suddenly in October. Her colleagues and students were able to celebrate her life in a tribute to Vera held at the School. She had dedicated over 25 years to teaching French at King David.

Our Class of 2023 will be incredibly missed. They are a genuinely caring and cohesive cohort who looked out for each other and contributed to the school community with their trademark vibrancy and "ruach". I wish them every success as they embark on their next journeys.

Thank you to our students, staff and families for being part of this incredible school community. I am immensely proud of all we continue to achieve while remaining committed to the strong vision and values of our wonderful school.

Wishing you all a safe and happy summer break.

Marc Light
Principal



A: Rosh Chodesh Bulat Senior Kinder Grandparents' Shabbat B: Welcome Smiling Ceremony at start of year C: First Day of Prep D: Project Slingshot

ACADEMIC EXCELLENCE

King David Students excelled in the academic arena once again in 2023. Our students who competed in a range of competitions did themselves proud as strong ambassadors for the School.

- Class of 2023 VCE Results: This year, the students' ATAR results are as follows:

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

39% achieved 90 or above placing them in the top 10% of the State

88% achieved 70 or above placing them in the top 30% of the State

The Median Study Score was 36.

Our Dux for 2023 was Jacob Kronberg who achieved an ATAR of 99.25.

Jarod Roff achieved a perfect Study Score of 50 for Mathematics.

98% of our students received a first round university offer from one of their top three choices.

- The 2023 (awarded 2022) Premier's Award recipient was Teige Cordiner for Applied Computing Software Development.
- Reine Polevoy-Geller was awarded the Melbourne Principals' Scholarship. This scholarship is offered to Victorian Year 12 students in recognition of their academic achievement and contribution to their school or wider community.
- Ariel Montgomery 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.
- 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 Livia Lazarow (Year 11) and Kiera Edelstein (Year 10) presented prepared speeches on the value of life in Judaism. Livia Lazarow went on to represent Victoria at the national finals in Sydney.
- Oscar Gorog and Jacob Kronberg were awarded the Long Tan Award, recognising leadership and service to community. The Higgin's Award and The VAJEX Australia Memorial Shield were not presented this year.
- Top Class: Teige Cordiner (Class of 2023), presented his monologue interpretation of *Madame Arcati* at the 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 Debaters Association of Victoria (DAV) Secondary Debating: The DAV is a "non-profit association which exists to promote debate." In 2023, multiple teams competed in the program. The Year 7 and 8 speakers were Luke Adler, Netani Cantoni-Bud, Ezra Faigenbaum, Jacob Fleiszig, Tal Gelfand, Maya Glickman, Gemma Hatfield, Samuel Kleiner, Leni Majman, Lori Padowitz, Sara Penny, Lee Seligmann, Hunter Snow, Ruby Weinberg, Ethan Wiese, and Michael Zander. The Year 9 team consisted of Zach Banner, Sophia Barolsky, Asher Bloch, Eden Cantoni-Bud, Raquel Finger, Reuben Goldfarb, Toby Hauser, and Zac Yates. Year 10 debaters included Keira Edelstein, Dari Justin and Abigail Kausman. Year 11 debaters included Tash Freiberg, Livia Lazarow, Daniel Menashe, Ella Simons, Dylan Umansky, and Shelley Wajsbrem. Charli Cantoni-Bud, Ryan Frisch and Jacob Kronberg, were our Year 12 debaters.

Innovative Programs and Special Learning Opportunities

- Nitzan is a program for Year 9 students that fosters resilience, independence and builds life skills. Students learn a range of everyday skills outside of the classroom such as first aid, plumbing, bike repair, gardening, sewing, basic car maintenance, and woodwork. Students also volunteer with community groups such as the Posh Opp Shoppe, St Kilda Mums and Jewish Care to learn how to work with a wide range of people and give back to the wider community.
- Yesh Israel Experience: Unfortunately due to the war between Hamas and Israel, we were unable to take our Year 10 students to Israel for our four week Yesh Program. 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 in 2023, students embarked on an unforgettable experience on Tiyul b'Yam in Anglesea. This unique camp aimed to fortify year-level connections and push students beyond their comfort zones, fostering a meaningful Shabbat and Jewish experience.
- Project Slingshot: Year 7 students undertook this project-based learning program in which they are explicitly taught creativity, innovation, entrepreneurship and design thinking across multiple disciplines.
- Passion 4 Thinking: Year 8 students used project-based learning to build a product based on an area of personal interest, presenting their project to the King David community late in the year. Showcasing the diversity of our students, projects included founding creative businesses, writing books, environmentally friendly products, and new food recipes.
- Amit Peer Leadership Program: Annually, our Year 11 students are offered the opportunity to participate in the Amit Peer Leadership program as student leaders. As part of this program, these students facilitate experiential programs for Year 7 students which assist in the development of Year 7 student wellbeing, integration and engagement in Jewish life.
- Year 3 Camp: Year 3 students prepared for their first camp by having a sleepover as a cohort in the Sports Hall. After this scaffolding, they were ready to go to the Dandenong Ranges for their first camp where they went tree surfing and did activities onsite.
- Year 4 Camp: Our Year 4 students had a three day camp in the Dandenong Ranges, joining the Year 3 students for some of the time. Students went rock climbing, tree surfing, played 'Gaga' Ball, and enjoyed the activities at the campsite.
- Year 5 Camp: our Year 5 students travelled to Sovereign Hill in Ballarat where they engaged in confectionery making, gold pouring, a tour of a mineshaft and the opportunity to role play historical gold miners. They travelled on to Camp Sunnystones for three days immersed in nature. This included a scenic two hour bushwalk, competitive hut building, 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. Students met with MP Josh Burns (Macnamara) while visiting Parliament.
- 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.
- Year 9 Camp: students enjoyed a peak outdoor education experience, camping in Gariwerd (the Grampians). In the first week, they hiked in groups, sleeping in tents and cooking their own meals. They then gathered to spend Shabbat together. In the following week, they learned cooking skills with the on-site chef, regenerative farming with a local farmer, woodwork with Tom Skinner, and explored the local history from the geological past to the First Nations People, to the colonial times and the current era, led by a local whose family has lived in the area since the 1890s. They also experienced archery, rock climbing, abseiling, canoeing and the high ropes course.
- Year 10 Camp: Year 10 students enjoyed their *Hadrachah* seminar at Wombat Corner in the Dandenong Ranges. Led by the J-Life team, students put leadership skills into practice. The seminar's emphasis was on leadership as taking responsibility, and that everyone is capable of being a leader. Later in the year, our Year 10 students experienced Israel together for four weeks on Yesh.
- Year 11 Sailing Camp: our students attended a sailing camp, learning sailing techniques and safety skills at Metung and sailing to Barrier Landing where they stayed the night.
- Year 12 Camp: Facilitated by *Tzevet Lev* (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.
- 2023 Philosothon: King David participated with a team of ten students from Years 9 and 10. The students involved were Asher Bloch, Rene Freiberg, Reuben Goldfarb, Gabriel Moss, and Jacob Rosin from Year 9. Daniel Bass, Kiera Edelstein, Max Dubs, Ari Montgomery, and Harriet Popper represented Year 10. The students participated in three communities of inquiry on the theme of identity.
- Aspiring philosophers from Years 4-6 attended the Primary School Philosothon. Our students' critical thinking skills were on display as they questioned, interpreted, analysed, explored, evaluated and reflected upon some of the original iconic artworks at the NGV Ian Potter Gallery. The theme of the Philosothon was 'Diversity: in Nature, us & art'. Some of the concepts and topics that students discussed were; tolerance, perspective, change and belonging.
- National Science Week 2023: The theme was 'Innovation: Powering Future Industries' Students and teachers alike conducted power-themed experiments throughout the week, which began with the Junior School teachers dressing up as famous scientists! In the ELC students conducted a new experience every day, culminating in dancing as students learned about turning water into smoke using a smoke machine. At the Magid campus, as well as themed lunch time events, students worked on solutions to issues facing us today, presenting their posters and solutions to judges at the end of the week.
- 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 Activist unit, Year 6 students showcased their work on changemakers. A changemaker is someone who takes creative action to solve a societal problem. The students took on the persona of their chosen changemaker, and displayed their research skills with the use of entertaining and informative slideshows and speeches.
- Future Cities: Year 7 Humanities students worked very hard tackling the difficult problem of climate change and how the cities of the future will be designed to sustainably manage the needs of a growing population while reducing our carbon footprint. In small groups, students researched, designed and built models of sustainable cities of the future. Each city had to incorporate zero-emissions solutions across four key sectors: Energy, Transportation, Housing/Infrastructure and Agriculture.
- Medieval History: Year 8 History students spent a day investigating the past when they welcomed a troop of peasants, knights and squires complete with armour, weapons and torture devices. Students participated in an archery tournament and explored the development of weapons and medieval clothing. Students also learned about the system of crime and punishment during this era.
- Start a Business: During Business Studies in Year 9, students were given the independence to establish, develop and run their own businesses. This was a beneficial project in the understanding of how a business works. The majority of profits were given to charities of the students' choice.
- Bedrock Thinking Framework: We further embedded our 'Bedrock Thinking' program throughout our Junior School. This is designed to develop thinking and cognitive functioning and to ensure that all children are provided with ample opportunities to apply their newly developed thinking skills to all aspects of the Australian Curriculum.
- SOWATT Program: SOWATT stands for Self-regulation, Working Memory, Attention, Thinking Flexibly and Thinking about Thinking (Metacognition). These essential skills help us to navigate our busy lives; to organise our time and to meet both work and social commitments. They enable us to mentally say "no" to temptations, plan holidays and ultimately get things done. Executive functions help us control our thoughts, emotions and actions – without them life would be chaotic, more challenging and frustrating. In the Early Learning Centre, children were taught executive functions as part of the play based SOWATT program. Experiences vary for each year level, with each educator intentionally embedding skill acquisition into everyday routines, practices and experiences.
- In 2023 we began our Science of Language and Reading (SOLAR) program 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 2023 we trialled 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. This are skills students take with them to Middle and Senior School, and beyond. This was successful and we will be rolling it out at the beginning of 2024, merging 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. The competition required that teams create a cohesive narrative of at

least 1800 words, as well as integrating certain parameters such as a doctor, a conflict revolving around 'seeking forgiveness' and five specified 'random words'.

- Year 9 Archaeology students had the opportunity to visit multiple sites as part of their historical research: the Heritage Victoria Archaeology Laboratory; Luminous: a Thousand Years of Jewish Texts at the State Library; and the Shrine of Remembrance to see the Shrine's collection of WWI artefacts.
- 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. This year students were keen to research areas of interest, or to address matters related to enhancing people's lives. A diverse range of sophisticated projects were produced from developing a water filtration system to measuring the effectiveness of activities that promote mindfulness. Arbelles Attias-Rabinowitz and Nina Gelfand achieved a Merit with their project on Plants that Thrive. Maddie Black also achieved a Merit with her Clean Water Initiative. Lucy Wiese, Jasmine Leigh and Eden Swerdlin achieved an Acknowledgement for their work.
- A group of Year 5 students demonstrated that they have the knowledge and skills, passion and drive to become promising entrepreneurs. Eight students applied to be part of an Enrichment Unit of Work centred around business, finance and marketing, and modelled on the reality TV show 'Shark Tank'. 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, are co-founders of the rapidly growing business, Blitz Bar, Melbourne's first self-serve açai bowl experience. Bernie Sharrad has appeared on *Shark Tank* with his product, Caphat, an award winning skin protection product. Jacob Strickling, creator and founder of Tiny Science Lab, also appeared on *Shark Tank* with his range of chemistry kits. Congratulations to all students for successfully reeling in sharks to invest in their venture.

COMMUNITY INTERFACE/ AUSTRALIAN IDENTITY AND VALUES

The School encourages students to become involved in communal activities and to respond to issues which affect not only themselves and their families but the wider Australian community. Students are exposed to environmental, social, cultural, economic and political issues affecting all Australians, with particular emphasis on engaging with, and learning from, First nations peoples.

- Our students received a warm and meaningful welcome to the start of the school year. After inspiring speeches from our school leaders, our students participated in a meaningful Welcome to Country smoking ceremony at each campus led by the Boon Wurrung Land and Sea Council. Students walked through smoke from Wattle, Gum and Cherry Ballart leaves representing growth, care and diversity.
- ANZAC Assembly: we honoured both the ANZACs who fought so valiantly during World War I, and those who have fought in wars since. 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. A particular focus of the assembly was the stories of the bravery of women involved in war, including Oodgeroo Noonuccal, Nancy Wake, and Lyudmila Pavlichenko. We heard from former Navy member, Natalie Sankey, from the Women Veterans Network Australia (WVNA) who shared the important work that she does with veterans who have experienced trauma. We were also incredibly honoured to have Doreen Beckwith, great grandmother of KDS students Olivia, Kara and Sara, lay a wreath for our ANZACs. Doreen worked with the Air Raid Precaution division in the UK during WWII.
- 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.
- The Year 5 First Nations Va'ad (committee) developed a board game entitled Djeembana (gathering) which helps children learn about First Nation's culture. They wanted a creative and engaging way of teaching about First Nations culture and decided upon a board game. They had to research the information and then design a set of rules. The board takes students on a trip through all the Aboriginal nations in Victoria. Along the way, they pick up cards that teach them about various interesting aspects of First Nation's life.
- National Reconciliation Week (27 May–3 June): This is a time for all Australians to learn more about Aboriginal cultures and histories, share that knowledge and help us grow as a nation. With the 2023 Reconciliation Week theme: 'Be a voice for generations', our school explored First Nations culture, stories and significant events. Junior School students enjoyed daily lunch time clubs, facilitated by the Year 5 leadership team, exploring First Nations culture. Our Middle and Senior School students started Reconciliation Week with a special assembly run by Year 10 students. Students explained why we do an acknowledgement of country - to recognise Australia's colonial history. Students then outlined the important dates Reconciliation Week encompasses, including the 1967 referendum including Aboriginal and Torres Strait Island peoples in the census for the first time, and the 1992 Mabo decision overturning the doctrine of Terra Nullius. The students also explained the proposed Voice to Parliament and that it is founded on the Uluru Statement from the Heart. Jethro Calma-Holt, Indigenous Liaison for the Carlton Football Club, our special guest speaker, encouraged students to keep listening to First Nations people and stories. Jethro stressed that truth telling is important for us to move forward as a nation - there is a need to acknowledge the past in order to make progress.
- Our First Nations Artist in Residence Aunty Heather Kennedy collaborated and shared local knowledge with Junior School students, resulting in a painted mural at our Dandenong Road

Campus which Heather describes as representing the students' "happy places, family and community". Aunty Heather was referred to The King David School by the Boonwurrung Land Council. She focuses on using the creative encounters to discuss students' connections to culture and identity.

- Year 10 Drama students (Kiera Edelstein, Dari Justin, Kayla Pizzo and Jules Salter) developed a performance as part of the Drama Victoria 'Connections Festival'. This festival is committed to connecting Victorian secondary Drama students with the artworks, ideas, and messages of First Nations artists. The performance they developed was presented in our Theatre as part of Reconciliation Week last semester. Leading up to this presentation the students were engaged in a range of play making activities to create this original dramatic work which was based on the artwork of a Warumungu and Arrernte artist - Christinaray Weetra. Her painting 'Shades' became the inspiration for this performance which explores the many complex messages and themes layered in the painting.
- Building Bridges Interfaith Program: Year 10 King David students participated in this program, which unites students from Islamic, Christian and Jewish schools, allowing them to learn about each other's religion, connect with one another and understand their shared experiences.
- The Year 9 Cohort learned about non-Jewish refugees and migrants, hearing from a panel of refugees who gave insight into their struggles in their home countries and their journey to obtaining Australian citizenship. Students explored Carlton, visiting the Italian Museum where they received a presentation about the fascinating migration of Italians to Australia.
- 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 LGBTIQA+ 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.
- Regeneration Week returned for its second year with creative and fun activities to raise awareness and celebrate sustainability, all led by a passionate group of Year 11 students. Regen Week is one full week of exciting and relevant activities to show how we can make small adjustments in our lives or how we can affect the culture around us to try to combat climate change.
- Year 2 students visited Edithvale Wetlands to see sustainability and the water cycle in action. The students explored the bird life and used binoculars to observe the unique features of the different bird life. They also learnt about how the wetlands have been reduced in size due to housing and road development and how rubbish thrown in our streets ends up in our waterways.
- The King David Magid campus turned all heaters off for a day in May in order to help reduce carbon emissions. Cosy without Carbon Day, run by the environment/sustainability leadership group in the Year 10 program, Derech, happened during Melbourne's winter weather. Therefore, students and teachers were able to come to school dressed in their comfiest, warmest, casual clothing. Students and teachers were asked to bring any spare/old winter clothing to donate to the charity "Off Your Back". Off Your Back is an organization that helps those in need to keep warm during the winter whilst also giving these unused clothing a new life, while also reducing emissions from throwing out clothes. This day was aimed to help achieve zero emissions in the Jewish Community, create less unwanted carbon dioxide and methane into the atmosphere, and help save our planet!
- World Environment Day is an annual global event celebrated on 5 June. This Day encourages all of us to be more aware and take action for the protection of our environment. The theme this

year is 'solutions to the plastic pollution'. 2023 was the event's 50th anniversary. Over the last few days in Gan Gefen we have had discussions with the children about recycling, sustainability and re-use. We have spoken about ways we can keep the Earth clean and all the children agreed that we can all help by turning lights off when we leave a room, not to leave the tap running when brushing teeth, riding bikes sometimes instead of driving cars and picking up rubbish.

- The Year 5 Charity and Sustainability Committees came together to organise a book swap that was both sustainable and charitable. Over the course of the last few weeks, students brought in books to donate for the book swap. All students from Prep - Year 5 were able to enjoy trading their tokens for 'new' books. Many great books were swapped and it was a joy to see the excitement on the students' faces. All remaining books were donated to the ABCA (Australian Books for Children of Africa). The money we collected for this initiative will be donated to them as well to assist with the sending of all our great books.
- Year 11 Geography class made their way to Belgrave and visited Puffing Billy as a part of their case study on sustainable tourism. They spent the morning with Education Officer Peta Howard and Marketing Executive Ashley Woodrow who talked to the class about various environmental and social impacts of tourism. The class learnt about the different services, events and train rides that they offer in order to maintain its sustainability for the future, Peta and Ashley 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.
- We celebrated National Health and Physical Education Day on Wednesday 6 September at the Magid Campus. Keshet classes were given a range of physical challenges to put themselves to the test. The challenges include a squat challenge, shoe rotation, and mountain climber challenge. Health and PE day is a chance to recognize the importance of being active at school and externally, as well as looking after your health and wellbeing.
- Stonnington Youth Services came to our student-run Q and A club (for queer students and their allies) and led a badge-making session. Students had so much fun making their own badges, taking pride in showcasing their interests and identity. David Bowie even made an appearance on a badge! We thank Stonnington Youth Services for their enthusiasm and support and our student facilitators Sage, Shelley and Zoe for organising this experience.



SPORTING ACHIEVEMENTS

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

Inter-House Swimming Gala: Years 6 to 12 students competed in our swim carnival. The team spirit was palpable as students dressed in their house colours and cheered each other on. Mazal tov to Negev, the winning House (very close runners up were Galil).

Our Years 3 - 5 students had a wonderful afternoon at our Inter-House 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. Some of the highlights included a 2nd place finish by Ness Page in freestyle, 3rd place from Ori Raik in breaststroke, 4th place from Elijah Lloyd in breaststroke, as well as a 4th place finish from Olivia Khakham in butterfly. To end the fantastic day on a high note, our 12/13 year old boys finished in 3rd place in the freestyle relay. Well done to Ariel Danino, Oliver Hoffman, Itai Singer and Billy Slade- Jacobson!

EISM Swimming carnival: Our strongest Years 7 to 11 swimmers competed in the EISM Swimming Carnival. The Carnival featured 16 schools from all over Melbourne. We are so proud of our students for their great display of fair play and team spirit. Some highlights were the performances of the Senior Boys' Medley Relay, u14 Girls' Relay team, Ruby Page in all five events she competed and Ella Weinstein in her individual events.

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. The best story of the day came from the Championship-winning boys' softball team. This team went through some mixed emotions as the students in this team initially tried out for basketball but unfortunately did not make the team. Naturally the boys were upset but quickly transferred that energy towards trying a new sport. The boys embraced the challenge and trained hard for three weeks and were ready for the big day. The boys went through the opposition on the day undefeated taking home the 1st place pendant and will move onto the next phase of competition later in the year.

There wasn't a dull moment our Years 6 to 12 Inter-House Athletics Carnival where students competed in an array of field and track events and displayed creative and strong House spirit. Mazal Tov to Negev, the winning House in both Inter-House Swimming and Athletic Carnivals!

On a cold and wet May morning, the largest KDS team ever attended the EISM Athletics Competition at Lakeside Stadium. Despite the weather, the energy and enthusiasm levels of the Years 7-12 students were high, with a fantastic team spirit throughout the day. Highlights of the day include: Third in three 4x100m relays - Under 16 Boys, Under 16 Girls and Under 14 Girls. Greg Zherebylo and Ruby Page each competed in six events. Noah Fleiszig, Ruby Page, Greg Zherebylo, Sam Lazarow (with a new Personal Best), Chloe Auslander, Ethan Small, Koby Mazor and Jason Churilov, who placed second in 1500m.

At the EISM Athletics Competition, two students qualified in three events for the EISM Champions Athletics Carnival. After competing in six events at the recent division three carnival, Ruby Page from Year 8 qualified in both the 400m and Triple Jump. Ruby performed extremely well, placing overall 4th in Triple Jump and 8th in the 400m. Year 9 student Sam Lazarow also qualified in the

Discus throw for the Champions Carnival, throwing yet another Personal Best placing 8th overall in the combined age group u16/15 event.

Prep to Year 5 Inter-House Athletics Gala: It was wonderful to see the students' excitement, especially from our Preppies who were participating for the first time! Relays encouraged our students to work together as a team while the individual events asked students to push themselves to beat their personal best. Students reached new heights and distances in long jump, shot put, hurdles and more. Mazal tov to Negev who took home the trophy!

The BDPSSA Athletics Carnival was a resounding success for our Years 4-6 athletes who were the winners of the Carnival. This was the first championship in Athletics for KDS in the Balaclava District. In 2022 KDS were the runners up and in 2023 we took the next step. Showing grit and determination, with some students missing, our students rose to the occasion in all events, bringing home the championship.

Balaclava District Winter Round Robin: After finishing in the Runners Up position in 2022, the 2023 Year 6 boys' Soccer team had high hopes for this round robin. A sweet day it was for them as they blew the opposition apart going through the round robin tournament undefeated. In the grand final, KDS defeated Elwood Primary 2-0 to be crowned District Champions of 2023. Around the other grounds, our Netballers, Teeballers, Footballers and girls' Soccer team all performed very well in tough wintery conditions. The Soccer champions and Term 1 Softball champions progressed to the Beachside Division Championship in Term 3.

The Year 6 boys won the AFL 9s Jewish Schools' Cup. KDS had one boys' and one girls' team in the competition and both teams started off the competition in fine style. They had convincing wins against Sholem, Yavneh & Yeshiva/Beth Rivka in the first three games. The boys defeated Bialik by five goals and then Mt Scopus by two goals in the final two games of the round robin. The Grand Final was set and KDS was up against a Bialik team determined to make amends for their loss in the round robin. The game was a battle however the skill, teamwork and determination of our boys was the difference in the end, winning the championship by three goals.

BDPSSA Soccer winners: Our Years 5/6 Boys' soccer team won the championship in 2023. Playing old rivals Oakleigh Grammar, tired legs and injuries began to creep into the team. Nerves were clearly an issue. Levi Cooper scored first with a spectacular solo effort to settle the team down and confidence grew. Minutes ticked by and an Oakleigh goal was disallowed. Cooper scored again midway through the second half with a clinical free kick and the celebrations began. Oakleigh scored back quickly and KDS had a 2-1 lead. The team were waiting for the clock to run out and Oakleigh kept pressing. It was Cooper again with a third goal to secure the Beachside Championship.

EISM Soccer champions: The KDS Senior soccer team brought home another championship to KDS. The round robin phase KDS defeated all before them including some very large schools: Luther, Mt Lilydale, Emmaus, Knox, Tintern and Huntingtower. In the semi-final we were up against a very young but talented Tintern, however our strength and team depth was too good as we advanced to the grand final against Luther. KDS won the championship 7-3. Mazal tov!

BDPSSA Softball: Our Years 5/6 boys' Softball team won an epic final against Murrumbeena Primary. In the 3rd innings KDS tied the game, forcing an extra innings. The rules allowed only three batters from each team in the last innings with loaded bases. In a nervous last innings, KDS defended the score only allowing three runs. With that, we took home the championship!

EISM Softball: Year 9 boys' softball team defeated cross town rivals Bialik College in the EISM grand final. The match was played with high intensity as both teams were on five runs a piece with KDS last to bat. With the game on the line, KDS stepped up the game and brought home six runs to claim the EISM Championship.

EISM Cricket: the Years 8 and 9 boys' Cricket team finished off a wonderful season in Cricket coming runners-up in the EISM Championship. After bowling very well, we were not able to chase

down the 83 run target and came up short by 18 runs, with Bialik coming away the winners. This capped off a fantastic year in KDS sport with the most amount of Championships and runner-up placings in recent history.

Balaclava District Cross Country Championship: 28 KDS students from Years 4-6 took on the 2km & 3km cross country course at the Balaclava District Cross Country Carnival. All of our students in Year 4 did their best to push themselves to complete the course for the very first time, while other students in Year 5 & 6 had been there before in previous years. Congratulations to all of our students who performed very well. Our best performances came from Emily Ovadia (Yr 6) 10th place, Itai Singer (Yr 6) 12th place and a fantastic run by Max Shafer (Yr 4) 16th place, with each race featuring over 60 students.

11 of our finest basketballers took to the courts at the State Basketball Centre in the Victorian College Championships of Basketball. Competing against schools such as Templestowe Secondary, Box Hill Secondary, Fairhills Grammar and SEDA College, both teams unfortunately missed out on finals however they pushed their opponents in each game. The students gained valuable experience throughout the day and competed at the best of their abilities.

Year 4 student Benjamin Lewis competed in the School Sports Australia Golf Championship in Perth. At the competition, he displayed his skill, concentration, and camaraderie with other players. He won best nett score on the final match day at Collier Park Golf Course playing seven under his handicap with 64, par was 71. He ranked second best nett score player overall in the Victorian team.

We had a celebratory Magid Campus Sports Assembly to celebrate all of our sporting and athletic achievements. We acknowledged our 'Most Valuable Players' with certificates and celebrated our BDPSSA champions, who won their divisions in Softball, Soccer, Athletics, and AFL. We cheered our Years 8/9 Softball team, Years 8/9 Badminton team and our Years 10-12 Soccer team, who each won their EISM divisions this season. Olympic race walker and Silver World Champion medallist Jemima Montag addressed the assembly, congratulating our students and sharing three stories of courage. She explained the importance of having one or two support people and of starting the journey/task even when you're not confident you will achieve it. Jemima reminded students of the importance of continuing to try even when you're not successful at first. For Jemima, being athlete for her is 10 percent physical and 90 percent mental. She shared her technique of ensuring her decisions follow her core values and prioritising meeting her goals even though that means saying no to things.



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.

- Kooky, spooky and spectacular! That's the verdict on 2023's 9 -12 musical, *The Addams Family*. Our students shone in the moonlight, bringing *The Addams Family* to life on our Rebecca Magid Centre stage. Eli Erez, in his debut as Head of Performing Arts, alongside Musical Director Matan Franco (Class of 2010) and vocal coaches, Georgia Brooks and Libby Choo, produced a phenomenal show. Mazal tov and Kol HaKavod on a sell-out show!
- Our Years 6-9 students shone as they brought the iconic movie, *Frozen*, to life with their performances of *Frozen Jr., the musical*. This had one of the biggest casts in KDS's history. We were happily taken to Arendelle with its beloved characters including Elsa, Anna, Olaf, Kristoff, Hans and Oaken.
- Our Years 3 to 5 students performed *The Next Chapter*, written and directed by Nissim Ben-Salamon, Music Teacher and Head of Productions Jr School. They took us on a journey with Billie through Friendly Town as he used his love of books to help him make friends. This production empowered our students to express themselves creatively, using their imagination and the power of storytelling.
- Our Prep-Year 2 students premiered *The Zion King*, a musical written by Nissim Ben-Salamon, Music Teacher and Head of Junior School Productions. A colourful story that outlined King David's life, 'The Zion King' took us to our beloved Tzion and showcased our students' talents and joie de vivre. Thank you to all involved, particularly Nissim Ben-Salamon, and Zoe Arnott who took on the huge task of costume design.
- Finegan Kruckemeyer's *The Snow* may be set in a very cold climate but our talented VCE Theatre Studies students warmed audience hearts with their whimsical, humorous, mysterious and sincere performances. The performances were polished, the staging was imaginative and the design was clever.
- Due to being so soon after Hamas tragically attacked Israel, the 2023 Senior Creative Arts Expo was unfortunately cancelled.
- VCE Theatre Studies students and Year 9 Drama students attended an evening performance of *Romeo and Juliet* by Bell Shakespeare, at the Fairfax Studio. One of the supervising staff (Lachlan Mackay) made a cameo appearance in the production during the banquet scene. 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.
- The VCE Theatre Studies students attended a performance of *Harry Potter and the Cursed Child* at the Princess Theatre. They analysed this performance as part of their coursework and in preparation for their end of year examination. The students were completely captivated by the casts' wonderful performances and the outstanding design and use of theatre technologies.
- Year 12 student Theo Boltman is one of the trans and gender diverse young people who shared their lives through a vlog-based documentary series, *Unerased*. Throughout 2022, Theo and 13 other young people filmed their everyday lives. In 2023 these were collated into videos released by Minus18. Theo said "Participating in *Unerased* has been such an incredible experience for me, because filming it last year kind of felt like Yom Kippur-esque introspection

and reflection all year long! It felt so rewarding and euphoric to be able to so openly both celebrate and criticise the ties between my trans and Jewish identities.”

- Year 4 students got to present 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.
- Year 9 students showcased their incredible creative responses to current events at Artivism, raising money for The Big Issue's Street Soccer program. The RMC was transformed into a festival space with music, fairy lights and food. Families ate food made by students, bid on the amazing pieces at our student art exhibition, bought student-made merchandise including slogan t-shirts, key rings with uplifting messages, coasters and posters, and enjoyed a student-created playlist of political songs. Tania Patston from The Big Issue explained the many programs her organisation has to help address homelessness. Our slam poets wowed us with their words of vulnerability and strength. We saw the process of creating the new "Joy" mural, and watched the student-created documentary on the journey of the Year 9 Boys' Softball team winning this year's championship. We heard about the importance of ideas in art from Chinese dissident artist Badiucao and we listened to an original anti-war composition by the Year 9 Artivism band.
- Our Spring Concert showcased musical talents of students in various choral and musical ensembles from Years 1 to 12. The Percussion Ensemble gave a dramatic introduction to the performances playing the *20th Century Fox theme*. Solo performances by Shayna Epstein and Jacqui Pizzo (Year 12) and Year 9 students Emily Umansky and Sophia Barolsky (with their composition projects) were hauntingly beautiful. The Junior, Middle and Senior Choirs delighted with *Somewhere over the Rainbow*, *Count on Me* and *Song of Purple Summer* respectively. Also part of the program were the Junior Rocking David Band, the Year 8 "School of Rock", Nana band, Combined Wind / Strings / Year 5 Singers, Senior Wind and Senior Strings ensembles.
- Artwork of the Month competition: students from P-5 participated in this competition. All works received an honourable mention, and those voted the best works won a range of prizes.
- There continued to be a range of arts clubs available for Junior and Senior School students, including those associated with painting, drawing, mixed media and digital media platforms.
- Emily Givoni was awarded the Sharon Hamilton Art Acquisition Award in 2023.
- The B'nai Brith Art competition: This competition acknowledges diversity in student art works across a range of mediums. It aims to promote artistic competence and a sense of unity among youth of various sections of the Jewish community. In 2023 there were no King David entrants in the competition.



CULTURAL HERITAGE

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

In terms of how this shapes the day-to-day running of the school, some elements occur weekly, some yearly and others are one-off initiatives and programs. Throughout school life, we celebrated our heritage and offered Jewish experiences.

- Jewish Studies, Hebrew and Jewish Experiential (JEE) classes continued to be led by teachers committed to transmitting heritage and learning in innovative and engaging ways. Text, Jewish History, Israel, festivals, Jewish values and ethics were a feature of every classroom. When on campus In the Junior School, the day began with *t'filah* (prayer) and *brachot* (blessings) and *Kabbalat Shabbat* made Fridays special. A Jewish Studies or Hebrew subject continues to be compulsory until the end of Year 11.
- Run by our Year 12 Hanhagah 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. With a superhero theme connecting our tradition to our students' interests, we enjoyed song, prayer, reflection and some dance! Please see a selection of photos here. Among many of the highlights, Year 12 student Zoe Ziguras gave a drash on this week's Parashah, *Yitro*, outlining the importance of asking for help; Reine Polevoy-Geller became Bar Mitzvah as he was called to Torah for the first time; our School Council President Lahra Carey was honoured; and grandparent Jeanette Abrahams shared her family's Jewish story.
- Kabbalat Siddur: Early in the year, our Year 3 students received the precious gift of their new siddur. Words of old, encased with their individualised covers and loving inscriptions which were a combination of language and visual that expresses who they are and their families' dreams for their future. In addition to our *Shacharit* service led by the students, families participated in exploratory discussion around the meaning, purpose, experience and expression of *t'fillot*.
- We had an incredible time celebrating Purim. We jetted to space with the 'out of this world' theme at the Magid Campus and went back to the 80s at the Junior School. Alongside our annual costume parade at the Junior School, there was dancing, *ra'ashanim* making, a carnival with mini-golf, facepainting, fairy floss, a bubble dragon, bouncy castles, and pin the crown on Esther. We also enjoyed a magic show, mishloach manot, and of course, the reading of *M'gillat Esther*. As well as the megillah, at the Magid Campus there was a Purim-themed escape room, laser tag, a circus workshop, Purim-based science experiments, re-enacting Purim lots, and a mini Olympics, a carnival and Hanhagah-led *ruach*. Students donated *Matanot L'evyonim* (baskets of goods) to Impact for Women.
- 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 and the coming High Holy Days. 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.
- Kabbalat Mitzvah, our annual ceremony for Year 7 students, celebrates our B'nei Mitzvah and their coming of age. Students and their families heard from members of three

generations (Grandparent Alan Schwartz AO, Parent Jason Rose, and Year 7 student Gemma) about their relationship with Shabbat. Families then chose from multiple Shabbat-themed sessions including challah plaiting, Kiddush cup and challah-cover decorating and mindfulness. Following the sessions, a communal Havdalah ceremony was held and parents presented their children with hand-written messages of hopes and prayers to be placed in each student's mezuzah.

- Our Year 4 students came together with their families to present their learning in the inaugural Eleh HaShemot celebration. It was a truly wonderful experience where the students were able to share their current Jewish Studies Torah unit. They were also able to delve into the meaning of their Hebrew name with a focus on personal attributes – what makes us, us, and who we aspire to be. In class, Year 4 students examined the meaning behind their names and made potential connections with the TaNaKh.
- Grandparents' Shabbat: Our Senior Kinder children celebrated *Kabbalat Shabbat* with grandparents and special friends. A penguin and some dinosaurs made special appearances, chicken soup was "prepared" and joyous Shabbat songs could be heard throughout. The children made beautiful gifts for their families which were presented to them with a massive hug before saying their goodbyes.
- A Mezuzah is a parchment scroll containing the Hebrew words of the *Sh'ma* prayer. The parchment, also known as *Klaf*, is written by a scribe who is known as Sofer STaM. As part of our Mezuzah unit, the Year 1 students met Rabbi Eli Gutnick who is a Melbourne Sofer STaM. Rabbi Gutnick explained about the tools he uses to write not only the Mezuzah but also *T'fillin* and *sefer Torah*. He uses a turkey or a goose feather and quill to form the Hebrew letters which are written in a special way/font on a piece of parchment made of kosher animal skin. Students had the opportunity to use feather and quill to write the *Alef-Bet* letters themselves.
- Middle and Senior School students marked Yom HaZikaron with a solemn assembly. Students honoured Israeli fallen soldiers and all lives lost by terror. Particular attention was given to the 50th anniversary this year of the Yom Kippur War. Poignant poems, songs and prayers were delivered by students (including our Nana band) and staff, allowing us to engage with the emotion of the day. May their memories be for a blessing.
- We commemorated Yom HaZikaron laShoah ve-laG'vurah (known as Yom HaShoah) with a special assembly. We marked 80 years since the Warsaw Uprising with the assembly's theme 'resistance'. We heard poetry and songs written in the Warsaw and Vilna ghettos. We were extremely privileged to hear from student Leo Aarons's grandmother Miriam Skurnik, who told her incredible story of survival. Her mother, who perished in the Warsaw Ghetto, had the foresight to hide Miriam in a convent where she assumed a Christian identity. Miriam was later rescued by her great aunt who had survived the atrocities and migrated to Australia after being in a displaced persons' camp in Germany. Miriam reminded us that pain and hardship create great empathy. Miriam told stories of tasting sugar and bananas for the first time and helped us to remember how lucky we are. In the darkest times may we find hope. 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.
- 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. We finished the day together as a whole school, wishing Israel a very happy birthday with staff and students forming a 75 and singing *Yom Huledet Sameach* (Happy Birthday).

- 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* (well, 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 Jewish Life Coordinator 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'.
- We celebrated Yom Yerushalayim with our ELC students building a replica of The Western Wall (HaKotel) and baking biscuits in the shape of HaKotel, watched 'Ha Kotel Live' and wrote our wishes to put in our Kinder Kotel. On Yom Yerushalayim they also enjoyed 'golden fruit'!
- 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 Yochoi's realisation after 12 years studying in a cave that Torah is about community rather than the individual's relationship with God. Students spoke to Jake Arzt, a Chinese medicine practitioner and natural beekeeper about his passions and were encouraged to find their own fire within.
- Shavuot at the ELC and Junior School was full of learning and immersive experiences. We baked cheesecake and yum yum balls, made flower crowns, the *luchot habrit* and a beautiful mural for the *bikkurim* (first fruits). The students joined together at "Har Sinai" to witness the amazing event when we received the 10 Commandments all those years ago. In recognition of the relationship between dairy and Shavuot, Magid campus students were treated to an ice cream celebration for Shavuot served by our Hanhagah (Year 12 leaders) and Tzev Lev J-Life team. Lactose free and gluten free options were available, as well as sprinkles and chocolate sauces.
- Chalav u'Dvash Program: The Hebrew program at the ELC is an integral component of our cultural identity curriculum. The program is based on the natural processes that characterise language development in early childhood. It is specifically designed for children who are engaging with Hebrew for the first time. In the *Chalav u'Dvash* program, the children are passengers on the journey towards Hebrew literacy and collect new linguistic patterns, words and phrases at each station. Regular repetition of words and phrases is also important and are built into the program naturally when opportunities arise.
- In the ELC, each Monday morning begins with our *Havdalah* ritual, we discuss the end of Shabbat and welcome the week ahead. Throughout the rest of the week the children participate in *T'filah*, building the children's repertoire of songs over the year. Our Hebrew

program also drives the children's connection to their Jewish Identity. The pinnacle of our cultural identity program is our beloved Shabbat service held on Fridays. The children show great knowledge of the songs and rituals of Shabbat, and take great delight in singing songs and saying the *Brachot*.

- Tu B'Av: Coming one week after Tisha B'Av (9th of Av), a day of mourning with a remembrance of the consequences of *sinat hinam* (baseless hatred), Tu B'Av encourages us to practise *ahavat hinam* (baseless love and kindness). In Hebrew, the word for love is Ahava. The root of Ahava means to give. Love involves giving - giving one's time, attention, admiration, respect to others. Gan Te'ena celebrated Tu B'Av. By painting folded hearts and worked together on a group art piece. When asked what love means to them, the children found the concept tricky to explain. Instead, we explored the meaning of love by sharing about the different people and things that we love.
- During Terms 2 and 3, students in Year 10 at KDS focus on the Jewish experiences of the Shoah. Near the end of the unit, students visited the newly renovated Melbourne Holocaust Museum in Elsternwick. They learned about the compelling stories of Abe Goldberg and Bono Weiner, who went on to help found the museum in the 1980s. Students completed a hands-on activity where they analysed copies of rare artefacts that are housed in the museum. Finally they heard the story of Viv Spiegel, a child survivor from France. Upon returning to school the students watched the film *Defiance* that outlines the story of the Bielski Brothers, who were Jewish partisans in the forests of Belarus.
- There was excitement at the ELC and Junior School as students baked honey cake and honey joys, learned how to braid their own round challah, decorated special challah covers as well as other Rosh HaShanah themed craft activities. There was a special Tashlich ceremony outside where students were encouraged to reflect on their behaviour from the previous year and decide what they are proud of, and which behaviours they would like to leave behind as we head into the new year of 5784.

At the Magid campus there was a special Rosh HaShanah Assembly we thanked our 5783 Hanhagah (student leaders) for all they have given to our school. From helping us to take action to better the world (Tikkun Olam Va'ad), leading our student-led T'filah (Va'ad Yahadut), creating a culture of joy and inclusivity (Va'ad Ruach) and bringing out the artists in all of us (Va'ad Tarbut) - among many more initiatives from each Va'ad - the 5783 Hanhagah has enriched our school immeasurably. We then welcomed in our Hanhagah for 5784. Director of Jewish Life and Learning, Sidra Moshinsky, gave a thought provoking Rosh HaShanah address, emphasising that "how we show up shapes our reality." Sidra pointed out that it is often easier to focus on the negative rather than the positive. Sidra also encouraged us to ask, "Am I bringing the best version of myself to my interactions?" and "Am I really listening to others?" Sidra reminded us that we wish each other a Shana Tova - a good year, rather than a happy year. Goodness involves much more than happiness, it embodies health, peace, caring, love and kindness.

- Students have been experiencing and exploring the *mitzvot* (commandments) and *minhagim* (customs) of Sukkot and Simchat Torah. They visited different sukkot and enjoyed a special treat! Discussions and activities centred on connecting with the humble beginnings of our recently freed ancestors. Along the way they merited to receive the Torah at Har Sinai, which we read in portions each week. This year long cycle concludes and then restarts on Simchat Torah amid much celebration, singing, flag waving and dancing. Jews around the world recreate these scenes yearly to connect with our heritage in a tangible way that leaves an indelible impression on our ever-developing Jewish identities. Across the Junior school students considered varying aspects of the chagim, including the significance of the Sukkah as a place of sanctuary, how to fulfil the mitzvah of 'dwelling' in it, what structural constraints make a Sukkah kosher, or 'fit', and what brachot (blessings) are made this time of year. Each year level had a hands on experience bringing together Arba'at haMinim, The Four Species and waving them in all directions, signifying that God's presence is all around us. We learnt that each of the four represents a different type of Jew

and that drawn together we are all individual elements of a whole, the Jewish community.

- Israeli Madrichim: we had three wonderful Israeli *shlichim* enrich our school – Noya Kislanski, Ron Kopley, and Shahaf Palas. They passionately led Jewish experiential and Hebrew classes as well as the Nitzan Kickstart program, enriching our understanding of Israel's vibrant culture and history. With their valuable insights, they fostered a deeper connection to Israel among students. Throughout the term, Noya, Ron, and Shahaf shared their knowledge and experiences with enthusiasm. They spent time at the Junior School and the ELC, introducing our young learners to the wonders of Israel and weaving personal stories to create lasting connections. Their presence has ignited a newfound enthusiasm for learning and embracing cultural diversity within our community.
- Year 9 Shvil Israel: Students explored the many facets of Israel through fun experiential learning on this camp. The highlights included ruach (dancing and enjoyment), Kabbalat Shabbat service on Friday night and doing Shabbat t'filot on Friday night and Saturday morning. The Year 9 students learned stories from all the madrichim. They learnt about the different narratives and connections to the land in Israel and also about the current protest for the juridical reform system which is weakening the powers of the Supreme Court.
- We welcomed Mika Zuker and Maya Cohen, Year 11 students from the Leo Baeck Education Centre in Haifa, Israel. They visited to share with our students what life is like in Israel and to learn about Jewish life in the diaspora. The King David School has a long-standing relationship with the Leo Baeck Education Centre, which is a progressive Jewish school. Our students visit the school as part of our Yesh trip.
- The Junior School campus had an engaging and fun day of Jewish learning and activities to celebrate Chanukah. Students crafted Chanukah candles from beeswax with the help of Eldad from JNF, and some of the other activities included making a mosaic chanukiyah and a chanukiyah mobile.
- Junior School students participated in regular Hebrew assemblies, showcasing their knowledge and what they learned throughout the year. The assemblies were entirely in Hebrew. They were able to join the Hebrew Movie Club at lunchtime each Thursday where they were invited to practise their language skills while watching the latest movies in Hebrew.
- Jewish Experiential Educators continued to develop 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.



CHARITABLE WORKS

- After the tragic attack on Israel by Hamas by 7 October, the school community pivoted its fundraising efforts to supporting people in Israel. We held a combined fundraiser for Magen David Adom, who run the ambulance service in Israel, and The Joint, who provide support to displaced and marginalised families in Israel. The King David community generously raised more than \$26,000 in just a few days for The Joint and Magen David Adom (MDA), who are doing vital work in Israel. In total, we raised \$11,386 for The Joint and \$14,781 for MDA. As Principal Marc Light reminded us, in these dark times, we can draw strength by coming together and helping others.
- The donation to Magen David Adom allowed MDA to buy and equip a new medicycle in Israel which can respond to emergency situations more efficiently than an ambulance.
- In November, the Year 7 students held a bake sale, raising \$631.45 for The Joint and MDA.
- On Monday 22 May, The King David Magid campus turned all heaters off for a day in order to help reduce carbon emissions. Cosy without Carbon Day, run by the environment/sustainability leadership group in the Year 10 program, Derech, happened during Melbourne's winter weather. Therefore, students and teachers were able to come to school dressed in their comfiest, warmest, casual clothing. Students and teachers brought spare/old winter clothing to donate to the charity "Off Your Back". Off Your Back is an organization that helps those in need to keep warm during the winter whilst also giving these unused clothing a new life, while also reducing emissions from throwing out clothes.
- 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 LGBTIQA+ 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.
- Our KDS family came together at King's Carnival for the first time since 2019, showcasing the warm community spirit of our school. Heartfelt thanks to the KDSPA, Carnival Committee and the army of parent, staff and student volunteers who made this day happen. With delicious food, rides, sideshow games, fun arts and crafts activities, an entertaining stage show and plenty of bargains in the retail area, King's Carnival was a wonderful way to bring people together and raise money for the KDSPA.
- Purim wouldn't be complete without *tzedakah* (charity). In a school-wide effort to fulfil the Purim mitzvah (commandment) of providing gifts for the needy (*matanot l'evyonim*), students were asked to bring a designated year-level item to donate to Impact of Women, an organisation that helps women and children who are experiencing domestic violence. From students in the ELC bringing tinned tomatoes to Year 12 students bringing long-life milk, with contributions of oats, sugar, toiletries and more in between, it was indeed a communal effort to fill boxes and boxes of goods.
- The year in Art, Junior School students have been fortunate to have two separate opportunities to create artworks for elderly members of the Jewish community: making 'get well soon' cards to be distributed by Jewish Care, and creating Rosh HaShanah artworks for display at Emmy Monash Aged Care.
- In June Magen David Adom (MDA) visited the ELC, and they turned each classroom into a hospital! Their aim was to familiarise children with both hospital and medical treatments, as well as the work that MDA does both in Israel and around the world. The children brought their favourite teddy or soft toy to Kinder and a coin for donation to MDA.

- The Year 5 students held a book swap. All leftover books were donated to the organisation, Australian Books for Children of Africa.
- Our Junior School and ELC students warmly embraced the casual dress theme of hoodies, oodies, and for the ELC, pyjamas! They donated money to the KDSPA, which will go towards supporting King David students in need.
- Throughout Term 3, Year 9 students volunteered their time each week, to one of ten charities actively involved in our community, including: Access Inc.; C Care; Flying Fox; Impact for Women; Jewish Care - aged care; Nourish; Posh Opp Shoppe; Smile on Seniors; the Social Blueprint; St Kilda Mums; and TBI - Learning and community programs.
The image below is of Nitzan students sorting donated goods at St Kilda Mums.



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 Management are thrilled to commend our teaching staff on providing a wonderfully nurturing and supportive learning environment. The School's outstanding academic results, the exemplary character of our students, and their wide involvement in social justice pursuits are a tribute to the commitment of our teachers to develop the whole child and to inspire each student to aspire to their best self.

The teaching staff registered high levels of commitment as, despite the effects of Covid, attendance rates stood at 90.5%. The retention rate for teachers (excluding teachers who retired from the profession at the end of 2022 or relocated) was up 3% to 88%.

98% of our teachers have a Bachelor degree. Over 64% of our teachers have two or more Bachelor degrees. 44% have a Masters Degree or PhD. 7% of our VCE teachers are assessors for VCAA and/or sit on examination panels.

Professional development is highly valued, and the School is pleased to support the professional development of all members of staff and encourage teachers to continue their own learning. To that end, the School enables staff members to go to relevant seminars or arranges in-house speakers, arranges time release, and meets the cost of the seminars. Teachers then share their knowledge with other staff at appropriate meetings. Teachers engaged in an average of 42.3 hours of individual Professional Development in 2023, with approximately \$2297 per teacher spent on Professional Development in 2023.

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 2023 Michele Bernshaw Award for Excellence in Teaching went to Jennifer Duband. She has a strong reputation and is greatly admired by her colleagues, students and our families. She is described in glowing terms including as a "valued colleague and a leader who leads by example. She always puts in a full day's work... and then goes home and does more."

"She goes above and beyond to ensure that her students not only acquire knowledge but also develop a deep love for learning. Her classroom is a vibrant and welcoming space where curiosity is encouraged, and each child's unique abilities are celebrated."

Another colleague stated that "Each child is a whole world for her."

Jennifer was awarded a grant of up to \$5000 to be used to further her professional learning.

Kaisu Tonkyra, Curriculum Specialist at the Junior School, Janice Shearer, Assistant Head of Junior School Teaching & Learning and Rebecca Rudstein, Junior School Teacher have implemented The Writing Revolution and combined Units of Inquiry and English into a new subject: Integrated English.

David Opat, Head of Junior School and Wellbeing, gave the Faculty of Education Graduation Address at Monash University last year.

Kathy Ross, Curriculum Coordinator at the Senior School introduced the WALKTHRU learning framework, firstly with learning area leaders - where they underwent coaching training for their Learning Areas. Together with the LALs, in the second half of the year Kathy introduced the framework to the entire Magid Campus (Middle and Senior School) staff and devoted a number of Professional Development sessions developing the teacher's expertise. This included an online

presentation live from the UK with Tom Sherrington (who will be visiting the school in October 2024).

Natalie Porat, Junior School Teacher, completed a Graduate Certificate in Special Needs Education in 2023.

Chanie Stock, Wellbeing Program Coordinator, attended the Positive Schools Wellbeing Conference in November 2023 run by Helen Street.

KING DAVID STUDENTS

According to the Student Attendance survey conducted by the Department of Education & Training in 2023, the average rate of attendance for students was 92% with absences including illness, injury and family commitments.

83% of Year 9 students in 2020 continued through to Year 12 in 2023.

Student Performance

NAPLAN Results 2023

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

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

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

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

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

NAPLAN Information re 2023

	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



The King David School
2023 VCE Highlights

"We are thrilled with the cohort's outstanding VCE results. Their dedication, guided by the expertise of their teachers, has enabled them to achieve results that will open doors to the tertiary courses they seek."

Marc Light
 Principal

Congratulations to our Dux, **Jacob Kronberg** who achieved an ATAR of **99.25**.

Median Study Score was **36**.

Perfect Study Score of 50
Jared Roff

General Mathematics

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

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

88% achieved **70 or above** placing them in the **top 30%** of the State.

"I am thrilled that **98%** of our 2023 VCE students have received an offer for one of their top three preferences. Wishing them all the best for the future."

Nicki Goodrich
 Pathways Advisor

Tertiary Courses

- Arts 14%
- Business/Commerce 25%
- Design/Creative Industries 14%
- Education 1%
- Engineering 7%
- Health Sciences 15%
- IT 4%
- Law 8%
- Science 12%

Tertiary Places by Institution

- Monash 47%
- Deakin 22%
- RMIT 15%
- University of Melbourne 7%
- Swinburne 5%
- William Angliss 2%
- Australian Catholic University 2%

THE KING DAVID SCHOOL



Meeting the Challenge

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

2023 was a strong year for our school which saw a significant change in the restructuring of the Magid Campus to separate the leadership of the Middle School (Yrs 6-9) and the Senior School (Yrs 10-12).

During 2023, 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 2023, the School once again conducted our global school survey that was delivered to parents, students and staff across the School.

The survey results showed some strong positives including very high levels of satisfaction among the staff. There was strong alignment with the school culture expressed across all stakeholder groups. Parents had high regard for school-parent communication and there was an improvement in the perception of Co-curricular programming across the board.

Areas of development highlighted a dip in satisfaction across Years 3-5. While Years 6-11 expressed dissatisfaction with the Cautions system which is an aspect of the Positive Behaviours Policy, for the first time in a number of years discipline issues were not commonly reflected in the comments. An area that we are analysing closely is the perception of social conflict and bullying and our response to it.

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.

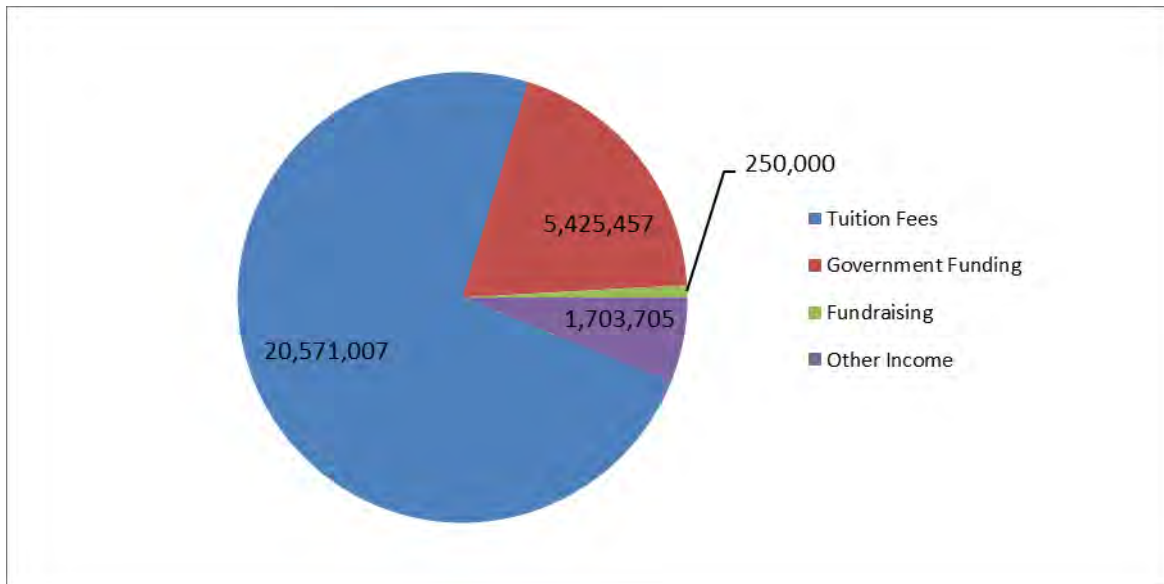
The student body also have avenues to present feedback to staff and management. For instance, the Junior School Leadership Model at Year 5 allows designated opportunities for the students to offer suggestions and feedback. Similarly, the Magid Campus student leaders have regular meetings with staff in 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.

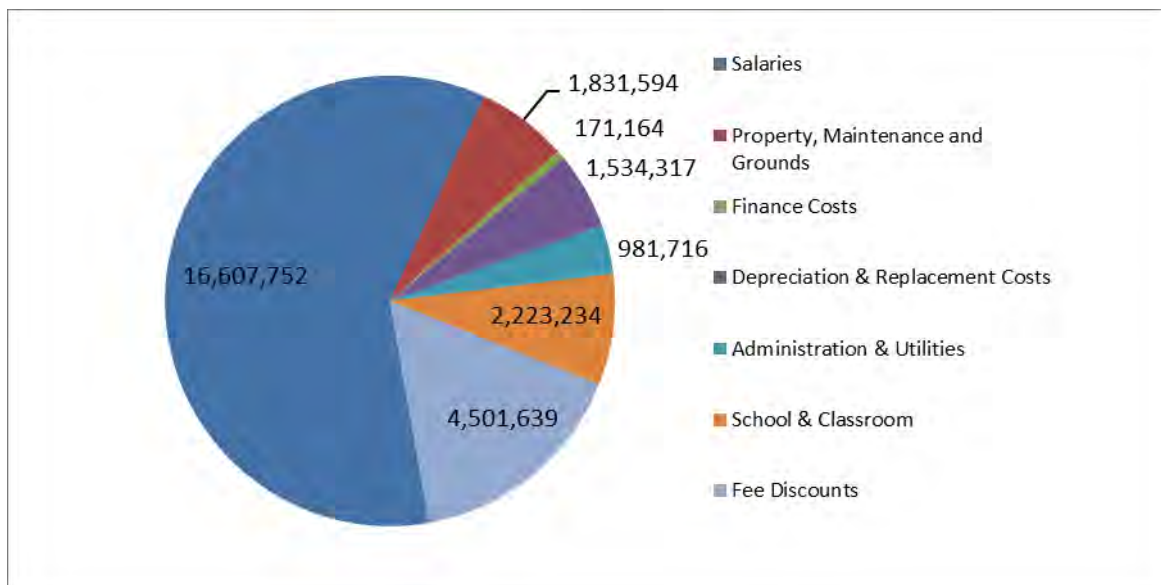
School Operations

2023 FINANCES

Income



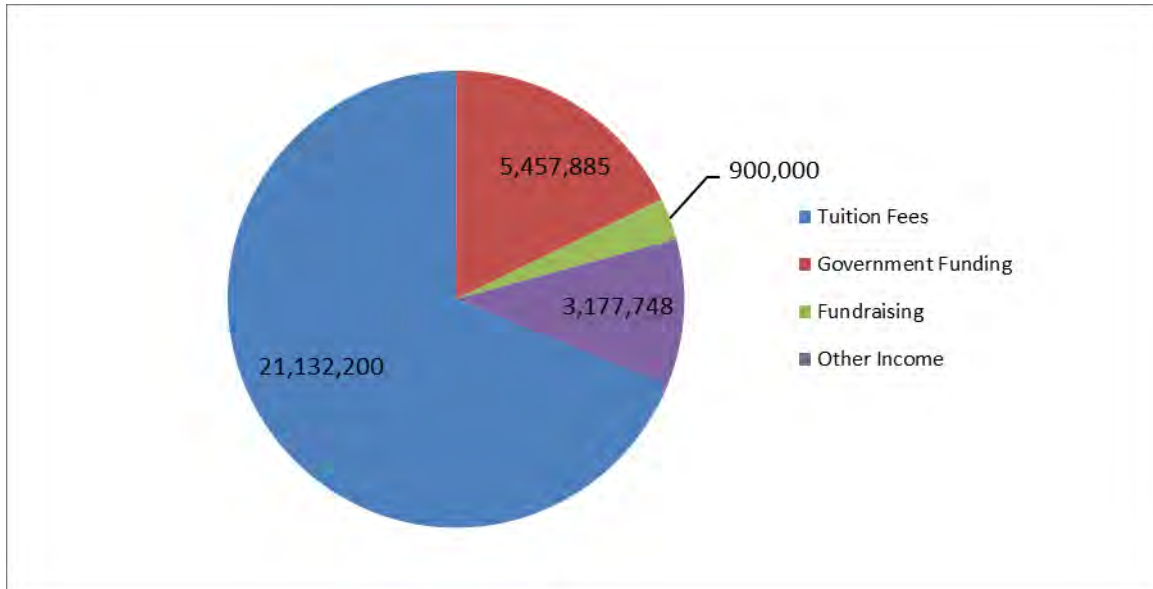
Expenditure



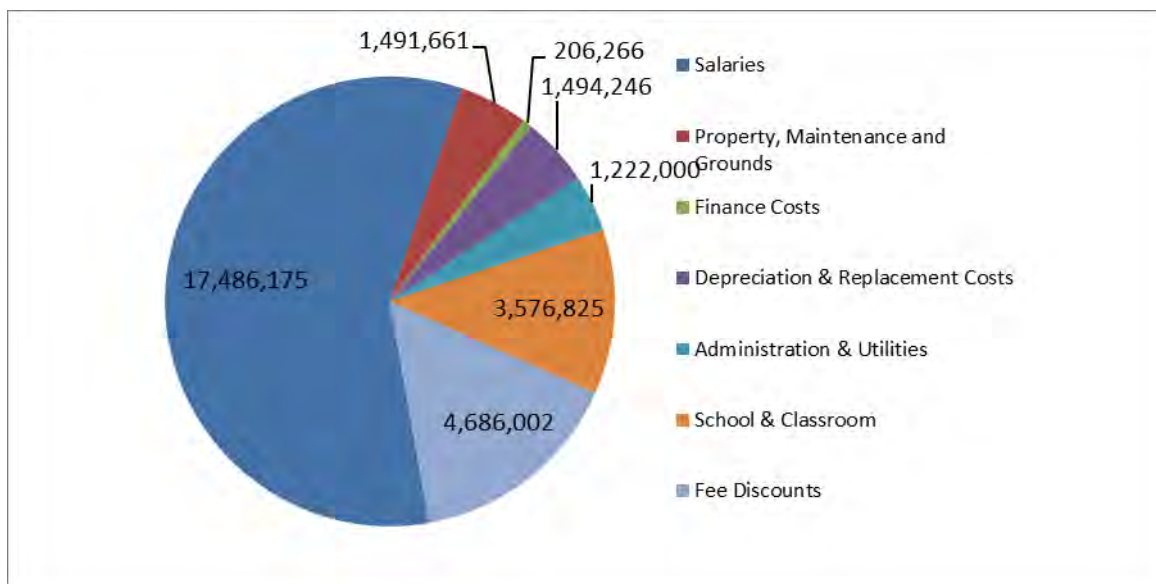
School Operations

2024 BUDGET

Income



Expenditure



Strategic Development and Plans

The School's Vision drives its Strategic Objectives.

VISION

The King David School is a progressive Jewish school established on the principles of inclusion, egalitarianism and social justice. It is committed to engendering within its students a love of learning, a deep and abiding sense of community, a strong and proud Australian identity and a close and meaningful relationship with the Land and State of Israel.

2023 was intended to be a year of consolidation after the pandemic.

The School was all ready to start construction of our new Sports Centre. The School Council met and approved the financial structure that would allow us to create a much-needed addition to our school facilities.

Devastatingly, the next day saw the announcement that some independent schools – including King David – would henceforth be subject to state payroll tax, mental health levy and Covid levy. This new impost arrived with no warning and was not budgeted for.

We immediately put the Sports Centre on hold until we could see the effect this new and unfair tax would have on our school's finances, whether we would need to pass this cost directly onto parents and how the added fee burden would affect our enrolments.

In consultation with parents, and under advice from legal and other sources, we had no choice but to impose the payroll tax directly onto parents in the form of an additional levy, starting Term 3, 2024.

The latter half of the year can only be seen through the lens of the tragic events that occurred on October 7 in Israel, when a group of Hamas terrorists murdered 1,200 people, and took more than 250 people hostage.

The community's eyes were on Israel, and our Foundation decided that rather than raise money for the school, it would pivot our donation push to support two Israeli charities: Magen David Adom – which provides ambulance and paramedical services – and The Joint, which provides assistance to displaced and vulnerable Israelis. The King David community raised tens of thousands of dollars for these causes.

The end of 2023 saw a number of students leaving Years 8 and 10, leading to reduced enrolments for the start of 2024. Many of these families did not give sufficient notice according to our terms and conditions which meant rebudgeting for 2024 had to be undertaken to allow for the decrease in revenue.

The year ended as always with the community wide surveys. The school's net promoter rating remains strong at 52.99.



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.

