

THE KING DAVID SCHOOL



Annual Community Report 2025





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

2025 was a challenging year for the Jewish community as we continued to respond to the horrors of the Israel-Hamas war, the plight of the hostages and the spike in antisemitism that has eventuated following the devastation of October 7 2023.

I am so proud that our school has remained an oasis of positivity and joy for our students and the wider school community. We have dedicated ourselves to ensuring that our students continue to feel delight and pride in the cycle of Jewish calendar and life events and in the rich array of curricular and co-curricular learning that takes place.

The School's outstanding reputation for educational excellence is testament to the thoughtful and responsive evidence-based approach to teaching. Our students enjoy the great benefit of developing the skills and knowledge that allow them to thrive in our classrooms. They also develop from the broad range of experiences and programs on offer that occur beyond the walls of the classrooms.

In 2025, our students pushed themselves on the sporting fields and in limit-breaking outdoor education programs. We were uplifted by the creativity and talent on display in our vast range of visual and performing arts opportunities available.

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

I thank our incredible staff members for their unwavering dedication to ensuring that each student can flourish and be valued for their unique contribution.

I wish to thank our school families for your support and trust in us throughout 2025 and, of course, I thank our wonderful students. It is such a pleasure and privilege to share in your learning, energy and ruach.

Marc Light
Principal

ACADEMIC EXCELLENCE

King David Students excelled in the academic arena once again in 2025. Our students who competed in a range of competitions did themselves proud as strong ambassadors for the School.

- Class of 2025 VCE Results The King David School is thrilled with the outstanding 2025 VCE results, placing them in the top echelons of the State. Students achieved a median Study Score of 36, with 48% achieving an ATAR of 90 or above. Kol HaKavod to Dux Kiera Edelstein, who achieved an ATAR of 99.6 and a perfect study score of 50.
- The 2025 Premier's Award recipient was David Lipton (Class of 2024) for his outstanding performance in VCE Geography (in 2024).
- Maths Competition Glory: The Australian Mathematics Competition is Australia's largest school-based mathematics competition, presenting uniquely designed problems created by leading educators and academics. Mathematics Extension students applied logical and creative thinking to progressively challenging questions with focus and intent. Congratulations to all students on their outstanding achievement of three credits, five distinctions and five high distinctions.
- Science Talent on Show: The 2025 Science Talent Search attracted 2,050 entries from 175 Victorian schools. Students from The King David School achieved outstanding results, exploring themes of sustainability and human health through experiments, inventions, or models. These students are to be commended for attaining Bursary, Distinction, and Merit results.
- Maths Stars Shine Bright: Year 8 students Jeff Li and Andy Jiang were both awarded a prize placing them in the top 0.33% in the Australian Mathematics Competition. Jeff also achieved Best in School for the King David across all year levels 7-12, receiving a special certificate at the Victorian Awards Ceremony. Both can be extremely proud of the badges they received, which represent an achievement placing them amongst the best school mathematicians across the whole of Australia.

- Charlie Scores Top Maths Honour: This year, dedicated King David mathematicians from Years 6 to 8 expanded their knowledge by attending classes before school. In April and May competitions, Charlie Taylor (Year 8) achieved a High Distinction and a Merit Award, while Jojo Aghion and Nathan Taft (Year 7) received Distinctions. All students are acknowledged for their commitment and endeavor to improve their Maths learning.
- Debating Democracy at National Level: Year 11 student Asher Bloch was one of 25 from Victoria chosen to attend the National Schools Constitutional Convention in Canberra. Along with other Australian teens, he took part in discussion groups, a mock referendum, and heard from knowledgeable speakers regarding Fiscal Federalism. Asher watched the annual budget speech and question time at Parliament House, even getting the opportunity to speak to politicians. He highly recommends this great experience for anyone interested in Politics or Law.
- Mikolot State Finals Achievement: Lily Litinsky and Ofek Vig from Year 10 participated in the first round of the Mikolot Jewish public speaking contest. Both students prepared speeches about the most important Jewish values and impromptu speeches about Jewish continuity.
- Outstanding VET Success: Noah Fleiszig (Year 11) was awarded the VET Outstanding Student Award for Certificate III in Tourism from Holmesglen. He was recognised for his outstanding performance, discipline, and dedication, including helping others in the class. This honour recognises his commitment to the tourism industry and his studies.
- Celebrating Our Ethics team! KDS Middle School students Gemma H, Natey T, Ethan W, Jesse Z and Asha Z proudly represented KDS in the Middle School Ethics Olympiad. The team tackled complex ethical case studies, using philosophical terms like consequentialism and utilitarianism to demonstrate excellent critical thinking skills. We are incredibly proud of your effort, insight and sportsmanship.

INNOVATIVE PROGRAMS AND SPECIAL LEARNING OPPORTUNITIES

- Future Council documentary film: On Monday 8 December, Years 6, 7 and 8 students viewed the documentary film *Future Council* at Classic Cinemas. Directed by Damon Gameau, the film documents young climate activists seeking meetings with large corporations regarding the future wellbeing of the planet. Following the viewing, a thought-provoking panel discussion featuring Ella Simons (Class of 2024) and Anna Kaplan explored effective activism and promoting the voices of youth.
- Year 7 Builds Timber Speakers: Year 7 Technology students designed and manufactured an Acoustic Timber Speaker to amplify mobile phone sound. They used TinkerCad software and selected timbers based on properties to construct their projects using a range of tools.
- Changemakers Lead the Way: Year 6 students brought their Changemakers Living Museum to life towards the end of Term 4,, sharing impressive knowledge of chosen figures like Gandhi, Neale Daniher, and Helen Keller. Students delivered engaging presentations and confident storytelling as part of their Human Rights and Activism unit. This unforgettable celebration of learning was a highlight of the year.
- Tiny Houses, Big Ideas: Year 8 Technology students used Planner5D software to design ideal Off-Grid Tiny Houses featuring essential living spaces. Collaborating in groups, they built a prototype frame and developed sustainable systems for water filtration, greenhouse planting, and solar energy. Using microcontrollers and sensors, students coded automated systems while mastering hand and power tools throughout this outstanding project.
- Year 7 Tackles Climate Change: Throughout Semester 2, Year 7 Humanities students researched, designed and built models of sustainable cities of the future. At their Exhibition, students shared zero-emissions solutions across Energy, Transportation, Housing/Infrastructure and Agriculture with the school community. A big congratulations to the winners, Forest Canopy, who worked tirelessly to develop their innovative vision.

- GiST Club Gets Creative: GiST Lunchtime Club offers a special opportunity for girls to engage with STEM learning through real-world projects and investigations. Young scientists explored expanding and shrinking by making puffy paint, creating saturated cloud models, and observing gummy bears. These "hands-on" investigations focused on reactions and processes like osmosis to build confidence, spark curiosity, and foster a growth mindset.
- Ice Cream Entrepreneurs Scoop Success: Year 10 students organised a delicious stall selling ice cream and cookies to Magid Campus students as part of the \$20 Boss program. Supported by Matthew Schumann and created by Young Change Agents, the program supports young people to create a product or service. Since 2015, \$20 Boss has equipped thousands with the skills, tools, and mindset necessary to succeed.
- Mac and Cheese Challenge Heats Up: Year 10 Food and Society students challenged Iron Chef Green to a Macaroni & Cheese competition. Students experimented with gourmet flourishes, giant pasta shells, and family recipes, while Green incorporated a mystery ingredient of crushed crisps into his Mornay Mac & Cheese. By consensus, Iron Chef Green's dish was declared the winner.
- Young Entrepreneurs Meet the Sharks: Year 5 students in the Term 4 Enrichment Program are developing innovative products while learning about business, finance, and marketing. These aspiring entrepreneurs met online with Action Glow's Dakota and Garrett Porter to discuss building a business, mentorship, and overcoming challenges. The Porter brothers were impressed with the quality of questions posed by students seeking to enhance their understanding and motivation.
- Robots and AI Take Over: Year 6 and 8 students developed Sumo Bots, AI models, and bionic hand prototypes using robotics and coding skills. Meanwhile, Years 7 and 8 elective students designed 3D printed keychains, Shabbat Matchbox Cases, and off-grid Tiny House prototypes.
- Geography Fieldwork in Action: Unit 2 Geography, students spent two days doing fieldwork on Phillip Island to understand tourism, conservation, and community development. Students learned about management strategies for penguins and endangered species from experts, while also interviewing residents to explore different perspectives on tourism. The trip provided firsthand insights and academic learning, making it an enriching experience.

- Google Earth Adventure Begins: Year 6 students hosted Year 5 for a fantastic showcase, presenting completed Google Earth projects. The Year 6s proudly shared their learning and creativity, drawing comparisons between Tasmania and India. Year 5s were fascinated as students connected their projects with studying *Lion by Saroo Brierley*.
- Project Slingshot Sparks Innovation: Our Year 7 cohort took part in the exciting Project Slingshot, a program where students worked in teams to design, build, test, and present projects. Highlights included creating clever Rube Goldberg machines and a duct tape fashion parade, showcasing how inventive our year level can be with unusual materials. This incursion encouraged students to put into practice creativity, collaboration, critical thinking, and communication while tackling real-world challenges. It was a challenging program that gave students the chance to stretch their thinking and learn that taking risks leads to rewarding outcomes.
- Science Week Unlocks the Universe: Science Week featured engaging activities and hands-on experiments aimed at sparking curiosity and deepening scientific understanding. Staff enjoyed a competitive science quiz challenge on Blooket, while students across various year levels participated in flaming hands perception activities and water rocket launches. Year 11 Biology students cracked the Huntington's disease genetic code, and Physics and Psychology students explored cosmic structures and visual illusions during educational excursions. Year 8 scientists conducted chemical reaction experiments, observing element reactivity and new substances forming through discovery. These highlights offer insight into a fantastic week of fun, teamwork, and scientific investigation.
- Writing a Book in a Day: On Tuesday 19 August, Year 5 students worked in teams to craft stories in our 'Write a Book in a Day' competition. Celebrated author (and parent) Elliot Perlman judged the narratives, which showcase the creative talents and strong command of language of our students. The narratives materialised ideas including time-travelling, a raging war, and a search through time to save a grandfather. Throughout the entire day, students demonstrated impressive collaborative skills and a high level of engagement as they worked towards their common goal.

- Future Scientists at Melbourne Uni: VCE Biology students participated in an immersive University of Melbourne workshop featuring two dynamic practical investigations covering Unit 4 outcomes. Students explored natural selection in fruit flies to observe evolutionary changes and performed ELISA tests to track influenza immunity in a simulated population. This hands-on experience reinforced key concepts and offered insight into scientific research through real-world laboratory testing.
- Drone Challenge Tests Young Minds: Middle School students navigated drone-flying challenges in the exciting Game of Drones tournament. Students showed impressive energy, teamwork, and problem-solving skills through hands-on experience. Congratulations to Pearl Raphael-Zimmet and Arbelle Attias-Rabinowitz for taking out first place!
- Year 6 Gets Robotic: Year 6 students enthusiastically explored robotics fundamentals using LEGO Mindstorms kits. They programmed robots for a thrilling Sumo-Bot competition, fostering teamwork, creativity, and engineering understanding.
- Philosophy for Real Life: The Philosophy for Children (P4C) program nurtures critical, creative, and collaborative thinking through philosophical dialogue in a Community of Inquiry. Students learn to articulate ideas, listen actively, and engage in respectful disagreement while honing reasoning and communication abilities. This thoughtful and reflective practice fosters confident individuals who explore complex concepts and approach life with a sense of wonder. Ultimately, P4C equips students to contribute meaningfully to their communities with inquiry and integrity.
- From Script to Screen Success: Year 5 students explored life during biblical times at Neot Kedumim in Israel. They learned about school excursions and a bus trip. Following this, students wrote and filmed movie scripts based on the theme. A school bus came to the Junior Campus to film the scripts the students had created.

- Champion Athlete Inspires Students: Australian champion and 2 x Olympian Kyle Vander-Kuyp visited students from Years 10 to 12 during National Reconciliation Week. He spoke about the psychological influence of Elite Sports and how sport drove him to succeed. Kyle brought in memorabilia from the Commonwealth and Olympic games for students to inspect. Students then had the opportunity to ask questions.
- Business Innovation with Alumni: King David students in the VET Certificate II in Small Business and Innovation class paid a visit to Blitz Bar, a thriving small business. Owned and run by alumni Sam Vilshansky and Brandon Efron (both from Class of 2018), the venue successfully offers a self-serve Acai bowl experience. The class received business insights and heard the founders' origin story, challenges, and future business plans. It was wonderful for students to get an up close view of KDS graduates innovating in the hospitality industry.
- Fieldwork Along the Yarra: Enthusiastic Year 9 Geography students departed School for fieldwork tracing the Yarra River from forested upper reaches to Melbourne. At Warburton and the Upper Yarra Reservoir, students conducted water quality tests, recording excellent results, fast flow, and narrow channels. Moving to Warrandyte and Dights Falls, observations showed wider, deeper water with higher turbidity, litter, and nutrient levels. Across all sites, data reflected how water quality declined downstream due to increasing urban development and human influence. This hands-on fieldwork deepened understanding of river systems and river health, with bakery stops being a welcome highlight.
- Learning the Science of Learning: A group of Junior School staff travelled to the Sunshine Coast for the inaugural Science of Learning conference. Experts presented recent findings in neuroscience and learning to schools across Australia, New Zealand, and the U.S. King David staff participated in workshops and lectures to inform their teaching practice. This provided assurance that the School's implementation of Integrated English and The Writing Revolution aligns with current best practice.
- Bee-Bots Bring Coding to Life: Year 1 students engaged with Bee-Bots to explore coding, problem solving, and critical thinking. As they navigated challenges, students learned sequencing, estimation, directional language, and debugging. This hands-on experience introduces computer science while encouraging collaboration, creativity, and resilience.

- Democracy Brought to Life: Year 6 went to camp in Canberra, visiting Parliament House, the Australian Mint, and the National Gallery to learn about Government history. At Questacon, students enjoyed the earthquake exhibition and a giant slide, while the AIS provided a chance to see Olympic swimmers and try sports. Through voting at the Museum of Australian Democracy and exploring the Senate, students gained knowledge while also building independence and handling emotions like homesickness. Overall, the trip was an amazing, fun experience, and students are thankful to the teachers for organizing such a memorable time.
- Young Scientists Think Big: Years 6 and 7 students embarked on a riveting science journey during the Young Scientist Program, featuring hands-on activities that challenged them to think critically and work collaboratively. Year 6 teams engineered marble roller coasters and participated in a Scientific Poster Marathon, while Year 7 students constructed floating boats for the Boston Tea Party Activity and built spaghetti towers. These challenges sparked a love for science and developed important skills in teamwork, problem-solving, and resilience. A special thank you to Nilusha and the staff whose enthusiasm and encouragement made this an engaging, inspiring, and fantastic experience.
- Maths Monsters Make Learning Fun: Students built creative MAB monsters and evaluated each other's designs. They estimated and compared the total value of tens and ones for each creature. This fun activity helped students apply their math skills.
- Girls in Science Shine: The lunchtime club GiST is a unique opportunity for girls in Years 2 and 3 to build confidence and interest in STEM. This term, 'hands on' and 'minds on' investigations focus on chemical and physical reactions through experimentation. Budding scientists will be learning about acid-base reactions, endothermic reactions, and using senses to observe change.
- Geography Students Investigate Change: Enthusiastic Unit 3 Geography students embarked on a fieldwork excursion to evaluate land use change at the former Channel 9 studios. This three-hectare precinct has been transformed into a medium-to-high density residential community, supporting Plan Melbourne's objective of creating well-connected neighbourhoods. Students explored heritage preservation, housing supply, and green spaces, gaining insights into urban renewal and strategic planning. This real-world case study offered valuable understanding of how geography shapes Melbourne's future in response to population growth.

- Year 11 Bonds in WA: The inaugural Year 11 Western Australian camp was an awesome bonding experience and a rewarding end to a busy year. Highlights included visiting Rottnest Island, a restorative Shabbat in Busselton, and learning history at the ANZAC centre and Whaling Museum. From building swags in Hopetoun to hiking East Mount Barren, these challenges created a culture of camaraderie. Thank you to our dedicated teachers and guides for their care in leading this fantastic camp.

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.

- Navigating Shared Spaces Together: Year 5 students participated in a special learning program created by ARZA Canada about Israel and relationships between neighbours. The Land of Israel is a shared space between people of different faiths, backgrounds, and Jewish traditions. A "Mizrach" sign historically indicates the direction of Israel for prayer and reminds us of the land's significance to Jewish destiny. This concept reminds us of our sacred task to ensure the Land is a place where all can live their best lives.
- The Power of Giving Back: Year 6 students enjoyed a special visit from Michael Zylberman OAM, who spoke about his decades of communal life and work with Yiddish programs. Students were delighted to see his OAM medal while learning how his passion for preserving culture and language shaped his involvement. Michael's message of steady commitment left the cohort inspired about the many ways they can contribute to the world.
- Tikkun Olam Comes Alive: Year 8 students heard from Dr Shachar Shapira, head of Sheba Medical Center's Humanitarian and Disaster Response Center. Shapira's work serves as an inspiration for tikkun olam in action, setting an example to help repair the world. We are grateful to the Australian Friends of Sheba for sponsoring Shapira's visit.
- Honouring Our Veterans: Ely Green, Ryder Stabey, and Sam Kagan attended a special VAJEX Remembrance Service on Sunday 16 November. The Service was a moving reminder of the courage and sacrifices of Jewish people who served in the Australian Armed Forces. All who attended reflected on the impact of those mentioned in the ceremony.

- Students Lead Climate Shabbat: The Vaadat Yahadut and Vaadat Tikkun Olam ran a special Climate Shabbat for students, an initiative inspired by Chief Rabbi Jonathan Sacks (z"l) to interweave Jewish tradition with environmental stewardship. Tali B gave a drash on Lech L'cha regarding the challenge to create a new future. The committees provided climate-related conversation starters and Shabbat treats in recycled bags.
- ReGen Week Sparks Change: Regen Week: student-led activities educating and empowering students about climate action and sustainability. Despite rain, students embraced Ride to School Day/No Drive to School Day, made environment-themed pieces, and participated in a second-hand market. Thank you Hanhagah and Jewish Life and Learning educators for facilitating this initiative.
- Teaching Mutual Responsibility: Years 3-8 and 10-11 students used SparkIL vouchers to make interest-free loans to Israeli small business owners affected by war, learning about mutual responsibility and Jewish peoplehood.
- Commemorating October 7 Together: Years 5-12 came together for a Memorial Ceremony for the victims of October 7 and the Swords of Iron War. Students spoke about how October 7 brought us closer to Jews around the world and shared poems, videos, and music to commemorate lives lost. Years 3-5 undertook activities about mutual responsibility and support, including helping affected Israeli businesses through SparkIL.
- A Community Remembers October 7: Our community experienced Survivors' stories through a virtual reality headset at a moving memorial event. We are proud to have partnered with ISRAEL-is to bring this unique experience and cutting-edge technology to Australia. This experience unveiled five survivors' extraordinary resilience and unwavering courage in the face of the October 7 massacre.

- Wear It Purple with Pride: The School celebrated Wear It Purple Day with an amazing student-led bake sale and educational presentation to support Queerspace. This Australian based event calls for the advocacy of queer rights and raises awareness about the LGBTQIA+ community through hard work and dedication. Year 8 volunteers designed a creative presentation while students and staff provided delicious treats, including chocolate salted caramel slices and iced cookie sandwiches. This bakesale sold-out rapidly, raising money for our chosen charity and creating a day definitely one to remember.
- Equality Takes Centre Stage: Senior School students attended the "How Far to Equality?" symposium at Carey Baptist Grammar School, featuring keynote speaker Archie Beetle and a panel on gender inequality. King David students Kiara Nathan and Ben Aghion ran a workshop exploring flags and microlabels.
- Cosy Without Carbon: Cosy Without Carbon, an initiative of Student Leaders (Hanhagah), turned off school heating to raise awareness about electricity usage and carbon emissions. Students dressed in cosy casual clothes and provided gold coin donations for Carbon Positive Australia.
- From Hate to Humanity: Year 11 students heard from Jeff Schoep, once the leader of the largest American neo-Nazi organisation and now a global advocate for peace, transformation and human rights. Like the story of Yonah, we began the "Sorry Season" of Elul and Yamim Noraim by learning from Schoep about his transformation and the power of change.
- Learning at the Islamic Museum: Unit 1 and 2 Religion and Society students visited the Islamic Museum of Australia. They learned about Islamic beliefs, Australian history, world civilisation contributions, and art, including an art workshop.

- Celebrating Reconciliation Together: Reconciliation Week is a time for all Australians to learn about shared history, listen to First Nations voices, and celebrate culture. Students participated in a variety of activities to recognize the week, including a dress-up day with donations for Children's Ground. Year 5 students stepped into leadership roles to help facilitate clubs such as traditional games, nature bracelets, weaving, and a Sea of Hands. These shared experiences helped deepen understanding of reconciliation and highlighted the importance of listening, learning, and celebrating First Nations voices and culture.
- Reconciliation Week in Action: Magid Campus students got involved in Reconciliation Week, learning about First Nations histories, cultures, and achievements. They kicked off the week with Marn Grook and a casual dress day that raised money for Children's Ground. Students explored harsh realities and ways they can take action to reconcile with First Nations Australians. During the Reconciliation Week Assembly, the school participated in the moving tradition of singing 'From Little Things Big Things Grow'.
- Presenting Pemulwuy: Year 10 Drama students presented a researched performance about Pemulwuy to a large audience. Pemulwuy led Aboriginal resistance against British settlers and is a remembered figure in Australian history. The students explored Theatre Styles in their presentation and audience feedback was positive.
- Meaningful Welcome to Country: Boonwurrong elder Uncle William Pepper welcomed students with a smoking ceremony at each campus to cleanse spirits and acknowledge thousands of years of learning in the country. Using eucalyptus, cherry ballart, and blackwood wattle, the ritual creates a connection between fire, air, and earth to protect guests both physically and spiritually. Willie calls to his ancestors to welcome the children, using plants that represent diversity, the next generation, and strength.
- Remembering the Bombing of Darwin: On Wednesday 19 February, seven Year 10 students were fortunate to visit the Shrine of Remembrance to attend the moving ceremony of the anniversary of the Bombing of Darwin. We had an opportunity to participate in the beautiful ceremony by reading a poem, laying the wreath, or marching with the Darwin Defenders banner. We are extremely grateful to have had this experience meeting soldiers and thank Ayal Nathan, Damien Green and Asher Myerson for making this happen.

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.

- EISM Touch Football Champions! Two championships for KDS! The boys and girls' Touch Football teams were top of the ladder and claimed the trophy. Taiso as the students' coach was an amazing inspiration for the champions.
- Zach Wins Maccabi Spirit Award: Zach K (Year 6) was awarded the Maccabi Victoria School Spirit Award for leadership, positivity, and commitment. He consistently demonstrates outstanding teamwork, sportsmanship, and fairness, creating an environment where everyone feels included. Zach's cooperative nature, kindness, and dedication make him a deserving recipient of this honour.
- Golf Championship Glory: In a sudden death playoff at Cranbourne Golf Club, Year 6 student Benjamin L was crowned the 2025 Maccabi Singles Matchplay champion. Facing the relentless drive and creativity of Phil Serry, Benjamin stayed composed under pressure to secure the title. This victory followed Benjamin's previous successes at the Jewish Championship and the Cranbourne Junior Club Championship.
- Athletics Carnival Action: After postponing for poor weather, students from Prep to Year 5 enjoyed a successful Inter-house Athletics Carnival. Galil won the trophy with 3047 points, an incredible achievement marking four wins in five years. Congratulations to all students for a great day of fair play, competition and fun.

- Perfecting the Swing: Year 7 Sports Science students teed off at the driving range with instructor Jaimie from Melbourne Golf Park. On a sunny Thursday morning, students used two golf club types to improve their long-distance shots and swing. They challenged themselves with unlimited golf balls and plenty of laughs.
- Celebrating Sporting Success: We celebrated Sport at a special assembly highlighting KDS teams and individual student performances in Snowsports, Soccer, Cross Country, Cycling, Ninja Warrior, Powerlifting, and Brazilian Jiu Jitsu. Special guests and student panels shared inspirational messages about perseverance, passion, and success. Awards were also given to Jacob B (Year 8), Reuben G (Year 11), Hugo S (Year 8), Charlie L (Year 11), Levi C (Year 8), Abi T (Year 7), Leo A (Year 11), Ava M (Year 7), Itai S (Year 8), Raphael G (Year 9) Eli C (Year 11), and Coby B (Year 7).
- Jiu Jitsu Triumph: Year 11 student Ari J excelled in his Brazilian Jiu Jitsu tournament, finishing with two silver medals and two wins. Ari received a silver medal in 'Gi' and a silver medal in 'no-gi' in the 155 pound bout.
- Our State Gymnastics Champion: Mia B (Year 5) was awarded the Victorian All Around, Beam, and Floor Champion. Mia's dedicated training is yielding spectacular results.
- EISM Round 3 Starts Strong: Years 8 and 9 won all Round 3 EISM Sport teams against Oakleigh, except Badminton. Despite Badminton losses, scores showed improved performance with more sets and games won.
- Cross Country Champions: On a cold Wednesday at Ruffy Lake Park, KDS students competed in the EISM Cross Country event after weeks of training. Ava M (Year 7) and Itai S (Year 8) claimed 1st place finishes, while five other students achieved top 10 results. KDS proudly brought home trophies for Most Improved School and finished top of our division.
- KDS Conquers the Slopes: Our students took on the Victorian Interschools Snowsports Championships at Mt Buller. Charlie L (Year 11) and Hugo S (Year 8) qualified to compete at the Australian Nationals in the slopestyle event. In a tough field of competitors and challenging conditions, Charlie and Hugo rose to the occasion and gave it their all. Congratulations to all involved in this fantastic season of Snowsports!

- Girls Win Maccabi Cup: King David's Year 7 and Year 9 boys' team faced tough opposition, falling just short against Mount Scopus and Bialik. The girls' team delivered an outstanding performance, securing the top spot and the title of champions. Year 7 student Abi T was awarded the Sportsmanship Award for her outstanding display of respect and class.
- Athletics Carnival Successes: Years 4 to 6 athletes represented King David at the BDPSSA Interschool Athletics Carnival across track and field events. Zach S (Year 5) finished first in the 100m and 200m, while Osher R-W (Year 6), Jasmine L (Year 6), and the Year 5 boys' relay team also placed. Well done to all athletes for their fantastic effort, talent, and determination.
- Snowsports Championship Success: Several King David School students competed at the Victorian Interschools Snowsports Championships, achieving outstanding results in Ski Cross, Giant Slalom, Moguls and Slopestyle. Hugo S (Year 8), Charlie L (Year 11) and Samuel L (Year 11) represented KDS with courage, skill and perseverance. Both Charlie and Hugo qualified for the National Slopestyle Championships!
- EISM Cricket Runners-Up: Huntingtower defeated KDS in a competitive season final match. The team showed skill development, team spirit, and played well, ending a great season of winning matches.
- Juliet Breaks National Records: 16 year old Juliet W (Year 11) broke two Australian national records (squat and deadlift). She won a silver medal overall at the Australian Powerlifting League Nationals.
- Chess Tournament Success: KDS came 4th overall in the EISM Chess Tournament Junior and Senior divisions, our best result yet. This team of 20 students achieved an upgrade from last year, even against schools with 50 or more students. Jake B (Year 8) was the Most Valuable Player, with Ben B (Year 8) and Charlie T (Year 8) coming close behind. Coaches Joshua Daniels and Damien Green were 'G.O.A.T.ed' for inspiring speeches and snacks.

- Boys' Soccer Team Takes Third: Our Years 5/6 Boys' Soccer team competed in the Beachside Divisional Championships at Kingston Heath. KDS won their first match 2-1 before finishing in 3rd position overall after a semi final against Saint Agnes Primary. The day was a great experience enjoyed by all as wonderful sportsmanship was shown during all the games.
- AFL Jewish Schools Cup Winners: The AFL Jewish Schools Cup was held, with KDS the only school to enter three teams. Our girls' team finished with two wins and one draw, while the boys' teams displayed skill and sportsmanship. Lucy, Charlie, and Hendy were named KDS best players on the day.

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.

- Amalia the Young Composer: Prep student Amalia began guitar lessons and started composing her own song, "Bluebird, Bluebird." She thought of lyrics, learned to draw music notes, and wrote out the melody. Amalia sang and played her song on the guitar in a recording for her class.
- Mischief to Mensch Delights: The Prep to 2 Musical, Mischief to Mensch, lit up the Alexander Theatre at Monash University. Our youngest performers filled the stage with courage, energy, talent, song, and storytelling. They transformed Dillydale into a vibrant world, delivering joyful performances that captured every heart.
- Classroom Music Adventures: Year 6 students collaborated on original compositions for brass instruments, with world premiere performances by future Mozarts, Mahlers, and McCartneys. Classy Brass ventured to the Dandenong Road Campus for their first public performance in front of junior school students and parents. Year 7s enjoyed film music, Year 8s rehearsed rock bands, and Year 9s explored songwriting in English and Hebrew. It's wonderful to see so many students getting creative, having fun, and producing great music.
- Soirées Full of Talent: Our Middle School community was treated to two wonderful evenings of music during our annual Soirées. Audiences were captivated by the confidence and musicianship of our burgeoning young artists, whose performances reflected dedicated practice and technical growth. These evenings were a testament to our talented Instrumental Music staff and the vibrant, inclusive musical culture they nurture.

- Senior Soirée a Huge Hit: The Senior Music Soirée was a remarkable showcase of extraordinary skill, featuring seven students who presented a diverse and polished program of contemporary and classical works. Six students performed as part of their VCE assessment, demonstrating talent and commitment through solo and ensemble performances of a consistently high standard. Heartfelt thanks go to dedicated staff and families for supporting these musicians and celebrating their exceptional achievements.
- Artspace Sparks Creativity: Headspace came to KDS to create a lunchtime Artspace for students. This Mental Health Awareness month initiative offered painting, jewellery, and mindful crafts. Due to popular demand, Artspace will be a regular monthly activity at the Magid Campus.
- Wherefore Art Thou, Orchestra? Enthusiastic classroom music students seized an incredible opportunity to experience what it's like to be a musical theatre musician. Students were invited to sit in the orchestra pit, don headphones, and follow the sheet music of the entire show. Classroom music teacher Lachlan Mackay said, "It's a very real-world experience... seeing behind the curtain of a show, and realising that if they want to, they could be doing the same thing one day."
- Year 4 Animation Magic: Year 4 students transformed narrative writing into film during a stop motion animation incursion. Students storyboarded ideas individually, then worked collaboratively in teams to construct miniature sets and clay characters. Moving and photographing characters frame by frame created the illusion of movement, bringing imaginative stories to animated life.
- Creative Arts Evening Triumph: Our school community came together to celebrate creativity and artistic expression at our Creative Arts Expo. The official launch of the Performing Arts production posters showcased the last ten years of school productions. Talented VCE Music and Theatre Studies students gave performances and guests could then explore an exhibition of exceptional work by Fine Arts, Visual Communication, and Media students, reflecting the vibrant arts culture within our school.

- VCE Theatre Gets Special Preview: Our VCE Theatre Studies students had the exciting opportunity to attend a special preview of 'Be More Chill' at the Phoenix Theatre. This production holds a special connection to our school community, featuring music direction by Matan Franco, graduate Debbie Pastor (Class of 2024), and Max Reina-Henriksen. Our students left inspired by the professionalism and creativity witnessed on stage, sparking rich discussions about performance style and design elements.
- Our SpongeBob Adventure: The Middle School Musical, SpongeBob, dazzled audiences across three spectacular performances. The much-loved production reminded us that we are stronger when we unite, embodying themes of teamwork, friendship, and collaboration. Staged with a spirit of sustainability, the musical used repurposed objects to find creative, joyful ways to care for our planet.
- Drama Students Take the Stage: Year 7 Drama students attended *The 39 Steps* at The Comedy Theatre to deepen their understanding of performance. In class, students examined acting, direction, set design, lighting, sound, costume, and audience impact. By articulating observations and interpretations, they gained a clearer understanding of how artistic choices shape performance.
- The Jungle Book Comes Alive: Our Years 3–5 students lit up the stage in their production of The Jungle Book. Students developed performance skills, collaborated with peers, and discovered what they were capable of while having fun. This positive experience gave every student the chance to shine and walk away with new skills, stronger friendships, and a sense of achievement. Well done to all involved!
- Spring Concert Delights Audiences: The annual Spring Ensembles Concert filled the hall with vibrant music and community spirit. Families, friends and staff gathered to celebrate the hard work and dedication of KDS student musicians. We were entertained by a wide variety of styles of music, including an outstanding composition by Toby Hauser. This evening of music was a celebration of teamwork and courage, reminding us of the power of music to connect and uplift.

- Battle of the Bands Triumph: The Battle of the Bands Jewish Schools competition was staged at the Besen Centre with outstanding musicianship from King David, Mount Scopus, Yavneh and Bialik. KDS was the overall winner of the event, with students tasked with choosing, arranging and rehearsing their Rock, Israeli and Movie songs. KDS students won the Rock Song category, and Mia G (Year 11) was co-winner of Best Vocalist for her soulful performance. The KDS staff are extremely proud of the teamwork, hard work and creativity all students put into this achievement.

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.

- Senior Kinder's Chanukah Joy: The Senior Kinder children have been learning all about Chanukah traditions, symbols, and stories. They enjoyed learning songs and making latkes together by peeling, grating, and mixing potatoes. A huge thank you to parent helpers for supporting these learning experiences and celebrations.
- Chanukah Celebrations Shine: Junior School students celebrated the miracle of Chanukah. They enjoyed making chanukiyot, decorating stained glass windows, learning how olive oil is made, and a Svivon tournament with sufganiot.
- Hebrew Learning Through Food: Year 9 Hebrew students celebrated their successful year with an Israeli lunch. They enjoyed deepening their knowledge, vocabulary, and language skills. We wish them success in the coming years.
- Telling Stories at the Jewish Museum: Year 8 students Jeremie B and Eli R had Dorot projects selected for the "Telling our Stories" exhibit at the Jewish Museum of Australia. This exhibit was unveiled at the celebration marking 30 years of the museum at its Alma Road site. We extend thanks to Naomi Ryan for collaborating in the context of "Dorot" and look forward to furthering future cooperation.
- Storytime for Savta Turns 10: More than fifteen toddlers participated in Storytime with Savta for stories, games, and activities in Hebrew. Hebrew teacher Hani Ron facilitated the session. We welcome all families with toddlers when Storytime returns next year.
- Celebrating Sigd Together: Students and staff celebrated the festival of Sigd, an Israeli national holiday traditionally marked by Beita Yisrael. People came together to eat Ethiopian food, listen to music, and learn about the commitment of Beita Yisrael to Judaism and Jerusalem. This celebration allowed students to experience Jewish life through a different lens and bond with siblings from Israel.

- Joyful Hebrew Immersion: The Junior School was filled with excitement as students from Prep to Year 2 immersed themselves in learning Hebrew. Students worked collaboratively to prepare a special performance showcased during Monday t'filah, highlighting their growing proficiency through songs and knowledge of the Alef-Bet.
- Shabbat with Grandparents: The Prep to 2 Grandparents' Shabbat was key in making special memories. The Jewish Life team brought Judaism alive as students showed their doting families what they do to celebrate.
- Supporting Hebrew Learning at Home: Professor Vardit Ringvald spoke to King David parents about supporting their children's Hebrew studies. We are thankful for her expertise in supporting the growth of Ivrit in the School.
- Sukkot Joy Across the School: Students big and small celebrated Sukkot throughout the week. All students had the opportunity to learn, eat, play, and dwell in the sukkah. Students visited different campuses and sukkot around the community to decorate, smell the etrog, and shake the lulav.
- Celebrating Simchat Torah: We celebrated Simchat Torah at the ELC and Junior School with t'fillot, singing, and dancing. Preppies made flags and all classes gathered for a lively Torah dance, marking the completion of reading the Torah and the beginning of the cycle again. Students wore blue and white to celebrate the hostages' homecoming in Israel, holding hope for peace, safety, and healing for all.
- Exploring Torah with Sofer Sammy: Year 4 students took a deep dive into how a Torah scroll is made with Sofer Sammy. Sammy shared the skills, materials, and process needed to create a Torah scroll via Google Meet. Students enjoyed asking questions about the important job of Sofer Stam.
- Rabbi Micky Boyden Visits: Year 11 students heard Rabbi Micky Boyden, an Israeli Reform movement leader visiting Melbourne for Kehilat Kedem. Rabbi Boyden spoke about religious freedom and pluralism in Israel. As a school affiliated with Progressive Judaism, we host movement leaders and collaborate with affiliates like Kedem.

- A Wonderful Rosh HaShanah Festival: Junior School students got ready for Rosh HaShanah with a festival of special activities, including making honey joys, baking round challah, and a meaningful tashich ceremony. Year 5 visited Rabbi Levi while other students made decorations and partook in a Rosh HaShanah seder. Thank you to our amazing Jewish Life and Learning educators who demonstrate the meaning behind Rosh HaShanah through these engaging activities.

CHARITABLE WORKS

- Tikkun Olam in Action: Year 8 students heard from Dr Shachar Shapira, head of Sheba Medical Center's Humanitarian and Disaster Response Center. Shapira's work in disaster zones serves as an inspiration for tikkun olam in action to help repair the world. Australian Friends of Sheba sponsored the visit.
- Raising Awareness for Movember: The Tikkun Olam Va'ad hosted a Movember lunchtime activity at Magid Campus. This global movement and charity promotes men's health by encouraging participants to grow moustaches during November.
- Remembering Black Saturday: Year 5 students visited Toolangi State Forest and the Kinglake Memorial to conclude learning about the 2009 Black Saturday bushfires. Students explored forest regeneration and ecosystem recovery while reflecting on community strength and lives lost. This excursion connected classroom learning with real-world experiences to deepen understanding of resilience and caring for our environment.
- Climate Shabbat Inspires Action: Year 12 Jewish Life and Social Justice committees ran a special Climate Shabbat for students. Inspired by the late Rabbi Sacks, this initiative interweaves Jewish tradition with a profound call to take responsibility over our shared environmental future. Tali B gave an inspiring drash on Lech L'cha, while committees provided recycled Shabbat bags with climate-related conversation starters.
- ReGen Week Drives Change: Regen Week featured student-led activities aimed at educating and empowering students about climate action and sustainability. Students embraced Ride to School Day/No Drive to School Day, made environment-themed arts pieces, and participated in a second-hand market. Thank you to the Hanhagah and Jewish Life and Learning educators for facilitating this excellent student initiative.
- Flying Fox Fun and Friendship: KDS launched a new partnership with Flying Fox, with 19 Year 10 students engaging in disability & inclusion training. Following completion, students went on a camp as buddies, showing remarkable leadership, adaptability and kindness. This awesome experience was an absolute joy to witness.

- Families Create Screen Time Charters: The School's **Ctrl Alt Del** program created a fascinating evening where families worked out their own charter for screen and device usage. Parents and kids used negotiating skills to address questions regarding mealtime, location, and reasonable time on devices for everyone in the family. Each family walked out with an agreement to be in control of devices and screens and not be controlled by them.
- World's Greatest Shave in Action: King David facilitated the World's Greatest Shave, organised by the Tikkun Olam Va'ada, to support those affected by leukaemia. Six students and one teacher participated in the shave, managing to raise more than \$8,600 from donations across the KDS community. It was an amazing school achievement for such a worthy cause.
- Honouring the Hostages Together: Middle School students planted yellow and orange flowers for the "Petal Project," an idea spearheaded by Year 9 student Rafaella C to honour the Bibas family and the hostages. Rafaella wanted to bring beauty into the broken world and combat hateful messages directed at Jews in Australia since Oct 7. A plaque was laid at the garden with the words, "Our spirit will bloom forever."

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 and attendance rates stood at 93.3%. The retention rate for teachers (excluding teachers who retired from the profession at the end of 2024 or relocated) was down 1% to 98%.

100% of our teachers have a Bachelor degree. Over 69% of our teachers have two or more Bachelor degrees. 36% have a Masters Degree or PhD. 15% 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 25.5 hours of individual Professional Development in 2025, with approximately \$1,385 per teacher spent on Professional Development in 2025.

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 2025 Michele Bernshaw Award for Excellence in Teaching went to Rebecca Fiala, in recognition of her outstanding commitment as an educator. Rebecca is the Curriculum Specialist at Junior School. She has been working at the School since January 2016 and Rebecca's expertise in teaching Literacy with phonics has transformed the Junior School's approach to teaching reading and writing. We are incredibly proud that Beck's dedication and initiative continues to make a significant impact with our students.

Keren Gengut-Mushinski and Adam Black, Year 7 and Year 8 Level Coordinators, both attended the National Education Summit for 2025, Victoria's largest K-12 curriculum focused education event. The summit offers a chance to gain insights on well-being, diverse learning, AI in the classroom and much more, from both classroom practitioners and researchers in the field. Keren and Adam to learn and expand their network and are already planning on participating at the summit of 2026.

Jayne Wise, our Head of Middle School, completed her Master's in Education with dual specialisations in Student Wellbeing and Education Leadership & Management at Melbourne University. Jayne was awarded the John and Elizabeth Robertson prize for the "most meritorious research paper" for her Capstone Unit. The prize recognises research excellence in the Master of Education and is determined by the highest mark in the *Capstone Professional Project* subject, EDUC90989.

Bradley Smith, Year 9 Level Coordinator, attended the Social Education Victoria VCE Politics Masterclass at Melbourne University on Sunday 12th October 2025. Brad has typically attended this with his 3/4 Politics class on an annual basis over the past 3 years. The annual conference is designed specifically for VCE Politics and Sociology teachers and students. This was an opportunity for students of this subject to meet with hundreds of others across Melbourne's secondary schools and hear from a range of leading VCAA markers and Politics teachers with expert insight into tips and advice for the upcoming VCAA exam.

Kathy Ross, our Senior School's Curriculum Coordinator, undertook a few professional learning activities in 2025 –

- Coaching for Educational Leaders at the Monash University (Faculty of Education – Kathy has completed the certificate in Coaching for Educational Leaders; she Strengthened leadership coaching skills, enabling more effective support of teachers through feedback, professional growth conversations, peer coaching, and instructional improvement initiatives.
- Teaching Matters Summit 2025 – Kathy attended a major educational conference featuring leading international educators including Tom Bennett and Tom Sherrington; she provided current research and practical strategies linking cognitive science to classroom practice, informing evidence-based teaching approaches and whole-school pedagogical development which supports the school's focus regarding rigour and Teaching and Learning and how to optimise student learning at KDS.

All School staff participated in a full-day professional learning program focused on instructional coaching and the implementation of WalkThrus - the School's framework for teacher development and building evidence based strategies to support optimal learning for our students. This staff development day's aim was to support the school's ongoing improvement agenda by strengthening staff capacity in retrieval practice, peer coaching, reflective teaching, and the consistent application of evidence-informed teaching strategies across classrooms.

KING DAVID STUDENTS

According to the Student Attendance survey conducted by the Department of Education & Training in 2025, the average rate of attendance for students was 92.55% with absences including illness, injury and family commitments.

81.6% of Year 9 students in 2022 continued through to Year 12 in 2025.

Student Performance

NAPLAN Results 2025

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 fourth year that The King David School has completed NAPLAN online.

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

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

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

NAPLAN Results 2025

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	100% Above the National Mean	100% Above the National Mean	100% Above the National Mean	98% Above the National Mean	100% Above the National Mean
Year 5	100% Above the National Mean	100% Above the National Mean	97% Above the National Mean	100% Above the National Mean	100% Above the National Mean
Year 7	97% Above the National Mean	95% Above the National Mean	96% Above the National Mean	96% Above the National Mean	98% Above the National Mean
Year 9	98% Above the National Mean	97% Above the National Mean	95% Above the National Mean	98% Above the National Mean	98% Above the National Mean

2025 VCE Results

No 15
in the **state**

THE KING DAVID SCHOOL



2025 VCE Highlights

"We are very proud of the achievements of our Class of 2025. Their dedication, guided by the expertise of their teachers, has enabled them to achieve results that have opened doors to exciting careers in the future."

Marc Light

Marc Light
Principal

"After achieving outstanding results, the Class of 2025 are well placed for their future careers.

100% of our students received a first-round offer with 96% of offers within their top three preferences!

Our students have been accepted into a diverse range of courses.

2025 was filled with thoughtful and insightful conversations with the cohort about their futures. I was struck by their collective intention to engage meaningfully with career development and make empowered and informed decisions about their futures."

Liana Kiriati

Liana Kiriati
Pathways Advisor

Congratulations to our Dux, **Kiera Edelstein** who achieved an ATAR of 99.6 and a Perfect Study Score of 50 in History Revolutions.

The median Study Score was 36

9% achieved an **ATAR of 98 or above** placing them in the **top 2%** of the State.

28% achieved an **ATAR of 95 or above** placing them in the **top 5%** of the State.

48% achieved an **ATAR of 90 or above** placing them in the **top 10%** of the State.

74% achieved an **ATAR of 80 or above** placing them in the **top 20%** of the State.

Tertiary Courses

Education 2%
Architecture 3%
Information Technology 6%
Health 10%
Sciences 10%
Creative Arts 13%
Engineering 14%
Society / Culture 17%
Management / Commerce 25%

Tertiary Places by Institution

Monash 49%
Swinburne 17%
Deakin 13%
Melbourne 11%
RMIT 9%
La Trobe 2%

Meeting the Challenge

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

In 2025, our school moved forwards with a strong emphasis on enhancing our teaching and learning offerings. Across the School we continue to adopt developmentally responsive teaching strategies that meet our students with appropriate levels of challenge that align with their age and stage.

In the ELC we continue to work with our educational team to advance their delivery of the SOWATT model with its emphasis on enhancing Executive Function skills. Additionally, we immediately responded to regulatory changes that were enacted Australia-wide to improve approaches to child protection in Early Learning settings.

Across the Junior School our approach to building a strong base of fluid literacy and numeracy was achieved through the continued delivery and training in the Science of Language and Reading (SOLAR) framework, the Writing Revolution program and through Ochre Education. At Magid Campus we deepened our engagement with the Walkthrus model which upskills staff in evidence-based classroom strategies that are proven to improve learning outcomes.

During 2025, 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 2025, the School once again conducted our global school survey that was delivered to parents, students and staff across the School.

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

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

The King David School Parents' Association continues to be very active and forms a significant avenue for parents to volunteer feedback and offer suggestions. To progress this, the KDSPA regularly with the educational leadership to convey parent views.

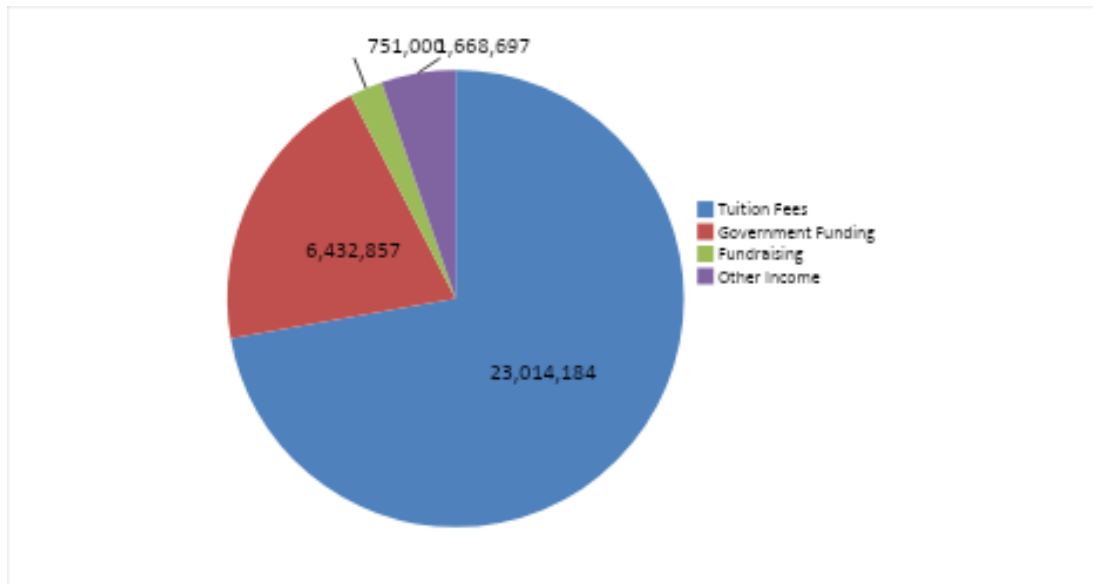
The student body also has avenues to present feedback to staff and management. For instance, the Junior School Leadership Model at Year 5 allows designated opportunities for the students to offer suggestions and feedback. Similarly, the Magid Campus student leaders have regular meetings with staff in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

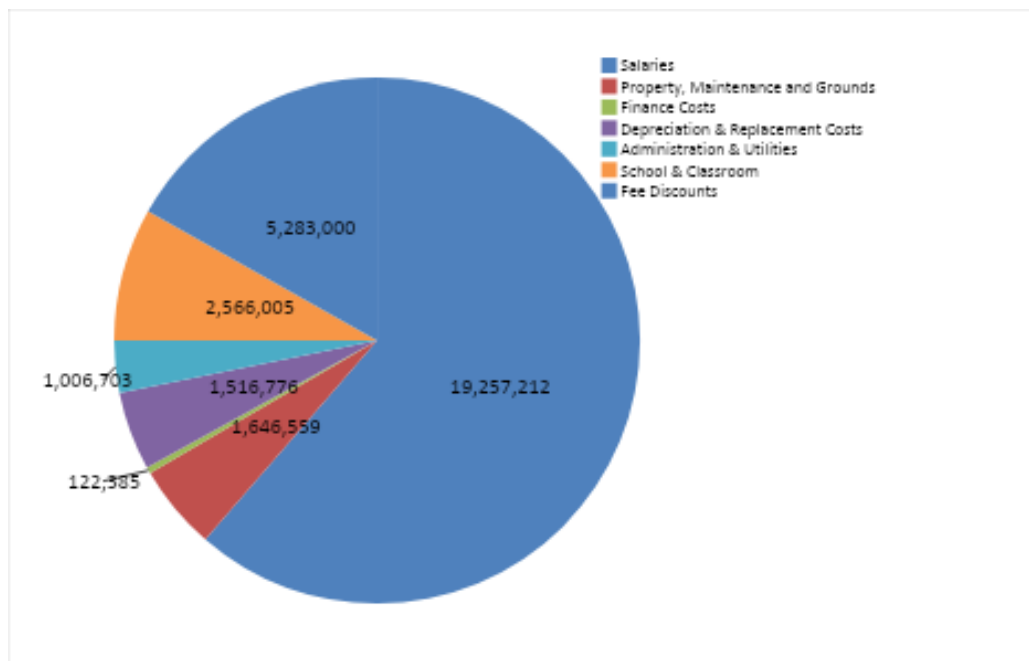
School Operations

2025 FINANCES

Income



Expenditure



Strategic Development and Plans

The School's Vision drives its Strategic Objectives.

Governance & Strategic Direction

- **Strategic Plan & SIS Transition:** In alignment with its strategic direction to move away from bespoke infrastructure, the school signed a major agreement with Veracross to implement a globally recognized, cloud-based Student Information System (SIS). This 18-month strategic shift streamlines academic, pastoral, admissions, and financial operations, replacing a heavily customized and unsustainable legacy system.
- **Policy & Risk Management:** The Operations team completed a comprehensive review of Emergency Management Plans (EMPs) and launched an overall risk framework. Significant groundwork was completed to establish an Occupational Health and Safety Committee and a dedicated working policy committee for continuous regulatory compliance.

Grants, Infrastructure & Security Updates

- **Security & Infrastructure Funding:** The school successfully secured a \$287,417 Federal Government security grant for a dual pedestrian airlock gate at the Magid Campus and protective blast film on street-facing windows across campuses. Additionally, an application was submitted for up to \$400,000 under Round Four of the Victorian Government Safer Schools Grant to support security guard costs.
- **Early Childhood Worker Retention Grant:** Following a proactive legal challenge taken to the Fair Work Commission, the school successfully amended its Enterprise Bargaining Agreement (EBA) to comply with Federal guidelines, unlocking back-paid pay increases for Early Learning Centre (ELC) staff dating back to late 2023.
- **Capital Works:** Major facility updates included partial roof replacements and slate waterproofing at the Dandenong Road Campus (DRC) during the summer break.

Admissions, Enrolments & Community Relations

- **Enrolment Trends:** Total student numbers stabilized, showing positive mid-year growth from 696 students in February 2025 to 702 by July. Retention from ELC to Prep hovered at approximately 61.5%, while Year 7 2026 predictions tracking toward a full cohort of up to 69 students.
- **New Initiatives & Lead Generation:**
 - Launched the means-tested **Advantage Scholarship**, capping tuition fees at \$5,000 per year to attract new families.

- Introduced **Twilight Connect** (a student-led panel and experiential evening) and the **Kef Kan Playgroup** to engage prospective non-KDS families.
- Aimed to enhance accessibility by exploring expanded school transport bus routes to growing Jewish communities in suburbs like Bently and Dingley.
- **Community Engagement:** Successful staging of major community events, including hosting the Limmud Oz conference and the Fee Assistance Board (FAB) donor events. The school's Annual Giving Day successfully raised over \$200,000 via Charidy to support the student fee relief program.

Human Resources & IT System Milestones

- **Staffing Adjustments:** Ongoing recruitment was managed through specialized agencies to counter disappointing returns from public job boards. Internal applications and interview processes for 2026–2028 Positions of Responsibility (POR) were actively progressed.
- **Hardware & IT Operations:** Completed a full network switch hardware rollout and server room reorganization during the January break. The IT department remains on track with its cloud-managed Windows 11 operating system deployment and a comprehensive four-year warranty refresh of senior school and business team laptops.

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.