

Inspirations

The King David School's Magazine
July 2015 | Tammuz/Av 5775



THE KING DAVID SCHOOL



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Inspirations

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From the School Council President and the Principal



Project Chai Ve'kayam is in full swing and on track to deliver the School a more efficient and fully upgraded two campus model in

2017. It has been heart-warming to see the way students, staff and parents have embraced the project, rolled their sleeves up and ensured business as usual at the School.

The demolition is complete and the construction of our new Senior School building is well underway. The foundation works for underground services has been completed and the concrete strip footings and lift pit are now going in. In July you will begin to see visible changes as the framing and walls start going up.

Concurrently, the Building Committee is working with the architect and our teachers on the detailed design for the Science and Technology Centre and early planning for the interior finishes of the new Kindergartens is also taking place.

I would like to say Happy Anniversary to our Principal Marc Light. Approximately twelve months ago Marc commenced as our Principal and School Council is delighted with the School's progress. Running a K – 12 school amidst a significant redevelopment and the challenges that come with that is no small task but Marc continues to rise to every challenge and the School continues to thrive.

At our recent AGM, we saw the re-election of Peter Kahan (Treasurer), Gersh Lazarow (Head Rabbi – TBI) Jason Arnheim (Vice President) and myself as President.

I would like to thank everybody for their tireless work and commitment to the School.

Finally, please be aware that later this year we will be launching our Community Capital Appeal for Project Chai Ve'kayam. Please consider how you can assist with a contribution to this transformational and once in a generation development.

Mark Harrison
President, School Council



Dear Community,
The poet, SARK (Susan Ariel Rainbow Kennedy), writes in a distinctive manner about the importance of embracing curiosity and spontaneity in her series of poems, "How to Be an Artist", "How to Be Truly Alive" and "How to Really Love a Child".

Her poems are formed by providing lists of short instructions. Amongst her many memorable lines, she includes: "Learn to watch snails... Celebrate every gorgeous moment... Listen to old people... Follow a child."

Neuroscientist, John Medina, writes about the extraordinary capacity for learning that children possess. In "Brain Rules" he recounts an anecdote of a time when he was trying to walk somewhere with his young son and was initially frustrated as he was held up by his son refusing to move on due to becoming transfixed by some crawling insects on the path. Medina subsequently noticed in this moment that the way he saw the world was different from the way his son's emerging brain was naturally directed towards making new connections through new stimuli in his environment.

In their own ways, SARK and Medina both remind us of how much we can benefit from closely observing our children and through providing opportunities to capture their natural inquisitiveness and use it to foster meaningful learning opportunities.

While there is clearly a need for a methodical, sequential curriculum, we also need to embrace the unique teachable moments that arise in our everyday lives.

As you will see in this edition of Inspirations, our students have recently had the good fortune of many of these breaks from the regular curriculum which have provided rich opportunities for learning. Our Year 11 and 12s had the opportunity to hear from former Prime Minister Julia Gillard, our Senior Art students travelled to Tasmania to see the MONA gallery, individual students have participated in March of the Living in Poland and the Centenary commemoration of the ANZAC landing at Gallipoli, and our Years 3-5 students have



participated in a practical learning activity devised specifically to create a learning opportunity from the demolition and construction of our new buildings.

In my view these opportunities provide an exemplary model of what learning should look like in contemporary education. It should contain a strong core of fundamental skills and concepts, but must also provide creative opportunities to apply learning to the world that the students encounter. It should be anchored in curiosity and should encourage our students to "slow down", take notice and continually embrace the learning moments that they constantly acquire.

It is our hope that through nurturing our children's natural dispositions towards observation, imagination and exploration, as characterised by SARK and Medina, that we will build the strong foundations for a lifelong love of learning.

Marc Light
Principal

Year 7 2017

SECONDARY SCHOOL PARENT INFORMATION EVENING

Wednesday 12 August
7:30pm - 9:00pm

Rebecca Magid Centre
520 Orrong Road, Armadale

CONNECT DAY

Current Year 5 students attending any school are invited to experience a taste of life and learning at The King David School

Friday 21 August
9:00am - 3:40pm

Bookings essential
Contact the Admissions Department on
03 9527 0102 or admissions@kds.vic.edu.au

THE KING DAVID SCHOOL

www.kds.vic.edu.au

Modern | Thinking | Judaism

PREMIER'S AWARD WINNERS

We are very proud of our students, Hannah Duke (Year 12) and Eden Stone -Eilam (Year 12) who both completed VCE subjects last year and have been recognized with a Premier's Award for their outstanding academic results in their respective subjects. Hannah Duke received a Premier's Award for Religion and Society and Eden Stone-Eilam's award was for Hebrew.



Celebrating Chaggim



Kindergarten students made flower garlands, heard the Shavuot story and learnt relevant songs. The highlights included milking a cow and turning that milk into butter, emphasising the Shavuot tradition of eating dairy.

Hebrew and Jewish Studies classes for Prep to Year 2 students prepared the students for each part of Shavuot. Students recreated The 10 Commandments, heard the many midrashim of the Shavuot story and watched the re-enactment of the Torah's version of the Giving of Torah.

For Years 3 – 8 students, the day commenced with a whole School assembly. Year 4 students presented a relevant Israeli dance, while also decorating Mount Sinai with flowers containing their understanding of Torah. Year 5 students received their very own Torah, owning a Tanakh for the first time.

The Years 9-12 students were engaged in a discussion about what it means to receive Torah, recognising that there is more than one authentic way to be Jewish.

SecondBite, Challah for Hunger and Nepal were the recipients of King David's Tzedakah. Representing Bikkurim, the giving of the first fruits, our younger students were encouraged to donate tinned fruit. Years 3-5 made cheesecake with Challah for Hunger, learning what it is to give at a time of personal celebration. The Senior School students created an Ice Cream Sundae Bar, with students donating money that will be given to one of Israel's organisations currently helping to rebuild Nepal.



Marc Light as Moses during the Kindergarten Shavuot Assembly

SHAVUOT

Moses, cheesecake, flowers and The 10 Commandments were seen in abundance during Shavuot.

At The King David School, we believe that experiencing the rhythm of the Jewish year is a pivotal part of our Jewish educational program. We constantly commit to student created activities that are relevant, provide positive Jewish memories and contribute to the betterment of our world.



YOM YERUSHALAYIM

Students at the Middle and Senior Schools celebrated Jerusalem Day. This day was originally designed to commemorate the reunification of Jerusalem following the 6 Day War, and has now morphed to become a celebration of Jerusalem's central significance to Jewish history and the Jewish people over the last 3000 years. The students participated in student-lead assemblies, singing Jerusalem songs, such as *Yerushalayim Shel Zahav*, watching videos that shared Jerusalem's ancient and more modern sites, read poems and heard stories that reflect different aspects of Jerusalem's importance to the Jewish people. Each student was left with a single challenge: The name Jerusalem is said to originate from two Hebrew words: Ir Shalom – City of Peace. How do each of us become part of the solution to creating that peace, and ensure we never become part of the problem?

YOM HA' ATZMAUT

It is hard not to feel proud when a large group of KDS students, all dressed in blue and white, proudly stand and sing the Israeli national anthem, *Hatikvah*. This was the beginning of our Yom Ha'atzmaut celebrations at Southwick. Each campus had their own assembly, celebrating Israel's achievements in an age appropriate way.

For King David, Yom Ha'atzmaut must first and foremost create learning opportunities to deepen our students' understanding of the real Israel. Our oldest students participated in a formal Israel Conference, where they were exposed to a diverse set of issues from a multiplicity of Jewish organisations.

Our students on the younger campuses shared in experiencing day to day activities that define Israeli culture. The



students prepared Israeli salads, made hummus and *lemonana* and baked *laffa* bread. They learnt new Israeli dances, played Israeli games such as *Matkot* and *Machanayim*, while creating artworks of Israel's map and landscapes. The students were introduced to Israel's technological innovations and were challenged to solve real Israeli challenges using Lego-robotics. They sang Israel's songs and celebrated in her achievements. Our Years 6-8 students then visited the Old City of Jerusalem through a 3D Imax presentation. Our Kindergarten students ate blue pancakes, created Israeli crowns and other sparkly artworks, and sat mesmerised as they watched the annual Junior School flag parade.

Dr Bryan Conyer
Director of Jewish Life



Leadership

Julia Gillard Visits our School

The King David School was very excited to host Julia Gillard, Australia's 27th Prime Minister at a special session recently, with Year 11 and 12 students.

Ms Gillard's visit was organised by Mat Jacobson of Ducere, an Australian-based online education provider offering courses in business and management with access to a Global Leaders Faculty of the world's most successful individuals. Ms Gillard is Ducere's Chancellor and also Chair of the Board of Directors of the Global Partnership

Marc Light welcomed Ms Gillard and explained that as The King David School was founded on the core principles of inclusivity, social justice and egalitarianism, "these values are embedded in everything we do. As an egalitarian School which is committed to providing all students with the very best opportunities and experiences regardless of their background or gender" he said it was a privilege to present "such a fabulous role model to our students". As Australia's first female Prime Minister, Marc commented that "we are grateful to her for paving the way towards equality for all" and "for her profound and broad contribution to our nation".

Students heard Ms Gillard speak of her journey from school to University where she studied Law and was also very involved in student politics. She spoke about how she was able to weather the storm of her critics by remaining true to herself and always focusing on what were her main goals, in service to the Australian people. She encouraged students to ask her any questions, whether personal or political. Students asked a range of interesting questions relating to feminism as well as what she hoped her legacy as Prime Minister would be. One student asked how she remained

calm and composed under enormous pressure and asked her advice in the context of VCE exam pressure. Ms Gillard suggested that although she always had an even temperament, she explained that she always allowed herself time for "a cone of silence" to focus on the important tasks and to constantly remind herself of her key objectives.

The King David School's Robotics students programmed one of their robots to present Ms Gillard with two gifts as a gesture of thanks.



Innovative Education

Building Creative Learning Opportunities



Students in Years 3, 4 and 5 had their own educational experience of the building and construction industry using the real life example of The King David School building program. Students participated in a program specifically designed and developed by Russell Kaplan, Head of Middle School and Andrew Prakash, Mathematics, Science and Robotics teacher. This program harnessed the students' curiosity about the demolition process and construction of our new School buildings on the Orrong Road campus and used Lego, robotics and mathematics to help with a problem solving task.

To introduce the students to the program, they were first visited by Mick Alger, our site foreman. Mick spoke to the students about the demolition process and explained that it takes careful planning before you

can demolish a building. He also spoke about what happens to all of the materials that are collected from the old building and how these are reused and recycled where possible.

Throughout the remainder of the week the students were immersed in practical learning opportunities where they used Lego to simulate construction and demolition. The process involved incorporation of scientific and mathematical principles as well as real-world application and the importance of teamwork. The activities also facilitated the students' engagement in the rich opportunity for learning that exists in the building developments on their campus.





Flexible Spaces for 21st Century Learning



Project Display Boxes along corridor

The King David School is renowned for our innovative programs in the areas of Science Technology Engineering and Mathematics (STEM) education. Our current Building Program has allowed us to redesign all of our learning environments to meet the needs of 21st century learning spaces. Amongst these spaces, we are fortunate to have a dedicated Science and Technology Centre in our new Secondary School at the Orrong Road Campus. In addition to state-of-the-art Science Laboratories, this Centre will provide a much needed home for our world class Robotics Program.

The Science Centre will comprise three dedicated Science labs, of which two will be "wet labs" and one will be a "dry lab". All labs will have a digital TV allowing teachers to integrate technology into their teaching with students using their own devices and collaborating through the use of the Google Classroom. Students will use digital log books to write up their experiments in real time. It is also planned that experiments will be recorded (similar to university lectures) so that students can refer to this post lesson.

The "wet labs" will include all the necessary utilities (gas and water) for students to undertake practical explorations and experiments. The lab benches will be portable so as to provide a flexible learning space, which can be arranged for collaborative learning or differently for experiments.

A space between the two wet labs is to be used as a "break out" room for students or to use for projects.



The "dry lab" will have utilities for teacher demonstration and will be used predominantly for Years 6 to 8 Science students. This lab will also allow for projects such as the Rube Goldberg Machine which explore motion physics and creativity through practical experiments

A dedicated lab technician's space will allow our technician to prepare for chemical and biological experiments. Our technician will have the capability to store a greater breadth of chemicals thus broadening the educational experiences.

"Living space" display cabinets will feature students' chemical models, robot projects or potentially reptiles, fish or insects. These display cabinets will be visible from the corridor so students can have the opportunity to display their work for all students to see when moving through the campus. Double doors from the Science labs will open out onto a courtyard, providing an additional learning space and breakout area.

Opposite the courtyard will be the new Technology building which will be the home for our Physics students and our popular Robotics program. The Technology space will include a dedicated workshop area where Robotics students have access to all the tools needed to design and build their robots.

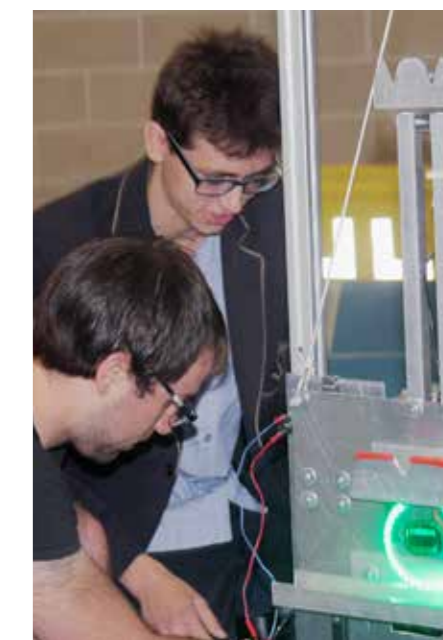
The Technology Building will be also be used by Systems Engineering students who design their own engineering projects. This space will provide

students with real-world skills for the modern era such as coding and machine engineering.

Students in Years 6-8 will also benefit from having direct access and exposure to these top class Science and Technology facilities and will also benefit from cross year level collaboration and mentoring opportunities.

The School Fitness Centre and Cafeteria with Wi-Fi as well as indoor and outdoor seating will also form part of this section of the new facilities at the Orrong Road Campus.

The first of our Science labs will be operational before the end of this year with the balance of the Science and Technology Centre completed by end of Term 1, 2016.





Wellbeing

Dione Laski & Lani Spinosa, Year 3

Don't be a Bystander

In 2015 the School launched the 'Doing Nothing' anti-bullying program. It is a program that was designed by the School's Centre for Student Wellbeing and focusses on a particular aspect of bullying which is bystander intervention. This program is based on the famous quote attributed to Edmund Burke; "The only thing necessary for the triumph of evil is that good men do nothing." The reason why bullying exists is multi-factorial but the situation would be greatly improved if bystanders intervened. The program focuses on helping students to notice bullying behaviour, examine their attitude toward getting involved and then assist them to develop safe ways to get involved. There are four stages in the project and two have been completed so far.

STAGE ONE

The first stage looked at the concept of bystander intervention. In class, students looked at the famous case of Kitty Genovese which launched substantial research into bystander intervention. They also looked at the effect of bystanders not intervening throughout history. They especially examined the Holocaust as a case study in intervention.



Year 1 students Jade Mazza & James Rotstein identifying their emotions on The Mood Meter.



Clare Dent, Year 3

STAGE TWO

Stage Two was a study of how to intervene. The first step was the completion of the Bully Stoppers Student Survey. This provided material to the students on how well the school community is intervening with bullying. In order to drive students toward action they must first see the inaction that may be apparent in the school community.

STAGE THREE

Stage Three will be a multimedia competition for students culminating in a presentation evening. Students will be given the opportunity to present as individuals or groups using one of the following methods; drama, film, song, dance, painting, drawing, puppetry, sculpture, poetry, etc. They will need to respond to the idea that; if bullying is to end, we all must get involved. The whole school community will be asked to attend a presentation evening where

students display their entries, a guest speaker will emphasise the need for bystander intervention and the winners of various categories are announced.

STAGE FOUR

Stage Four is about training teachers to help students to intervene. It is not enough to create an expectation; teachers must know the exact language to use to encourage bystander intervention. Teachers will learn specifically about addressing the bystanders when examining a bullying situation. They will also learn appropriate ways to respond when bystanders come forward so that the students coming forward are protected and do not face retribution for talking action.

David Opat
Director of Student Wellbeing



Visual Arts

Students Visit MONA



On Wednesday 6 May, King David Visual Arts students from Years 10 - 12 took the exciting opportunity to visit MONA, Museum of Old and New Art in Hobart, Tasmania.

We started our morning at a time that could still be considered to be night time, as we all met in the dark at 6.15 am outside the Magid Institute where we boarded the school bus and headed to Tullamarine to take our short flight to Hobart. We had no idea what would be in store for us over the course of the day.

Our excitement was building as we boarded the ferry that would take us from Hobart to MONA, as we all waited in anticipation to find out what the infamous Museum of Old and New Art would be like. After taking a bus, a plane and a ferry just to get to the museum, what was said to be 'just a museum in Tazzie' turned out to be an incredible, eye-opening experience.

King David Visual Arts students were lucky enough to bear witness to amazing works

of art that had been created in order to convey brilliant concepts - we came across artworks that begged to be discovered, not just looked at.

Upon entering the museum through the reflective chrome entry, the first thing you notice is the beautiful modern sleek architecture that has a café which overlooks a beautiful view of Tasmania. In the centre of the room is a circular glass lift that takes you down the sandstone walls of the Museum onto the first floor where we were given iPods that would tell us about each work and trace our path as we walked around the gallery spaces. This digital record of our experience could then be revisited back at home on our computers, which would allow us to revisit our MONA experience. As soon as you left the top floor of the Museum, it was like entering into another world. It was like leaving sleek and modern for cavernous, mysterious, interesting and slightly eerie environments.

Before we looked at any work, some of us went to the toilet only to discover that the toilets were also art pieces, as we were about to see. To our pleasant surprise, we discovered that there were projectors that played films on the cubicle floors of these wondrous toilets. After that adventure we were all even keener to see the rest of the Museum.

One favourite piece of art in the Museum would definitely have to be the word waterfall that released different words purely made from droplets of water falling at a precise time. It wasn't just amazing to watch due to the fact that many words were in fact falling out, but it was so mesmerizing to watch and interesting to see which word would fall next.

Another favourite artwork was a giant metallic head that was situated in the corner of the second floor. It wasn't

just the amazing work that went into sculpting the features of the face, but it was what was inside the head that really blew our minds, no pun intended. On the surface of this huge human head were little windows that looked into what you could imagine the electrical pathways that live in our brains would look like. There were wires, flashing lights, human faces, books and moving birds that looked like they were flying in a cartoon. It was absolutely fascinating to watch and nothing like we'd ever seen or experienced before.

While parts of the exhibition were confronting and somewhat 'unconventional', it can certainly be said that each and every person walked away from 'that museum at the bottom of the world' with a sense of inspiration that only an experience as unique as MONA could provide. Though the day was long and tiring, each person who took part in the excursion went home with new insight and great memories of an incredible experience.

Overall the Museum was really an amazing place to visit. It was filled with very weird and wonderful rooms that at times made you question everything you know about art. It is definitely worth visiting and we would deeply encourage everyone to go as MONA definitely left us more open minded as to how the world can be experienced and perceived.

On our return we all made jokes about how it was just as dark when we got home at night, as it was when we left home in the morning, but at the end of a sixteen hour day, it was so worth it! What an experience!

Alex Maybloom & Ella Felstead (Year 11)



Gallipoli

On 25 April, one hundred years ago, ANZAC troops first landed on the beaches on Gallipoli. To mark the centenary of the ANZAC landings, the Victorian government organised a number of commemorative events. Among these, the State government arranged for eighty Victorian school students to travel to Turkey, and attend the Dawn Service commemorations to be held at ANZAC Cove. The students, from Year 9 to 12, came from across the State. I was privileged to be chosen as one of them.

The trip lasted a week. It was hectic, and it was exhausting, and it was breathtaking. Here's what happened.

We began in Istanbul, where we spent several days visiting cultural sites and contextualising the latter stage of the trip. On the tour's third day we left the city and drove to the Gallipoli peninsula. There, we would spend the remainder of our time in Turkey. During those days we visited memorials, cemeteries, and a high school. Perhaps it goes without saying, but seeing the cemeteries was deeply moving. I mean, maybe even more so than the Dawn Service itself, the graves – the rows and lines of granite, which you couldn't help but imagine might've once been young men – were extremely evocative. Then there was the day we visited the high school. It marked a thematic departure from the rest of the trip – and for me, a highlight. At the high school we participated in cultural exchange programs, meeting the students and getting to learn a bit about their lives. Getting to know those students



emphasised how far we had come, and how great the effects of time can be as a balm for the pain of war. I presented a book, 'The Beach They Called Gallipoli' by Jackie French and Bruce Whatley, to the school, on behalf of the King David students, staff and community.

The following day our tour came to a head. We attended the Dawn and Lone Pine services, held in ANZAC Cove, on ANZAC Day. It was incredible, just to be there at all. All the more so, it was incredible being there when we were. I was stuck by a sense of how humanising it is to see a place in real life. Written descriptions only go so far. Seeing the landscape, and walking through it – the environment came alive.

And then we came back. Tired, but honoured to have taken part in a truly once in a lifetime opportunity, and by it, amazed.

Rafael Ungar
Year 11



Rafael Unger presenting a book to the Principal of the Gelibolu Anatolia Lieseli High School

March of the Living

At the beginning of Term 2, I participated in the unique program March of the Living (MOTL), with 31 other participants from Melbourne, Sydney and Perth. This involved one week in Poland and one week in Israel. The program was truly unlike any other experience I have ever embarked on, allowing participants to bond and form relationships with one another in an unimaginable way.

During the Poland part of the program, all participants connect with the unfathomable and confronting period of history, the Holocaust, in a meaningful way. This was through the visitations of numerous camps and historical sights, which we visited every day in Poland. As well as the camps we visited, the educator, madrichim (youth leaders) and survivor (of the holocaust), all brought such knowledge and depth to the program, making it even more special.

One of the most memorable moments on the trip was Yom HaShoah. This was where my group as well as over 10,000 other proud Jews from around the world

(from USA, Argentina, South Africa, Mexico, New Zealand, Panama, Sweden, Israel etc) all gathered at Auschwitz Concentration Camp and marched together to Birkenau Concentration Camp. This was the exact same route thousands endured over 70 years ago, called The Long March. This was one of the most special and unforgettable moments of the Program, which I will never forget and will always cherish.

The emotional week of Poland, combined with the celebrations over Yom Haatzmaut in Israel truly tied the program together in a special and extraordinary way. March of the Living has changed who I am as a person positively, and will stay with me forever.

Georgia Lehrer
Year 11



Plaszow Labour Camp



Treblinka Extermination Camp



Warsaw Uprising Memorial





KDSPA

An Inspiring Breakfast

For the KDSPA, the highlight of Term 2 is always the wonderful breakfast at Leonda by the Yarra. This year it became known as the KDSPA Annual Breakfast and on Friday 12 June our School community, special friends and guests were treated to a morning presentation by the extraordinary keynote speaker, the Honourable Justice Rita Zammit of the Supreme Court of Victoria.

In her Honour's own words, her parents, humble migrants from Italy, "arrived with a suitcase and dreams for a better future for their two daughters". Her Honour credited her parents for encouraging her to persevere with an education, which resulted in her graduating with a degree that allowed her to pursue her passion for education and in particular, working with children with special needs. She worked for ten years as a secondary school teacher before re-training at Melbourne University as a lawyer. Her contribution to the legal service as a lawyer at Broadmeadows Community Legal Service and in private practice, drew attention from the Chief Justice and 5 years ago became the first woman from a non-English speaking family to be nominated as a Justice to the Supreme Court of Victoria.

Her Honour referenced Dr Seuss and his famous book "Oh The Places You'll

Go" to convey her strong message that "in life's journey, there are no limits to the places you'll go" with "hard work, commitment and determination".

As always, the warmth and strong sense of community was felt by all guests and the feedback received was overwhelming. We are very grateful to everyone involved, including the generous sponsors, Melbourne Orthodontic Group, Bayside European Peugeot and Nest Family Wellness Clinic as well as those sponsors who donated to the raffle and silent auction. Over \$13,000 in profit was raised from the morning's event which we are all absolutely thrilled about.

In April, we organised our first joint fundraiser with The Sholem Aleichem College, and invited both communities to the Saltpillar production of My Name is Asher Lev. The crowd of more than 150 guests enjoyed a magnificent play together with an opportunity to meet and greet over a drink and some freshly baked snacks. Both schools agreed it was a successful social event and we hope to organise another one soon.

Term 3 events are already in the midst of planning including a Pink Ribbon morning in September so please watch out for details as this will definitely be something special.



Photo: Jacki Starr

As always, the successful Term we've just had would not be possible without all the amazing work of the parent volunteers as well as generous supporters and sponsors.

As you've heard me say, the best way to support your KDSPA is to attend our events so look out for your invitations, invite your friends and family and enjoy what your KDSPA has to offer.

Rochelle Rothfield
President
King David School Parents' Association (KDSPA)
kdspa@kds.vic.edu.au



Rick Tudor OAM, School Council Member & former Principal of Trinity Grammar School, Marc Light, Principal of The King David School, Genia Janover, former Principal of Bialik College and Michele Bernshaw, former Principal of The King David School



Foundation

THE KING DAVID SCHOOL
FOUNDATION



Todah Rabah



"Children are the world's most valuable resource and its best hope for the future" John F. Kennedy

Thank you to every member of our community for your generous support of the Annual Scholarship Appeal once again this year. Without your help, one quarter of our student body could not receive a Jewish education. Together with our extremely generous donors who sponsor students every year, we have raised almost \$300,000 as a school community toward the Scholarship Fund, in support of merit-based scholarship recipients and financially disadvantaged families. If you haven't already done so, there is still time to donate.

Of course as a community we are very focussed on the commencement of the building project. The excitement of the whole school community; students, parents and staff is palpable as we enter a new phase in the life of The King David School with Project Chai Ve'kayam. We look forward to sharing family opportunities to participate in this project shortly, as we build the future together.

Naomi Pizzo
Naomi Pizzo
Foundation Manager

MUSIC SOIREE

Under the skillful guidance of Adam Yee, Head of Music, several talented music students showcased their skill at a Soiree last month. Accompanied by acclaimed concert pianist Eidit Golder, the students performed to 40 appreciative supporters of the Annual Scholarship Appeal. Thank you to all students who were involved - it was an inspiration to hear you perform.



SHARE YOUR SIMCHA & B'NEI MITZVAH PROGRAM

When your family is planning a Simcha or Bar/Batmitzvah, it is always a special time you can share with The King David School community. By choosing your School as one of your nominated charities for guest donations in lieu of gifts, your milestone event will contribute to the Building Fund to purchase educational technology and equipment.

Please consider how you can help The King David School Foundation support our students, by contacting **Naomi Pizzo, Foundation Manager** on (03) 9527 0122 or email foundation@kds.vic.edu.au





Boys Basketball

A group of Year 7 and 8 boys competed in the Victorian College Championships -Basketball at the end of Term 2. The boys competed in the qualifying stage of the Tournament where a total of 20 venues hosted schools from around the State. The students competed at an extremely high level finishing in 2nd place against 15 other schools.

Finishing the Round Robin stage with 3 wins and 1 loss, the boys advanced to the final game where they were up against a much more experienced Mornington team where they went down by 12pts. Their performance qualified them to advance to the State Finals on 30 July.

Nico Taranto was named team MVP for the tournament with Ethan Cohen and Marcel Meltzer scoring votes in a number of games. Justin King, Jake Hayman and Max Konopov were productive on the scoreboard while Ethan Lewin, Jordan Engel and Liam Elbaum made great defensive plays.

Drew Solewicz
Sports Manager



Alumni News...

We extend a hearty Mazal Tov to the following King David Alumni. Please continue to keep us informed by sending your news to: jackie.ellis@kds.vic.edu.au. Please also advise of changes to your contact details, especially email.

MARRIED

Melanie Horin (2006)
March 2015

Ethan Steen (1993)
April 2015

BIRTHS

Russell Aronson (1997)
Zoe Sonia, May 2015

Cara Newstadt (Silpert) (2003)
Aiden Jack, May 2015

Bronson Ritterman (1997)
Jamie & Benji, May 2015

Benjamin Rood (1997)
Ellie Esther, March 2015

Sarah Rood (1993)
Luca Harper, April 2015

Rubin Winograd

Romy Grace

Sally Aronson (Davey)

Saul Newstadt

Ilana Ritterman (Hoffman)

Deanna Rood (Bogatin)(1995)

Allie Burke



Mazal Tov to our Year 1 teacher Melanie Horin (2006) who married Rubin Winograd in March this year

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

www.kds.vic.edu.au

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