Community Report 2012
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 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
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 engaging and innovative co-curricular activities
- through close, active and practical engagement in Jewish communal activities, 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.
A MESSAGE FROM THE PRINCIPAL

The dual goals of inclusion and excellence are major drivers of the educational experienced at The King David School.

The LETTER Philosophy Project that has continued to extend learning and challenge students’ thinking is a demonstration of commitment to these goals. The unique interaction between the skills developed through Philosophy for Children (P4C) and now Philosophy for Life, in conjunction with the Thinking Routines developed by the Project Zero team at Harvard University has resulted in a project in which students are able to reflect on their own thinking and take greater ownership of their own learning. All students in Prep to Year 8 led by specially trained teachers take part in Philosophy sessions as well as being engaged in Thinking Routines to continually probe their assumptions and challenge their conclusions.

The Music program is another powerful example of inclusion and excellence. All students from Years 3 and above who want to play or sing in an ensemble, irrespective of their current standard, are included in Musicals and the Winter Concert. Parts are especially written to give them access to the music. The arrangements created involve every student at their own level and enable the ensembles to create outstanding performances. Each student studying an instrument (from Year 7 onwards) is invited to attend the inter-State, inter-School annual Music Camp.

Jewish Life has flourished this year with stronger input from Senior School students and resulting enhancement of programs for Chaggim and days of Commemoration and Remembrance. The focus this year has been on inter-generational Jewish experiences through which grandparents, parents and children are connected in rituals, celebration and learning.

Maths Extension and Enrichment provide all students with learning at a level that motivates them to constant improvement. Offered from Years 2 to 8 it is a further way in which all students can be learning in a way that addresses their skill levels and that encourages excellence. The Enrichment and the English Extension programs also focus on extending the skills of meta-cognition and expressive language and allow students to take part in State-wide competitions such as Da Vinci Decathlon.

Learning languages is an essential component of Inclusion and Excellence, enabling students to access other cultures, think globally and relate more closely to other Jewish communities in Israel and elsewhere. Not only is Hebrew compulsory from Prep to end of Year 8, but the subject has increased in popularity and prestige. For the 8th consecutive year there is a University level Hebrew class for students in Year 12. In addition, French continues to interest over half of the students entering Years 7 & 8. It is also very encouraging to note that the Year 10 Chinese class has completed the year successfully and prepared candidates for our inaugural VCE Chinese class.

In Outdoor Education The King David School is well recognised for its role in building confidence and positive thinking. In addition to the well-developed outdoor educational camps, students at Year 10 can now undertake The Duke of Edinburgh Award: students in Years 5 – 12 can compete in the Jewish Schools Snow Sports Competition; Years 5 – 9 can participate in The Great Victorian Bike Ride, or join the Cycling Club. All these options ensure that the School includes all skills that are not so easily demonstrated in the classroom.
The wonder of the natural world that is so joyful for our youngest students is extended in the Science classes, exiting the passions of our emerging scientists;

- The Build a Bridge competition Middle School utilises the students' knowledge of Maths and Physics.
- The FIRST Robotics Competition (FRC) has been hosted by The King David School this year. Overseen by two representatives from the FIRST organisation in the United States, King David students worked with BAE (British Aerospace Engineering) Melbourne, and King David School alumni. The King David School won the 2012 National Robotics Champions Award and the highly regarded Inspiration Award (the most sought after award in its class).
- For a second year, a team of Year 10 & 11 students travelled to France to take part in the CanSat Program – International space program held in France. Our School competed with international university teams and came third.

The wide array of King David programs ensures that students can find an area that ignites their passion for learning. The commitment and professional dedication of our teaching team scaffold the learning so that students continue to improve and approach excellence more closely all the time.

My thanks go to our Heads of School and the teams they lead. Their willingness to be role models by continuing their own learning journeys and creating an amazing educational environment inspires our students. We thank all members of our teaching and ancillary teams for the significant contribution they make to learning and to creating the ethos that characterises our School.

Finally my profound thanks to all of the parent and grandparent volunteers, the members of The King David School Parents' Association and the School Council for the unstinting support and guidance they continue to give and for the generous-spirited tone they help us to create.
King David Students excelled in the academic arena once again in 2012. Our students who competed in a range of competitions did themselves proud as strong ambassadors for the School.

- VCE results place The King David School in the top 4% in the State
- Students from Years 8 and 9 participated in the FIRST LEGO League Victorian Championship held at Melbourne Grammar. Our King David School team, known as Team Golem, finished second from a total of 15 competing teams.
- The Robert Feigin Memorial Scholarship supported a team of senior science students in two high profile projects in 2012: Following the success of its 2011 campaign, the KDS CanSat team finished in equal third place at the end of the final stage of the 2012 International CanSat France competition. In addition, The King David School will represent Victoria at Australia’s inaugural FIRST Robotics Competition (FRC) in a Rebound Rumble challenge. This is where robot teams compete in a sophisticated game of basketball.
- Year 11 students, Isaac Moutlon and Josh Marlow, together with Science teacher Milorad Cerovac, were interviewed on 88.3 Southern FM’s The Space Show radio show following their participation and success in the international CanSat competition last year.
- Senior students from the King David School have entered into a partnership with Zoos Victoria in a world first conservation project – to join the fight to save the Lord Howe Island Stick Insect (LHISI).
- A team of Senior King David School educators attended Yale University, where they learned about the RULER approach which has been developed by Professor Marc Brackett.
- The Debaters Association of Victoria Schools competition was held at Caulfield Grammar. Congratulations to the B1 team who defeated a Caulfield Grammar Team on the topic ‘We should punish sporting teams that have violent or unruly supporters.’
- Two Year 11 students attend the regional finals of the Victorian Curriculum Assessment Authority Plain English Speaking Competition, held at Kilbreda College. Each presented a 5 to 6 minute speech as well as a 2 to 3 minute impromptu speech.
- The King David School together with four other Jewish schools held its third biennial “Jewish Schools Careers Expo”. The event was held at Monash University, Caulfield Campus for all VCE students at these schools.
- Students from Years 10 and 11 were invited to attend ‘Genetech 2012’ at the Gene Technology Access Centre (GTAC) in Parkville. These students participated in workshops and lectures which looked at Breaking the Code.
- Two Year 11 students represented The King David School at the Rostrum Voice of Youth Competition.
- Students from Years 4, 5 and 6 participated in the 2012 Victorian Primary School Philosothon held at the National Gallery. Students from Years 8, 9 and 11 also participated, with one of our Year 11 students receiving the award for the Most Outstanding Year 11 Participant.
- Two Year 7 teams took part in the Da Vinci Decathlon Competition at Methodist Ladies College. The competition consisted of high level challenges from 10 disciplines.
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.

- Year 11 students participated in the JNF Clean Up Australia Day effort on Sunday 4 March.
- Year 10 History Students attended the commemoration ceremony at the Shrine of Remembrance to honour the Darwin Defenders.
- Year 3 students commemorated ANZAC day during class. They observed a minute’s silence, listened to the Last Post and enjoyed a crunchy ANZAC biscuit.
- King David School students participated in fold singer Ted Egan’s “Connection – Singing My Country” project. The idea behind the project is to record students at different schools across Australia singing the same melody in the language of their cultural heritage. The students recorded Mr Egan’s melody in Hebrew and English lyrics.
- Senior students attended the annual Victorian Association of Jewish Ex Servicemen & Woman (VAKEX) Anzac Day ceremony. During the ceremony, the Jewish Life Captains offered two of the prayers as well as a wreath on behalf of the school.
- Students from Years 4 & 5 visited the Mia Mia Gallery to get some hands-on experience with Aboriginal culture.
- Thirteen volunteer Year 10 students participated in an interfaith program called ‘Building Bridges’ with young people from different backgrounds and faiths that come from a variety of different schools.
- Ten Year 9 History students, attended the annual Monash Commemorative Service, organised by ‘The Spirit of Australia Foundation’, held in the Legislative Assembly Chamber at Parliament House, Victoria.
- Year 5 students went on a camp to Sovereign Hill as the final chapter to their studies on ‘The Gold Rush Era and the 1850s in Victoria’ Fourteen Year 10 students from the King David School worked alongside Catholic, Muslim and Protestant college students on a community project at Monash Gardens, Aged Care.
- Year 6 students held their ‘Celebration of a Nation Day’ with an incredible display of information and culture which reflected their knowledge of the migration and influence of countries in our multicultural Australia.
- Year 6 students spent five days in Tasmania as part of their Humanities Studies on the Early Settlement of Australia.
Charitable Works:
Student fundraising efforts in 2012 included, Jeans for Genes Day, an Indian Feast, bake sales, walk-a-thons, recycling of mobile phones, movie night. Recipients of charitable works included:

- 4 homes for a tribal community near Pondicherry, in the Southern Indian Province of Tamil Nadu, who lost their homes in a cyclone,
- Beyond Blue,
- Childhood Leukaemia Foundation,
- Children’s Medical Research Institute,
- Dolphin and Whale Conservation Society,
- Gorillas Facing Extinction, which is organised by Zoos Victoria,
- Jewish Care,
- McGrath Foundation to train breast care nurses in the community,
- Royal Childrens Hospital,
- Royal Victorian Eye and Ear Hospital,
- Sanctuary Australia Foundation to assist refugees,
- Wildlife Australia, and
- overseas projects for developing countries.

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 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; Eastern Independent Schools of Melbourne (EISM) for Years 7 to 12; and the Victorian Jewish Schools Sporting Association (VJSSA).

- At the EISM Swimming Competition there were fantastic performances by our relay teams in all age groups. The under 13 and 16 boys freestyle relay teams as well as the under 16 boys medley relay teams placed 1st. The King David School secured a 4th place overall, our best performance in two years.
- Shane Feldman (Yr 10), represented The King David School at the annual EISM Champions Golf Day and placed equal first.
- Year 3 and Year 5 students participated in the Weet-bix TRY-athlon, which included a 100m swim, 3km bike ride and a 500m run.
- At the Balaclava District Summer Round Robin KDS achieved 1st place in Volleystar and Girls Cricket, 2nd place in boys’ basketball, 2nd place in boys cricket, 4th place in girls basketball and mixed softball, and 5th place in mixed rounders. The boys Soccer team were champions
- At the Victorian Jewish Snow Sports, held at Mount Buller Ski Resort, KDS finished equal second in the Primary division and scored well in the Secondary division.
- Darcy Furman (Yr4) and Joshua Rosham (Yr 6) competed in the 2012 Interschool Gymnastics Championships and placed first in their respective divisions.
- The King David School competed in the Australasian Schools Cycling Cup in Shepparton on March 27-29
Individual Sporting Achievements included:

- Ofek Golan (Yr 8), competed at the biggest international fencing competition in Paris, France. Ofek competed in U15, although he is 13 years old. In this group there were 356 fencers and he placed 73rd.
- Year 4 student, Camilla Burrows, won the gold medal at the teams relay event at the Victorian Little Athletics Championships.
- Year 5 student, Sasha Kiroi, competed in the Sydney Invitational Gymnastics competition. She placed in all of her events and managed to get 1st (ball), 2nd (hoop), 3rd (clubs) and 4th place in her freehand routine. Sasha placed 2nd in the overall results and gives her a good chance for the Australian National Gymnastics Competition in May.
- Year 5 student, Sasha Kiroi, competed in the Australian Gymnastics Championships at Sydney Olympic Park
- Ben Brill (Yr 7) competed in the Mt Buller Cup against many highly accomplished athletes and won his race in the Under 14 boys event.
- Riley Hart (Yr 7) Year 7, was invited to race his bike in Taiwan, against the best juniors in Asia.
- Tori Langer (Yr 6), competed in the Taekwondo State Championships in July and achieved a gold medal.

Creativity Fostered:

Performing Arts and Visual Arts comprise a significant part of the curriculum from Preschool to Year 12. From Music and Dance to Media, Photography and Orchestra, 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.

- 40 Music students from the Emanuel School in Sydney travelled to Melbourne to participate in the annual Music Exchange Program with KDS students culminating in an instrumental and choral performance by the combined forces of students from both schools.
- Year 12 student, Marco Fink had his VET Interactive Digital Media work, chosen from a wide field of students in the state, to be exhibited at the VCE Top Designs 2012 exhibition held at the Melbourne Museum.
- The KDS Theatre Studies VCE production in 2012 was ‘A Streetcar Named Desire’
- The King David School Winter Concert, was held at the Rebecca Magid Centre on 25 June. This was the first time we were able to hold the concert in-house, in our magnificent new Walter & Allwynne Jona Multi-Purpose Hall
- KDS Visual Arts students and staff from both the Middle and Senior schools attend an AGIdeas ‘Design is Difference’ Conference held at the Melbourne Convention and Exhibition Centre.
- The Year 11 Theatre Studies class presented a production of ‘Medea’.
- Year 7 & 8 music elective students participated in a two hour seminar at the Alfred Brash Soundhouse Digital Learning Hub.
- The Middle School Musical, ‘Into The Woods’, was presented over two nights in August.
- The 2012 VCE Visual Arts Show was held at the Rebecca Magid Centre, on 9 September.
- The 2012 VCE Performing Arts Evening - an evening of monologues and music – was held on 12 September.
- King David School students did remarkably well in the annual B’Nai B’rith Jewish Youth Art Competition, with Middle and Senior School students achieving a total of ten awards.
Cultural Heritage

The King David School is privileged to be charged with the responsibility of transmitting a culture which spans the period 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.

- February saw the official launch of the Centre for Living Judaism. This is a strategic partnership between The King David School, the Union for Progressive Judaism and Progressive Judaism Victoria and its mission is to develop activities, programs, resources and materials that can be used at The King David School and shared with congregations and communities to promote the message and values of Progressive Judaism.
- The Back to School Service, held at Temple Beth Israel, welcomed all Year 6 to 12 students to a new school year and inducted School Leaders and conferred badges on Year 12 students.
- Stephanie Gratch became the second Jewish Life Fellow. Together with Marshall Voit, the Fellows take a very active role in Jewish learning and cultural activities at the School, including tefillah and camps.
- As always, special activities were organised for the celebration of Purim, Yom Ha’atzmaut and Yom Yerushalayim. A memorial service was held for ANZAC Day, on Yom Hazikaron (Memorial Day) and Yom Hashoa.
- Year 8 students participated in a debate about the various forms of Judaism, ie; secular, reform, conservative, modern orthodox and Hasidim and which one would be best for Jews during the ‘Enlightenment’ period in 1900.
- Year 4 students learnt about the importance of the Kotel (‘The Wailing Wall’) in the lead up to Yom Yerushalyim (Jerusalem Day). They built their own Kotel from cardboard boxes and put their own messages in the wall.
- The new Jewish Religious Action and Advocacy Centre (JRAAC) was launched by Union for Progressive Judaism (UPJ) President, David Robinson at The King David School on Monday 21 May.
- Year 1 students visited Gary Smorgon House and shared songs and a presentation on Shavuot with the residents.
- 58 students from Years 8 and 9 attended the ARZA Hebrew Camp at Mt Morton. The students learned about Israel, Judaism and Hebrew in an interactive way.
- In August, a team of six Israeli Shlichim (emissaries) spent time at KDS running programs that informed KDS students about their Jewish identity, connection to Israel, Israeli culture and conflicts with Israel.
- Year 11 students took up the opportunity to travel to Israel and immerse themselves in Israeli language and culture in the annual ‘Yesh’ trip.
- KDS continues its involvement in the Building Bridges Interfaith Program to extend inter-cultural understanding.
- Year 7 and 8 students attended a weekend Hebrew Camp, to be immersed in the Hebrew language in a unique and fun way.
- Pre-School and Junior School students celebrated Kabbalat Shabbat with their grandparents/special friends.
THE KING DAVID SCHOOL TEACHING TEAM

Consistent with previous years the School utilised the sector based services of the Independent Schools Victoria (ISV) to survey staff satisfaction.

Staff participation in the survey continues to be high, ensuring the validity of the data. The staff feel very confident with the School’s ethos and values, perceiving that the School encourages students to develop a commitment to improving the social circumstances of others, to participating in community service, and taking an active role in society.

In relation to School ethos and values the School exceeded the benchmark in the Independent Schools sector. Similarly, with staff perception of learning support, pastoral care, teaching practice, and parental involvement.

Particularly pleasing is the fact that staff have demonstrated high satisfaction in the areas of leadership and morale, indicating that members of the team feel that the Principal and the Senior Management Team is aware of and deals effectively with staff issues and concerns, and that they feel confident that they can approach the Principal and/or Management Team to air concerns and grievances. This measure also indicates that the teachers feel that their role is valued by the leadership team and that they are given opportunities to plan and help make decisions about important matters such as staff development, curriculum and goal.

Staff collaboration and professional development were both extremely high – on or exceeding the ISV benchmark. It is pleasing to note that this is objective evidence of the collegial atmosphere in the staff room, the open communication between all staff, and the cooperative relationship between the teaching and administrative teams.

Professional development is highly valued and the School is pleased to note the high levels of staff satisfaction with their access to professional development, as this is one of the main contributors to successful learning outcomes for students.

In all, the teaching staff register high levels of workplace satisfaction as is indicated by high levels of attendance (96%) and staff retention of 94% (excluding teachers who retired from the profession at the end of 2010).

94% of our teachers have at least two qualifications. Of these 64% have Bachelor Degrees, 34% have Masters Degrees and 1% has a PhD.

Professional Development

It is the policy of The King David School 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 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 120 hours of Professional Development in 2012, with over $5500 per teacher spent on Professional Development in 2012. The following is a sample of some of the courses undertaken by our teachers:

- Australian Curriculum seminars;
- Cybersafety
- Anti-Bullying Strategies
- ‘Collaborative Learning’
- Creative Art Design
- ‘Creative Ways to Incorporate Resources in Teaching Maths’
- Creative Writing Seminars
- ‘Cultures of Thinking’
- Curriculum Differentiation for Gifted Learners
- ‘Developing A Reading Culture’
- Early Years Literacy
- ‘Effective Learning with Children in the Middle Years’
- Engaging all Students in Maths and Numeracy
- First Aid courses including Anaphylaxis and Asthma Management;
- First Steps-Writing Development
- Great Books Program
- Hebrew and Jewish Studies Curriculum Workshops
- ‘Helping Children & Adolescents Make and Keep Friends’
- ICT Tools in the Classroom
- ‘Improving Pedagogy through Focused Observation’
- The RULER approach to Emotional Intelligence
- Introduction to Spelling
- ‘Learning & Enquiry Through Thinking Engagement & Reflection’ (LETTER) Philosophy;
- Student Wellbeing and Development;
- VELS (Victorian Essential Learning Skills.) and VCE course conferences.

**KING DAVID STUDENTS**

The average rate of attendance for students was 96% with absences including illness, injury and family commitments. 78% of Year 9 students in 2009 continued through to Year 12 in 2012.

**Student Performance**

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 (Spelling, Grammar and Punctuation) and Numeracy. We acknowledge that these tests are only one measure and do not provide a complete assessment of individual achievement, however we are pleased with the performance of our students when compared to like schools and the State averages.

The percentages of students achieving **above State levels** is as follows:

<table>
<thead>
<tr>
<th>Yr</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>100</td>
<td>100</td>
<td>97</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>92</td>
<td>92</td>
<td>(1 student at State Level)</td>
<td>92</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>100</td>
<td>100</td>
<td>98</td>
<td>98</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>100</td>
<td>100</td>
<td>98</td>
<td>100</td>
<td>93</td>
</tr>
</tbody>
</table>

At Years 3 there was a significant improvement in numeracy skills which was a major focus for the year; and Years 7 and 9 continue to score well above State in all categories.
Specific details are on the My School website [http://www.myschool.edu.au](http://www.myschool.edu.au)

Standardised Assessment Results for Year 10 Students

In 2012 Years 9 and 10 students took part in Progressive Achievement Tests (PAT) for Numeracy and Reading Comprehension and the South Australian Spelling Test (SAST). The following results show the percentage of students tested who were at or above the normal range for their age group:

- Yr 9 Numeracy - 80%
- Yr 9 Reading Comprehension - 100%
- Yr 9 Spelling - 96%
- Yr 10 Reading Comprehension - 90%
- Yr 10 Spelling - 96%

VCE Results 2012

The graduating class of 2012 achieved outstanding VCE results. Over 80% scored in the top 20% of the State. Their tertiary placements are equally excellent with over 80% gaining entry to their 1st or 2nd most preferred courses. These outcomes are a great tribute to the passion for learning and application of our students and their teachers. With such attributes, the graduates of 2012 are likely to continue to be role models for our School community and a source of pride of all who know them.

Our VCE results place The King David School in the **top 4% in the State**

- Median Study Score – 36
- 28% of Study Scores were 40 or above
- 51% of our VCE students achieved an ATAR score of over 90
- The top ATAR score was 99.75
- 1 student scored a perfect ATAR in Media
- 1 student was shortlisted for Top Arts

Tertiary Institutions and Courses

Receiving a first found offer for the preferred course and institute is one of the ultimate goals of the VCE student. All students achieved first round offers and over 80% received their first or second preference.

98% of students were offered places at Universities including: Monash University (47%), The University of Melbourne (18%), Deakin University (10%), RMIT University (8%).

The tertiary courses being undertaken by KDS graduates include: Science/Health Sciences; Commerce; Arts; Law; Media & Creative Arts; Architecture/Building; Engineering/Science; Education/Children’s Services; Information Technology
Highlights

There are many barometers of success in VCE. For some students, success is achieving the highest possible ATAR, for others it is gaining entry to a highly sought after course. At The King David School, our focus is on each and every student being the best that they can individually be. We are proud of all our students, many of whom have chosen to pursue dreams in such highly competitive and diverse fields such as Commerce, Engineering and Music Theatre.

Our VCE results place The King David School in the top 4% of the state.

- 28% of Study Scores over 40
- 51% of all ATARs 90 or above
- Top ATAR 99.75
- Median Study Score 36
- Top Designs, Top Screen and Top Arts – Marco Fink
- 1 perfect score in Media

Tertiary Courses

Receiving a first round offer for the preferred course and institute is one of the ultimate goals of the VCE student. All students achieved first round offers and over 80% received their first or second preference.
School Operations

### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>2012</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Fees</td>
<td>15,702,800</td>
<td>74.8%</td>
</tr>
<tr>
<td>Government Funding</td>
<td>2,585,300</td>
<td>12.3%</td>
</tr>
<tr>
<td>Fundraising</td>
<td>2,213,000</td>
<td>10.5%</td>
</tr>
<tr>
<td>Other Income</td>
<td>494,800</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>20,995,900</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>2012</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>10,896,500</td>
<td>53.6%</td>
</tr>
<tr>
<td>Property, Maintenance and Grounds</td>
<td>1,333,400</td>
<td>6.6%</td>
</tr>
<tr>
<td>Finance Costs</td>
<td>876,100</td>
<td>4.3%</td>
</tr>
<tr>
<td>Depreciation &amp; Replacement Costs</td>
<td>1,038,100</td>
<td>5.1%</td>
</tr>
<tr>
<td>Administration &amp; Utilities</td>
<td>849,900</td>
<td>4.2%</td>
</tr>
<tr>
<td>School &amp; Classroom</td>
<td>2,079,900</td>
<td>10.2%</td>
</tr>
<tr>
<td>Fee Discounts</td>
<td>3,269,500</td>
<td>16.1%</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>20,343,400</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Surplus / (Deficit)

- **Surplus / (Deficit)**: 652,500
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.

Students in Years 5 to 12 participated in the ISV Student Satisfaction survey in 2012. General student satisfaction in both 2011 and 2012 has continued to exceed the ISV benchmark. Specifically, Senior School students cite high degrees of satisfaction with teacher-student rapport, teacher practice, teacher knowledge and feedback, the academic program and learning outcomes. Additionally, pastoral care, discipline and safety, school ethos and values, and peer relationships continue to be on or above the ISV benchmark.

At Middle School there was a significant upward shift in the students’ appreciation of teacher knowledge and feedback, the quality of teaching; the perception of academic rigour continues to meet ISV benchmarks.

Learning outcomes, discipline and safety, peer relationships, and pastoral care continue to rate at or above ISV benchmarks across the School.

Parental satisfaction has increased significantly across all domains. Specifically, curriculum/academic programs, quality of teaching, learning outcomes, and pastoral care have shown marked improvement. In discipline and safety, and parental involvement, the School exceeds the ISV benchmarks. Most importantly, on the critical matters of ‘Global Item Rating’ and ‘Recommend to Others’, The King David School now exceeds the Independent Schools benchmarking of the sector.

A review of the overall averages (year on year from 2010 to 2012) per domain shows steady upward trending in all areas, including resources.

The School continues to work with parents to gather feedback in order to continually improve in all areas.
Strategic Development and Plans

The School's Vision Drives its Strategic Objectives.

Vision:

The King David School is a Progressive Jewish School established on the principles of inclusion, egalitarianism and social justice. It is committed to engendering within its students a 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.

Strategic Pillars:

- An educational environment that is at all times challenging, nurturing and appropriate to the needs of its students
- A highly skilled, motivated and professional staff
- A strong community profile supporting both the Jewish and Australian communities
- Delivering financial sustainability for the school
- Quality spaces, systems and processes that support teaching & learning

Over the 2012 calendar year the School continued to develop key objectives across a number of strategic imperatives.

A key initiative is the School’s Project Chai Ve’Kayam, its most significant master planning exercise since the School’s inception. The project will allow the school to consolidate its educational facilities around the Orrong Road/Dandenong Road precinct. The project will allow us to deliver improved facilities for our students with a focus on combining purpose built learning spaces with our existing mansions, which will be significantly refurbished.

The School communicated its plans with the School community and the project was extremely well received. Importantly, this project, whilst being a master planning exercise, is driven through clear educational imperatives. In particular, the proposed structures across the sub-schools retain our existing year level cohorts, being: Pre-school; Prep to Year 2; Year 3 to Year 5; Year 6 to Year 8; and Year 9 to Year 12.

In addition to this key strategic project, the School has also worked on the ongoing development of its student Wellbeing Program. The program has a broad based, whole child focus and has at its core the Yale University developed RULER program.

This is a very exciting period in the School’s history and the School's Council and leadership team look forward to continuing to deliver an outstanding education for our students.