# Table of Contents

1. Principal’s Report 2012 ................................................................. 4
2. School Staff ............................................................................. 6
3. Professional Learning ................................................................. 7
4. Enrolments and Attendance ....................................................... 7
5. Post School Destinations ............................................................. 7
6. Curriculum and Learning Support ............................................. 8
   6.1 Australian Curriculum Implementation .................................. 8
   6.2 Improving literacy and numeracy outcomes ......................... 8
   6.3 Differentiation of Learning ................................................. 8
   6.4 Alignment of Curriculum and Learning Approaches with Child development .... 9
7. School Performance Data ............................................................ 9
   7.1 Monitoring Progress of Students ......................................... 9
   7.2 NAPLAN Results – Years 3 and 5 ....................................... 10
8. Festivals and Celebrations, School Camps Excursions and Incursions .......... 10
9. School Associations ................................................................. 11
10. Satisfaction Surveys ................................................................. 12
    10.1 Parent Survey .................................................................. 12
    10.2 Student Survey ................................................................ 12
    10.3 Teacher Survey ................................................................ 13
11. Reports .................................................................................... 14
    11.1 Chaplaincy and Pastoral Care Report ............................. 14
    11.2 Music Report ................................................................. 14
    11.3 Art Report ..................................................................... 15
    11.4 Library and ICT Report .................................................. 15
    11.5 Physical Education Report ............................................. 16
12. Financial .................................................................................. 17
    12.1 Parents and Friends Group Fundraising ......................... 17
    12.2 Financial Report ............................................................ 18
    12.3 Strategic Outlook ........................................................... 18
1. Principal’s Report 2012

Welcome to the annual report of the School’s activities for 2012. The report is made available to the whole school community via the School newsletter and is posted on our website.

Erasmus School is situated in the residential suburb of Hawthorn, and was established in 1996. Since then it has aimed to serve the local and wider community with an education that draws on the philosophies of both west and east, is values based and looks towards developing the whole child.

Our mission is our motto, ‘Let your light shine’. Our education aims to draw out and develop the very best in each child. We aim to inspire in our students a desire to serve others for the good of all.

Our vision is of a primary education which nourishes the whole child: body, mind, heart and spirit. Our students:

1. **aspire to rounded excellence** and have the space to discover and express their individual talents.
2. **acquire the principles of each subject** which provides a systematic foundation. They begin to learn how to think critically and creatively. They develop an aesthetic appreciation and sense of connectedness with the world around them.
3. **experience wellbeing** in a positive school community with integrated social emotional learning. They delight in learning in a loving and disciplined environment.
4. **develop a capacity for stillness and focused attention** which leads to inner strength and steadiness.
5. **work independently and with others**, participating, leading and taking responsibility.
6. **keep company with ideals** of truth, beauty and goodness, and examples of greatness. They put virtues into practice and seek to be of good character.
7. **serve their communities** wholeheartedly.

Our staff enjoy a broad range of professional development opportunities and are dedicated to embracing our own unique curriculum as well as the new Australian Curriculum.

The student body is made up of both girls and boys from a range of cultural backgrounds. Children most commonly arrive to school via car. The distance of the journey to school varies widely.
At the beginning of the year, Mr Michael Smith took up the position of Chairman following the retirement of the founding chairman, Mr Warwick Brewster. Mr Smith has a professional background as a lawyer and a deep interest in education, along with the experience of raising a family.

Further developments during the year included the increase of the specialist P.E. teacher time fraction from 0.2 to 0.4 from Term 2, thus enabling all classes to receive specialist attention.

A dedicated room for Learning Support was established so that our specialist Learning Support teachers can focus on either individual or group tuition for children as needed.

With substantial student enrolments, we were able to achieve one cohort per year level this year with no composite classes. This provides a more straightforward approach for teachers with practical benefits when planning curriculum.

Significant work behind the scenes took place over the year to develop and refresh our key statements of Ethos, Mission, Vision and Values. These will guide the School’s immediate work in 2013 and will make a large contribution to the school’s long-term development.

I thank all staff, parents and students who have made this another successful year and look forward to working with the whole school community in the year to come.

Glen Miller

Principal
2. School Staff

Principal

Mr G Miller, BEd(Prim)(Hons) RMIT ADip(AppSc)Bdg&Const RMIT

Teaching Staff

Mr Simon Altman – BHScTCM VITATMS, GDipEd CMRB

Mrs R Angel, BA(Music) GDipEd(Prim) MIMT STCA(Prim) L1 Kodaly Teach Train Member Institute of Music Teachers, Cert IV Life Coaching

Mrs K Bhandari, BScGDipEd(Early Childhood) SNDT Uni Mumbai GDipTeach(Prim) Auckland Uni, MEd current Mon

Mr Phillip Bottomly, ABRSM Gr8 Classical Guitar, ABRSM Gr 5 Piano, ABRSM Gr 6 Music Theory, Rock School Gr 5 Drums, Cert IV Small Business Mgt RMIT ATMusA – current

Mrs Elizabeth Byrne – BA (Montessori) GDipEd(Prim)

Mrs K Columbine, BSc Melb GDip Epi&Bio Melb AMusAViolin LMusAViolin

Mrs M Garde, BSc London Uni UK CertEd Cambridge Uni UK

Mrs. Naomi Heyden - MAA Mon BTeach(Prim&Sec) Deakin BMusic Mon

Mrs K Jorgensen-Lade, AssocDipArt RMIT GDipEd State College of Victoria

Mr Achilles Kelepouris - BA(Philosophy) Mon BAppSc(HumanMovement) Deakin, GDipPhysEd(Sec) ACU

Ms S Khan, Dip Special Needs Teaching and Teacher’s Aid Professional Development Centre, BA (Social Work) current Deakin

Mrs M Miotto, BEng(Hons)UQ GDipTeach(Sec)Melb GCertVocEd&Train RMIT

Mrs H Nichol, BBSc Mon GDipEd(Sec) Melb, Psychologist, Assoc Member MAPS, GDip Theol current – UFT

Mrs S Olsen, DipTeach(Prim) Melb BEd(Prim) Melb

Miss A Pope, BMus Melb BMusEd Melb AMusCello

Mr A Rivett, BSc Deakin BTeach(Sec)Deakin

Mrs T Rajkumar, BSc Delhi Uni (India) BEd Delhi Uni (India) OAM for service to the performing arts

Mrs Julia Rennick – Dip Teach (Prim) Burwood State College

Mrs A Schubert, BMus Musashino Music College Tokyo DipTeach Musashino Music College

Miss E Schubert, BPsych/BPsychophysiology current Swin

Mrs S Shah, BHSc (EarlyChildhoodEducation) SNDT Uni Mumbai India

Ms Kaisu Tonkyra – MAEd(Prim) Helsinki Minor (Soc) Hendrix College USA Minor (Psych) Jyvaskyla Uni Finland

Mrs P Uprety, BComm Bharatiyar Uni India GDipEd(Prim) La Trobe

Our teachers come from a wide variety of cultural backgrounds including Australia, England, Greece, India, Japan, Nepal and New Zealand.
3. Professional Learning

We take a threefold approach at Erasmus School. Firstly, teachers attend workshops and seminars conducted by other leading professionals. Secondly, specialists in their field come to the school to train on site. Thirdly, our teachers share their skills and expertise through in-house professional development sessions.

In 2012 staff participated in a range of professional learning activities. First Aid sessions began with Anaphylaxis and Asthma training. Staff received appropriate training throughout the year including CPR updates and Level 2. All teaching staff received training throughout the year in Behaviour Management of children. Other examples of PD included: What’s Happening to Our Girls/What’s Happening to Our Boys; The Joy of Writer’s Workshop; The ‘Quirks and Perks’ of Differentiation: Strategies that work (Primary); Fractions: Practical and enjoyable strategies for the challenge of teaching this difficult topic; Open ended investigative approaches to learning mathematics; Problem posing in the primary years: What does it look like in the classroom?; Enhancing literacy skills, critical thinking and shared enquiry in the middle years with Great Books; KidsMatter Facilitating Component 1: A positive school community; Public speaking & creative writing; Writing to Persuade; and Managing the Hidden Curriculum for Effective Teaching and Learning.

4. Enrolments and Attendance

The number of students enrolled remained consistent with previous years with 118 students enrolled at the time of the August 2012 census.

The average student attendance for the 2012 school year was 91.8%. This comprises: Prep - 89.1%; Year 1 - 91.3%; Year 2 - 92.5%; Year 3 - 92.4%; Year 4 - 93.8%; Year 5 - 93.3%; Year 6 - 90.6%. Attendance is recorded twice daily using the daily roll marking procedure. This incorporates the use of late attendance slips and computer record keeping. Non-attendance is then reported in the students semester reports.

Parents/guardians are required to provide an explanation for their child's absence from school, and the School records the reason given by the parent/guardian.

More detailed monitoring procedures are outlined in the school’s Attendance Policy.

5. Post School Destinations

Our graduates go on to attend a range of government, catholic and independent secondary schools. In 2012 these included, Balwyn High, Bentleigh Secondary College, Geelong Grammar, Huntingtower, Kingswood, Malvern Central and Mt Waverley Secondary.
6. Curriculum and Learning Support

6.1 Australian Curriculum Implementation
In 2012 reviews of English, Mathematics, History and Science were undertaken against the requirements of the Australian Curriculum in relation to achievement standards and content. In 2013 Australian Curriculum: English, Australian Curriculum: Mathematics, Australian Curriculum: History, and Australian Curriculum: Sciences will be substantially implemented. In 2013, the School will also conduct reviews of our Geography, Music, Dance, Art and Health and Physical Education curricula against the Australian Curriculum requirements.

6.2 Improving literacy and numeracy outcomes
To help monitor academic progress, all children regularly participate in class tests as well as National Assessment Program – Literacy and Numeracy (NAPLAN) in Years 3 and 5 and recognised standardised tests for literacy and numeracy. The NAPLAN results are shown in this document.

Currently, test results are reviewed firstly by the class teacher to inform classroom learning plans. The results of NAPLAN and standardised tests are also reviewed by the teaching team, together with the Head of Learning. These reviews can be used to formulate strategic goals related to improving literacy and numeracy outcomes and in the formulation of projects intended to improve learning outcomes for students who might be at risk of not achieving year level standards. These results are also used by the Learning Support team to identify students who may require learning support or extension, and to monitor academic progress of all students.

A newly created position of Individual Learning Coordinator will allow the school to further develop our use of test data in 2013. The Individual Learning Coordinator will work with the Head of Learning to upgrade the student assessment database used for storing and analyzing learning outcomes. This will allow for easier monitoring of student progress from year to year and for comparisons between NAPLAN and other standardised test results and subject achievement levels. The school will also expand its data collection to create learning profiles for all students.

6.3 Differentiation of Learning
The Individual Learning Coordinator will work with the Head of Learning to support teaching staff in the differentiation of learning for their students. Professional development opportunities to increase knowledge of differentiation in relation to developmental stages, brain-based gender difference, personality and learning style will also be targeted.
6.4 Alignment of Curriculum and Learning Approaches with Child development

The alignment of curriculum and learning approaches with child development has been identified as a strategic goal in the preliminary stages of formulating the School's strategic plan for 2014 to 2019. This goal is supported by the school's newly articulated ethos, mission, vision and values statements and completion of this work in 2012 has provided a foundation for the work to be undertaken in further developing the School's educational philosophy commencing in 2013.

7. School Performance Data

7.1 Monitoring Progress of Students

At Erasmus School considerable effort goes into the monitoring of the academic progress of the children and this is done in a number of ways. To facilitate checking of progress, all children regularly participate in class assessment and ACER Standardised Testing. In addition to this, compulsory national testing (NAPLAN – National Assessment Program Literacy and Numeracy) is conducted in Years 3 and 5. The School also participates in ICAS (International Competitions and Assessments for Schools) in English, Mathematics and Science, which provides useful diagnostic progress.

The 2012 NAPLAN results are published on the My School website. It is not our school policy to ‘teach to NAPLAN’, but to teach according to our carefully considered curriculum. Nonetheless, given that the testing does provide us with information regarding how we are ‘tracking’ in comparison to other schools across Australia, I am pleased to be able to report that our school has fared extremely well, yet again.

The 2012 NAPLAN snapshot results table for Erasmus School, when compared with ALL other schools, shows that Erasmus School has consistently performed substantially above the Australian average. When compared with ‘statistically similar’ schools, our results show ‘above’ or ‘close to’ with only two instances showing ‘below’.
7.2 NAPLAN Results – Years 3 and 5

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Persuasive Writing</td>
</tr>
<tr>
<td>SIM</td>
<td>ALL</td>
</tr>
<tr>
<td>405</td>
<td>420</td>
</tr>
<tr>
<td>488 - 504</td>
<td>481 - 487</td>
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<tr>
<td>565</td>
<td>516</td>
</tr>
<tr>
<td>535 - 557</td>
<td>520 - 537</td>
</tr>
</tbody>
</table>

How to interpret this chart

SIM Schools serving students from statistically similar backgrounds.
ALL Australian schools’ average
☐ Student population below reporting threshold
☐ Year level not tested

Selected school’s average is
- substantially above
- above
- close to
- below
- substantially below these schools’ average

Please refer to www.myschool.edu.au for further information.

8. Festivals and Celebrations, School Camps Excursions and Incursions

At Erasmus School we seize every opportunity to expose the children to fresh and interesting celebrations, performances, excursions and incursions. As a reflection of our school motto, ‘Let Your Light Shine’, we celebrated a number of Festivals of Light – Divali from the Hindu tradition, Chanukah from the Jewish tradition, and Easter and Christmas from the Christian tradition.

Years 4 – 6 children attend a camp during the year. For students in Year 6, the focus is on developing leadership skills. In 2012, Year 6 students attended a development day with Grip Leadership. Later in the year they attended a Leadership Camp with the Outdoor Education Group (OEG) where they were exposed to high ropes, raft building, rafting, and environment activities and talks about aboriginal culture, bush remedies and foods and an introduction to boomerangs and didgeridoos.
They camped in tents and did all their own cooking. Year 6 also enjoyed a weeks ski camp at Mt Hotham.

A high proportion of the children take piano lessons and our piano teacher’s ‘Piano Extravaganza’ was well attended. We welcomed a number of visitors to the school including Peter Eastwell from Science Time and the team from Oz Opera who performed The Magic Flute. The school Founder’s Day concert saw each year level participate in our own production of The Magic Flute.

To support children in desperate need in South Africa, Year 5 students made and presented African dolls to visiting Australian director of Uthando Project, Dr Julie Stone. These are just a few examples of the variety of activities our children have enjoyed throughout the year.

9. School Associations

We value our membership with Independent Schools Victoria who provide professional support and engagement at a range of leadership levels. Our School Principal is a member of IPSHA (Independent Primary School Heads of Australia). The members of both these organisations provide an invaluable source of support and knowledge that aids the school’s functionality. Our Business Manager and Bursar are members of the Association of School Bursars and Administrators Victoria.
10. Satisfaction Surveys

10.1 Parent Survey

During 2012, a Parent Satisfaction Survey was conducted. The objective of the survey was to help us to gain a better understanding of what parents think of the quality of their child’s education. By being in touch with the level of satisfaction of our parents, we hope to improve our overall effectiveness, the children’s progress, behaviour and welfare, and our management practices.

The survey was conducted on our behalf by Independent Schools Victoria – this offers the advantage of being able to compare our results with other schools who participated in the same survey. Despite some differences in the features of the participating schools, the comparisons provided some meaningful information.

In all domains surveyed, substantial annual improvement in parent satisfaction has been measured over the past three years. Erasmus School is measuring above the ISV Mean in the following: Curriculum, Quality of Teaching, Learning Outcomes, Pastoral Care, Discipline and Safety and Parent Involvement. There was an exceptionally high level of satisfaction relating to spiritual values.

Need for further examination was indicated in the area of Resources (particularly in relation to the use of computer technology), and the transition between year levels.

Measures to address these areas include the proposed purchase of 10 laptop computers in addition to the existing 10 desk top iMacs to ensure each child has one on one access during ICT lessons. We are currently examining ways to enhance students preparedness for transition from Yr 6 to Yr 7. Considerations include embracing change, getting to know the new school and ways to make new friends.

10.2 Student Survey

In 2012 we asked students in Years 4, 5 and 6 to reflect on their experience at Erasmus School. Students participated in a survey, which enabled the school to gauge their attitudes toward their classes and studies. The survey was answered on a four point Likert scale from strongly agree to strongly disagree and included the following questions:

1. I could understand work in class
2. I could join in class activities
3. Other students and the teacher listened to my ideas
4. Teacher’s listened to my ideas
5. When I did not understand something I could get help
6. I could get on with my work (others did not distract me)
7. My teacher showed me how I could improve in my work
8. I found the work interesting
9. I enjoyed using the Library
10. I enjoyed doing Art
11. I enjoyed learning Sanskrit
12. I enjoyed doing Music
13. I enjoyed doing Science
14. I enjoyed Scripture & Philosophy lessons
15. I enjoyed doing Sport and PE
16. I enjoyed doing Drama
17. I enjoyed camp
18. I am satisfied with my experience at Erasmus School in 2012

Forty-one students participated in the survey. The results were very pleasing, with 77% of students answering either agree or strongly agree to all questions.

10.3 Teacher Survey
Teacher satisfaction at Erasmus School was assessed using an online survey and covered job satisfaction, satisfaction with the school’s organization and management and satisfaction with their professional development opportunities. A 5-point Likert scale was used which ranged from ‘completely satisfied’ to ‘very dissatisfied’. Maximum satisfaction is indicated by a score of 5.0, minimum by 1.0. There was a 100% response rate to this part of the survey. Further questions were measured by a 5-point Likert scale ranging from ‘Extremely well’ to ‘Not at All’. 31% of staff chose to give further written comments. Results were as follows:

- Job satisfaction – 3.86
- School organization and management satisfaction – 3.09
- Professional Development satisfaction – 3.74
- How easy is it to get the resources you need for teaching at Erasmus School? - most answered moderately or very easy
- How well do teachers at this school collaborate with each other? - most answered moderately to extremely well
- How respectful are students to teachers at this school? - most answered very respectful
- How respectful are teachers to students at this school? - most answered very or extremely respectful
11. Reports

11.1 Chaplaincy and Pastoral Care Report

The Chaplain has facilitated the organisation and supervision of major interfaith festivals and celebrations including Easter, Divali, Chanuka, Just This Day, Harmony Day and Christmas. The Chaplaincy also looks after the practice of meditation by students in Years 5 and 6. Pastoral care is provided to parents, children and teachers.

Programs delivered have included Circle Time (for mental health), Dispute Resolution, Prayer and Meditation, Parenting for Primary Children, Mothers and Daughters, Fathers and Sons, Meditation information for parents, multi-faith celebrations and Morning Coffee.

Workshops have been provided on the nature of primary aged children, children’s stages of development, the needs of boys and the needs of girls (both based on the work of Steve Biddulph and Dr Maggie Hamilton), Mindfulness and Meditation.

Feedback from our school community has always been positive and expresses the wish for the continued service of the Chaplain.

11.2 Music Report

Erasmus School had another busy and rewarding year of Music in 2012.

Students completed a pleasing year of work in the Classroom Music program, continuing to develop their music literacy skills and using their creativity to prepare and present practical tasks. Singing, recorder, and tuned percussion were the means of applying their theoretical learning in the area of performance.

The School’s singing program (Whole School, Junior, and Senior) was valuable in preparing hymns and other songs for various events, and for working on part singing. Singing and instrumental performance was an important part of many school celebrations (such as Easter, Harmony Day, Year 6 Graduation).

Of particular note was the School’s production of The Magic Flute. This saw a dedicated team of staff, students, and parents present an impressive and entertaining performance in Term 3. All students from Prep to Year 6 were involved.

The Instrumental Music program was again an important feature of the School. A large number of students attended weekly lessons on the violin, classical guitar, and particularly piano. These students were often featured in School Assemblies and
other events, allowing them to practise their performance skills and to be encouraged in their musical endeavours.

11.3 Art Report
The children at Erasmus throughout the year have shown great enthusiasm, devotion and love for this subject. These qualities have been manifested through the beautiful works they have produced.

The children have continued to practice drawing what they observe and this has proven to be excellent for their growth in attention and stillness. They have also experienced colour through a myriad of mediums and have had their hands in clay. Topics covered this year have included peacocks, which were absolutely wonderful; portraits of Her Majesty the Queen celebrating her 60th Jubilee, done with incredibly delightful similarities. The children drew pictures of Krishna capturing beauty and a devotional essence and birdcages for the production of the ‘Magic Flute’.

Vases, water lilies, stars, bowls, spoons and castles were produced in clay and there has been lino and block printing. Homework drawing efforts by years 4 to 6 have been outstanding.

Earlier in the year the older children made lanterns for the Winter Solstice celebrations at Federation Square. In July twelve pieces of art from Erasmus were exhibited at the Independent Schools Victoria annual Art Exhibition, which was a very fine and memorable evening. And at the end of the year, the children’s beautiful artwork was printed on cards for everyone to enjoy.

11.4 Library and ICT Report
During the 2012 school year, the library has provided numerous services to its students and the wider school community which goes beyond the normal scope of student loans and returns. The library team, which includes an extremely motivated and helpful group of parents has processed over 600 new items into the library system. This includes protective covers on all new books and repairing or maintaining older books and classroom book sets. The large backlog of books waiting to be processed has been completed and new books have been specifically purchased by the school or kindly donated by parents, students and the wider community. Donated books have a special bookplate affixed inside the front cover of the donated book to acknowledge the donation to the school library.
During lunchtime the library is open and allows students extra time to return or borrow books. Throughout the year, five brand new tournament chess sets have been purchased and the library computers are available to extend any class work during lunchtime library sessions, specific library sessions and classroom bookings.

During Book Week the library ran a book parade where students dressed up as their favourite book character and we had a visiting children’s author and illustrator Roland Harvey. Roland Harvey presented three individual sessions catering to each level of the school where he answered questions and demonstrated his processes for writing, illustrating and researching his books. Overall the library has had an extremely productive year and we are all looking forwards to new services we can incorporate and provide during 2013.

11.5 Physical Education Report

Physical Education classes consolidated on fundamental skills through participation in Athletics, Gymnastics, and Fitness. Erasmus School was represented in the Kew District for Cross-Country and Athletics. Friday afternoon sport incorporated clinics for cricket, netball, basketball and tennis and House sports competitions for these respective sports. Erasmus School held two sporting carnivals, namely Swimming and Athletics. Looking forward, the School has re-orientated its program for 2013 with the intention of increasing participation in District sport.
12. Financial

12.1 Parents and Friends Group Fundraising
Fundraising events are always well subscribed at Erasmus School. This is largely due to the generous and unstinting efforts made by our parents. This year the outstanding events were the Bush Dance, Mothers Day Stall and Movie Night, all helping to raise additional funds for projects around the school.
12.2 Financial Report
The school’s financial accounts are available for viewing on request. The following pie charts give an indication of the distribution of the school’s income and expenditure.

### INCOME

<table>
<thead>
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<th>Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Tuition and other Fees</td>
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<tr>
<td>Private Income</td>
<td>284,473</td>
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<tr>
<td>State Government Grants</td>
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<tr>
<td>Government Funding - Recurrent</td>
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<tr>
<td>Federal/Capital/Private Grants</td>
<td>123,467</td>
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<tr>
<td>Total Income</td>
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### EXPENDITURE

<table>
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<tr>
<th>Category</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Salary &amp; related Costs</td>
<td>1,205,550</td>
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<tr>
<td>Non-Salary Costs</td>
<td>9,901</td>
</tr>
<tr>
<td>Government &amp; private expenditure for capital works</td>
<td>121,862</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>1,378,313</td>
</tr>
</tbody>
</table>

12.3 Strategic Outlook
Erasmus School’s strategic direction and goals are summarised as follows:

- Improve learning outcomes for all students
- Align learning and school practices with school ethos, vision and values
- Support healthy social and emotional development
- Develop teacher expertise and career pathways
- Improve facilities and expand programs to enhance learning
- Maintain financial sustainability
- Develop organisational structures and systems to support growth

The 2013 Business Plan outlines the strategies for taking these goals forward, and is available for viewing on request.