ANNUAL REPORT
2013
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1. Principal’s Report 2013

Welcome to the annual report of the School’s activities for the year 2013. The following report is made available to the whole school community via the School newsletter, is posted on our website and submitted to the VRQA.

Situated in the residential suburb of Hawthorn, Erasmus School was established in 1996. Since then it has aimed to serve the local and wider community with a unique education that draws on the philosophies of both west and east and is a value based education that looks towards developing the whole child. Our members of staff enjoy continued professional development over a range of topics and are dedicated to encapsulating the Australian Curriculum developments so as to prepare the children in or care now and for their future.

The student body is made up of both girls and boys from a range of cultural backgrounds. Children most commonly travel to school via car; many families commute from some distance; others from just a few doors away.

This year was a significant year in the development of Erasmus School. Highlights include a full review by the Victorian Registration and Qualifications Authority (VRQA) and the successful meeting of all requirements; the launch our new website; the presentation of a full school production of the Indian epic, The Ramayana; and the staging of our biennial Fine Spring Fair, which enabled us to welcome the whole Hawthorn community to our site.

We exist for the development and education of children. Our human resources directed towards individual learning support were increased this year. Greater attention and support was also given to Student Wellbeing with the introduction of Senior and Junior Wellbeing Coordinators with additional access to specialist consultants. The School continues to embrace the KidsMatter framework which was first introduced in 2012. Teachers have enjoyed a range of professional development, delivering benefits both academically and socially for the children and we look forward to further developments in our offering in 2014.

In addition to the VRQA review process, Focus Group meetings were conducted in order to survey parents and staff. The aim was to confirm where the school is performing well and to identify any concerns that needed to be addressed in order to support the school’s progress towards fulfilling its vision. This process proved successful, providing direct and honest responses from our most immediate stakeholders. The School is committed to long-term continuous improvement with serious consideration being given to making purposeful and practical change as and where required.

A review of administration staffing during 2013 resulted in a leaner staff profile, and greater clarity and efficiencies. A new position of Business Manager was created and new occupants were appointed to the positions of Registrar and Receptionist. The
breadth of experience brought by these personnel has been a great support to the operations of the School.

With the support of parents, the grounds received a bright and fresh new development with new senior and junior play equipment. The junior play area is being developed to make a more beautiful play environment with gardens and equipment. Stage 1 began in Term 3, with the removal of old play equipment. A new classroom deck area and paving will be constructed in future stages.

I thank the ever-present devotion of all members of staff, parents, students and members of the Board who have made this another successful year and I look forward to working with the whole school community in the year to come.

Glen Miller
Principal
2. Staff
Erasmus School has around thirty full-time and part-time staff and 120 students. This enables provision of a range of curriculum programs and learning experiences that support academic and social development of students.

The Principal is responsible for daily management of Erasmus School including appointment of staff, formulation of the curriculum and teaching. He works with the Head of Learning to lead a team of experienced and dedicated teachers with local and international experience. All teachers are registered with the Victorian Institute of Teaching. Some teachers are students of Melbourne School of Philosophy, and all teachers participate in philosophy education provided by the Principal on a weekly basis. Staff also undertake internal and external professional development and training, and utilise advisory services provided by Independent Schools Victoria and other providers.

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

2.1 Teaching Staff
Principal: Mr Glen Miller - BEd(Prim)(Hons), RMIT; ADip(AppSc)Bdg&Const, RMIT
Head of Learning: Mrs Monique Miotto - BEng(Hons), UQ; GDipTeach(Sec), Melb; GCertVocEd&Train, RMIT
Individual Learning Coordinator: Miss Lorraine Sammut - BEd (Prim), Sydney; GCert GiftedEd, UNSW
Prep: Mrs Ketki Bhandari - BScGDipEd(Early Childhood), SNDT, Mumbai; GDipTeach(Prim), Auckland; MEd current
Prep Assistant: Mrs Trish Jowett
Year 1: Mrs Rachel Angel - BA(Music) GDipEd(Prim), MiMT; STCA(Prim), Kodaly; L1 Teach Train Member Institute of Music Teachers; Cert IV Life Coaching
Mrs Julia Rennick – Dip Teach (Prim) Burwood State College
Ms Natalie Forcucci -
Year 2: Mrs Parvathy Uprety - BComm, Bharatiyar Uni India; GDipEd(Prim), La Trobe
Year 3: Miss Amanda Pope - BMus, Melb; BMusEd, Melb; AMusCello
Miss Elinor Cuzens -
Year 4: Mr Andrew Rivett - BSc, Deakin; BTeach(Sec), Deakin
Year 5: Mrs Elizabeth Byrne - BA (Montessori); GDipEd(Prim)
Year 6: Ms Kaisu Tonkyra - MAEd(Prim), Helsinki; Minor(Soc), Hendrix College USA; Minor (Psych), Jyvaskyla Uni Finland

2.2 Specialist Teachers
Art: Mrs Karen Jorgensen-Lade - AssocDipArt, RMIT; GDipEd, State College of Victoria
Dance: Mrs Simone Olsen - DipTeach(Prim), Melb; BEd(Prim), Melb
Languages: Mrs Moya Garde - BSc, London; CertEd, Cambridge
Learning Support: Mrs Sheetal Shah - BHSc (Early Childhood Education), SNDT Uni Mumbai
Learning Support: Mrs Shahana Shiel - Dip Special Needs Teaching and Teacher’s Aid Professional Development Centre, BA (Social Work) - current Deakin

Librarian/ICT: Mr Simon Altman - BHScTCM VIT ATMS; GDipEd, CMRB

Music: Mrs Naomi Heyden, MAA Mon BTeach(Prim&Sec), Deakin BMusic Mon

Music: Mr John Rivers - B Mus, University of Melbourne; Dip Ed, University of Melbourne; LMusTCL (Organ Performance) Trinity College London

Physical Education: Mr Achilles Kelepours - BA(Philosophy), Mon; BAppSc(Human Movement), Deakin; GDipPhysEd(Sec), ACU

2.3 Wellbeing Staff

Chaplain and Pastoral Care: Ms Susan Smith - BApsc(Nursing), RMIT; GDipAdvNursing (Cancer Nursing & Palliative Care), La Trobe; Cert IV Pastoral Care, National Training Solutions
Mrs H Nichol, BBSc Mon GDipEd(Sec) Melb, Psychologist, Assoc Member MAPS, GDip Theol current – UFT

Wellbeing Coordinator Prep-3: Mrs Rachel Angel - BA(Music); GDipEd(Prim), MIMT STCA(Prim); L1 Kodaly Teach Train Institute of Music Teachers; Cert IV Life Coaching

Wellbeing Coordinator Yrs 4-6: Ms Kaisu Tonkyra - MAEd(Prim), Helsinki Uni; Minor(Soc), Hendrix College USA; Minor (Psych), Jyvaskyla Uni Finland

2.4 After School Care

Camp Australia: T 1300 105 343

2.5 Extra-curricular Teachers

Choral: Mrs Louise Horgen -

Dance: Mrs Tara Rajkumar – BSc Delhi Uni; BEd Delhi Uni; OAM for service to performing arts

Piano: Mrs Akemi Schubert - BMus, Musashino Music College Tokyo; DipTeach, Musashino Music College Tokyo; Concert Pianist & Recording Artist, Official Accompanist at Melbourne Conservatorium of Music

Piano: Mrs Madoka Miyamoto - MMusPerf, Monash; BMus(Improvisation), Melb-VCA; GDipEd, Melb; BMus(Piano), Melb-VCA; BA(Japanese Literature), Sugiyama Jogakuen Uni

Piano - beginners: Miss Emma Schubert - Piano and violin performance scholarship St Michael’s Grammar School; BPsych/BPsychophysiology current Swin

Violin: Mrs Karen Columbine - BSc, Melb; GDipEpi&Bio, Melb; AMusAViolin; LMusAViolin

2.6 Non-teaching Staff

Business Manager: Mr Thierry Clarisse
Registrar: Mrs Catherine Irvine
Reception: Ms Rosie Nicoletti
Administration Support: Mrs Kerrin Wilson
Finance Manager: Ms Shelley Bresick
IT&S Support: Mr Andrew Chambers
Service Coordinator: Miss Kim Robertson
3. Professional Learning

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

In 2013 staff participated in a range of professional learning activities. All teaching staff received training in behaviour management of children. PD titles included:

- First Aid
- CPR
- Anaphylaxis
- Asthma training
- Coaching and mentoring for good teaching
- Successful Learning
- Collaboration or Coblaboration
- Enhancing literacy skills
- Critical thinking and shared enquiry in the early years with junior great books
- Enhancing PC and student wellbeing in schools
- KidsMatter - Component 2: Social and emotional learning for students
- Growth Mindsets
- Phonics and early spelling
- Early Numeracy
- Threads of literacy
- Protecting the safety of children and young people
- Mandatory reporting professional learning module
- Restorative Practices in Schools

4. Enrolments and Attendance

Enrolments remained consistent with previous years with 118 students in the August 2013 census.

The average student attendance for the 2013 school year was 94.6%. Semester 1 class average comprises: Prep – 93.1 %; Year 1 – 96.6%; Year 2 – 96.3%; Year 3 – 98.3%; Year 4 – 96.2%; Year 5 – 95.7%; Year 6 – 98.0%. Attendance is recorded using the daily roll marking system and procedure. This incorporates the use of late attendance slips and computer record keeping. Non-attendance is then reported in the students semester Reports. The student attendance monitoring procedures are fully documented 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 2013 these included, Sienna College, Methodist Ladies College, Our Lady of the Sacred Heart College Bentleigh, Ruyton Girls' School, Koonung College (Accelerated Program), St. Michael's Grammar, Kingswood College, Camberwell High, St. Joseph's College Ferntree Gully, Melbourne Girls' College, Balwyn High, Parade College Bundoora, Santa Maria College, Trinity College.

6. Curriculum and Learning Support

6.1 Implementation of the School's Educational Vision
Following the re-articulation of the School's ethos, mission, vision and values in 2012, the Head of Learning led a number of educational philosophy workshops in 2013. These workshops were intended to establish a professional learning community at the School in which all teachers could deepen and refine their understanding of the philosophical principles underpinning the School's foundation and actively participate in the process of developing the School's educational philosophy in line with these principles and the needs of the community.

During these workshops, teachers identified a gap in relation the pursuit of rounded excellence and the development of independent learning. This led the group to explore mindsets, motivation and learning in late 2013. Teachers experimented with growth-mindset approaches and reported immediate changes in student motivation and progress. On the strength of these findings, a decision was made to further implement growth-mindset approaches at the School in 2014.

6.2 Australian Curriculum Implementation
In 2013 the school proceeded with the implementation of the Australian Curriculum English, Mathematics, History and Science. Content requirements were addressed and achievement reported against the relevant standards. The School also began a review of the Geography curriculum against Australian Curriculum requirements and a preliminary review of the Arts curriculum. Following the preliminary Arts curriculum review a decision was taken to introduce a new Speech and Drama subject for all levels in 2014, with lessons to take place in a fortnightly rotation with the current Dance lessons. The subject design would satisfy Australian Curriculum requirements and allow the school to pursue its commitment to excellence in the dramatic arts.

It was anticipated that the timeline for Australian Curriculum implementation in other subject areas would be adjusted according to updated advice from the Victorian Curriculum and Assessment Authority (VCAA) early in 2014.

6.3 Improving literacy and numeracy outcomes
In 2013, the newly appointed Individual Learning Coordinator worked closely with
teachers to review individual student and class achievement data and use this data to identify students who required learning support or extension and to inform class teaching. These reviews were also used by the Head of Learning 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.

In 2013, it was also decided to upgrade the student assessment database and school reporting system in 2014 to improve monitoring and analysis of student progress. It was envisaged that the school will also be able to expand its data collection leading to the creation of learning profiles for all students over a 2- to 3- year period.

6.4 Spelling Achievement
Following the analysis of data related to spelling achievement and feedback from teachers, students and parents, the School decided to discontinue the use of its current spelling program at the end of 2013 and adopt two new programs in 2014. The junior program would provide a systematic introduction to spelling patterns and the development of phonological awareness and the senior program would continue the phonics-based approach with the opportunity to work with differentiated spelling lists.

6.5 Mathematical Problem Solving and Concept Learning
Following a review of opportunities for problem solving and concept learning in Mathematics it was decided to offer more regular opportunities for problem solving in 2014. Years Prep to 2 students would participate in weekly, group-based problem solving and concept lessons allowing them to focus on concepts and strategies matched to their current development. In Year 3 to 6, students would also participate in weekly differentiated lesson covering key concepts or problem solving.

6.6 Differentiation of Learning
In 2013, the Individual Learning Coordinator worked with the Head of Learning to support teaching staff in the differentiation of learning for their students. The Individual Learning Coordinator provided some team-teaching and mentoring opportunities for teaching staff with the intention of offering further support for the differentiation of literacy learning, and mathematical problem solving in 2014.

6.7 Enhancing extracurricular programs
In 2013 it was decided to expand the school's extra-curricular programs with the introduction of school-run programs in Latin, Science and Thinking and Learning Strategies in 2014.

These programs supplement existing extracurricular opportunities in external programs and onsite programs in choral singing, instrumental instruction, sport, art, dance and chess.
7. School Performance Data

All children regularly participate in class assessment and as well as National Assessment Program – Literacy and Numeracy (NAPLAN) in Years 3 and 5 and recognised standardised and other tests in literacy and numeracy. The NAPLAN results are included. Some students also participate in ICAS (International Competitions and Assessments for Schools) in English, Mathematics and Science which provides additional feedback on progress in those subjects.

The 2013 NAPLAN results published on the My School website provide the School and wider community with useful feedback on how the School is ‘tracking’ in comparison with other schools across Australia. The 2013 results indicate strong performance in literacy and numeracy.

The 2013 NAPLAN snapshot results table for Erasmus School is reproduced here. When compared with ALL other schools, the table shows that Erasmus School has consistently performed substantially above the Australian average. When compared with ‘statistically similar’ schools, our results are also ‘above’ average with only one instance of ‘close to’ and one instance of ‘below’ average.

7.1 NAPLAN Results – Years 3 and 5

<table>
<thead>
<tr>
<th>Year</th>
<th>All Schools</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Substantially above</td>
<td>Substantially above</td>
<td>Substantially above</td>
<td>Substantially above</td>
<td>Substantially above</td>
</tr>
<tr>
<td></td>
<td>Statistically Similar</td>
<td>Above</td>
<td>Below</td>
<td>Above</td>
<td>Close to</td>
<td>Above</td>
</tr>
<tr>
<td>Year 3</td>
<td>All Schools</td>
<td>Substantially above</td>
<td>Substantially above</td>
<td>Substantially above</td>
<td>Substantially above</td>
<td>Substantially above</td>
</tr>
<tr>
<td></td>
<td>Statistically Similar</td>
<td>Substantially above</td>
<td>Substantially above</td>
<td>Above</td>
<td>Above</td>
<td>Above</td>
</tr>
<tr>
<td>Year 5</td>
<td>All Schools</td>
<td>Substantially above</td>
<td>Substantially above</td>
<td>Substantially above</td>
<td>Substantially above</td>
<td>Substantially above</td>
</tr>
<tr>
<td></td>
<td>Statistically Similar</td>
<td>Substantially above</td>
<td>Substantially above</td>
<td>Above</td>
<td>Above</td>
<td>Above</td>
</tr>
</tbody>
</table>
The following table published in *The Australian* newspaper shows Erasmus School ranking 26th highest test scoring primary school in all Australia, and 9th in Victoria.

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Name</th>
<th>State</th>
<th>Sex</th>
<th>Sector</th>
<th>ICSEA 2013 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sydney Grammar, Edgecliff</td>
<td>NSW</td>
<td>Boys</td>
<td>I</td>
<td>1272</td>
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<tr>
<td>2</td>
<td>Sydney Grammar, St Ives</td>
<td>NSW</td>
<td>Boys</td>
<td>I</td>
<td>1282</td>
</tr>
<tr>
<td>3</td>
<td>Abbotsleigh, Wahroonga</td>
<td>NSW</td>
<td>Girls</td>
<td>I</td>
<td>1219</td>
</tr>
<tr>
<td>4</td>
<td>St Aloysius' College, Milsons Point</td>
<td>NSW</td>
<td>Boys</td>
<td>I</td>
<td>1234</td>
</tr>
<tr>
<td>5</td>
<td>Korowa Anglican Girls', Glen Iris</td>
<td>VIC</td>
<td>Girls</td>
<td>I</td>
<td>1199</td>
</tr>
<tr>
<td>6</td>
<td>Woollahra Public</td>
<td>NSW</td>
<td>Coed</td>
<td>G</td>
<td>1207</td>
</tr>
<tr>
<td>7</td>
<td>St Aidan's Anglican Girls, Corinda</td>
<td>QLD</td>
<td>Girls</td>
<td>I</td>
<td>1178</td>
</tr>
<tr>
<td>8</td>
<td>Haileybury, Keysborough</td>
<td>VIC</td>
<td>Coed</td>
<td>I</td>
<td>1160</td>
</tr>
<tr>
<td>9</td>
<td>PLC, Burwood</td>
<td>VIC</td>
<td>Girls</td>
<td>I</td>
<td>1190</td>
</tr>
<tr>
<td>10</td>
<td>Mosman Church of England Prep</td>
<td>NSW</td>
<td>Boys</td>
<td>I</td>
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</tr>
<tr>
<td>11</td>
<td>Ballarat Clarendon College</td>
<td>VIC</td>
<td>Coed</td>
<td>I</td>
<td>1151</td>
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<tr>
<td>12</td>
<td>SCEGGS, Darlinghurst</td>
<td>NSW</td>
<td>Girls</td>
<td>I</td>
<td>1222</td>
</tr>
<tr>
<td>13</td>
<td>St Mary's, North Sydney</td>
<td>NSW</td>
<td>Coed</td>
<td>C</td>
<td>1234</td>
</tr>
<tr>
<td>14</td>
<td>Artaemon Public</td>
<td>NSW</td>
<td>Coed</td>
<td>G</td>
<td>1194</td>
</tr>
<tr>
<td>15</td>
<td>Kambala, Rose Bay</td>
<td>NSW</td>
<td>Girls</td>
<td>I</td>
<td>1195</td>
</tr>
<tr>
<td>16</td>
<td>Ascham, Edgecliff/Camberwell Anglican Girls'</td>
<td>NSW</td>
<td>Girls</td>
<td>I</td>
<td>1202</td>
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<tr>
<td>17</td>
<td>Grammar</td>
<td>VIC</td>
<td>Girls</td>
<td>I</td>
<td>1180</td>
</tr>
<tr>
<td>18</td>
<td>Kilvington Grammar, Ormond</td>
<td>VIC</td>
<td>Coed</td>
<td>I</td>
<td>1177</td>
</tr>
<tr>
<td>19</td>
<td>Carlingford West Public</td>
<td>NSW</td>
<td>Coed</td>
<td>G</td>
<td>1137</td>
</tr>
<tr>
<td>20</td>
<td>Scotch College, Hawthorn</td>
<td>VIC</td>
<td>Boys</td>
<td>I</td>
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<tr>
<td>21</td>
<td>Arden Anglican, Epping</td>
<td>NSW</td>
<td>Coed</td>
<td>I</td>
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<tr>
<td>22</td>
<td>St Ives North Public</td>
<td>NSW</td>
<td>Coed</td>
<td>G</td>
<td>1197</td>
</tr>
<tr>
<td>23</td>
<td>Fintona Girls', Balwyn</td>
<td>VIC</td>
<td>Girls</td>
<td>I</td>
<td>1193</td>
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<tr>
<td>24</td>
<td>Beaumont Road Public, Killara</td>
<td>NSW</td>
<td>Coed</td>
<td>G</td>
<td>1211</td>
</tr>
<tr>
<td>25</td>
<td>Pymble Ladies' College</td>
<td>NSW</td>
<td>Girls</td>
<td>I</td>
<td>1214</td>
</tr>
<tr>
<td>26</td>
<td>Erasmus, Hawthorn</td>
<td>VIC</td>
<td>Coed</td>
<td>I</td>
<td>1178</td>
</tr>
</tbody>
</table>

Please refer to [www.myschool.edu.au](http://www.myschool.edu.au) for further information.

Our student’s academic performance is a direct reflection of the united efforts of students, teachers, parents, staff and other members of the school community. Erasmus School remains committed to offering the finest primary education.
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 including Divali, Chanukah, Vesak, Easter, Christmas and World Harmony Day.

Years 4 – 6 all attend a camp during the year. For students in Year 5 moving into Year 6, this is time focusing on developing leadership skills. These students attend a development day with Grip Leadership, a one day Leadership Training on site with an instructor from the Outdoor Education Group (OEG), and a one week Leadership Camp where they participated in initiative and team building activities such as high ropes, raft building, rafting, and environment activities and talks about aboriginal culture including bush remedies, 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 also welcomed a number of ‘incursions’ – visitors to the school who gave the children insights into a variety of experiences such as Peter Eastwell from Science Time. This year’s whole school Founder’s Day concert saw each year level participate in the elaborate performance of The Ramayana. These are just a few examples of the variety of activities our children have enjoyed throughout the year.

9. School Associations

Our membership of Independent Schools Victoria provides us with professional support and engagement at a variety of leadership levels. The Principal Glen Miller 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 contributes to the School’s functionality. Our Bursar is a member of the Association of School Bursars and Administrators Victoria.

10. Satisfaction Surveys

10.1 ISV Parent Survey

During 2013, the School participated in the Independent Schools Victoria suite of Satisfaction Surveys. The surveys were conducted on our behalf by Independent Schools Victoria. This provides the advantage of being able to compare our results with the averages of other schools who participated in the same surveys. Despite some differences in the features of other participating schools, the comparisons showed that, across the board, Erasmus School has consistently tracked an upward trend over the four years that the surveys have been conducted. This gives us confidence that our strategies
are working, and are consistently delivering ‘continuous improvement’. The full survey report is available for viewing on request.

10.2 Student Survey
In 2013 students in Year 6 participated. Students answered questions online in areas of general satisfaction and quality of teaching. Domains of greatest satisfaction included Peer Relationships, School Ethos and Values, Discipline and Safety, and Academic Rigour. The area of least satisfaction was Resources. In overall satisfaction, Erasmus School students mean was higher when compared with Independent Schools in Victoria mean.

10.3 Staff Survey
In 2013 both teaching and general staff participated in an online survey. Staff answered questions relating to perceptions including school effectiveness, workplace issues and teaching issues. Domains of greatest satisfaction included Parent Involvement, Pastoral Care, Professional Development, Staff Collaboration, Learning Support and Leadership and Moral. The areas of least satisfaction were Discipline, Technology and Feedback. In Overall Satisfaction, Erasmus School staff mean was higher when compared with the Independent Schools in Victoria mean.

10.4 Marketing Survey
The Erasmus School Board, in its commitment to realising the vision set for the school, and to ensuring the future sustainability of the school, commissioned an independent survey of parents and staff in order to gain a broader understanding of how the school is currently performing, what it does well and where improvements need to be made. The full report, prepared by the consultant, Mr Peter Farago, is located on the school file server, and is available for viewing on request.

11. Reports

11.1 Chaplaincy and Pastoral Care Report
Under the guidance of the School Chaplain, the children have experienced celebrations of many faiths and traditions throughout the year. Examples include Vesak, Easter, Chanukah, and World Harmony Day.

The children learn about the history of each celebration and come to an understanding of the unifying principle behind all faiths and traditions. At times a guest has been invited to speak of his or her own tradition which further encourages understanding and respect for all people within the human family.

The children have eagerly participated in these celebrations by way of readings, musical performances or activities such as walking the labyrinth on ‘Just This Day’, an annual celebration of stillness. See www.justthisday.org.
A number of children in Year 5 were introduced into the practice of meditation this year. With the support of teachers and the Chaplain, the children have been practicing meditation together for 5 minutes each day. The meditation is an opportunity for the children to come to rest, and to experience a deeper sense of peace and unity. Some of the comments from children include the following: “It’s awesome”, “It really calms me down”, “It’s a nice way to start the day”.

11.2 Music Report
The students at Erasmus School continued to thrive in their musical endeavours in 2013. Across the School, students worked on their theoretical and practical skills in the Classroom Music program. Learning to hear, discriminate, read and write the fundamental elements of music occurred at all year levels from Prep to 6. Songs, games, written work and instrumental playing continued to be used to develop these skills in a sequential nature.

All students participated in singing through their weekly sessions at Whole School, Junior and Senior levels. Coming together in song is a valuable activity in its own right, and also led to the performance of hymns and other songs for the School’s various services and celebrations. Solo instrumental performances were part of these events and also the School’s regular assemblies. A large proportion of the Erasmus students who learn an instrument are taught by the School’s private instrumental teachers.

Students wishing to lend their musical skills further participated in the School’s String Orchestra and the Choristers groups. Both these ensembles performed at a number of School events, including the Fine Spring Fair. The Fair also provided the opportunity for a number of student instrumentalists and vocalists to perform solo or small group items to an appreciative audience. Later in the year, the Choristers visited the nearby Aveo Retirement Village to sing some Christmas and other songs for the residents there. This was a mutually beneficial way to round off another musical year.

11.3 Art Report
The children of Erasmus have again amazed us with their pure and wonderful artwork. Throughout the year they have displayed a great love of the subject and have been willing to work wholeheartedly on anything that has been offered to them.

The Art program for the year was varied and covered many skills and techniques in a range of different media.

The children have had many opportunities to strengthen their observation skills through the practice of drawing with attention and have continued to develop and refine their skills in painting, clay and 3 dimensional studies.

Some of the topics covered throughout the year included watercolour paintings of Monet’s water lilies using the wet paper method, producing beautiful mellow results.
The lilies also featured in a plasticine rendition of the master’s work which although experimental produced stunning results, as were Van Gogh’s “Sunflowers”. In tune with the masters, the children had the opportunity to draw Leonardo da Vinci’s “Mona Lisa” and Botticelli’s “Venus” with heart-warming outcomes.

The year 6’s produced acrylic paintings for Dorothea Mackellar’s poem “My Country” and also undertook a painting on canvas and explored the art of lino printing.

The younger children had the opportunity to rest with the words of Chapter 10 of the Bhagavad Gita and create a work inspired by these words. The year 5’s worked in mosaic under the theme of “The Creation”.

11.4 Library and ICT Report

2013 has been a successful time for the Erasmus school library. Students are given the opportunity to borrow books during their weekly library sessions and also during lunchtime twice a week. Books are borrowed for two weeks and can be extended if required. The library strives to include appropriate books of quality that range from modern popular titles to traditional classics. Students regularly borrow a wide range of titles and read books across this spectrum.

We observe most students borrowing new items on a weekly basis. Currently we have entered over 600 new titles into the Library system this year and focused on introducing quality books into the Erasmus Library from new or classic picture books to novels catering to extend high achieving readers at all levels. The library team has diligently focused on cleaning, covering and processing all new and donated books into the Erasmus library. Donated books receive an Erasmus bookplate personally acknowledging the individuals or families who made the donation.

The library is open during lunchtime every Tuesday or Friday and receives between 10-40 students utilising the library facilities. Activities have included using the computers, playing chess, reading books or magazines, researching projects, drawing and completing class work. The computers are enthusiastically used for a wide range of activities including extension class work, research skills, touch typing, digital photo manipulation, creating digital art, web 2.0 skill development, three dimensional modelling and musical compositions.
Book Week is always an exciting time for the Erasmus School Library. This year we were extremely fortunate to have visiting author, illustrator and sculptor David Miller who presented three sessions to each level about his writing and paper sculptures. David Miller brought numerous sculptures, books and examples of his work where he completed paper model creation activities with the students. The library captain ran a book parade along with extra Grade Six helpers and allowed students to dress as their favourite book character. Overall the library has had an extremely productive year and we are all looking forwards to new services we can incorporate and provide during 2014.

11.5 Physical Education Report
This year, Erasmus School has shown a greater presence at an inter-school level, in particular with District Swimming, Cross-Country and Athletics Carnivals. Most noteworthy were the results achieved at the Regional Athletics finals, where Erasmus School had three participants, with one student receiving third place. A Cross-Country Carnival was incorporated into the Sports program, which was held at Fairview Park. The children participated in a clinic held by Athletics Victoria, which focussed on improving the children’s High Jump and Triple Jump technique. Further to this, the organisation Blueearth provided the children with various activities that emphasised participation, teamwork and cooperation. In Term 2, the children participated in the annual Jump Rope for Heart program, which raised a significant amount of money for the Heart Foundation. Finally, to further strengthen participation and provide competitive opportunities for children, Erasmus School endeavours to participate in a number of Gala days next year.

12. Financial

12.1 Parents and Friends Group Fundraising
The main fundraising event for the year was the Fine Spring Fair which raised $25,000 as a contribution to the new playground equipment.

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

- Tuition and other Fees: 419,060
- Private Income: 146,044
- State Government Grants: 193,629
- Government Funding - Recurrent: 1,210,473
- Federal/Capital/Private Grants: 134,828

EXPENDITURE

- Salary & related Costs: 576,680
- Non-Salary Costs: 143,391
- Government & private expenditure for capital works: 233,467
- Finance Costs: 159,535
- Depreciation: 134,828

Total Income: 1,392,072
Total Expenditure: 1,210,473
12.3 Strategic Outlook
Erasmus School’s strategic direction and goals remain consistent and are summarised as follows:

• Improvement of 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.