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1. About Our School

1.1 Principal’s Report 2014
Welcome to the annual report of the School’s activities for the year 2014. The following report is made available to the whole school community via our website and is submitted to the VRQA.

Established in 1996, Erasmus Primary School is situated in Hawthorn, Victoria. Since then it has aimed to serve the local and wider community with a unique education that draws on both western and eastern philosophies and is a values based education that looks towards developing the whole child. The unique aspects of our approach are carefully blended with the Australian Curriculum. Our members of staff engage in professional development over a range of topics and are dedicated to providing the children with all that they need in order to flourish as adults.

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.

Midway through the year, the School Principal resigned, and acting arrangements were put in place for the remainder of the year. The school remained stable throughout this time of change and concluded the year on a strong and positive note.

The following events or initiatives were well delivered and appropriately received:

- The presentation of a full school production of the Shakespearian play A Midsummer Night’s Dream
- The Year 6 Graduation ceremony, celebrating the end of an important era, ready to start on their next phase of their learning
- The introduction of philosophy classes for all staff
- The finalising and commencement of the roll out of our new logo
- Greater attention and support towards student wellbeing and the engagement of the parent community
- Parent workshops on Growth Mindset
- A review of staffing resulted in a leaner staff profile, providing greater clarity and efficiencies.

The School is committed to continuous improvement with serious consideration being given to making purposeful and practical change as and where required.

Erasmus Primary School, under the vision and direction of a united management team and staff body, together with support from the Board, is moving forward with strong resolve in fulfilling its main objective - to empower each child to express his or her unique talents whole-heartedly with true self confidence.

Thierry Clarisse, Principal
1.2 Staff

Erasmus School has around thirty full-time and part-time staff and 105 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 Primary School including appointment of staff, formulation of the curriculum and teaching. He works with the senior management team 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 our philosophy tutor 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, Ireland, Greece, Malta, India, Japan, Nepal and New Zealand.

1.2.1 Teaching Staff

Assistant Principal: Mrs Monique Miotto
Individual Learning Coordinator: Miss Lorraine Sammut
Prep: Mrs Ketki Bhandari
Prep Assistant: Mrs Trish Jowett
Year 1: Mrs Rachel Angel
Year 2: Mrs Parvathy Uprety
Year 3: Miss Amanda Pope
Year 4: Mr Andrew Rivett
Year 5: Mrs Elizabeth Byrne
Year 6: Ms Kaisu Tonkyra / Ms Elinor Cozens

1.2.2 Specialist Teachers

Art: Mrs Karen Jorgensen-Lade
Dance: Mrs Simone Olsen
Dance: Mrs Tara Rajkumar
Languages: Mrs Moya Garde
Learning Support: Mrs Sheetal Shah
Learning Support: Mrs Shahana Shiels
Librarian/ICT: Mr Simon Altman
Music: Mrs Naomi Heyden
Music: Mr John Rivers
Physical Education: Mr Achilles Kelepouris
1.2.3  Wellbeing Staff
Chaplain and Pastoral Care:  Ms Susan Smith
Wellbeing Coordinator Prep-3:  Mrs Rachel Angel
Wellbeing Coordinator Yrs 4-6:  Ms Kaisu Tonkyra / Mr Andrew Rivett

1.2.4  After School Care
Camp Australia:  T 1300 105 343

1.2.5  Extra-curricular Teachers
Piano:  Mrs Akemi Schubert
Piano:  Mrs Madoka Miyamoto
Piano:  Miss Emma Schubert
Violin:  Mrs Karen Columbine

1.2.6  Non-teaching Staff
Acting Principal:  Mr Thierry Clarisse
Registrar/Office Manager:  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
Maintenance Coord:  Mr Philip Wills
Communications & Marketing:  Mrs Marita Brewster

2.  Professional Learning
We take a threefold approach to professional development at Erasmus Primary 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 2014 staff participated in a range of professional learning activities. All teaching staff received training in behaviour management of children. PD titles included:

- KidsMatter Component 3 Action Team Training
- Autism Spectrum Training
- Feuerstein Instrumental Enrichment program
- A whole school approach to building a resilient primary school
- Emergency First Aid and First Aid Management of Anaphylaxis
- Great Books Training
- Enhancing literacy skills, critical thinking and shared inquiry
- Growth Mindsets and Communication
3. Enrolments and Attendance
Enrolments were around 105 student for 2014.

The average attendance for the 2014 school year was 93.9%. Semester 1 class average comprises: Prep – 93.8%; Year 1 – 95.8%; Year 2 – 94.4%; Year 3 – 93.3%; Year 4 – 95.1%; Year 5 – 90.5%; Year 6 – 93.4%.

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.

4. Post School Destinations
Our graduates go on to attend a range of government, catholic and independent secondary schools. In 2014 these included, Sienna College, Methodist Ladies College, Our Lady of the Sacred Heart College Bentleigh, Ruyton Girls' School, St. Michael's Grammar, Kingswood College, Camberwell High, Melbourne Girls' College, Balwyn High, Trinity College.

5. Curriculum and Learning Support

5.1 Australian Curriculum Implementation
We continued with the implementation of the Australian Curriculum, introducing Geography. The introduction of a new Speech and Drama subject proved a success and was demonstrated as part of our School Production. The subject design satisfies Australian Curriculum requirements, yet allows 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 on-going, updated advice from the Victorian Curriculum and Assessment Authority (VCAA).

5.2 Improving literacy and numeracy outcomes
Our Individual Learning Coordinator continued working 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. The results of these reviews were also used to improve learning outcomes for students who might be at risk of not achieving year level standards.
5.3 Mathematical Problem Solving and Concept Learning
Years Prep to 2 students participated 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 also participated in weekly differentiated lesson covering key concepts or problem solving.

5.4 Differentiation of Learning
The Individual Learning Coordinator worked 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 2015.

5.5 Enhancing extracurricular programs
The school’s extra-curricular programs have continued with great interest including the new programs in Latin and Science. These programs supplement existing extracurricular opportunities in external programs and onsite programs in choral singing, instrumental instruction, sport, art, dance and chess.

6. 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 2014 NAPLAN results have recently been published on the My School website providing the School and wider community with useful feedback on how the School is ‘tracking’ in comparison with other schools across Australia. The 2014 results indicate strong performance in literacy and numeracy.

The 2014 NAPLAN snapshot results table for Erasmus Primary School is reproduced here. When compared with ALL other schools, the table shows that Erasmus Primary School has consistently performed substantially above the Australian average. When compared with ‘statistically similar’ schools, our results are also ‘above’ average.
6.1 NAPLAN Results – Years 3 and 5

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
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<td>All Schools</td>
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<td>Statistically Similar</td>
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<tr>
<td><strong>Year 5</strong></td>
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<tr>
<td>All Schools</td>
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<td>Substantially above</td>
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<tr>
<td>Statistically Similar</td>
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<td>Close</td>
<td>Close</td>
<td>Above</td>
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</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 Primary School remains committed to offering the finest primary education.

7. Festivals and Celebrations, School Camps Excursions and Incursions

At Erasmus Primary 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, proving to be a real opportunity for team building, support and personal challenges leading to growth. 2014 was no exception.

A high proportion of the children take piano lessons and our piano teacher’s ‘Piano Extravaganza’ was well attended. This year’s whole school Founder’s Day concert saw each year level participate in the elaborate performance of the Shakespearian play, A Midsummer Night’s Dream. These are just a few examples of the variety of activities our children have enjoyed throughout the year.

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

9. Satisfaction Surveys
During 2014, as a means of determining parent satisfaction, the School opted to invite the school parent community for a meeting with the Principal. This provided for frank and open discussion, providing significant input to in our commitment to ‘continuous improvement’.

ISV-run surveys will be conducted in 2015.

10. Reports
10.1 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.

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.

10.2 Music Report
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, including Recorder from Year 4, 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.

10.3 Art Report
The children of Erasmus continue to produce pure and wonderful artwork. Throughout the year they display a great love of the subject and are willing to work wholeheartedly.

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 three dimensional studies.

10.4 Library and ICT Report
Outside of the regular Library and ICT lessons, the library is open during lunchtime every Friday for the students to utilise 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 a highlight for the Erasmus School Library.

10.5 Physical Education Report
Erasmus Primary School continues to show a 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. In Term 4, the children participated in the annual Jump Rope for Heart program, raising money for the Heart Foundation.

11. Financial

11.1 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 Pie Chart]

- **Tuition**, $1,212,406, 60%
- **Commwth Grants**, $479,926, 23%
- **State Grants**, $94,861, 5%
- **Donations**, $14,450, 1%
- **Private Income**, $217,310, 11%
- **Learning Grants**, 0.01%

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11.2 Strategic Outlook

Erasmus Primary School's strategic direction and goals remain consistent and are aimed at 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 School’s Business Plan outlines the strategies for taking these goals forward, and is available for viewing on request.