ANNUAL REPORT
2011
Principal’s Report 2011

The spiritual and mental well being of the children in our care is a major priority. Programmes such as Circle Time and offering meditation already exist as part of the School’s offering. This year we have commenced the implementation of the KidsMatter framework. A government initiative, this framework will provide direction to help us address the needs of our school in the area of mental health. This is a whole school approach involving students, staff and parents. Several staff have volunteered to be on the implementation team and Year 1 teacher, Mrs Rachel Angel, is the team leader.

The commitment of our staff is inspiring. In a number of ways we offer passages of study that are different to the curricular offerings of other schools. Sanskrit and Latin for example provide the children with a strong grammatical and phonetic basis in which they can in later years use to their advantage in modern day languages. This year all six students sitting the International Sanskrit examination received Distinctions (the highest award available).

The addition of two key roles in the teaching and administrative staff this year has given focus and specialist support to the areas of Curriculum Development and Physical Education. Mr Achilles Kelopouris is the School’s first specialist P.E. teacher and has brought a welcome set of skills to focus on the children’s physical development. Mrs Monique Miotto has quickly engaged in the process of curriculum review, in particular to aligning the Schools existing curriculum with that of the new National Curriculum.

This year a significant addition to the School uniform was introduced. Coloured House polo tops now provide a more meaningful and team approach to house sport activities. The houses are MacKillop – gold, Paterson – blue and Phillip – red. The colours also provide an ease of organisation and team member identification that both teacher and children benefit from.

On Wednesday 7th September the official opening of the refurbished Kitchen and Dining Room took place. Victorian Independent Schools Block Grant Authority Program Officer, Mrs Aisling Allen, unveiled a commemorative plaque in front of the honoured guests gathered. This facility gives a refreshing new atmosphere to the nourishing lunches provided to all children and staff daily.

The classroom renovation for Year 4 classroom also took place including painting, new lighting and carpeting.
School Staff

Principal

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

Teaching Staff

Miss E Schubert, BPsys/BPsychophysiology current Swin
Mrs P Uprety, BComm Bharatiyar Uni India GDipEd(Prim)La Trobe
Mrs M Miotto, BEng(Hons) UQ GDipTeach(Sec)Melb GCertVocEd&Train RMIT
Mrs K Bhandari, BScGDipEd(Early Childhood) SNDT Uni Mumbai GDipTeach(Prim) Auckland Uni, MEd current Mon
Mrs R Angel, BA(Music) GDipEd(Prim) MIMT STCA(Prim) L1 Kodaly Teach Train Member Institute of Music Teachers, Cert IV Life Coaching
Mrs P Uprety, BComm Bharatiyar Uni India GDipEd(Prim) La Trobe
Miss A Pope, BMus Melb BMusEd Melb AMusCello
Mr A Rivett, BSc Deakin BTeach(Sec)Deakin
Mrs K Jorgensen-Lade, AssocDipArt RMIT GDipEd State College of Victoria
Mrs M Garde, BSc London Uni UK CertEd Cambridge Uni UK
Mrs S Olsen, DipTeach(Prim) Melb BEd(Prim) Melb
Mrs S Shah, BSc (EarlyChildhoodEducation) SNDT Uni Mumbai India
Ms S Khan, Dip Special Needs Teaching and Teacher's Aid Professional Development Centre, BA (Social Work) current Deakin
Mrs H Nichol, BBSc Mon GDipEd(Sec) Melb, Psychologist, Assoc Member MAPS, GDip Theol current – UFT
Mrs T Rajkumar, BSc Delhi Uni (India) BEd Delhi Uni (India) OAM for service to the performing arts
Mrs A Schubert, BMus Musashino Music College Tokyo DipTeach Musashino Music College
Mrs K Columbine, BSc Melb GDip Epi&Bio Melb AMusAViolin LMusAViolin
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 2011 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. Other examples included Managing the Hidden Curriculum; Speech Pathology for School Aged Children; Understanding Handwriting Difficulties Write it Right: Powerful techniques to improve your everyday writing skills; Teaching Literacy: Phonemic awareness, phonics and fluency; The Joy of Writer’s Workshop; Extracting, understanding and using NAPLAN data for Curriculum Coordinators; What’s Happening to Our Girls/What’s Happening to Our Boys; and Personalising Student Learning in Mathematics through the use of Open Tasks.

Student Attendance

The average pupil attendance for the 2011 school year was 95%. Attendance is recorded using the daily roll marking procedure. This incorporates the use of late attendance slips and computer record keeping.

Curriculum and Learning Support

Implementation of Phase One of the National Curriculum is underway. A myriad of reviews also continue including ICT curriculum development and handwriting approaches. Teachers will be teaching to revised curriculum in English, Maths, History and Science in 2013 in line with requirements of Australian Curriculum. We are well placed to satisfy the National Curriculum and retain and develop our particular offerings.

Now in planning is the creation of a dedicated learning support centre, a review of standardised testing, and development in the identification of students needs. Other key developments include the adoption of a team approach to learning support involving teacher, learning support staff, external tutors and specialists and families, and student involvement in goal setting for learning support. We are also looking to extend the service by participating in additional extension opportunities for students e.g. Gateways challenge, Gateways Science Day.
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 all attend a camp during the year – the Year 6 children this year 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. They also spent a week at Mt Hotham, all returning having skied the summit run. A high proportion of the children take piano lessons and our piano teacher’s ‘Piano Extravaganza’ was well attended. Thirty Erasmus children registered and completed the Premier’s Reading Challenge. We also welcomed a number of ‘incursions’ – visitors to the school who gave the children insights into a variety of experiences such as a visit from Oz Opera who performed Hansel and Gretel. The younger children visited the Melbourne Symphony Orchestra and the Australian Ballet. This year’s whole school concert saw each year level present an act from a Shakespeare play. These are just a few examples of the variety of activities our children have enjoyed throughout the year.
School Associations

Most important is our membership of Independent Schools Victoria, who provide professional support and engagement at a variety of leadership levels. This year the Principal Glen Miller was invited and granted full membership to IPSHA (Independent Primary School Heads of Australia). The members of both these organisations provide an invaluable source of support and knowledge that aides the School’s functionality.

School Performance Data

Monitoring Progress of Students

To facilitate checking of progress, all children regularly participate in class tests 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. Students may be involved in external competitions in mathematics, poetry, music recitals and eisteddfods, languages, visual arts and sport on an annual basis or when the skills and aptitude of various children enable participation.

NAPLAN – Years 3 and 5

As mentioned in the brochure given to parents, NAPLAN tests are a snapshot only of competencies on the day of the test. We find that NAPLAN results generally reflect competencies as demonstrated through regular standardised diagnostic tools and
tests we use during the year. Given our comparatively small number of students, it is not possible to construct meaningful comparisons across year groups within the School, for example Year 5 was a small cohort in 2011. Our results were either above or substantially above the Australian average. Areas tested included Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

Parent Satisfaction Survey

Parents communicate in various ways throughout the school year to register their requests, suggestions and satisfaction. Erasmus School families were invited to participate in the 2011 Parent Satisfaction Survey run by Independent Schools Victoria.

Parents have indicated their satisfaction with such elements as the rigorous academic offering, the opportunities to learn a musical instrument and to the feeling of a supportive school community. Areas indicated to be in need of improvement include upgrading and updating of playground facilities and classrooms.
Student Surveys

In 2011 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 the children’s 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:

- I could understand work in class
- I could join in class activities
- Other students and the teacher listened to my ideas
- Teacher’s listened to my ideas
- When I did not understand something I could get help
- I could get on with my work (others did not distract me)
- My teacher showed me how I could improve in my work
- I found the work interesting
- I enjoyed using the Library
- I enjoyed doing Art
- I enjoyed learning Sanskrit
- I enjoyed doing Music
- I enjoyed doing Science
- I enjoyed Scripture & Philosophy lessons
- I enjoyed doing Sport and PE
- I enjoyed doing Drama
- I enjoyed camp
- I am satisfied with my experience at Erasmus School in 2011

Thirty six students participated in the survey. The results were very pleasing, with the vast majority of students answering either agree or strongly agree.
Teacher Surveys

Teacher satisfaction at Erasmus School was assessed by an online survey which looked at job satisfaction, satisfaction with the school’s organization and management and satisfaction with their professional development opportunities. These areas were each measured by a 5-point Likert scale ranging 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 the survey. Results were as follows:

- Job satisfaction – 3.86
- School organization and management satisfaction – 3.19
- Professional Development satisfaction – 3.95

Chaplaincy and Pastoral Care

The Chaplain’s Office continues to support the spiritual and emotional needs of Erasmus School students, staff, parents and families. Two factors have influenced the method of operating this year. Firstly, the Government’s Chaplaincy Programme changes, and secondly, skilling teachers in pastoral care and mental health. This skill development is successfully underway, and will include further professional development of teachers. The School has also begun implementation of the KidsMatter framework.

Parent and Friends Group and Fundraising

The main activity for P&F in 2011 was to host the Fine Spring Fair in November. This was a major whole-of-school affair, which required the attention of many of the parents and staff for much of the second half of the year. The Fair was successful in raising significant funds for the school dining room refurbishment and in providing an enjoyable event promoting school spirit. A Film night fundraiser was also held in August with 100 adults attending. Funds were used to build a traversing wall and sandpit.
Financial Report

Income

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<th>Description</th>
<th>Amount</th>
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<tr>
<td>Tuition and other Fees</td>
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<td>Private Income</td>
<td>285,433</td>
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<td>State Government Grants</td>
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<td>Government Funding - Recurrent</td>
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<td>Federal/Capital/Private Grants</td>
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Expenditure

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<th>Description</th>
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<td>Salary &amp; related Costs</td>
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<tr>
<td>Non-Salary Costs</td>
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<td>Government &amp; private expenditure for capital works</td>
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<td>Finance Costs</td>
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<td>Depreciation</td>
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<tr>
<td>Tuition &amp; Other Fees</td>
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