



Erasmus
primary school

ANNUAL REPORT 2021



A co-educational, independent school from Prep to Year 6

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1. About our School

1.1 Principal's report

Welcome to the annual report of the school's activities for the year 2021. The following report is made available to the whole school community via our website and is submitted to the Victorian Registration and Qualifications Authority (VRQA) and Australian Charities and Not-for-profits Commission (ACNC).

Established in 1996, Erasmus Primary School is situated in Hawthorn, Victoria. The school aims to serve the local and wider community with a unique education that draws on both western and eastern philosophies; it 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 areas and are dedicated to providing our students with all that is possible 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, and others from just a few doors away.

The school year concluded on a strong and positive note, considering the impacts of half a school year in lockdown. The following events or initiatives were delivered, either remotely or face-to-face in line with COVID restrictions at the time, and well received throughout the year:

- Focus on pedagogical knowledge and application, with a necessary focus in the online space
- The Year 6 Graduation ceremony celebrated the end of an important period in the students' lives, signifying the next phase of their learning and growth
- A Friday Fun Day which culminated in a Colour Run was enjoyed by all students and staff in lieu of school excursions which were largely cancelled or postponed due to COVID restrictions.
- The continuation of effective and well-received philosophy classes for all staff
- Continued refinement of internal COVID-related processes, existing and new, with a view to increased effectiveness across the school.
- The school is committed to continuous improvement and gives serious consideration 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, with full support from the Board of Directors, continues to move forward with strong resolve in fulfilling its main objective – to empower each child to express their unique talents wholeheartedly with true self-confidence.

Melissa Albers, Acting Principal

1.2 Staff

Erasmus Primary School employed 26 full-time and part-time staff members in 2021. This enabled provision of a range of curriculum programs and learning experiences that support the academic and social development of students.

The Principal is responsible for daily management of Erasmus Primary School including appointment of staff and formulation delivery of the curriculum. She 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 the 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 (ISV) and other providers.

Our teachers come from a wide variety of cultural backgrounds and countries including Australia, England, Ireland, Italy, Japan and USA.

Teaching staff

Head of Learning: Mrs Melissa Albers

Prep: Ms Sabina Sparke

Year 1: Ms Sinead Tynan

Year 2: Mrs Lisa Calamatta

Year 3: Mr Matthew Blair

Year 4: Ms Tania Lavcanski

Year 5: Mr Jake Dojcinovic

Year 6: Mr Jake Dojcinovic

Specialist teachers

Art: Mrs Karen Jorgensen-Lade / Ms Rhiannon Horne

Dance: Ms Rhiannon Horne

Languages/Philosophy: Miss Amanda Pope

Languages: Mrs Chiara Gallo

Learning Support: Mrs Trish Jowett

Learning Support: Mrs Francine Nugent

Learning Support: Mrs Julie Robinson

ICT: Mr Jake Dojcinovic

Music: Mrs Naomi Heyden

Needlework: Mrs Belinda O'Brien

Physical Education: Mrs Sharon Ramsay

Wellbeing staff

Wellbeing Coordinator: Mrs Sharon Ramsay.

Extra-curricular teachers

Flute: Ms Alyse Faith / Ms Jennifer Timmins

Piano: Mrs Akemi Schubert

Piano: Mrs Meilanny Chandra

Violin: Ms Rennata Morrison

Non-teaching staff

Administration Support: Mrs Kerrin Wilson / Eleanor Bull

Administration Support: Ms Sarah Mulhall

Bookkeeper: Mrs Liliana Orchowski

Communications and Marketing: Ms Jane Thomson

Head of Administration/Registrar: Mrs Catherine Irvine

IT Systems Support: Mr Andrew Chambers

Kitchen Manager: Ms Wendy Rundle

Maintenance Coordinator: Mr Tim FitzRoy / Mr Philip Wills

Maintenance Assistant: Mr Steven Ream

OH&S Coordinator: Ms Sarah Mulhall

Principal: Mr Thierry Clarisse

Reception/Front Office: Ms Danni Maddaford

Service & Purchasing Coordinator: Miss Kim Robertson

After-school care

Camp Australia: T 1300 105 343

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 and offer training on-site; and our teachers share their own skills and expertise through in-house professional development sessions.

In 2021, staff participated in a range of professional learning activities whenever possible. Professional Development titles were inclusive of the annual refreshers: Emergency First Aid, CPR and First Aid Management of Anaphylaxis.

3. Enrolments and Attendance

In the 2021 pandemic year, there were 120 students enrolled in total.

The average attendance for the 2021 school year was 96.21%. The average attendance for each class was as follows: Prep, 97%; Year 1, 97%; Year 2, 97%; Year 3, 96%; Year 4, 98%; Year 5, 98%; Year 6, 98%.

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 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 typically go on to attend a range of government, Catholic and independent secondary schools. In 2021 these included Auburn High School, Bacchus Marsh Grammar, Melbourne Grammar School, Richmond High School, Sacred Heart Girls' College and Scotch College.

5. Curriculum and Learning Support

5.1 Australian Curriculum

With the continued implementation of the Australian Curriculum Vs 8.4 and whilst awaiting Australian Curriculum Vs 9, our subject design satisfies Australian Curriculum requirements, yet allows the school to pursue its commitment to excellence in its delivery.

In 2021, with further extended lockdowns, we continued to plan at every level, reviewing practice and effectiveness, with a focus on collaboration, moderation and reflection.



All areas of the Erasmus curriculum continued to follow teaching practices and methodologies during remote learning and face to-face teaching. Once again all staff, students and families demonstrated adaptability and flexibility. Teachers continued to plan engaging teaching sequences despite not physically being in front of their students. Students engaged in online teaching sessions via online meeting technology and utilised the online platforms See Saw (P-2) and Teams (3-6). This enabled students to follow a teaching sequence of activities to complete and submit. Teachers were able to use work tasks completed by to provide ongoing feedback to the students and assess appropriately for continued student growth and achievement.

5.2 Improving literacy and numeracy outcomes

Our Head of Learning continued working closely with teachers to review individual student and class achievement data, including remote learning impacts, and used this data to identify students who required learning support or extension and inform class teaching programs. The results of these reviews were also used to improve learning outcomes for students who may have been at risk of not achieving year-level standards. Those requiring more than what remote learning support could offer whilst in lockdown, were asked to join our small class on-site at school set up for vulnerable and front-line workers' children.

5.3 Thinking and Learning program

The Thinking and Learning program proved challenging to teach in its purity due to the COVID pandemic and remote learning challenges. Face to face instruction is largely required for this program to be successful due to the level of teacher student interaction and mediation involved in discussion.

A modified Thinking & Learning program was developed by the Head of Learning to ensure that the students were still given the opportunity to 'think' critically and creatively whilst ensuring the 'Growth Mindset' approach was utilised and adapted during this time of challenge. This proved invaluable in ensuring the students were thinking positively and optimistically.

5.4 Differentiated learning

Teachers continued to enhance their individual learning plans to better support students with additional needs whilst catering for remote learning, as well as increasing their repertoire of strategies for the classroom.

6. School Performance Data

All children regularly participate in class assessment including National Assessment Program – Literacy and Numeracy (NAPLAN) in Years 3 and 5, and other recognised standardised tests in literacy and numeracy.

Some students also participate in ICAS (International Competitions and Assessments for Schools) in English, Mathematics, Digital Technologies and Science, which provide additional feedback on progress in those subjects. Students also participated in the Tournament of Minds program and others for enrichment and extension.

The 2021 NAPLAN results are available 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.

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

Our students' 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 and have recently been voted a top 10 school for Victoria in NAPLAN performance.

6.1 NAPLAN Results – Years 3 and 5

Students with similar background

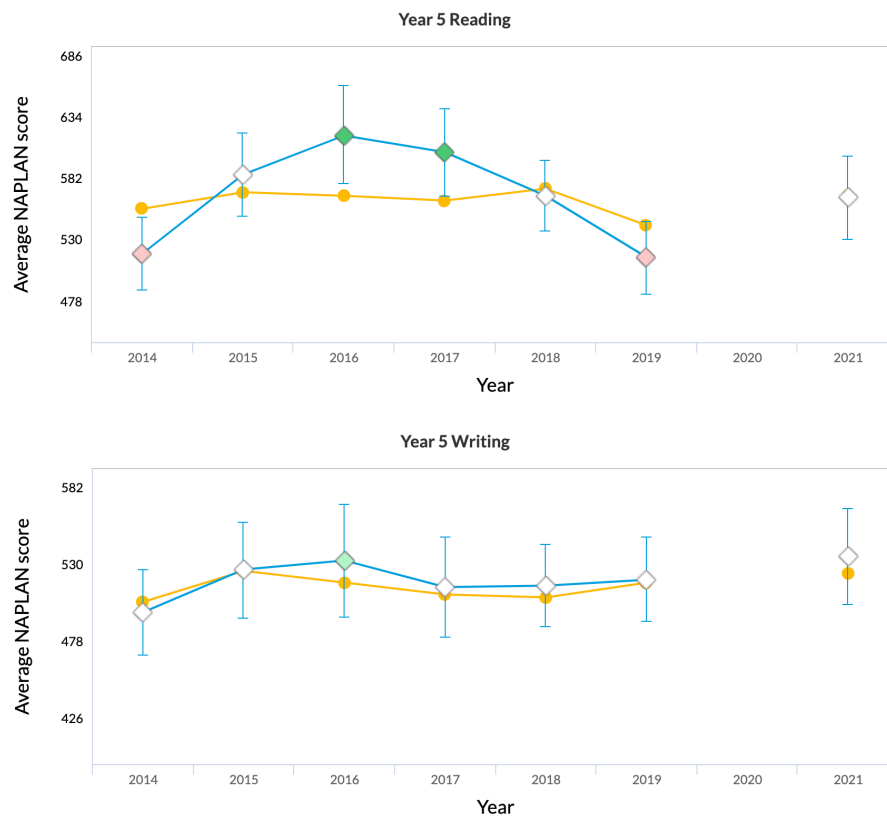
	2016	2017	2018	2019	2020	2021
	<<		>>			
Compare to	● Students with similar background					● All Australian students
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	501	456	471	496	462	
Year 5	573	541	561	592	571	

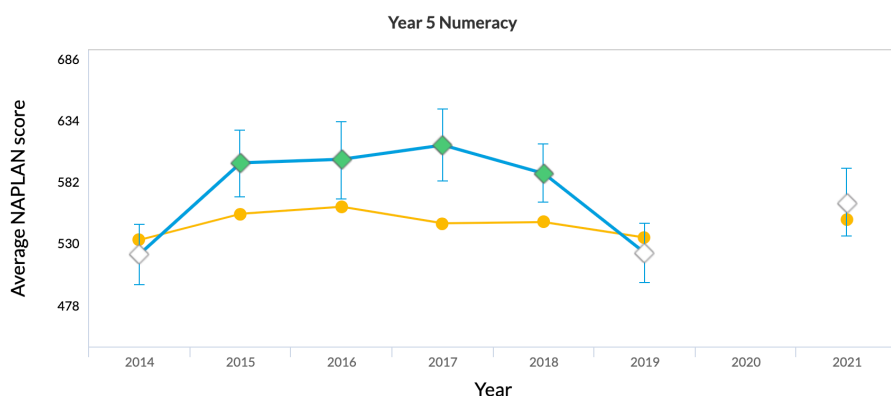
All Australian students

	2016	2017	2018	2019	2020	2021
	<<		>>			
Compare to	● Students with similar background					● All Australian students
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	501	456	471	496	462	
Year 5	573	541	561	592	571	

NAPLAN participation for this school is 97%
 NAPLAN participation for all Australian students is 95%

Student Growth





Select categories:

☒ Selected school ☒ Students with similar background ☐ All Australian students

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

Our students' 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 and Excursions

At Erasmus Primary School, we seize every opportunity to expose the children to fresh and interesting celebrations, performances and excursions. As a reflection of our school motto, 'Let Your Light Shine', we acknowledged and celebrated the following: Just This Day and Christmas.

Years 4–6 typically all attend a camp during the year. Unfortunately, due to the pandemic, Year 4 was the only class able to attend a camp during term 2. As Year 5 students moving into Year 6, time is devoted to developing leadership skills. These students attended a Leadership Training program on-site with an instructor from the Outdoor Education Group (OEG) where they participated in initiative and team-building activities.

Though cancelled in 2021, Year 6 typically enjoy a week-long ski camp at Mt Hotham which proves, year after year, to be a real opportunity for team building, support and personal challenges leading to growth.

8. School Associations

Our membership of ISV provides us with professional support and engagement at a range of leadership levels, and is 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

As part of our commitment to continuous improvement, the whole school community (parents, staff, students and Board members) participate biennially in ISV-facilitated surveys. The results, a 360-degree view of the School, are used to gauge and influence our strategic direction and focus.

10. Reports

10.1 Pastoral care report

Celebrations of faith

Over the course of the year, the whole school is led in celebrations from the major faith traditions. Easter, Eid, Divali and Christmas. Covid lockdowns prevented us from marking Rosh Hashanah from the Jewish tradition, or Vesak from the Buddhist tradition, but they will be restored to their rightful place for the future. Anzac Day, Remembrance Day, Harmony Day and Naidoc Week were all commemorated. The school community learn about the history and significance of each celebration, with an emphasis on the unifying principle behind each tradition. We also mark the special event Just This Day, gifting periods of silence and meditation to a world 'bank' of peace. These events afford the school community a time to come to rest and reflect on the spiritual dimension that these celebrations reveal.

Meditation

At Erasmus, all classes have a few moments of quiet to begin each lesson, connecting mindfully with the senses, and bringing themselves to rest. This begins in the very first lessons of Prep. As students progress to higher year levels, various practices are undertaken to help bring focus and calmness to the mind.

Senior students who had already learned the practice of mantra meditation were given ongoing care in daily group meditation sessions. From time to time, space was given for questions and discussion. Non-meditating senior students were supported in simple mindfulness practices

Pastoral care

Unfortunately the COVID epidemic continued to impact the 2021 school year. Snap lock downs and extended periods of remote learning continued throughout the year. As a school, Student Wellbeing remained a priority for all. A school wide change to use the Resilience, Rights & Respectful Relationships program as the basis for our Social and Emotional Learning program began in Term 2. School-wide focus on Managing Ourselves, Positive Coping and Problem-solving was a great way to ensure appropriate tools were focussed on for our students living through the pandemic and developing strategies to cope with the ups and downs of the period.

Specialised programs were utilised to give our students as many opportunities to develop coping strategies as possible. The Year 5 and 6 students were able to attend the Supportive Friends Program on site at school. This program focused on relationships with ourselves and others and the skills required to empower each individual. The Year 5 and 6 Puberty and Wellbeing 4 week program was able to also go ahead. Focusing on adolescence as a time of

change, challenge and decision making. Kids Helpline sessions were organised for Years Prep to 4. Due to the amount of time spent on devices during remote learning, a session on Online Safety and Apps and Gaming were presented.

To reinforce a team spirit, House points were highlighted over the year. At the end of each term the winning house received a reward of their choice. The winning class for lunch eating and manners were also rewarded with 30 house points per student adding to final totals.

One of the major wellbeing highlights of the year was Friday Fun Day. As a way to celebrate being back together on site, the students participated in a full day of fun activities. These included a Kelly Sport activities rotation, kindness stone decorating, board games session, face painting and t-shirt decorating. The t-shirts were then used by each student to participate in a Colour Run around the school.

10.2 Philosophy and Scripture report

The Philosophy and Scripture Course was developed to explore a wide range of teachings from the major religions and wisdom traditions of the world, with an emphasis on considering what is timeless and universally valued in these traditions (for example: truth, love, wisdom, justice and presence of mind). This course is under the direction of a specialist teacher. By the time they graduate, students will have worked with stories from the Old Testament; the life and teachings of Jesus, Krishna and Buddha; the traditions and wisdom of Islam and Plato, as well as Egyptian mythology. In class recitations, they may have learned passages from the Bible, the Bhagavad Gita, the Upanishads, the Dhammapada and the Tao, and by writers such as Marcus Aurelius, Shankara and Rumi. They will have spent time with the epic stories of the Odyssey, King Arthur's Quest for the Holy Grail, the Ramayana and the Mahabharata.

Using the approach developed by P4C ('Philosophy for Children') and Dr Matthew Lipman, students were encouraged to articulate and refine their thought processes, recognising the observational, speculative, scientific or philosophical nature of their own questions. They were encouraged to develop a spirit of enquiry, and logical, consistent and ordered thinking. Students reflected on the subject matter through drama, art and the spoken or written word.

10.3 Thinking and Learning report

The Thinking and Learning program proved challenging to teach in its purity due to the COVID pandemic and remote learning challenges. Face to face instruction is largely required for this program to be successful due to the level of teacher student interaction and mediation involved in discussion.

A modified Thinking & Learning program was developed by the Head of Learning to ensure that the students were still given the opportunity to 'think' critically and creatively whilst ensuring the 'Growth Mindset' approach was utilised and adapted during this time of challenge. This proved invaluable in ensuring the students were thinking positively and optimistically.

10.4 Music report

With another year of extensive lockdowns, Music once again required adaptability, and some restrictions whilst in person. Lessons via Zoom and Teams, whilst not ideal, offered a chance to connect with the students and continue with the aspects of the curriculum that could be modified to online learning. This applied to private lessons conducted by our flute, violin, and piano teachers also. Whole school, Junior, and Senior Singing occurred when permitted, and we were happy to be able to finish the year with an in-person Christmas Service.

10.5 Art report

The Art program for the year was varied and covered many two- and three-dimensional skills and techniques in a range of different media to enrich the students' artistic experience. Students had plentiful opportunities to strengthen their observational drawing skills, proving to be excellent for their continual growth in attention and stillness. Art projects for different year levels were intentionally designed to keep students' inquisitiveness stimulated and to nurture their artistic development.

Working from home was a brilliant opportunity for students in all year levels to strengthen their observational drawing skills, work on 3 Dimensional projects and explore the Art that surrounds them. The students also created and displayed artworks to support the various celebrations held throughout the year. Years 3, 4, 5 & 6 students produced illustrated artworks for an Indigenous story that has been featured in a special book, which will become part of the Erasmus Philosophy book resources for many years to come. When the children returned to School They created beautiful Mandala patterns using plasticine and protractors. This cross-curricular Art form allowed for stillness and the opportunity for children to enter the state of flow. This enabled the children to tap into their inner creative selves to create exquisite works of Art.



The continuous aim of Art at Erasmus is to inspire the students with a love of fine art, to provide them with practices and techniques to enable them to share and observe art in its finest sense, to appreciate beauty, and to see themselves as artists capable of producing artworks.

10.6 Performing Arts report

After multiple lockdowns the children were able to return to School and embrace the rich and dynamic Performing Arts Curriculum offered at Erasmus School. The children had the opportunity of taking on different characters and going through a rehearsal process to achieve a spectacular production of the "Magic flute" by Mozart. This was filmed due to restrictions and the children had the opportunity to learn a new skill of acting through film.

The Performing Arts program enabled Children to learn about the 7 elements of Drama and how to effectively use these elements within the Drama Space. Students used relationship, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborated to plan, make and perform drama that communicated ideas.

The continuous aim of Performing Arts at Erasmus is to inspire the students with a love of Creative art. The Classes provide them with practices and techniques to enable them to confidently express themselves, to appreciate classical Drama, and to see themselves as creative performers capable of producing their own pieces.

10.7 ICT report

During class, computers are enthusiastically used for a wide range of activities including classwork extension, research skills, touch typing, creating digital art, coding and programming, three-dimensional modelling and improving basic ICT skills in the Microsoft and Apple Suites.

Computers are used during Digital Technology classes and by class teachers to enhance learning in classroom subjects. Cyber safety and appropriate online behaviour is explored at length.

10.8 Library report

Participation in the Premier's Reading Challenge is always encouraged and had a great uptake in students this year. We celebrated Book Week with a whole school celebration and dress up day which the students always love and enjoy. Our books are regularly reorganised and sorted, including the replacement of outdated books and keeping our library resources fresh and accurate.

10.9 Physical Education report

With continued focus on encouraging engagement and participation in physical activity across the school, our school-wide plan ensured that students accessed a greater range of sports and games during the year. To further enable this, each term either a sporting activity is organised or equipment is purchased to further enhance a sporting program.

In Term 1 2021, a new basketball/netball hoop was installed as a permanent fixture into the playground. With a portable basketball hoop and netball goal for the other end, a full court netball or basketball game can now be played. In Terms 1 -3 we managed to fit in modified programs with a qualified Hockey Coach, Athletics Coach and Gymnastics Coach through the Sporting School's grant. After another extended COVID lockdown period, we were able to access a free Softball Batters Up session for Year 3-6. To celebrate the return to on-site schooling we held a Friday Fun Day which included the students rotating through physical activities, run by Kelly Sport. The day culminated by finishing with a colour run around the school by all Prep to Year 6 students.

Unfortunately, due to the COVID lockdown, sporting events such as School Swimming Carnival and School Athletics Carnival were cancelled.

The Skipping challenge which was first introduced to engage students into completing fitness tasks during remote home learning continued on-site at school. The acknowledgement of achieving different levels proved a popular incentive for the majority of the school to join in.

The remote learning situation also affected many of the inter-school sporting events. We were able to send students to the District Swimming Carnival, District Cross Country and Divisional Tennis however many other events for the year were cancelled.

10.10 Child safety report

Erasmus Primary School is committed to creating and maintaining a school in which all children are safe from harm. Erasmus Primary School has a zero tolerance of child abuse.

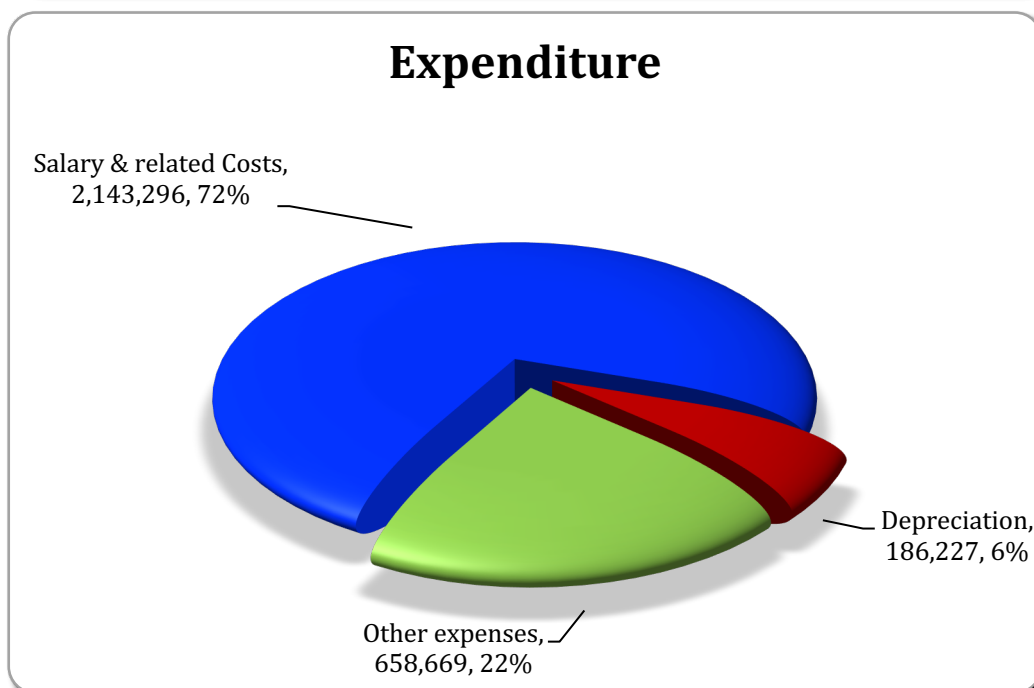
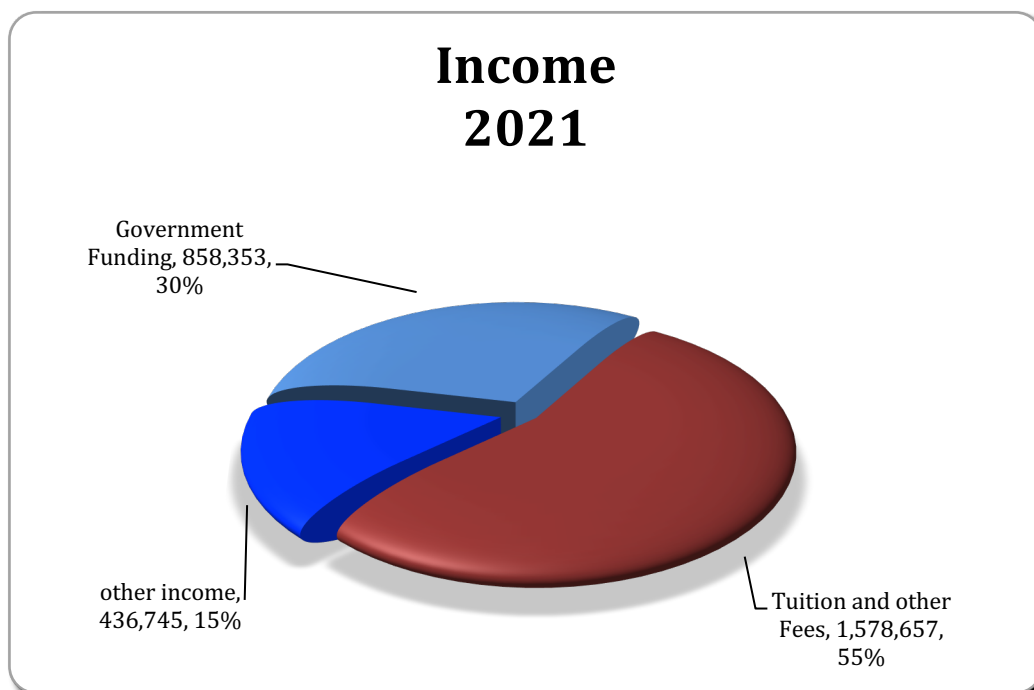
The VRQA has established minimum standards in relation to child safety. Our Child Safe Standards Policy shows how Erasmus Primary School complies with these standards and sets out the school's approach and administrative rules which are observed as part of our daily operation.

Our 5 yearly VRQA audit was successfully completed in 2018, confirming and validating our stance on Child Safety.

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.



11.2 Strategic outlook

Erasmus Primary School's strategic direction and goals remain consistent and the aims 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
- Service
- 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 and Strategic Plans, inclusive of current facilities improvements, outline the strategies for taking these goals forward, and are available for viewing on request.

