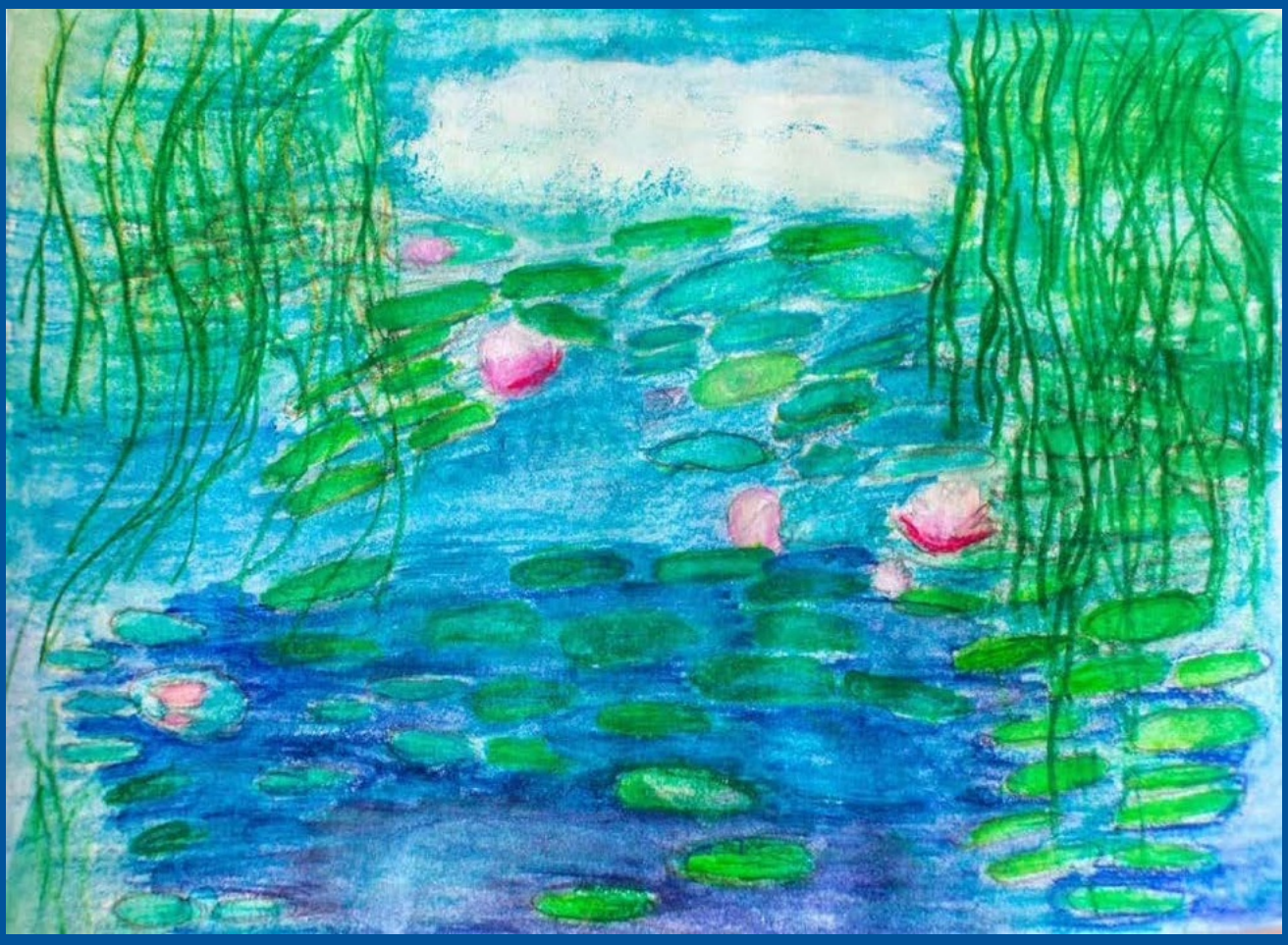
Erasmus
primary school

ANNUAL REPORT 2025



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 2025. This 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, with the following events or initiatives delivered and well received throughout the year:

- Focus on pedagogical knowledge and application, with a continued focus on safety in the online space, and further necessitated by almost all NAPLAN sessions being online.
- 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.
- The continuation of effective and well-received philosophy classes for all staff.
- Continued refinement of internal processes, existing and new, with a view to increased effectiveness across the school.
- Fostering a real partnership with parents, as 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.



Thierry Clarisse
Principal

1.2 Staff

Erasmus Primary School employed 32 full-time and part-time staff members in 2025. 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 the appointment of staff. The Deputy Principal is responsible for the formulation and delivery of the curriculum. The Principal 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 staff 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 and Japan.

Teaching staff

Prep: Ms Caitlin Andrew
Year 1: Mrs Mansi Shah
Year 2: Mrs Lisa Calamatta
Year 3/4: Ms Sabina Sparke
Year 5: Mr Matthew Blair / Mrs Anna Johnston
Year 6: Mr Jake Dojcinovic

Specialist teachers

Art: Ms Anjalee Tickner / Class teacher
Languages/Philosophy: Miss Amanda Pope / Mrs Tania Cowley
Languages: Mrs Julie Robinson
Learning Support: Mrs Trish Jowett
Mrs Julie Robinson
Mr Jack Antrobus
Ms Nadia Wong
ICT: Mr Jake Dojcinovic
Drama: Mrs Anna Johnston
Music: Mrs Naomi Heyden
Needlework: Mrs Belinda O'Brien
Physical Education: Mrs Anna Johnston

Wellbeing staff

Wellbeing coordinator : Mrs Tania Cowley

Extra-curricular teachers

Piano: Mrs Akemi Schubert

Piano: Mrs Madoka Miyamoto
Violin: Ms Rennata Morrison



Non-teaching staff

Library Support: Mrs Sarah Mulhall
Bookkeeper: Mrs Vicky Mannix
IT Systems Support: Mr Vu Dinh
Kitchen Manager: Ms Marianna Di Gregorio
Maintenance Coordinator: Mr Matthew Tonta
Maintenance Assistant: Mr Hamish McNab
OH&S Coordinator: Mrs Eleanor Bull
Office Manager/Front Office: Mrs Veronica van Wyk
Registrar/Administration Support: Ms Eleanor Bull
Service & Purchasing Coordinator: Ms Kim Robertson

Senior Management

Principal: Mr Thierry Clarisse
Deputy Principal & Head of Learning: Mrs Melissa Albers

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 2025, staff participated in various professional learning activities whenever possible and in line with their chosen professional focus via their Professional Practice Reviews. Professional Development titles included the annual refreshers: Emergency First Aid, CPR, and First Aid Management of Anaphylaxis.

3. Enrolments and Attendance

In 2025, there were 92 students enrolled in total.
The average attendance for the 2025 school year was 92.8%. The average attendance for each class was as follows: Prep, 96.4%; Year 1, 96.8%; Year 2, 91.4%; Year 3, 93.1%; Year 4, 93.1%; Year 5, 92.9%; Year 6, 92.9%.

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 2025 these included Camberwell Grammar, Carey Grammar, Huntingtower, Methodist Ladies' College, Mt Waverly Secondary College, Scotch College, St Kevin's College, Xavier College and Trinity Grammar.

5. Curriculum and Learning Support

5.1 Australian Curriculum

We continue building, developing, and refining our teaching and learning programs at Erasmus Primary School as needed.

We have continued to refine our cross-curricular units of inquiry, including the Digital and Design Technologies Curriculum (part of the Australian Curriculum). This ensures that we continually review what is successful and how we can continue improving our curriculum to meet and address changing curriculum requirements.

The 'Evergreen Nature Space'; a space where our students can develop, manage, and care for a sustainable garden that will service our kitchen and, in time, the local community is in full flight with students accessing it at various times to meet curriculum outcomes and engage in school and community stewardship and engagement.

5.2 Improving literacy and numeracy outcomes



Our Head of Learning continues working closely with teachers to review individual student and class achievement data in Literacy and Numeracy to identify students who require learning support or extension and inform class teaching programs. Problem solving, fluency, and reasoning are part of ongoing mathematical programming at all year levels. A structured phonics, grammar, and punctuation program continues to be a priority, along with evidence-based research to plan structured literacy programs at each year level.

5.3 Differentiated learning

The Head of Learning and classroom teachers continued to enhance their individual learning plans to support students with additional needs better and increase their repertoire of strategies inside and outside the classroom. These plans are shared with parents to ensure we have their ongoing understanding and support of their child's learning profile.

6. School Performance Data

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

Some students also participated in ICAS (International Competitions and Assessments for Schools) in English, Mathematics, Digital Technologies and Science, which provide additional feedback on progress in those subjects. Enrichment and extension programs such as The Ethics Olympiad, Australian Maths Competition, the AMT Maths Challenge and APSMO Maths Olympiad are offered.

The 2025 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.

6.1 NAPLAN Results – Years 3 and 5

Students with similar background

2023 2024 2025

<< >>

Compare to ● Students with similar background ○ All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	494	497	454	487	444
Year 5	542	497	509	547	591

NAPLAN participation for this school is 100%
NAPLAN participation for all Australian students is 95%

All Australian students

2023 2024 2025

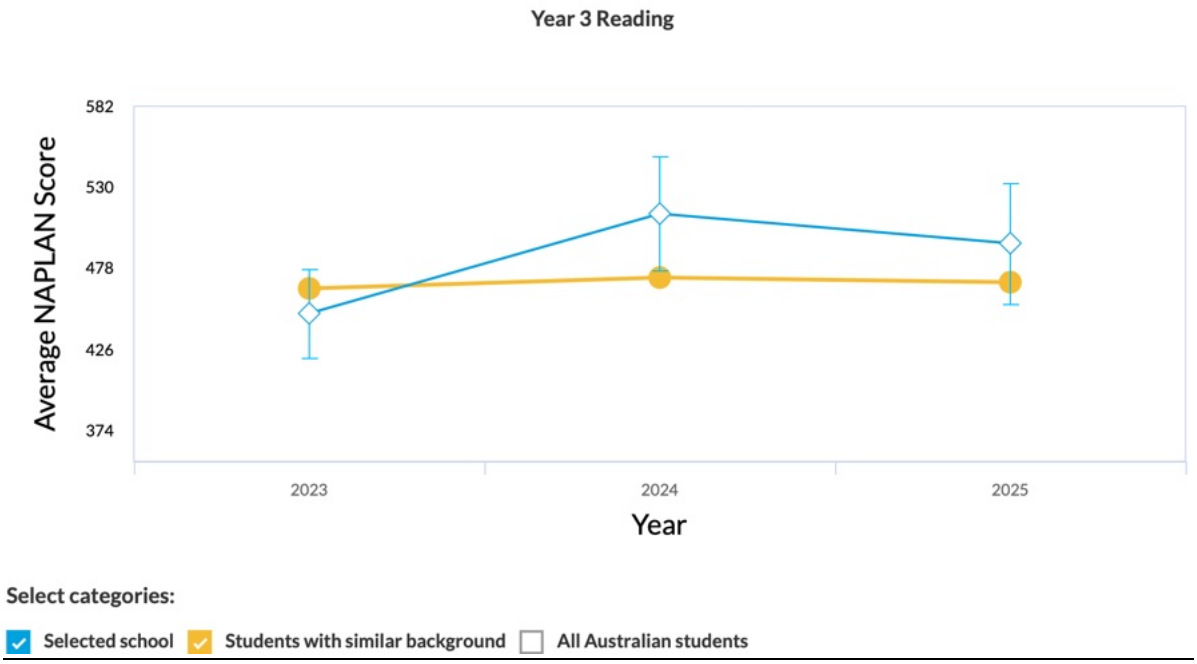
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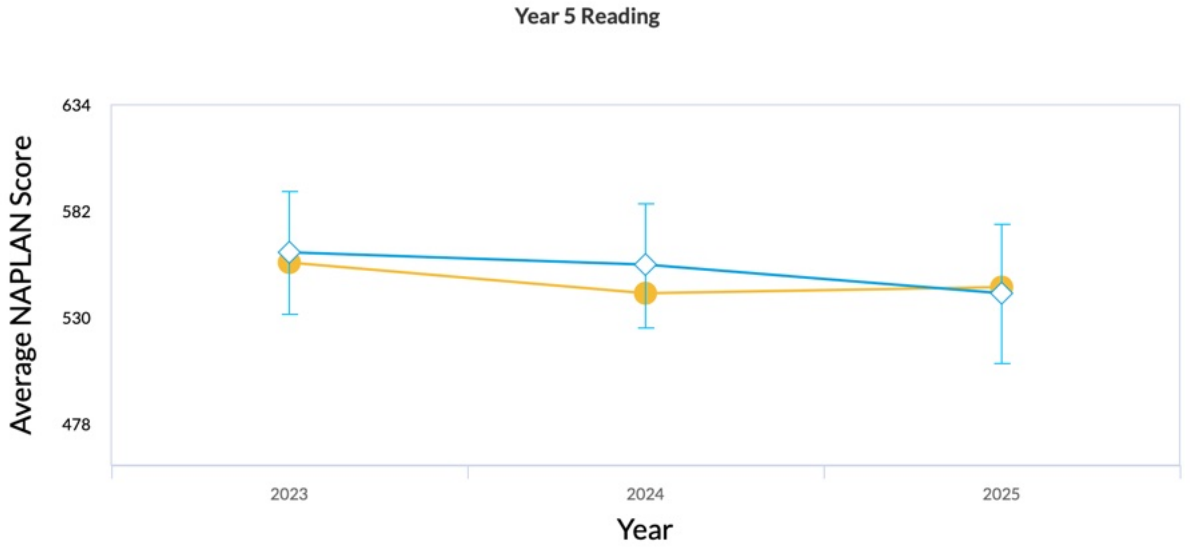
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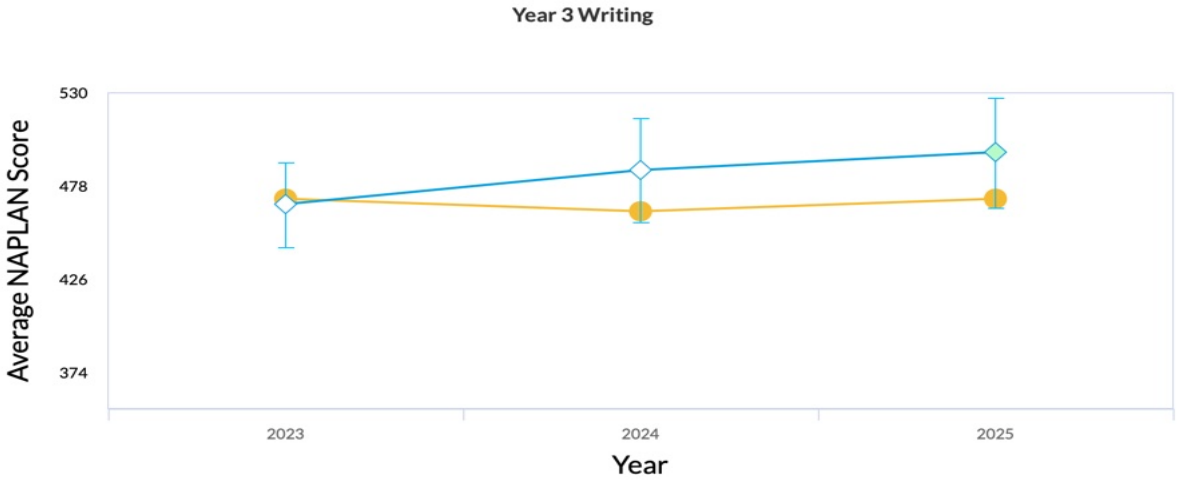
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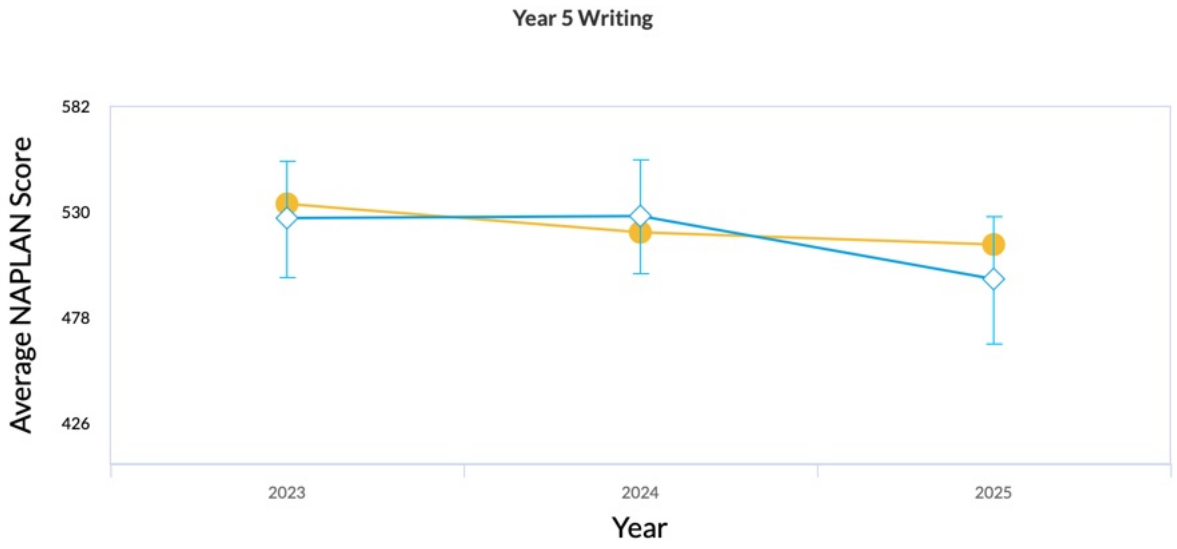
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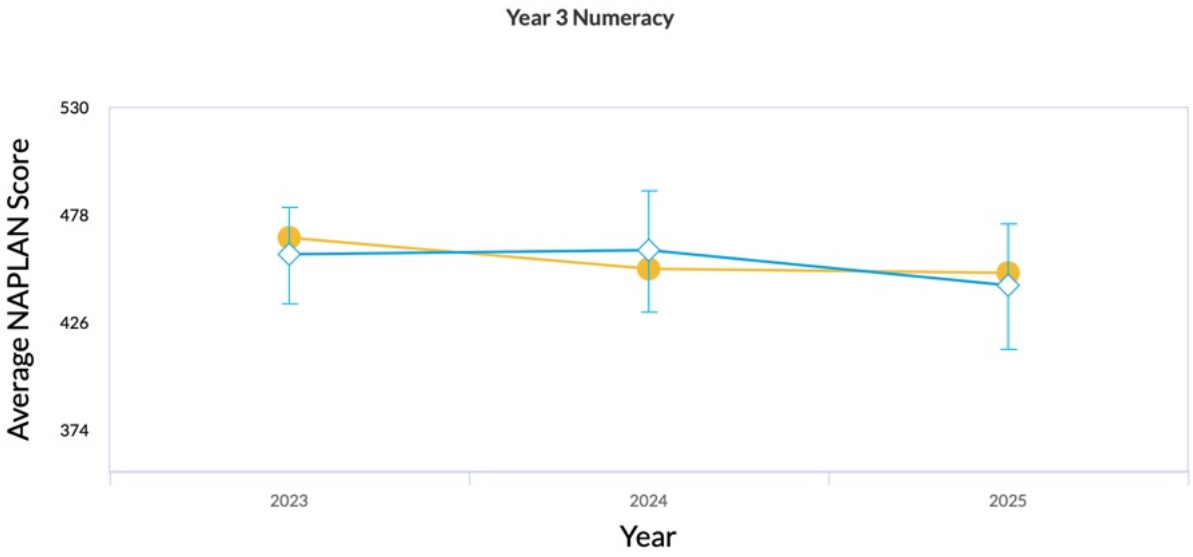
Student Growth

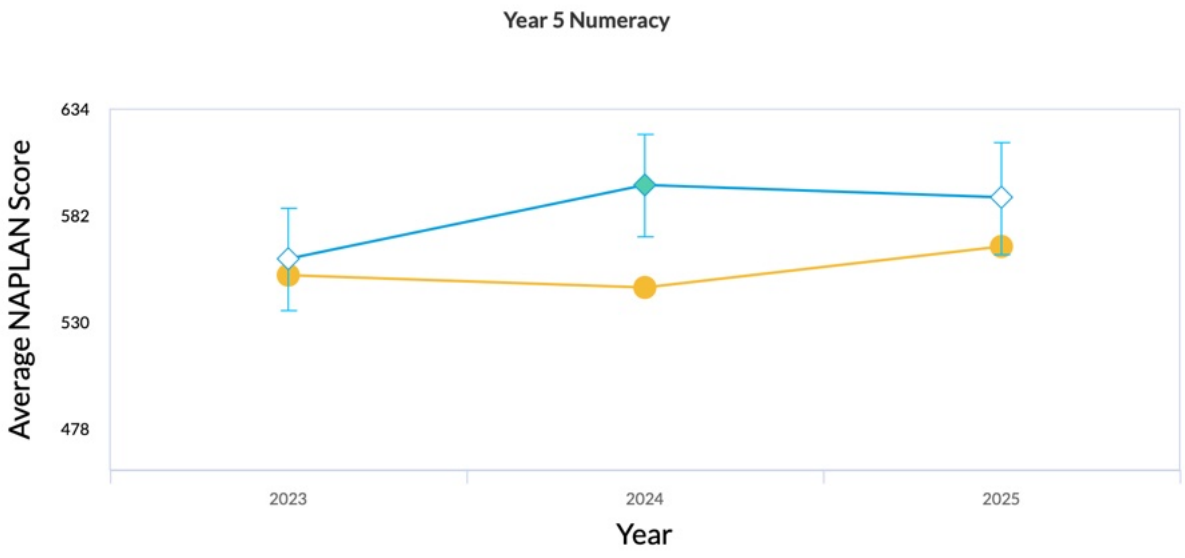












Please refer to www.myschool.edu.au for further information.

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 a number of significant events.

Years 3–6 typically all attend a camp during the year. Our Year 3 and 4 students attend a 3 day camp to experience time away from home, aiming to Inspiring change through outdoor experiences. The students participate in a range of activities: giant flying fox, archery, bush hut building, raft building, mountain bike riding, Damper making, story-telling around a camp fire.

As Year 5 students moving into Year 6, time is devoted to developing leadership skills. These students attended a Leadership Training program off-site with an instructor from the Outdoor Education Group (OEG) where they participated in initiative and team-building activities; typically things 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 enjoyed a week-long ski camp at Mt Hotham which proved to be a real opportunity for team building, support and personal challenges leading to growth.

A high proportion of children took piano lessons, amongst other instruments, and our piano teacher's 'Piano Extravaganza' was well attended. The 2025 whole-school Founder's Day performance saw each year level participate in Homer's *The Odyssey*. These are just a few examples of the variety of activities our children have enjoyed throughout the year.

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

In 2025, the school gathered in Open Assemblies to celebrate festivals from diverse faith traditions: Easter, Eid, Divali and Christmas. Anzac Day, Remembrance Day, Harmony Day and International Day of Families were also commemorated. The school community learns about the history and significance of each celebration, with an emphasis on the unifying principle behind each tradition. These events afford the school community a time to come to rest and reflect on the spiritual dimension that these celebrations reflect.



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 in Year 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 taken up the offer to learn 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. Senior students who did not wish to take up mantra meditation were supported in simple daily mindfulness practices or breath-based meditations with their class.

Pastoral care

As a school, we began transitioning away from the *Resilience, Rights and Respectful Relationships* program, as aspects of the program were no longer fully aligned with our school's values and wellbeing priorities. In its place, we commenced the implementation of the Berry Street Education Model, a trauma-informed approach to teaching and learning that focuses on building strong relationships, emotional regulation, engagement and student wellbeing. Staff professional learning and discussions throughout the year centred on developing consistent routines, clear expectations and positive classroom connections, recognising these as essential elements in creating a supportive, safe and stable learning environment for all students.

Our wellbeing focus continued to be highlighted through our school virtues of Courage, Justice, Wisdom and Temperance. The incorporation of "I can" statements supported the development of positive self-talk and self-awareness among students. These were regularly discussed during whole-school morning gatherings to ensure student wellbeing remained at the forefront of teaching and learning practices. The wellbeing term overview was also shared through the school newsletter to strengthen common language and understanding between students, staff and families.

House points continued to be a popular and successful system for encouraging house spirit, positive behaviour and multi-age connectedness across the school. At the conclusion of each term, the winning house received a reward of their choice. In addition, classes recognised for positive lunch eating habits and manners were awarded 30 house points per student to contribute to overall house totals. Rewards throughout the year included house table tennis sessions, movie and popcorn afternoons, and a water balloon competition.

As friendship challenges and emotional regulation concerns began to emerge across the middle years, the MPower and Revved Up social programs, delivered by Stride, were implemented with Year 4 and 5 students in gender-based groups. These sessions provided valuable opportunities to address emerging social and emotional concerns while also strengthening connections within the future senior cohort. Although challenges did not disappear entirely, the programs assisted students in developing shared language, emotional understanding and practical strategies for managing relationships and emotions.

Our Wellbeing Coordinator and Wellbeing Assistant continued to build strong and supportive relationships with students through regular interactions during recess and lunch breaks. The use of games and structured play experiences to support emotional regulation, resilience and positive social interactions proved invaluable for students requiring additional support in these areas.

10.2 Philosophy report

The Philosophy course was developed to explore a wide range of teachings from the major spiritual and wisdom traditions of the world, with an emphasis on considering what is timeless and universally valued in these traditions (e.g. truth, love, wisdom, justice, courage, temperance and presence of mind). The course is taught by specialist teachers. All year levels take their Philosophy classes in a specially purposed classroom.



By the time they graduate, students will have journeyed through the great questions and enduring narratives of humanity. They will have encountered the ethical inquiries and parables of ancient civilizations; from the wisdom traditions of India and China to the mythic cycles of Egypt and Greece. They will have reflected on the teachings attributed to figures such as Krishna, Jesus, Mohammad, the Buddha, and Socrates, exploring the nature of virtue, the path to inner freedom, and the mystery of the Self.

Through guided dialogue and Socratic inquiry, students may have committed passages to memory from the Bhagavad Gita, the Upanishads, the Dhammapada, the Tao Te Ching, and the meditations of Stoic philosophers like Marcus Aurelius. They may have pondered the writings of thinkers such as Shankara and Rumi - not as doctrine, but as catalysts for reflection and contemplation.

They will have explored the archetypal journeys found in epics like *The Odyssey*, *The Ramayana*, *The Mahabharata*, and the medieval quests for truth and transcendence such as

the search for the Holy Grail; not merely as stories, but as symbolic maps of the human condition.

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. They are also strongly encouraged to use what they have learned in their own lives, else what use is Philosophy? Students reflected on the subject matter through drama, art and the spoken or written word.

10.3 Music report

Weekly music lessons for each class continued to develop students' musical literacy, knowledge, and creativity throughout 2025. This occurred through a sequential program with a strong emphasis on singing, Kodaly methodology, classroom percussion and investigation into various musical styles and traditions.

All students participated in singing through their weekly sessions at Junior and Senior levels. Coming together in song is a valuable activity in its own right, and prepared the children for performances such as Harmony Day, Art Exhibitions, and the End of Year Celebration.

Solo instrumental performances also featured at events and assemblies during 2025. A large proportion of the Erasmus students who learn an instrument are taught by the School's private instrumental teachers. Piano, violin, flute and guitar lessons are currently provided by these teachers.

10.4 Art report

The Art program in 2025 offered students a rich and varied creative experience across both two and three-dimensional art forms. Students explored observational drawing, painting, weaving and a range of 3D sculpture projects, allowing them to experiment with materials and develop confidence in their choices. Across the year, students also practised focus and stillness, strengthening their ability to observe closely.



10.5 Performing Arts report

Under the direction of two key staff members, our students were meticulously prepared for our play. This collaborative effort ensured that the performance met the high expectations that Erasmus Primary School consistently strives to achieve. Our students performed Homer's The Odyssey, focusing on honing their performance skills under the guidance of the production director and staff. The play was thoroughly enjoyed by students, parents, and staff alike.



10.6 ICT report

Across Foundation to Year 6, computers are used deliberately and thoughtfully as tools to enhance learning. Students use digital technologies to support research, develop touch-typing skills, create and publish documents, produce digital media, and engage in coding and programming.

Devices are used to strengthen learning across subject areas, rather than as a replacement for rich classroom teaching and discussion.

Students also learn the importance of privacy, security and responsible online behaviour, developing their understanding of what it means to be a safe, respectful and thoughtful digital citizen.

10.7 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.

The library space is utilised by the students during lunch break times for inside play clubs and opportunities.

Our books are regularly reorganised and sorted, including the replacement of outdated books and keeping our library resources fresh and accurate.

10.8 Physical Education report

Encouraging engagement and participation in physical activity across the school remained a school-wide priority. Accessing the Sporting School grant for each of the four terms enabled a greater range of sports and games being introduced and developed during the year. The School was able to secure qualified coaches to provide sessions in the sports of Touch Rugby, Taekwondo, Basketball, Netball, T-Ball and Judo. We used part of the grant to further enhance our sporting equipment, securing new badminton, gymnastics and PMP equipment, the latter will improve our ability to deliver high quality PE for our future prep cohorts. Opportunities were utilised from local sporting clubs, providing free coaching sessions. These included Hawthorn Hockey, Futsal and SEDA College Netball clinics; another great way to expose our students to a range of sports or activities and to encourage involvement with community sport.

A highlight of the year was the school's participation in the Hoop Time Basketball competition. Each year, we enter teams to participate in this fun, competitive competition, allowing all students to participate in the team sport of basketball according to their varying abilities. Whole school sporting events such as the Swimming Carnival, Cross-Country and Athletics Carnival were attended with great enthusiasm by the students and parents. House spirit has started to spread through the parent cohort with many attending the events in their child's house colour in support. We had several students compete in the Kew District Swimming, Cross-Country, Athletics carnivals and Tennis, with our greatest number of talented students progressing onto the Boroondara Division Cross-Country and Boroondara

Division Athletics competitions. We even had one student progress to the Regional Athletics competition for two events.

The playground at recess and lunch is a key example that the exposure to such a variety of sports has engaged interest in the students. It is common practice to walk through the school yard and have multiple games being played. The games not only vary from season to season but also when a sport becomes the class focus, the enthusiasm to practice and play the sport during play times increases. The Year 6 House Captains added to the encouragement of students partaking in different sports by choosing a sport to focus on each term. They took on the responsibility of highlighting a sport each term by providing clinics aimed at the different age groups. By the end of the week the sport was celebrated with a Student v Teachers game.



10.9 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 for child abuse.

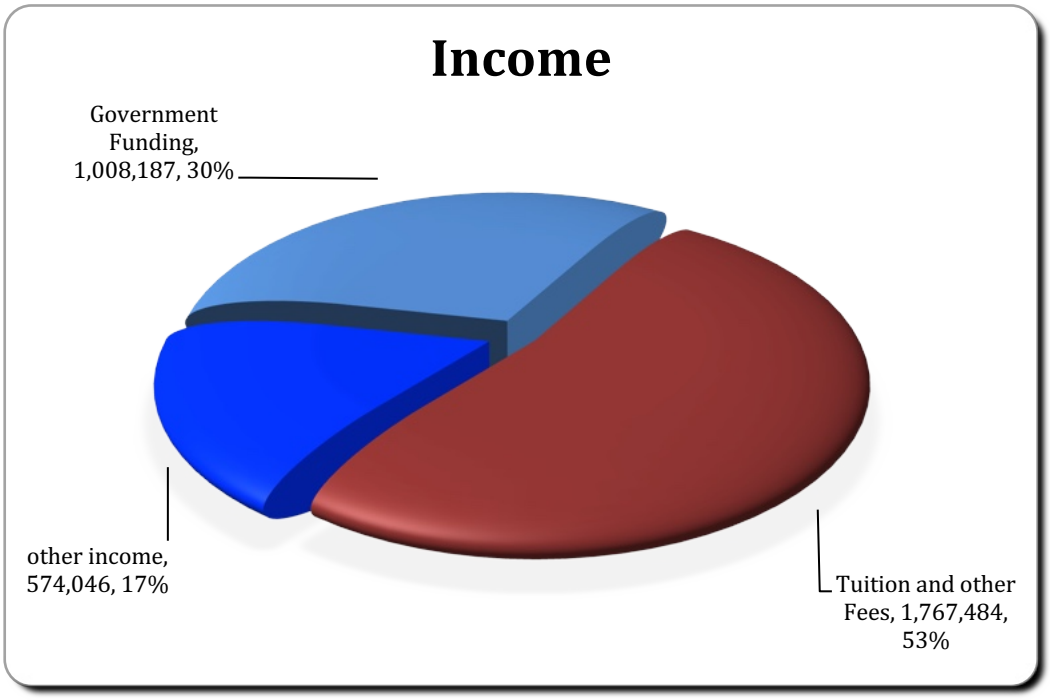
The VRQA has established minimum standards in relation to child safety. Our Child Safe Standards Policy shows how Erasmus Primary School complies with these standards and sets out the school's approach and administrative rules, which are observed as part of our daily operation.

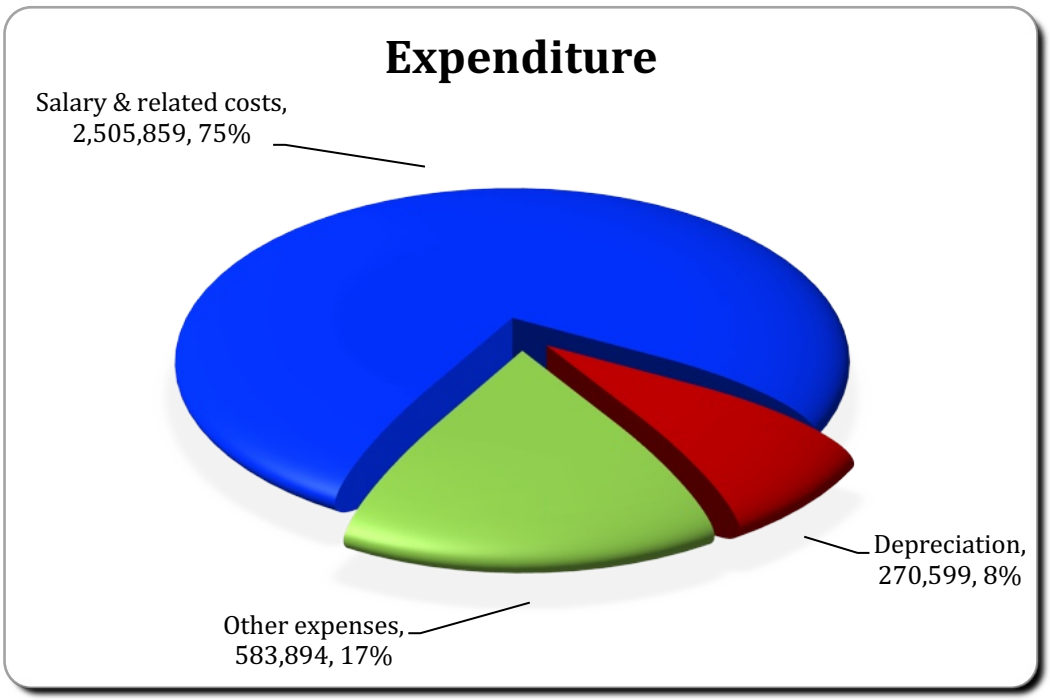
Our quinquennial VRQA audit was successfully completed in 2022, confirming and validating our stance on Child Safety.

11. Financial

11.1 Financial report

The School's 2025 financial accounts are available for viewing on request. The charts below 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.

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