

# Maharishi School



## **2022 Annual Report to the School Community**

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# Table of Contents

<b>Table of Contents</b> .....	<b>1</b>
<b>Introduction</b> .....	<b>2</b>
<b>Our School in 2022</b> .....	<b>2</b>
<b>Enrolments</b> .....	<b>3</b>
<b>Student Backgrounds</b> .....	<b>3</b>
<b>Maharishi School Staff</b> .....	<b>3</b>
2022 Teaching Staff Qualifications .....	4
Professional Development.....	4
Staff Attendance .....	4
Staff Satisfaction.....	4
<b>Maharishi School Students</b> .....	<b>5</b>
SCI and Consciousness-Based Education .....	5
Maharishi’s Principles of Ideal Teaching.....	5
School Curriculum.....	5
Student Assessment.....	6
NAPLAN and Assessment.....	7
Classroom Assessment .....	8
Individual Learning Plans.....	8
Student Leaders.....	9
Student Attendance .....	9
Student Satisfaction.....	9
<b>Maharishi School Parents</b> .....	<b>10</b>
Communication .....	10
<b>Financial Activities</b> .....	<b>10</b>

## Introduction

Maharishi School is a culturally-diverse, secular Primary School. Maharishi School takes pride in its ability to provide an environment for its students that values the benefits that come with nurturing young people's individuality and personal traits rather than "moulding" or making them conform to someone they are not.

The school offers the Victorian Curriculum, enhanced with an approach to learning that integrates the principles of Consciousness-Based Education and Transcendental Meditation. This provides the basis of our unique approach that fosters the ability for children to think more deeply and develop valuable personal qualities of resilience, decision-making, insight, adaptability and purposefulness.

Each student has an Individual Learning Plan that identifies elements of their development that both teachers and parents have agreed should be prioritised. Students are selected for inclusion in our Learning Support Program according to their Individual Learning Plan. Students participate in "Enhanced" classes when identified as being well-above the expected level of achievement in their class. If below their expected level of achievement, students participate in Learning Support in Literacy and Numeracy.

Our Student Leadership Program is an important feature of the school and development of outstanding leadership qualities is a priority throughout their seven years of education. Leadership is cultivated in all students (Years 1-6) through the appointment each term of two Class Captains who hold Class Meetings and then attend SRC Meetings. Senior students are given the opportunity to develop public speaking, responsibility, teamwork and confidence in their role as Captains and Ministers-In-Training, covering a broad range of curricular and co-curricular areas.

Our school community understands and appreciates the benefits that come with having children attend a small and nurturing school. We aim for our class sizes to be in the 15-20 range, reflecting the importance we place on knowing each other well. Multi-aged learning groups are used, transcending the rigid social and educational separation of students into single ages and year levels. Our learning environment fosters a warm and supportive relationship between students and teachers, which continues throughout their primary school years.

This is a school where a student will never be just another face in the crowd.

## Our School in 2022

The school structured its class groupings to reflect the enrolments at each year level and to acknowledge the appropriate pedagogy required for the respective stages of development of our students and to enhance their learning experiences. The students were grouped as follows:

Pearls: Year Prep/Year 1  
Sapphires: Year 2  
Diamonds: Year 3/Year 4  
Emeralds: Year 5/Year 6

## Transitions

Term 4 was a critical period, particularly for the children moving from Year 6 into Year 7. Many students in other year levels also prepared for a change of teacher, classmates and learning environment.

A key focus of Term 4 was to make every effort to ensure each of these end-of-year and beginning-of-year transitions occurred as successfully as possible and this included finding appropriate ways to conduct orientations and end-of-year celebrations.

Our long list of Major Highlights during the school year for our students and school community in 2022 was in-line with pre COVID activities, and we were able to enjoy:

- School 25 Year Celebration Event
- Year 6 Graduation Dinner
- Instrumental Music Program – Piano
- Harmony Day Celebration
- Book Week - offering a Scholastic Book Fair and Character Dress Up Day and Parade
- Special person's day and morning tea
- NAIDOC week
- Year 3/4 Overnight Camp at Melbourne Zoo
- Year 5/6 Camp at Camp Wyuna
- Partnership with Keon Park Tennis Club - weekly after-school tennis coaching (Terms 1&4)
- Off-site Sports Programs - Swimming, Gymnastics, Indoor Sports
- Sporting Schools Program: Athletics
- KPDSA Athletics Carnival
- Train like a Vixen Netball intensive program
- The Australian Mathematics Competition
- Homework Club: after school from 3.30-4.30pm one day each week during Semester One
- Science Expo during Science Week
- Student Leadership Program (Years 1-6), including attendance for Year 5/6 students at Halogen Leadership Conference

## Enrolments

On Census Day (August) in 2022 we recorded an enrolment of 57 students. 4 of these students were international students.

## Student Backgrounds

The students at Maharishi School reflect the rich cultural and social diversity of Melbourne. We are a multi-cultural school (23% speak a language other than English), where the students appreciate that *The World is My Family* and actively support and promote unity amidst diversity. Within our school community we have representation of over 20 cultural backgrounds.

## Maharishi School Staff

Maharishi School was established to achieve the highest ideals in education through the application of Consciousness-Based Education. Maharishi School staff lead and inspire by:

- participating twice daily in the Transcendental Meditation Program for their own personal growth
- preparing and delivering lessons using Maharishi's Principles of Ideal Teaching to enliven receptivity and develop the intelligence and creativity of the students.

In 2022, Maharishi School employed:

- A principal who also had part-time teaching duties
- A full-time TM Teacher with Administration Manager duties of promotion, admissions and school administration
- School Bursar - part time
- 7 x Teachers - 3 full-time & 4 part-time
- 6 x Teacher Aides/Learning Support Officers, all part-time, for students qualifying for additional funding to support their developmental needs

The teachers at Maharishi School demonstrate an enthusiasm and dedication to provide students with engaging learning programs where students of all ability levels are included and encouraged to achieve their personal best and enjoy the resulting fulfilment.

### **2022 Teaching Staff Qualifications**

Principal:	Steve Charisis (B.Ed., Grad Dip in Educational Administration)
Year Prep/1:	Deb Ward (B. Arts, B. Teaching)
Years 2:	Karina Aston (B. Arts, Masters of Teaching)
Year 3/4:	Susie Burnham (B.A., Dip. Ed.)
Year 5/6:	Samantha Russell (B.A. (Hons), Dip. Ed, CELTYL)
Science and Auslan:	Raja Aston (B.Sc., Dip. Ed.)
Drama/Art:	Chloe Smith (B. Sec. (Hons), B.A, Dip in Languages-French)
Learning Support:	Despina Robertson (B. Prim Ed., B. Special Ed)

### **Professional Development**

Teaching and Administration Staff at our school are given opportunities to enhance their professional growth through participation in a range of face-to-face seminars and online workshops and webinars that reflect school priorities and the professional development priorities of staff. Areas of Professional Development for Maharishi School staff during 2022 included:

- Consciousness-Based Education
- Transcendental Meditation
- Child Safe Webinar
- Online Learning Modules on Mandatory Reporting
- First Aid Training

### **Staff Attendance**

The staff attendance rate for 2022 was 97% which represented an “above-average” attendance rate across schools within all sectors.

### **Staff Satisfaction**

Staff indicated a level of satisfaction and engagement, on average in the “Excellent” range, in the following areas:

- *School Resources and Offerings*
- *Technology*
- *School Ethos and Values*
- *Student Behaviour*
- *Discipline*
- *Learning Support*
- *Pastoral Care*
- *Parent Involvement*
- *Quality of Teaching and Learning*
- *Teaching Practice*
- *Goal Alignment*
- *Leadership and Morale*
- *Staff Collaboration*
- *Professional Development*

## **Maharishi School Students**

The students who began the 2022 school year were allocated to four classes; Years Prep/1, Year 2, Years 3/4 & Years 5/6.

The relationship and interaction between the classes and students were enhanced through the Buddy Program and mentoring programs that operated across the school. Many opportunities were created by teaching staff for classes to work together on community and classroom projects.

The relationship and bond between students were extremely strong, contributing to no documented cases of bullying nor any significant negative interactions between them.

### ***SCI and Consciousness-Based Education***

The Science of Creative Intelligence is an important aspect of the curriculum. It is the study of sixteen laws of nature that uphold growth and progress throughout the universe. Students study these principles in their own lives, in the world around them and in nature. This course allows different areas of study to be integrated and made relevant to the student's life. Students begin to experience that all fields of learning are streams of their own consciousness.

Maharishi School teachers integrate a variety of teaching methods as part of their professional practice; they employ active participation and cooperative learning, taking into consideration different learning styles. Maharishi Schools throughout the world are characterised by the great respect and affection which students have for their teachers, by the kindness and support teachers give to their students and by the kindness and cooperation in the students' interactions with each other.

### ***Maharishi's Principles of Ideal Teaching***

At Maharishi School, ongoing assessment of each student occurs using a variety of techniques which are in accord with Maharishi's Principles of Ideal Teaching. At every step of the teaching and learning process, the teachers seek feedback on the students' progress. Lessons commence with a process which includes finding out what the students already know and believe so the teacher can determine the direction of the unit of work. Teachers observe students' ability to grasp knowledge and explore new concepts in a concrete way.

A body of ideal teaching principles, derived from Maharishi's Vedic Science, forms the common core of teaching philosophy and practice at Maharishi School. These principles enliven the five Fundamentals of Education: Receptivity, Intelligence, Knowledge, Experience and Expression. When these fundamentals are fully enlivened through ideal teaching, learning is effortless, joyful, successful and fulfilling.

The learning environment is structured to support and nourish all students regardless of learning style, abilities, background or gender. Primary emphasis in teaching practice is given to providing comprehensive learning experiences, for students of all ages, which allow them to move through the cycle of knowledge—action—achievement—fulfilment. Students are encouraged to work actively with the knowledge they are gaining and to share it with others in a variety of ways.

When these Principles of Ideal Teaching become enlivened in the life of our school, the hallmarks of ideal education are realised: enthusiasm for learning, thirst for knowledge, self-referral experience and appreciation for the teacher.

### ***School Curriculum***

The Victorian Curriculum F-10 is the curriculum for Victorian schools and implemented by Maharishi School. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. The integration of Maharishi's Ideal Teaching Principles, the SCI Principles and the Fundamentals of Growth with the Victorian Curriculum play an integral part in the studies undertaken by our students.

### Learning Areas and Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum. The design of the Victorian Curriculum F–10 is set out below:

### Capabilities

The capabilities are a set of discrete knowledge and skills that are taught explicitly in and through the learning areas but are not fully defined by any of the learning areas or disciplines. The Capabilities are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

### Learning Areas

The Learning Areas are a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic. Their enduring nature rests in their different ways of understanding, and the associated skills they provide for students. Each of the learning areas provides and is defined by a unique way of seeing, understanding and engaging with the world. For the Arts, the Humanities and the Technologies, students engage in and through disciplines, which provide discrete content descriptions and achievement standards. The Learning Areas delivered to students at Maharishi School in 2022 were:

The Arts - <i>Drama</i> - <i>Visual Arts</i>	The Humanities - <i>Civics and Citizenship</i> - <i>Economics and Business</i> - <i>Geography</i> - <i>History</i>
English	Mathematics
Health and Physical Education	Science
Languages - Auslan	Technologies - <i>Design and Technologies</i> - <i>Digital Technologies</i>

Respectful Relationships is the mandated Government program that came as a response to the Royal Commission into Family Violence. It is about embedding a culture of respect across the entire community and is part of the classroom program each week.

### ***Student Assessment***

Assessment is a vital process to provide information about what students know and can do, and to make recommendations for their future learning. Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. The assessment tasks used provide the opportunity for students to think creatively without anxiety. The students have the chance to share what they have learned. Students are given questions that challenge

their creativity and require comprehensive thinking and to express what they know without becoming anxious.

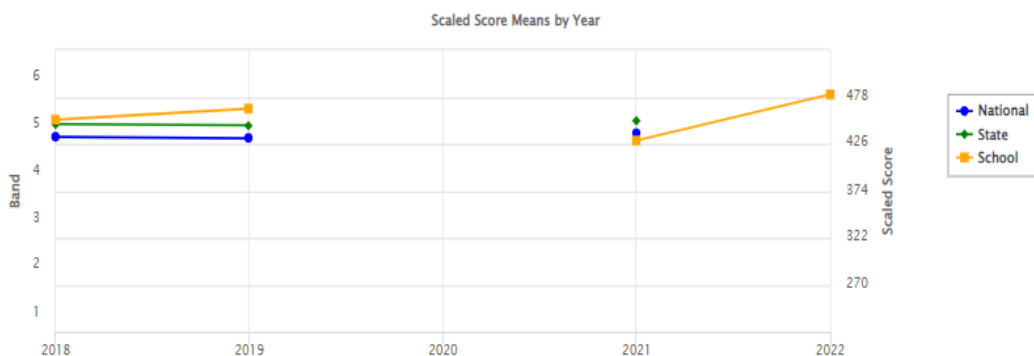
### NAPLAN and Assessment

After analysing each student’s result and the overall school results in Literacy and Numeracy, the outcome of this National Assessment Program for Maharishi School is that our Year 3 & 5 students performed well in all five areas assessed – Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

In 2022, many Years 3 & 5 students performed well-above the expected level of achievement for their age. This is an outstanding result for our school, and reflects the greater emphasis placed in catering to the individual needs of our students throughout the year with our Individual Learning Plans. However, credit goes to all the teachers of our students both in 2022 and in previous years who contributed to the development of each child in their care.

## Five Year Trend Report\* Maharishi School of the Age of Enlightenment National Assessment Program - Literacy and Numeracy Tests 2022

### Year 3

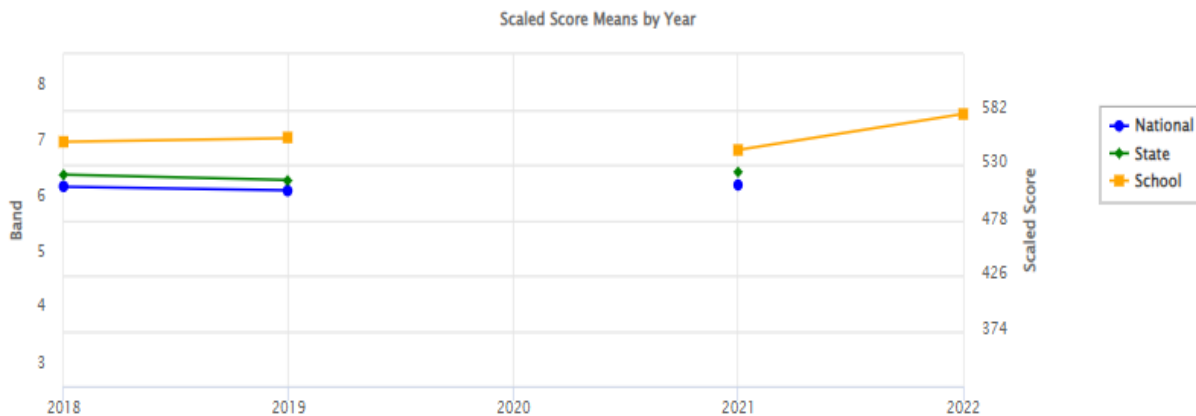


	2018	2019	2020	2021	2022
National	434	432	-	438	-
State	448	447	-	462	-
School	453	465	-	430	481
Student Count	5	8	-	7	10

Caution should be used when drawing conclusions from this data, particularly with small groups of students (i.e less than 10)

### Year 5

***\*There is no measured trend between 2019 and 2021 because NAPLAN was cancelled in 2020 due to the pandemic.***



	2018	2019	2020	2021	2022
National	509	508	-	511	-
State	521	518	-	523	-
School	552	555	-	544	578
Student Count	9	5	-	7	7

Caution should be used when drawing conclusions from this data, particularly with small groups of students (i.e less than 10)



### ***Classroom Assessment***

Continual assessment of each student at Maharishi School occurred using a variety of techniques including benchmark testing, observation, checklists, anecdotal records, student self-evaluation, teacher-constructed and Unit tests and peer assessment. The method of assessment used varied depending on the subject area, the class level and the teaching and learning program being used. The school encouraged parents and teachers to work closely together to monitor and assess student progress. Maharishi School upholds the professional integrity of its teachers to monitor and record student progress on a regular basis using methods approved by the School Principal.

Copies of Semester Reports, Individual Learning Plans and other key student assessment documents are kept in a private, central file accessible to classroom teachers. Each student's Classroom File also contains the following:

- NAPLAN (Year 3/5)
- Moderated Writing Sample
- PAT Reading
- PAT Mathematics
- PAT Vocabulary
- PAT Grammar & Punctuation
- PAT SPG Written Spelling
- CARS Assessment
- Spelling
- Maths Unit(s) Test & Self-assessment of Unit Test
- Assessment Rubrics
- Anecdotal Records
- Annotated Checklists

\*PAT = Progressive Achievement Test (used to “benchmark” students to monitor growth in learning) for Year 3-6 students.

As a school, we value a process that measures the growth in all developmental areas. That is, we consider the starting point for each child, as determined by benchmark assessments and teacher observations/assessments.

### ***Individual Learning Plans***

Teachers at Maharishi School develop an Individual Learning Plan (ILP) to support the learning needs of each student. Formative and summative assessments are used to determine more accurately the areas in which each student would benefit by receiving targeted support. The process of formalising the ILP – implementation of the areas of need and associated strategies to be implemented into the classroom program, requires the participation of parents in the process.

Parents are invited to the school to meet and discuss the proposed ILP. During this time there is discussion about what the school is/will be doing for the student, as well as what parents are encouraged to do at home to support their child's learning. Agreement on the area(s) of focus is made at the meeting and all involved in the process are asked to sign off so the ILP can be implemented both at school and at home, in line with the shared expectations and priorities agreed to at the meeting.

### ***Student Leaders***

Our Student Leaders Program is an important feature of the senior school curriculum. The students were given the opportunity to develop public speaking, responsibility, teamwork and confidence in their role as Captains and Ministers-In-Training. Development of outstanding leadership qualities is a priority throughout the entire seven years of education at Maharishi School. Leadership is cultivated in all students through the appointment each term of two Class Captains who hold Class Meetings and then attend SRC Meetings, while every senior student is given the opportunity to accept a leadership role. At the end of the year, the school acknowledged these beautiful qualities at the Celebration Evening, where student achievement was celebrated.

Our leadership program provided the opportunity for students to make that valuable contribution to the school. Leadership at Maharishi School is about giving service. Our school leaders organised fun activities including Sports Activities, Theme Days and Harmony Day; caringly supported younger students; were excellent role models; and generally improved the quality of life and enriched the school experience of all students.

An important springboard for preparation for leadership is the Aurora Award Program for Year 5 students. As a result of the successful completion of tasks in seven categories – Growth of Consciousness, Leadership, Responsible Learning, Health and Fitness, Community Service, Creativity and Personal Challenge, 8 students were awarded “medals of completion”.

One enjoyable area of responsibility for our leaders is the care of the Prep students through the Buddy Program. This brings a sense of security to our youngest students and many positive relationships are cultivated during the year.

### ***Student Attendance***

During 2022, the Student Attendance rate was 91% across the school, with junior year levels having a higher absentee rate than the middle- and upper-years students. The matter of student attendance is an important one when measured in the context of continuity and level of growth in student learning and development. Education research has consistently shown there are positive and significant relationships between student attendance and academic achievement.

The school has been actively supporting families to achieve better student attendance and look forward to working further with the school community to maximise student learning outcomes.

### ***Student Satisfaction***

Students’ levels of satisfaction have been measured by:

- their personal reflections about their experience and benefits of Transcendental Meditation
- their levels of engagement in all areas of the curriculum
- the friendliness of students with each other and the absence of any documented cases of bullying
- the level of use of the school playground facilities
- personal reflections about being a student at Maharishi School
- a high level of satisfaction when embracing new classroom and school initiatives
- Student Reports prepared by staff indicated a high level of engagement in classroom activities.
- Comments and contributions of Class Captains and senior Student School Leaders, on behalf of their peers, at fortnightly Student Representative Council (SRC) Meetings

## Maharishi School Parents

Our school was very fortunate during 2022 to have parents who remained extremely supportive of the school and their children’s growth and development. Parents embraced the opportunities that were made available to them to become more involved in the life of the school.

We were grateful to all parents who assisted our school with their active involvement during community events in particular the 25-year celebration. We also appreciated the active participation of parents who contributed to the maintenance and beautification of the school, in Parent/Teacher Meetings, and meetings to collaborate with teachers in relation to their child’s Individual Learning Plan.

### Communication

The leadership of the school continued to share with and be transparent with the school community on all school-related matters directly related to students. The School Newsletter and Principal’s Updates shared topics of educational significance, issues of school organisation as well as celebrating student achievement.

### Financial Activities

