

Annual Report 2017





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Every day, a discovery.

Casey Grammar School, a Prep to Year 12 co-educational, ecumenical school, aims to foster spiritual, intellectual, physical and social development in each student through participation in programs of study appropriate to their diverse needs, abilities and aspirations. We believe that everyone has the right to feel and be safe, that respect for all should be given and received, and that everyone has the right to work and play without unwanted interference. The school takes into account society's diversity in the care and education of our students. We have a responsibility to safeguard the rights of all children to be treated equitably by adopting an inclusive concept of services and strategies open to all students and families who come to Casey Grammar School. Our mission is achieved by providing teaching and learning which foster positive personal relationships and pastoral care, religious and spiritual development, academic excellence, participation in co-curricular activities and commitment to the wider community. Casey Grammar School has a student-focused curriculum approach, incorporating the use of the latest technology, cross-age learning and experience in Drama, Music, Art and Sport is encouraged. We focus on students growing as individuals, leaders and team players.

The school has an enrolment of 807 students made up of 349 Primary and 458 Secondary students. The City of Casey is home to 90.3% of our students with 51.4% of these residing in the Cranbourne postcode area.

English is the first language spoken at home for 69% of our students. Of those who speak another language (252 students) 66.3% speak an Indian language, 18.7% a European language and 15% another Asian language.

Board of Governors

Chairman	Mrs Marie Ormandy
Treasurer	Mr Malcolm Wells
Secretary	Mr Nick Vitinaros
Members	Mr Chris Galagher
	Revd John Leaver
	Mr Rob Macindoe
	Mr Andrew Mackenzie
	Mr Todd Martin
	Mr Barry Steggall
	Mr John Tucker
Principal	Mrs Margaret Buttigieg

Casey Grammar School has a professional, committed staff who work effectively in the classroom, as pastoral care mentors, and also participate in extracurricular activities such as camps, excursions and sporting events.

The School is managed on a daily basis by the Academic Management Team (AMT)

- Mrs Margaret Buttigieg, Principal
- Mrs Julie Squires, Deputy Principal - Teaching and Learning
- Ms Mary Dourios, Deputy Principal - Pastoral Care
- Mrs Melissa Roberton, Head of Primary School

All teachers are registered with the Victorian Institute of Teaching, and the teaching staff consists of 22 Primary Teachers and 40 Secondary Teachers.

Teaching Staff 2017

Pam Adams BA, DipEd

James Avram Med, LLB, MBA, PGDEd

Katherine Barbar BPsychManMark, DipEd

Jeff Batey BAppSc, GDipEd

Shane Bell BA, GDipEd

Alison Bishop PGCertEd

Deanne Bourke BEd(Prim)

Anthony Brown BEd(PhysEd)

Tracey Bryant (Terms 3 & 4) BA, BEd

Jessica Burns BEd(Prim), BSc

Natalie Burns BA, BEd

Aaron Bushell BSCR, BEd

Margaret Buttigieg BA, DipEd

Simon Chiodo BMus(Perf), DipEd

Beatriz Christensen BA, GDipEd

Alan Clarke BCom, DipEd, PGDipAppPsych, MEdPsych, CertAdolCounsel, CertDrugAlcoholMgt

Shelley Corkell MEd(SpecEd)

Rachel Doran BA, BTeach

Mary Dourios BBusAcc, MEd

Craig Drinkwater BSc, DipEd

Virginia Duell BEdStudies

James Duffy BAppSc(StatsOpsRes), DipIT, GDipEd

Mal Dunkley BBA, GDipEd

Marita Elvish BEd, GDip(CareerDev)

Leanne Evans BTeach

Rachael Gilbert GDipEd, BSc(Biol)

Kate Grech BTeach(PrimSpecEd)

Paula Harris BEd(Sec)

Leanne Hemburrow BEd(Lang&Lit)

Janine Hooper GDipEd(Integration)

Mandy Horton BA, DipEd

Deborah Ireland (Term 1-3) BEd

Steve Kearney BFA, DipEd

Tegan Kearney BA, DipEd

Helen Lacey B.Eng, GDipEd

Bronwyn Kyne BEd

Carolyn McAlister BEd(Sec)

Anita McGarrigle BTeach, BSc

Brendan McGreal BBus, GDipTeach

Cathy Marchmont B.S, MID

Katherine Minne (Terms 1 & 2) BA, GDipEd

Laura Moya (Terms 3 & 4)

Kate Morgan BA, DipEd

Nadine Muresan BEd,

Greg Newham BEd

Grace Nhim BEng, GDipEd

Angela O'Driscoll BAppSc(PhysEdHlthEd)

Laura Pappetas BEd

Ben Peake BEd(Sec), BA

Cheryl Pereira BTeach, BA

Chris Rayeroux BEd(Sec)

Bridgette Reale BEd(Prim)

Anita Rinkel BTeach, BEd

Monique Riviere-Pendle BA, GDipEd(Sec), GradCertRelEd

Melissa Roberton BEd

Belinda Roffey DipT(Prim) BEd, GCCathStudies

Brad Schreuder BTeach(PrimSec)

Fern Schreuder (Terms 1 & 2) BAppSc(HumanMovement), BTeach(Prim)

Brittany Scott BVisArts, DipEd

Julie Squires BA, DipEd, MLI

Deborah Taylor MEd, GradCIH

Brittany Testro BEd(Prim)

Sandra Torcasio BEd, DipT

Peter Tutera BSc, GDipEd

Carol Vandeloo DipT(Prim), GDipRE

Tegan West BEd

Peter Young DipArts(IndDes)

Staff on leave during 2017

Adelle Batey (Term 4) BAppSc(HlthSc) GDipEd(Prim)

Emma Conolly (Term 3 & 4) BAppScPE, GDipEd(Sec)

Selda Gurbuz BSc, GradDipEd(Sec)

Fern Schreuder (Terms 3 & 4) BAppSc(HumanMovement), BTeach(Prim)

Primary and Secondary Teaching Staff Numbers 2017

	Primary			Secondary		
Teachers	Male	Female	Total	Male	Female	Total
Number	4	18	22	12	30	42
Full Time	4	14	18	12	27	39
Part Time	0	4	4	0	3	3

Length of employment at the school

	No. of staff
Less than 2 years	19
2 years but less than 5 years	13
5 years but less than 10 years	17
10 years but less than 20 years	14
More than 20 years	1

Years of teaching experience

	% of total staff
0-5 years	9
5-10 years	17
10-20 years	14
20-30 years	16
Over 30 years	6

Non-Teaching Staff

Category	No. of staff
Administration	11
Assistants (Learning, Library, Technology)	14
Grounds & Maintenance	4
Nurse	1
Chaplain	1
Educational Psychologist	1

Teacher Absenteeism

Average number of days absent
per teacher 9.4 days

Teacher Turnover

% Teacher retention
2016-2017 93%

Professional Development

The focus for whole-school professional learning in 2017 was on exploring and acting on data to improve student learning, linked to the school's School Improvement Plan. This included learning to effectively use SEQTA, the School's new Learning Management System, in order to complement the focus on assessment, feedback and student growth. Appraisal and Feedback included direct classroom observation of classroom teaching and learning and an appraisal meeting focusing on teacher goals and student learning and progress. Professional learning for teachers also included keys to success for students with Autism Spectrum Disorder and training in Child Safe practices. Teaching staff also participated in workshops centred on catering for students with special needs in the secondary classroom.

In addition to this, secondary teachers work in Collaborative Planning and Learning groups (CPLs) and Primary teachers in Year Level teams, sharing, developing and refining ideas and strategies together.

Casey Grammar School provides ongoing professional learning opportunities for the continuing effective use of technology at all levels of the school, and mandated training including Mandatory Reporting and Anaphylaxis, as well as First Aid.

Student Welfare

Student Attendance

The introduction of our Learning Management System, SEQTA, has assisted to refine records kept regarding student attendance. All staff are required to record attendance for the students in their class for each period of the school day. The families of students are encouraged to advise the school of student absences when these are known in advance. Where parents / guardians do not make contact with the school about student absences by 10 am, an automated SMS is sent to families. Students and families are expected to provide a medical certificate and / or written note explaining the student absence upon return.

The average number of absent days per child is 13.84.

% Attendance by Year Level 2017

Prep	91.87%	Year 7	94.78%
Year 1	93.49%	Year 8	91.40%
Year 2	92.98%	Year 9	92.01%
Year 3	94.40%	Year 10	91.74%
Year 4	93.64%	Year 11	90.89%
Year 5	94.60%	Year 12	85.92%
Year 6	92.33%		
Whole School		92.31%	

Student Leadership

The secondary Student Leadership Team (SLT) has grown during the 2017 school year. The team includes student leaders in Years 11 and 12 and representatives from each year level. The SLT has planned and held many events which have included lunchtime discos and pop-up canteens. Several members of the SLT gave up their own time outside of school to attend leadership programs and represent the school at community events. The SLT continues to meet each fortnight.

Pastoral Care

The Pastoral Care Program at Casey Grammar continues to represent a significant positive element of the school. Our students are a part of a Pastoral Care Group that is vertically structured, allowing students direct access to fellow students who are at various stages of their secondary education. Each group is connected with a staff member who mentors their group during their time at the school. Our Pastoral Care structure creates an environment where each student is connected with their school community and is genuinely known. It provides a strong network of support that is offered to students and their families.



The school bases our Pastoral Care lessons on the Learning Curve Student Wellbeing Program which is incorporated into the student planner. Our weekly topics include: “Planning and Timelines”, “Ethical Living”, “Researching”, “Emotions, Strengths and Relationships” and “Reviewing and Revising”. During 2017, the school has also invited many external presenters to address our students on various social issues which have included: bullying / harassment, gender differences, digital citizenship, safe partying, and road safety.

A great deal of research indicates that a student’s mental health and wellbeing will form the foundation of their learning ability and educational journey. It is therefore important for our students to have the forum within which to explore their mental health and develop a healthy mindset. In conjunction with our Pastoral Care Program, students also have access to our Psychologist and Counsellor. Each of these support networks, allow students the safety to delve into and cultivate their wellbeing.

At Casey Grammar, we strive to integrate our Pastoral Care and Academic Programs to maximise the learning outcomes of our students. Our hope is that our students will develop into young adults who are active citizens with a strong awareness of their immediate and greater community.

Chaplaincy

This year, Chaplaincy has had three main focus areas. The first has been leading and encouraging the spiritual life of the school through formal services. The year began with separate Staff, Secondary and Primary Commissioning services as new staff and leaders were inducted into their positions. Easter was marked at the school through a Lent focus in PACA, an Ash Wednesday lunchtime service and separate Primary and Secondary Easter services. The Chapel was set up with interactive Easter stations that various students chose to engage with. Each House had a Chapel service in both Term 2 and Term 3, focusing on the themes of Transformation and Story. Individual students participated through music, readings, prayers and various interpretations of the Bible Readings. Developing the sense of community in the Houses has been important, and in Term 3

each house enjoyed a pre-Chapel shared breakfast. Primary students in every class from Prep – Year 2 actively participated in a class Chapel service where parents, younger siblings and special friends could attend. To conclude the year, the Year 12 students of 2018 had a transition service to conclude their Leadership days, and Christmas was marked through Primary and Secondary Chapel Services. Students from Casey Grammar have also proudly represented the school at external services for Remembrance Day and ANZAC Day. Students have been frequent visitors to the Chapel, participating in various activities on offer during lunchtimes and after school.

The second area of focus has been to further develop the Social Justice activities in the school. This has led to the formation of a Year 10 Social Justice Group and at the end of the year the appointment of Casey Grammar’s first Social Justice and Community Captain for 2018. Casey Grammar School has further developed its connections with the Salvation Army Cranbourne, providing opportunities for greater community participation. The Social Justice Group has been active in fundraising and the preparation of the Christmas packs, distributed to both Share the Dignity and Youth Projects. Students from the Social Justice Group worked with the Primary Student Leadership Team to finalise the Salvation Army Christmas baskets. Year 8 and 9 students regularly attended the Salvation Army Companion Club, preparing and serving meals, and at the end of the year volunteered over seven days in Support Services as part of the lead up to Christmas. It is anticipated that the work of the Social Justice Group will continue to expand in 2018.

The final area has been to support the already existing Pastoral Care structures. This has involved working alongside the Secondary Pastoral Care team and the Primary staff in assisting students in conflict resolution, friendship development and significant life changes.

Learning Outside The Classroom

Camps, excursions and other activities provide opportunities for students to develop social and civic skills, to build team cooperative skills, to learn from physical challenges and to value diversity.

In 2017 some of the experiences offered at Casey Grammar have included:

- Year 5 & 6 Camp
- Year 6 beach program at Mount Martha
- VCE Outdoor Education camps and excursions
- Year 9 Duke of Edinburgh Award program
- Year 9 Northern Territory Lilla Community Tour
- Year 9 City Experience
- Kokoda Trek



Primary School

Casey Grammar School is committed to offering a thorough, sequential and comprehensive curriculum to our students based on the Victorian Curriculum. The Victorian Curriculum sets out the core knowledge, understandings, skills and general capabilities important for all students as a foundation for their future learning, growth and active participation in our community. It is the foundation for high quality teaching to meet the needs of all students and we aim to prepare our students to grow into young adults, ready to face the challenges beyond our school gates in the 21st century.

While our academic program in the Primary School focuses on establishing a strong foundation in literacy and numeracy, we provide instruction in the all of the following disciplines: -

- English
- Mathematics
- Science
- Humanities
- The Arts
- Health and Physical Education
- Religious Education
- Languages
- Technology

The Victorian Curriculum also includes a focus on seven general capabilities (critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding)

At Casey Grammar, we understand that children learn in different ways and at varying paces. Every child has unique educational needs. We pride ourselves on creating differentiated learning programs that are tailored to meet the needs of all individuals in the classroom. When students' needs are being met, they become more engaged in the learning process and are motivated to reach their full academic potential. Our Primary School students have daily access to excellent information communication technology resources such as computers, think pads and iPads. The integration of information communication technologies supports the development of the key skills: accessing, organising, applying, creating and communicating. These skills are necessary for success now and in the future. Assessment of students' learning is an ongoing process. Assessment is used to identify student needs, inform future lessons and measure achievement. Teachers use

a variety of ways to assess their students including observations, work samples, pre and post testing, discussions and peer and self-assessment. Teachers will formally communicate student achievement twice a year via a formal, written report.

Secondary School

The secondary school curriculum continues to reflect our focus on student-centred learning and our commitment to the provision of a broad, balanced and flexible curriculum based on the Australian Curriculum.

Each year level offers a range of learning opportunities designed to maximise the potential of each student. These are evaluated each year to maintain a high quality curriculum.

At Year 7 the program is organised around the traditional disciplines to ensure all students are exposed to core 'foundation' subjects. Each subject area includes a focus on interpersonal development and personal learning, as well as thinking and communication skills across the curriculum. The learning program is designed to foster spiritual, intellectual, physical and social development in each student through participation in programs of study and other activities appropriate to their diverse needs, abilities and aspirations. Consequently, the Year 7 curriculum incorporates programs which seek to build the skills required for the successful transition into secondary school. Students at Year 7 study a curriculum which provides a strong foundation for future academic studies. At Year 8 the program continues to be organised around the traditional disciplines with an added emphasis on 'learning to learn' activities to build independent learning skills. Each subject area continues to incorporate interpersonal development and personal learning, as well as thinking and communication skills.

In addition to the development of core literacy and numeracy skills, we also embed the 4 C's considered essential to the modern learner: communication, critical thinking, collaborative skills and creativity.



At Years 9 and 10 the core curriculum is extended to include a diverse range of electives. These are designed to cater for the changing needs of these students as they transition through the school and move towards the senior years. Each elective is designed to provide depth and breadth while also building the skills essential for effective independent learning. Electives are offered in the curriculum areas of: Visual and Performing Arts, STEM, Product Design and Technology, Commerce, Media, French, English, History, Physical Education, Mathematics, Science and Physical, Personal and Social Learning.

The QL Enhancement Program caters for the needs of the more able student and is incorporated into the normal program. The QL group of students participate in a range of challenging learning opportunities including external programs designed for the gifted and talented.

Special Programs continue to complement the curriculum at each year level and are designed to support specific learning skills, while also providing students with opportunities to develop socially, academically and personally. In Years 7 & 8, Integrated Studies and the “Imagine” Program continue to foster the development of skills such as critical and creative thinking, effective communication and literacy (including media, information and technology literacy). The Year 9 Program also continues to support the development of these skills by providing students with opportunities to experience ‘Different Worlds’ and perspectives. At Year 10, students become more familiar with the world of work and life beyond school. They are also able to study a VCE subject as an advanced study.

Performing Arts

With a school production of ‘Annie’ in 2017, VCE Music and Drama ensembles, class productions and many new initiatives, there were many opportunities for students to demonstrate their performance prowess.

Music

2017 has seen continued growth in the number of students learning a musical instrument and participating in our school ensembles.

Once again the year has been full of performance opportunities for our students. Some of our highlights included the Senior Concert Band performing at the Mornington Main Street Festival and both Training Band and Intermediate Band performing at the Victorian Schools Music Festival at Deakin Edge at Federation Square.

The Concert Band undertook the challenge of providing the music for the school’s production of ‘Annie’. The students’ commitment to learning and performing very difficult music was outstanding.

Both the Winter Concert and End of Year Concert were very successful events. Along with the Instrumental Soirees, these concerts continue to provide students with the opportunity to showcase their musical talents.



Drama

In 2017 the secondary school performed the production of 'Annie'. Students from Years 6 – 12 were involved in the show, rehearsing weekly in preparation. They assisted with sets and props, technical requirements and backstage crew helping to make the production one of Casey's Grammar's most successful in the past ten years.

In September a small ensemble of students from the cast of 'Annie' performed at the annual City of Casey 'Schools on Stage' competition. The routines of 'Maybe' and 'Fully Dressed' were performed to the local community, competing against other schools in the area. While they did not take home any prizes on the evening, the competition presented the students with a wonderful opportunity to perform and enabled them to display a wonderful sense of school spirit.

For a second year running, the Drama department entered two teams in the Impro Melbourne Schools Challenge. The intermediate team (Year 8&9 students) won the Grand Final, taking home the first place trophy, while the senior team (Year 10, 11 & 12 students) placed second on the day. It was a wonderful day full of skits and much laughter and we were very impressed by the efforts of the students.

Back in the classroom, the VCE students were hard at work preparing for their Ensemble Performances. Parents, friends and teachers came along to support the Year 11 and 12 students as they presented a showcase of non-naturalistic plays based on Public Enemies (Year 12) and the Mandela Effect (Year 11).

Later in the year the senior students performed an afternoon of short solo performances based on characters who had 'Defied Gravity', followed by an evening of major solos, which would contribute significantly towards the Year 12's Study scores.

The Production of 'Peter Pan', a show produced entirely by the Year 10 Drama class, was performed in June. This classic show was embraced by the students who rehearsed enthusiastically and performed with spirit and dignity. They certainly did the show justice. In Semester Two the class presented two days of lunch time performances centered on issues they saw as prevalent in society.

To round out the year, the Year 9s presented a showcase of short performance works based on the concept of 'Legends'.

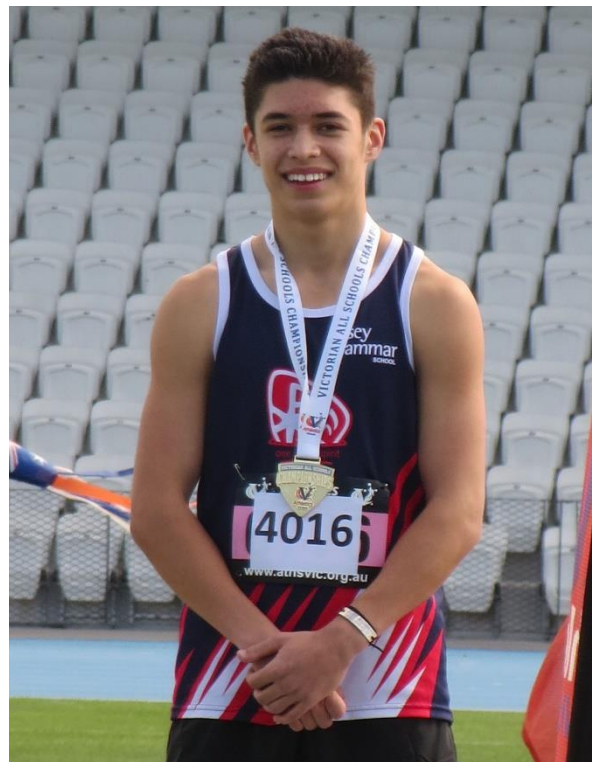
Sport

The 2017 Casey Grammar House Swimming Carnival was conducted in February at Noble Park Aquatic Centre. Student participation was encouraging and promising. The Track & Field Carnival was held at Casey Fields with participation levels at an all-time high, particularly our Year 7 & 8 students who were eager to impress. Winners of these carnivals were then selected to represent the school in the Casey South Division of School Sports Victoria (SSV).

Casey Grammar School entered teams and provided students the opportunity to participate in a range of sports each term, including Tennis, Volleyball, Baseball, Softball, Cricket, AFL, Soccer, Badminton, Netball, Basketball, Hockey and Table Tennis.

The successes of 2017 include:

- Continuing the development of a team environment and a sense of belonging among students
- Consistent recognition and celebration of student achievement through school assemblies, newsletter and school magazine articles, Facebook and internet pages.
- Students and staff adapting to not having use of an indoor facility in 2017 for training purposes by using local community facilities.
- Many students made SMR finals in individual events of Swimming, Track & Field and Cross Country running.
- Aiden Saluni-Kettle of Year 10 won the SSV State Final in the 16 Boys 110m Hurdles in a State record of 14.77 seconds. Aiden has broken the state record every year since Year 7.
- Casey Grammar finished 1st place in the school totals for the Casey South Cross Country carnival and 2nd place in the Casey South Swimming Carnival.
- The following students deserve special mentions for their outstanding achievement at SMR level of competition.
 - ❖ Anastasia Weller: 2nd in the Girls 15 Long Jump and 200m sprint. 3rd in the 100m Sprint.
 - ❖ Johan Carreon: 3rd in the 14 boys Discus
 - ❖ Seth Gunawardane: 3rd in the 14 boys 50m Backstroke.
 - ❖ Karla Bulte: 2nd in the 1500m 16-20 Race Walk.
- Casey Grammar participated in the Sporting Schools Program, an Australian Government initiative designed to assist schools to increase participation and sporting opportunities. In Semester 2, we were delighted to present the Year 5 and 6 students with a four- week unit of Orienteering. Health and P.E week in Term 4 was also another opportunity where we used the funds to introduce Golf sessions to all students in the primary school.
- Inter school competition is always a highlight with Casey Grammar participating in many competitions throughout the year. Students represented the school in sporting competitions including Lightning Premiership (Soccer, Football, Netball, Volleyball), Athletics, Cross Country, Hoop Time (Basketball), Casey Cup Netball Tournament and Cricket. Many teams and individuals were successful in their events and qualified to compete at higher levels.



Student Outcomes

National Literacy and Numeracy Testing (NAPLAN)

Students in Year 3, 5, 7 and 9 participate annually in the NAPLAN testing.

NAPLAN testing provides an opportunity to benchmark our students and provides data for teachers to address areas identified for improvement and provide interventions when needed.

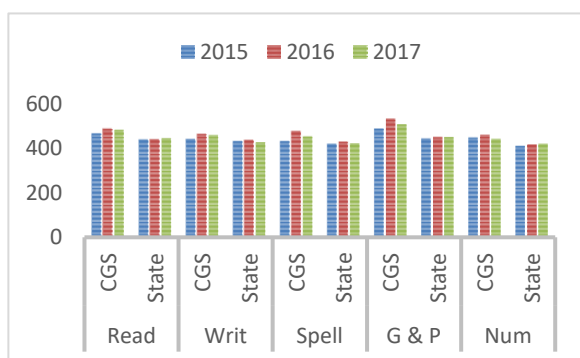
Primary Level Teams and Secondary Faculties access NAPLAN data to identify strengths and weaknesses across each year level, and use this to inform teaching strategies and curriculum.

Trend Data indicates significant success in Teaching and Learning programs across the year levels.

Comparison to State Mean on National Assessment Scale

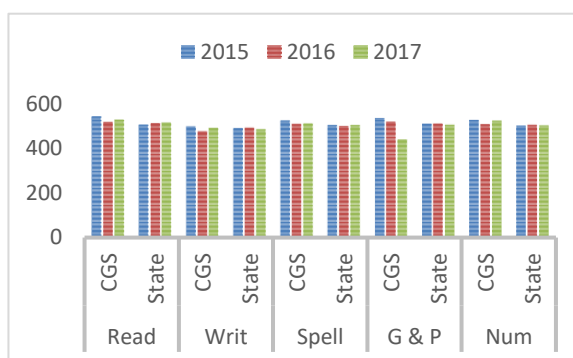
Dimensions: Reading (Read), Writing (Writ), Spelling (Spell), Grammar & Punctuation (G&P), Numeracy (Num)

Year 3



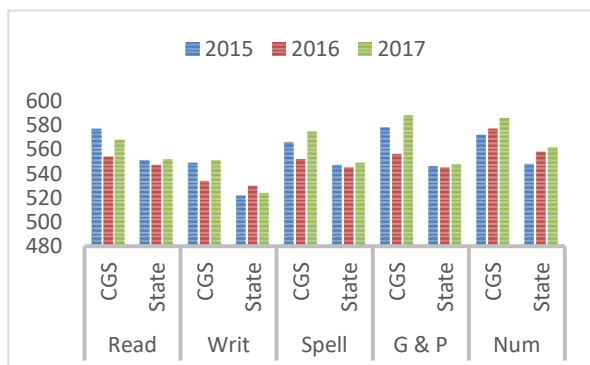
All CGS scores were above State Means. Grammar & Punctuation were significantly higher than the State Mean.

Year 5



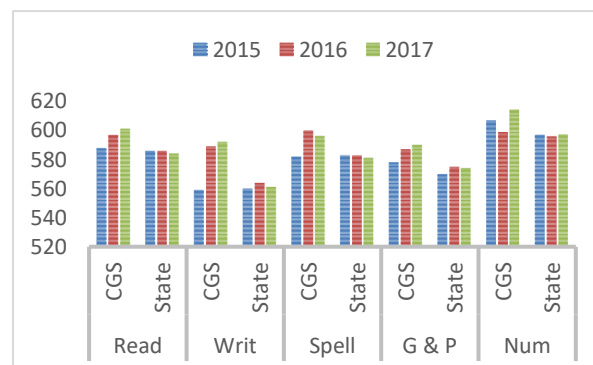
Reading, Writing, Spelling & Numeracy were above the State Mean. Reading, Writing & Numeracy showed improvement in comparison to 2016.

Year 7



CGS scores were above State Means. All domains increased compared to 2016.

Year 9



CGS scores were above State Means. Reading, Writing, Grammar & Punctuation and Numeracy increased compared to 2016.

Senior Secondary

In the senior secondary years we focus on catering for a wide range of pathways to which students aspire. Careers counselling is a critical part of goal setting and managed individual pathways from Year 10.

The majority of Year 10 students undertake a Unit 1 & 2 VCE Study, and an Early Commencement Program for all VCE students is an integral part of preparation for VCE.

2017

- All 55 Year 12 students met the requirements of the Victorian Certificate of Education (VCE)
- The Average Study Score was 27
- The Average ATAR was 56.17
- 82% of students applied for tertiary places
- 8 students received 40+ study scores
- 91.30% of students received a 1st round offer
- 8.70% of students received 2nd round offers

Post-School Destination

Data from the 2018 Victorian Government On Track survey will be published when available.



Parent, Student and Teacher Satisfaction

Casey Grammar School conducts a number of surveys to gather relevant information from the school community. We are committed to responding to the feedback from these surveys and addressing all matters where practicable. On a rotation we survey parents, staff and students using the LEAD Independent Schools Victoria survey tool.

In 2015 the Student Satisfaction Survey was undertaken and in 2016 the Parent Satisfaction Survey was completed.

In the Student Satisfaction Survey an analysis of each individual domain provides the school with the opportunity to affirm the strengths and consider areas for improvement. The overall general student satisfaction reflected a mean which was in line with the ISV benchmark, but showed a slight variation when broken down to Year Levels; Years 5 to 9 students were generally more satisfied than Year 10 and 11 students. The overall satisfaction with Quality of Teaching was above the ISV benchmark average, and generally reflected improved satisfaction compared with 2012 data.

A total of 235 parents completed the parent Satisfaction Survey in 2016. The Domains surveyed were generally at or slightly below the Similar Schools mean, with the highest satisfaction shown for learning environment and the school being a safe place to learn.

Pleasing to note in the specific questions was that bullying is not perceived as a problem, and parents appreciate that drug awareness and prevention education is seen as effective.

The school has introduced a new Learning Management System in 2017 along with a school provided laptop for Year 7 students, in addition to the numerous computer labs in the school. Continued professional learning for teachers is a critical part of supporting teachers and their continued development and growth. This has supported parent's feedback for more opportunities to engage with technology in both student learning and communication of assessment and feedback to parents.

In 2017 the staff completed the Staff Satisfaction Survey covering aspects of schooling and staff work environment. The mean results for teaching staff compared with the ISV benchmark per school-based domains were: The results in the Domains were:

Domain	School Mean	Similar Schools Mean
Resources, offerings	7.77	8.03
Technology	8.22	8.08
School Ethos/Values	7.61	8.19
Student Behaviour	8.39	8.28
Discipline	7.17	7.98
Learning Support	7.62	8.07
Pastoral Care	8.48	8.62
Parent Involvement	7.98	8.49
Quality of Teaching & Learning	7.96	8.35
Teaching practice	9.00	8.91

The school will use the feedback to provide information to indicate improvements as the school has new leadership in 2018.

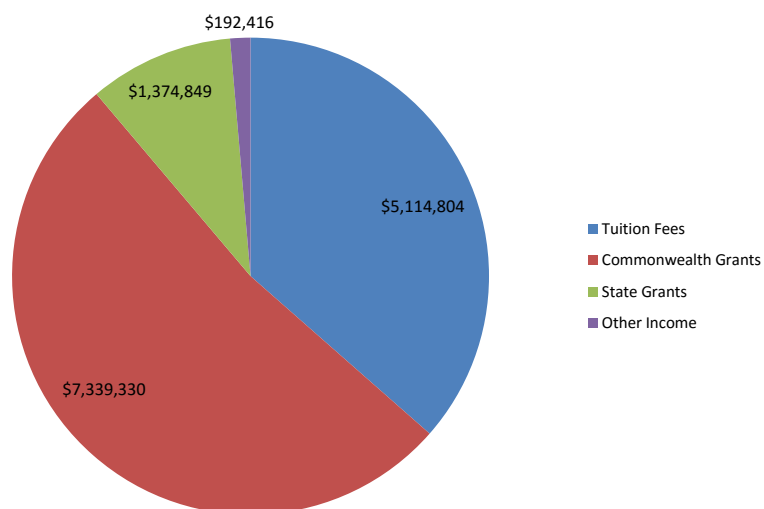
Generally the primary teachers showed higher satisfaction than secondary teachers, and female staff indicated higher satisfaction than male staff in all domains. General (non-teaching) staff means were above the ISV mean in all domains but three, indicating a higher level of satisfaction than indicated by teaching staff.

Financial Information

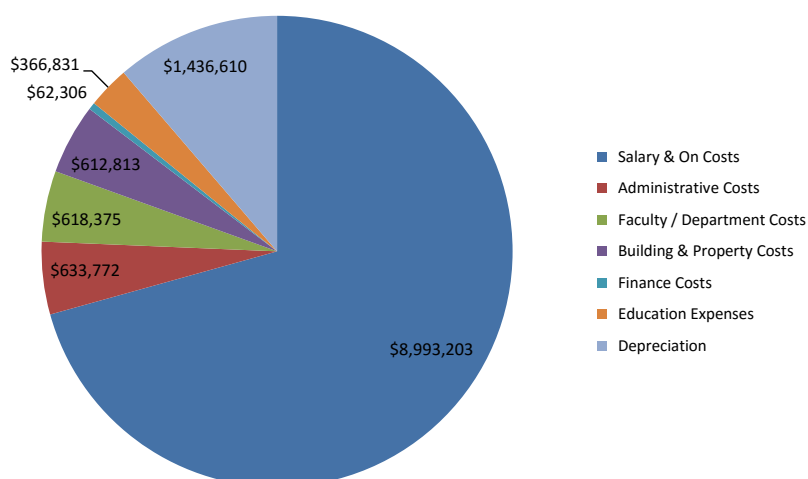


Recurrent Income & Expenditure for year ended 31 December 2017

Income



Expenditure





Casey Grammar School
3 New Holland Drive Cranbourne East Victoria 3977
Telephone (03) 5991 0800 Facsimile (03) 5995 2888
www.caseygrammar.vic.edu.au

Prep to Year 12

Every day, a discovery.