

# Annual Report 2018





# Contents

Workforce	4
Student Welfare	6
Chaplaincy	7
Learning Outside the Classroom	8
Curriculum	9
Performing Arts	11
Sport	12
Student Outcomes	13
Student, Teacher and Community Satisfaction	14
25 Year Anniversary	14
Financial Information	15

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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.

Casey Grammar School recognizes that we are all individuals and that success looks different for everyone; Casey Grammar nourishes and fosters the needs of each student to ensure everyone has the opportunity to be and become the very best version themselves.

The school has an enrolment of 856 students made up of 375 Junior and 481 Senior students. The City of Casey is home to 85.7% of our students with 47.5% of these residing in the Cranbourne postcode area.

English is the first language spoken at home for 62% of our students. Of those who speak another language (251 students) 70.9% speak an Indian language, 16.3% a European language and 15.1% another Asian language.



## Board of Governors

Chairman	Mrs Marie Ormandy
Treasurer	Mr Malcolm Wells
Secretary	Mr Nick Vitinaros
Members	Mr Chris Galagher Mr Todd Martin Mr Barry Steggall Mr John Tucker Mr Meghraj Thakkar Mr Brad Jordon
Principal	Mr Richard Baird

# Workforce

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 Senior Leadership Team (SLT) consisting of:

- Mr Richard Baird Principal
- Mrs Julie Squires DP, Head of Teaching and Learning
- Ms Mary Dourios DP, Head of 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 2018

Aaron Bushell BSCR, Bed	Alan Clarke BCom, DipEd, PGDipAppPsych, MEdPsych, CertAdolCounsel, CertDrugAlcoholMgt
Amanda Horton BA, DipEd	Angela O'Driscoll BAppSc(PhysEdHlthEd)
Anita McGarrigle BTeach, BSc	Anita Rinkel BTeach, BEd
Anthony Brown BEd(PhysEd)	Beatriz Christensen BA, GDipEd
Belinda Roffey DipT(Prim) BEd, GCCathStudies	Benjamin Peake BEd(Sec), BA
Brad Schreuder BTeach(PrimSec)	Bridgette Reale BEd(Prim)
Brittany Scott BVisArts, DipEd	Brittany Testro BEd(Prim)
Bronwyn Kyne Bed	Carol Vandeloo DipT(Prim), GDipRE
Carolyn McAlister BEd(Sec)	Cassandra Leeson BSc, M.Ed
Catherine James BPA, M.Ed, MTeach	Catherine Marchmont B.S, MID
Charlotte Bouman BECE	Cheryl Pereira BTeach, BA
Chris Rayeroux BEd(Sec)	Collette Lark BDes, MTeach
Craig Drinkwater BSc, DipEd	Danielle Warburton B.Ed
Deanne Bourke BEd(Prim)	Deborah Taylor MEd, GradCIH
Gary Willis BA, PGCertEd	Grace Nhim BEng, GDipEd
Gregory Newham Bed	Helen Lacey B.Eng, GDipEd
James Duffy BAppSc(StatsOpsRes), DipIT, GDipEd	Janine Hooper GDipEd(Integration)
Jeffrey Batey BAppSc, GDipEd	Jessica Burns BEd(Prim), BSc
John Palomares B.Ed	Julie Squires BA, DipEd, MLI
Kate Grech BTeach(PrimSpecEd)	Kate Morgan BA, DipEd
Katherine Barbar BPyschManMark, DipEd	Katherine Black BTeach, BA, BAppSc
Laura Dascoli BM, M.Ed	Laura Moya (Terms 3 & 4)
Laura Pappetas BEd	Leanne Evans BTeach
Malcolm Dunkley BBA, GDipEd	Marita Elvish BEd, GDip(CareerDev)
Mary Dourios BBusAcc, MEd	Melissa Roberton BEd
Monique Riviere-Pendle BA, GDipEd(Sec), GradCertRelEd	Natalie Burns BA, Bed
Pamela Adams BA, DipEd	Paula Harris BEd(Sec)
Peter Tuttera BSc, GDipEd	Peter Young DipArts(IndDes)

## Teaching Staff 2018 Continued

Rachael Gilbert GDipEd, BSc(Biol)

Ruth Grant BA, DipEd

Sandra Novello B.Ed

Sarah Nolan B.Ed

Shelley Corkell MEd(SpecEd)

Stephen Kearney BFA, DipEd

Tegan West BEd

Virginia Duell BEdStudies

Richard Baird MBA, B.Ed, ASAM, MACE, MACEL

Ryan Subban B.Ed, M.Ed

Sandra Torcasio BEd, DipT

Shane Bell BA, GDipEd

Simon Chiodo BMus(Perf), DipEd

Tegan Kearney BA, DipEd

Tracey Bryant (Terms 3 & 4) BA, BEd

## Staff on leave during 2018

Adelle Batey BAppSc(HlthSc) GDipEd(Prim)

Emma Conolly BAppScPE, GDipEd(Sec)

Nadine Muresan Bed (Term 4)

Selda Gurbuz BSc, GradDipEd(Sec)

Deborah Ireland BEd

Fern Schreuder BAppSc(HumanMovement), BTeach(Prim)

Rachel Doran BA, BTeach

## Primary and Secondary Teaching Staff Numbers 2018

Teachers	Primary			Secondary		
	Male	Female	Total	Male	Female	Total
Number	4	21	25	15	28	43
Full Time	4	17	21	15	25	40
Part Time	0	4	4	0	3	3

## Length of employment at the school

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

## Non-Teaching Staff

	No. of staff
Administration	13
Assistants (Learning, Library, Technology)	15
Grounds & Maintenance	3
Nurse	1
Chaplain	1
Educational Psychologist	1

## Teacher Absenteeism

Average number of days absent per teacher **6.8**

## Teacher Turnover

% Teacher retention 2017-2018 **92%**

# Student Welfare

## Student Attendance

Learning Management System, SEQTA, has continued to assist in the refinement of student attendance records. All staff are required to record attendance for the students in their class for each period of the school day.

To assist with this process, families of students are encouraged to advise the school of student absences when these are known in advance. Where parents/guardians do not advise the School about student absences by 10am, 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 12.71.

## % Attendance by Year Level 2018

Prep	93.88%	Year 7	94.18%
Year 1	93.66%	Year 8	93.60%
Year 2	92.14%	Year 9	92.92%
Year 3	95.17%	Year 10	91.70%
Year 4	93.60%	Year 11	94.04%
Year 5	94.60%	Year 12	75.75%
Year 6	95.69%		
Whole School			92.40%

## Student Leadership

Our Student Leadership Teams comprise of students in Years 6, 11 and 12 and are supported from student representatives from each year level. The Junior Action Group (JAG) and Senior Leadership Team meets each fortnight to discuss school issues, provide their perspective on changes that effect their education, and assist with the organisation of charity and House based events.

The Leadership Teams participate in several external leadership programs, and have also represented the School at community events outside of school times. Many members have given their time to mentor students in younger levels, spending time assisting them with homework and listening to their thoughts and observations about school life at Casey Grammar.

## Pastoral Care

The Pastoral Care Program at Casey Grammar remains a significant forum in which students from various age groups and their Pastoral Care Mentor, connect and engage regularly. Each Pastoral Care group represents a unique opportunity for students to develop a supportive network that they remain a part of during their time at the school. The program provides a foundation via which each student can express their individuality, and be genuinely known throughout their educational journey.

During the weekly lessons, students participate in discussions regarding various global and local social issues, they are guided through study skills and learn how to revise effectively for tests and examinations. Research shows that in order for young people to flourish and have the capacity to improve their learning outcomes, their overall wellbeing must be continually cultivated. The Pastoral Care group creates a safe environment where students can express their opinions and listen to the thoughts of their peers, while exploring areas of mental health, digital citizenship, building resilience, safe partying and road safety.

Our aim is to combine our academic and pastoral care programs so that students are able to develop a well-rounded understanding of the community and wider world that they are an active member of. With the guidance of their Pastoral Care mentor, students have the opportunity to mature and learn how to make effective decisions as they interact with each other.



# Chaplaincy

In 2018, our Chaplain had a strong focus on continuing to develop and evolve her role within the School and the wider community. Under the guidance of the Chaplain. Our Social Justice Group continued to grow and were fortunate to have the support of our Principal in starting important new initiatives and fundraising activities. It is to the credit of the entire school community that Casey Grammar raised over \$20,000 for various causes, both local and international.

Our first Harmony Week celebrations were a highlight, involving students dressing in cultural clothing, Junior and Senior lunchtime performances, special order lunches and community events. Another new initiative was the Backpack Challenge which involved students sleeping overnight at school to raise funds and awareness about the experiences of young refugees globally. To their credit, Casey Grammar became the third top fundraising school in Victoria, and in the process supported the work of Days for Girls and the Cranbourne Foodbank. A decision that has facilitated both these events, and the many others the school community has been involved in, was the appointment of our first Social Justice and Community Captain. This added significantly to the profile of this area in the school.



The spiritual life of the school was reflected in Chapel services that took place throughout the year for all students. Junior School students were involved in large Easter and Christmas services as well as smaller scale class Chapels. The Music and Religious Education staff assisted in these services, providing students with many opportunities to participate in a range of ways.

For Senior students, the House Chapel services became much larger, as individual Houses hosted services for the other Houses. Active and meaningful student involvement was encouraged and students were given the opportunity to share their thoughts, lead in prayers, play music and respond to the themes explored. Other important services included Easter, Christmas, ANZAC Day and the Year 11 into Year 12 Transition Service. In welcoming Mr Richard Baird as Principal, our Senior Commissioning was an even more significant event as it also marked his commissioning as Casey Grammar's third Principal.

For staff, the Pastoral Prayer at the start of the week has become part of the Monday Morning Briefing. There are also more regular staff Chapel services, providing opportunities to take time out to reflect.

# 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 2018, some of the experiences offered at Casey Grammar have included:

- Year 5 & 6 Camp
- Junior School Production (Super Stan)
- Year 9 Duke of Edinburgh Award program
- Year 11 & 12 Ski Trip
- VCE Outdoor Education camps and excursions
- Year 6 beach program at Mount Martha
- Year 7 Camp, Rawson Village
- Year 9 Northern Territory Lilla Community Tour
- Year 9 City Experience
- Kokoda Trek



# Curriculum

## Junior 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. We focus on global competencies that include inquiry learning, critical thinking, creativity, collaboration, communication and problem solving. We challenge each child to reach their full potential.

While our academic program in the Junior School focuses on establishing a strong foundation in the following disciplines: -

- English
- Mathematics
- Science
- The Humanities
- The Arts
- Health and Physical Education
- Religious Education
- Languages
- Technologies (including STEM)

The Victorian Curriculum also includes a focus on four general capabilities which encompass all we do, which are listed below:

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

At Casey Grammar, 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 Junior School students have daily access to excellent information communication technology resources such as computers, think pads, laptops 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 ongoing observations, work samples, pre and post testing, discussions and peer and self-assessment. Teachers formally communicate student achievements twice a year via a formal, written report.

## Senior School

The Senior School curriculum continues to reflect our focus on student-centered learning and our commitment to the provision of a broad, balanced and flexible curriculum based on the Victorian 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 Senior 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 and 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 across the Year 7 and 8 programs, we also embed the 4C's which are considered essential to the modern learner: communication, critical thinking, collaborative skills and creativity. As part of the Year 7 and 8 programs, the students are also exposed to a range of electives which provide foundation skills and a "taster" for these courses in Music, Drama, Art, Visual Communication and Design, and Product Design and Technology.

At Years 9 and 10 the core curriculum continues and 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 their VCE years. Each elective is designed to provide depth and breadth while also building the skills essential for effective independent learning and allowing the students to select their VCE subjects with a strong

foundation. 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 and Science.

Special co-curricular 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. The Year 9 Program continues to support the development of these skills by providing students with opportunities to experience the wider Australian community and perspectives. At Year 10, students become more familiar with the world of work and life beyond school. Year 10 students have the opportunity to study a unit 1 & 2 VCE subject as an accelerated program.



# Performing Arts

With a Junior School Production of 'Super Stan' in 2018, VCE Music and Drama ensembles, class productions and many new initiatives, there were many opportunities for students to demonstrate their performance prowess.

## Music

2018 saw continued growth in the number of students learning a musical instrument and the introduction of a variety of new ensembles. These include Stage Band, Senior Choir, Senior String Quartet and Junior String Ensemble.

Some of our highlights of the year 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 Junior School put forward a very successful production of 'The Amazing Adventures of Superstan' with every student from Prep through to Year 6 being given the opportunity to perform to a capacity crowd in the Performing Arts Centre, over two consecutive nights.

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

2018 was another successful year for the Drama department. In May, the Year 11 and 12 Drama classes presented their devised performances as part of the VCE Ensemble Evening. The students presented a series of non-naturalistic plays based on the topics, Pop Culture (Year 11) and Vaudeville (Year 12). In June, the VCE students presented a range of short

solo pieces as part of a performance afternoon, based on the theme, Trailblazers. In October, students performed their major solo performances. For the Year 12's, these solos were also part of their VCE performance exam that they presented to a series of assessors in early Term 4.

The production of 'Pistols and Posies', a show produced entirely by the Year 10 Drama class was performed in June. The Year 10 class worked together to learn lines, direct, source costumes, props, arrange lighting and sound, and to promote the play. The final performance was a massive success and was a credit to their hard work throughout the semester.

During Term 2, the Drama department held the 2018 House Impro Games event during lunch times. Many talented students competed in a House vs House battle by playing a series of hilarious improvised challenges to find out which House were the best at improvising. It was a very popular event in which many other students came along to support their House. Ultimately Trist were crowned the winners of the 2018 competition. Following the in-house competition, ten students were selected to compete in Melbourne Impro's Annual Theatresports Competition in Prahran. Competition was fierce and Casey Grammar were fortunate to win the judges awards of 'Best Line' and 'Best Offer'.

In August, 44 students from Year 7 to 12, competed in the City of Casey's Annual 'Schools on Stage' competition at Bunjil Place Theatre. The students performed the song 'Under the Sea' from Disney's 'The Little Mermaid'. They worked hard in the lead up to the competition to learn all the lyrics and choreography and were very entertaining on the stage. They were excellent representations of the School, something that was noticed by the event organisers as the students were awarded 'Best Teamwork' for their positive attitude and enthusiasm throughout the competition.



# Sport

The 2018 Casey Grammar Senior School House Swimming Carnival took place in February at Noble Park Aquatic Centre. Student participation was encouraging and displayed some excellent future talent.

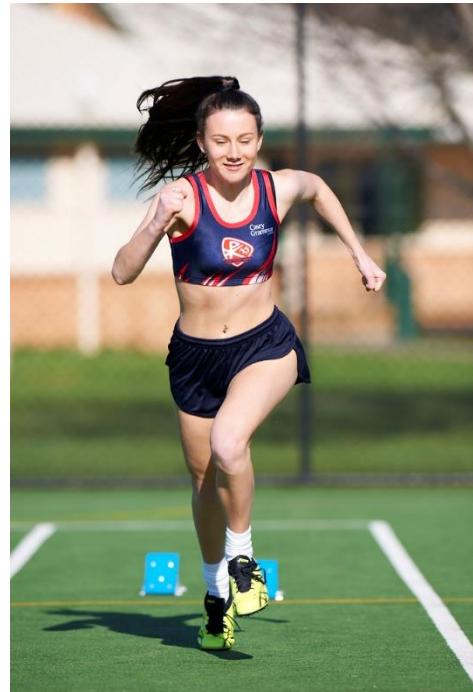
The Track & Field Carnival was held at Casey Fields on the last day of the School Term. The participation levels were very impressive, particularly our Year 7 and 8 students who were very keen to get involved in all aspects of the Carnival. Winners of both the swimming and track and field carnivals were selected to represent the School in the Casey South Division of School Sports Victoria (SSV).

In 2018, a Junior School Inter-house Swimming Carnival was introduced for students in Years 3 to 6. This was also held at the Noble Park Aquatic Centre in Term 4.

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 2018 included:

- Continuing the development of an inclusive environment and a sense of pride among students.
- Consistent recognition and celebration of student achievement through school assemblies, newsletter and school magazine articles, Facebook and internet pages.
- The overall completion of the gymnasium and fitness room meant we could accommodate more classes, use of brand new equipment and state of the art facilities.
- Many students made SMR finals in individual events of Swimming, Track & Field and Cross Country running.
- Casey Grammar finished first place in the following SSV School Sports:
  - Boys cricket
  - Boys baseball
  - Girls tennis
  - Girls cricket
  - Girls tennis
  - Boys and girls table tennis
  - Girls hockey
- The following swimming students and teams deserve special mentions for their outstanding achievement at SMR level of competition.
  - Girls 14 Freestyle relay (record breaking 2.32.38), Juna Gemmell, Melodee Mathews, Zahra Akkari and Tina Fu
  - Seth Gunawardane, first in all events (16 Boys Breaststroke, Butterfly, Freestyle, Backstroke, 15-16 Boys 4x50m Medley relay and 15 Boys 4x50m Freestyle relay)
  - Zain Wasif, first in all events (12-20 Boys 100m Breaststroke, 12-13 Boys Breaststroke, Backstroke, Freestyle, Butterfly, 12-13 Boys 4x50m Freestyle relay)
- 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)

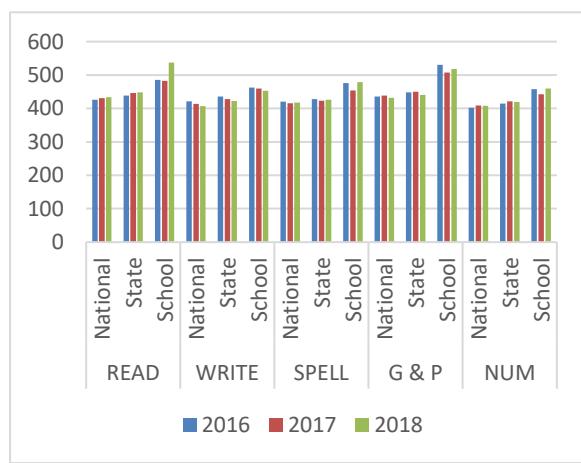
Students in Years 3, 5, 7 and 9 once again participated in NAPLAN testing. NAPLAN testing provides an opportunity to benchmark our students and provides data for teachers to address areas identified for improvement and provide interventions when needed. Primary Level Teams and Secondary Faculties access NAPLAN data to identify strengths and weaknesses across each year level, and use this to inform teaching strategies and curriculum.

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

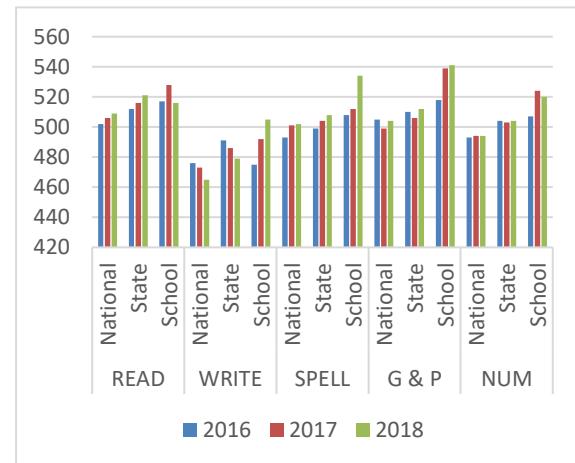
## Comparison to State Mean on National Assessment Scale

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

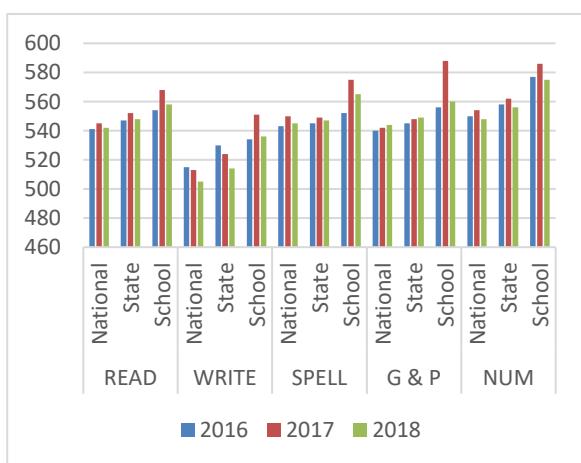
### Year 3



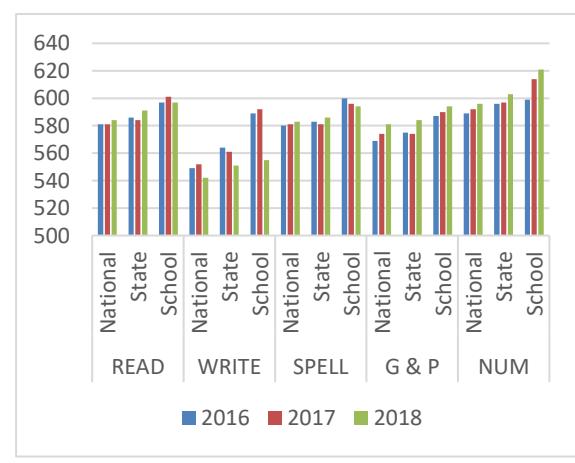
### Year 5



### Year 7



### Year 9



## VCE Results

2018 saw Casey Grammar achieve some of its best VCE results with our median VCE study score jumping from 27 to 30, ranking us fourth in the area compared to 2017 when we ranked thirteenth.

13 subjects ranked at or above the mean with our highest performing subjects being Psychology, Drama, Arts and VCD.

13 students achieved scores above 40 and 88.37% of VCE students received first round offers to University and TAFE.

## Post-School Destination

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

# Student, Teacher & Community Satisfaction

With the introduction of a new Principal in 2018, surveys were used to gain insight and knowledge into how students, teachers and the community felt about the change in leadership.

Seeking feedback via a structured and efficient process, was seen as a valuable way of reinforcing positive engagement and provided a 'voice' to staff, students and the community.

A weekly survey was conducted with staff. The data showed that staff moral had increased dramatically since 2017 and that staff trusted and believed in the new direction of the School under the guidance of the new Principal.

This data provided informed intelligence to support the strategic and operational plan of the School.

In addition to staff surveys, students and parents were also invited to participate in a confidential School Results Survey via MypCorp.

In 2018, it was also recognised that there was a need for an After School program. A whole school survey was completed with an overwhelming 94% of responses in favour of an on campus After School and School Holiday program.



# 25 YEAR ANNIVERSARY

In 2018, Casey Grammar celebrated its 25 Year Anniversary. Casey Grammar was originally known as Cranbourne Christian Community College and opened its doors with just 57 students. Foundation staff member, Mrs Melissa Robertson remembers teaching from a large building with partitions separating the classrooms and furniture arriving just the day before students.

With a small supply of stationery, no photocopier or curriculum as such, they worked tirelessly to provide the students with a quality education. Melissa also fondly remembers the camaraderie between the teachers, students and families with the families placing so much trust in the staff and wanted the school to be a success equally as much as staff.

Throughout 2018, there were several events held to mark the significance of the anniversary. These included:

- Founders Assembly (Year 5 -12)
- Founders Afternoon Tea Function (Performing Arts Centre)
- Current Parents Cocktail Function
- Casey Grammarians, Past and Present Staff Function
- PAC Exhibition Display

Along with the various functions held, a suite of memorabilia was also created including:

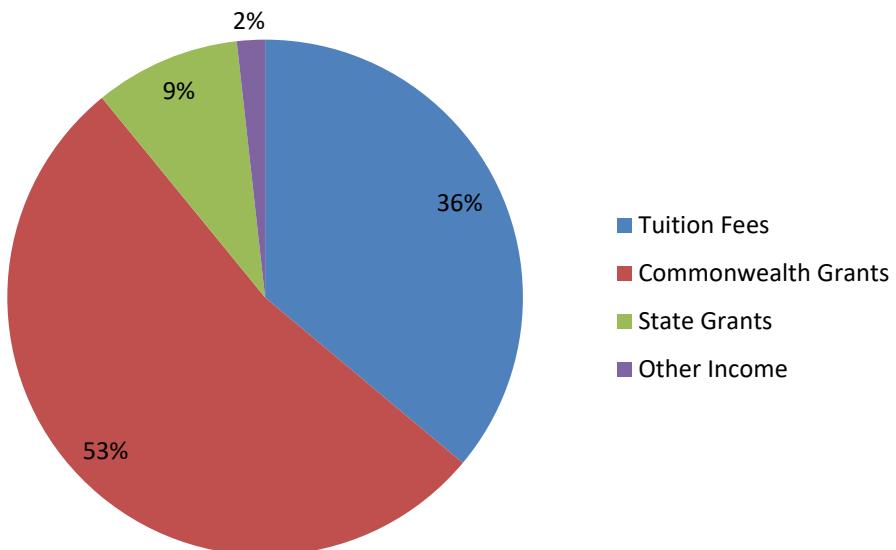
- 25 Year Commemorative Book 'One in the Spirit'
- 25 Year Whole School Photo
- 25 Year Badges for staff and students (designed by a Year 10 student)
- 25 Year Founders Commemorative Pin
- 25 Year House Totems
- House Banners added to the Performing Arts Centre Auditorium and Foyer
- Performing Arts Centre and Administration Building historical decal wrap
- Individual Student Portrait Mural
- Update to current branding including the 25 Year Casey Grammar Logo



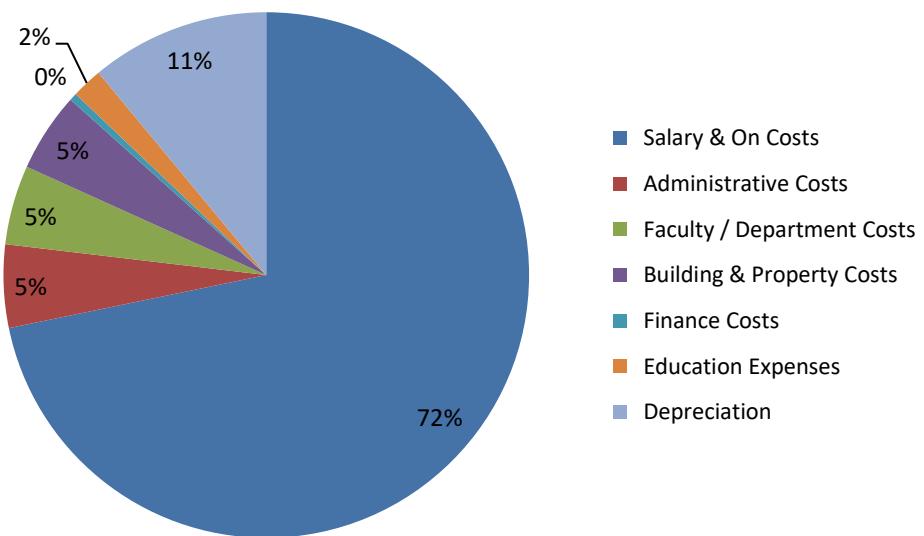
# Financial Information

Recurrent Income & Expenditure for year ended 31 December 2018

## Income



## Expenditure





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Prep to Year 12

*Every day, a discovery.*