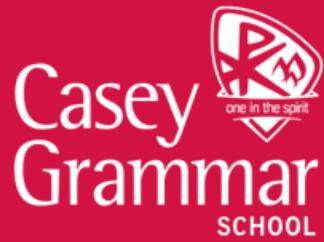


Annual Report 2019





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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.

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

The school has an enrolment of 930 students made up of 399 Junior and 531 Senior students. The City of Casey is home to 83.9% of our students with 56.5% of these residing in the Cranbourne postcode area.

English is the first language spoken at home for 66.5% of our students. Of those who speak another language (284 students) 65.8% speak an Indian language, 11.7% a European language and 16.9% 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 Ms Helen Baker Mr Vinu Kumar
Principal	Mr Richard Baird



Workforce

Casey Grammar School has a professional, committed staff who work effectively in the classroom. They serve as wellbeing mentors and role models while participating 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 Fiona Williams Deputy Principal, Head of Senior School
- Ms Cathy Marchmont Head of Teaching and Learning
- Ms Mary Dourios Head of Wellbeing
- Mrs Melissa Roberton Head of Primary School

All teachers are registered with the Victorian Institute of Teaching and the teaching staff consists of 26 Primary Teachers and 55 Secondary Teachers.

Teaching Staff 2019

Aaron Bushell BSOR, Bed	Alan Clarke BCom, DipEd, PGDipAppPsych, MEdPsych, CertAdolCounsel, CertDrugAlcoholMgt
Amanda Horton BA, DipEd	Angela O'Driscoll BAppSc(PhysEdHlthEd)
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	Carolyn McAlister BEd(Sec)
Cassandra Leeson BSc, Med	Catherine James BPA, MEd, MTeach
Catherine Marchmont B.S, MID	Charlotte Bouman BECE
Cheryl Pereira BTeach, BA	Chris Rayeroux Bed
Craig Drinkwater BSc, DipEd	Daniel Isgro BApSc, DipApSc, GDipEd
Deanne Bourke BEd(Prim)	Danielle Warburton Bed
Emily Ryde BHSc, GDip(Prim)	Emma Garby BApSc/PE, GDipEd(Sec)
Fern Schreuder BApSc(HumanMovement), BTeach(Prim)	Fiona Williams BEd, GDip(StudWel), MEd
Gary Willis BA, PGCertEd	Gavin Brown BExSc, DipEd
Gina Upward BEd, MApSc	Grace Nhim BEng, GDipEd
Gregory Newham Bed	Hannah Russell BTeach, BArts
Helen Lacey B.Eng, GDipEd	James Duffy BAppSc(StatsOpsRes), DipIT, GDipEd
Janine Hooper GDipEd(Integration)	Jeffrey Batey BAppSc, GDipEd
Jessica Burns BEd(Prim), BSc	Jessie Delgos Bed, BSp&Rec
Jiaman Li MTeach(Sec)	John Palomares BEd
Joseph Medlyn BEdStudies, DipTeach	Josh Cozzio BEd (Prim&Sec)
Justine Saleeba BASocSc, DipEd, AdCertPsy	Kate Grech BTeach(PrimSpecEd)
Kate Morgan BA, DipEd	Katherine Black BTeach, BA, BAppSc
Laura Dascoli BM, MEd	Laura Guidara GradDipEd(Sec)
Laura Moya BApSc, GradDipEd(Sec)	Laura Pappetas BEd
Leanne Evans BTeach	Malcolm Dunkley BBA, GDipEd
Marita Elvish BEd, GDip(CareerDev)	Mary Dourios BBusAcc, Med
Melissa Roberton BEd	Natalie Burns BA, BEd
Pamela Adams BA, DipEd	Paula Harris BEd(Sec)

Teaching Staff 2019 Continued

Peter Crapper BEd
 Peter Young DipEd, DipArts(IndDes)
 Rachael McLeod BMus, DipEd(Sec)
 Ruth Grant BA, DipEd
 Sandra Novello BEd
 Sarah Nolan BEd
 Shelley Corkell MEd(SpecEd)
 Stuart Collidge, BEng, DipEd
 Virginia Duell BEdStudies

Peter Tutera BSc, GDipEd
 Rachael Gilbert GDipEd, BSc(Biol)
 Richard Baird MBA, BEd, ASAM, MACE, MACEL
 Ryan Subban BEd, MEd
 Sandra Torcasio BEd, DipT
 Shane Bell BA, GDipEd
 Stephen Kearney BFA, DipEd
 Tegan Kearney BA, DipEd

Staff on leave during 2019

Adelle Batey BAppSc(HlthSc) GDipEd(Prim)
 Nadine Muresan BEd
 Selda Gurbuz BSc, GradDipEd(Sec)

Monique Riviere-Pendle BA, GDipEd(Sec),
 GradCertRelEd
 Rachel Doran BA, BTeach
 Tegan West BEd

Primary and Secondary Teaching Staff Numbers 2019

Teachers	Primary			Secondary		
	Male	Female	Total	Male	Female	Total
Number	5	21	26	19	36	55
Full Time	5	17	22	17	25	42
Part Time	0	4	4	2	11	13

Length of employment at the school

	No. of staff
Less than 2 years	25
2 years but less than 5 years	17
5 years but less than 10 years	20
10 years but less than 20 years	20
More than 20 years	1

Non-Teaching Staff

	No. of staff
Administration	14
Assistants (Learning, Library, Technology)	15
Grounds & Maintenance	4
Nurse	1
Chaplain	1
Educational Psychologist	1

Teacher Absenteeism

Average number of days absent per teacher **7.3**

Teacher Turnover

% Teacher retention 2018-2019 **91%**

Student Wellbeing

Student Attendance

Our 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 13.69%.

% Attendance by Year Level 2019

Prep	92.46%	Year 7	94.67%
Year 1	92.87%	Year 8	91.59%
Year 2	94.35%	Year 9	92.78%
Year 3	92.35%	Year 10	92.22%
Year 4	93.21%	Year 11	87.22%
Year 5	95.70%	Year 12	82.62%
Year 6	91.95%		
Whole School			91.84%

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 Leadership Team (Senior School) 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. Being mentors and role models to the younger students is an important part of each leader's responsibility.

Student Wellbeing

The Wellbeing Program at Casey Grammar remains a significant forum in which students from various age groups and their Wellbeing Mentor, connect and engage regularly. Each Wellbeing group represents a unique opportunity for students to develop a supportive network which they remain a part of during their time at the school. The program ensures 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 Wellbeing 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 wellbeing programs so that students are able to develop a well-rounded understanding of the community and wider world in which they are an active member. With the guidance of their Wellbeing mentor, students have the opportunity to mature and learn how to make effective decisions as they interact with each other.



Chaplaincy

2019 was once again a busy year across the school with the Chaplaincy focus being on providing opportunities to participate in our expressions of faith and connecting with our wider community.

It has been encouraging to see the many opportunities Chaplaincy has provided for students to engage with programs and organisations beyond the school gates. In 2019, students represented Casey Grammar School at the Model United Nations forum and reported back to Cranbourne Rotary Club, collected funds for the Salvation Army in shopping centers as well as packing backpacks and cleaning the warehouse at Backpacks 4 Vic Kids. Students from a range of year levels also enjoyed attending the inaugural Casey Prayer Breakfast, hosted by the Casey City Council and the World Vision Youth Conference at the Melbourne Convention Centre.

Once again, our student leaders proudly represented the school at the Cranbourne RSL ANZAC Service, laying a wreath. These experiences continue to expand their perspectives on the world and the ways in which they can contribute to making a better community. In 2018 Casey Grammar appointed the first Senior School Social Justice and Community Captain, and in 2019, we welcomed Madyson Hogan as our first Junior School Social Justice Captain. Within the school all students had the chance to take part in our second Harmony Week celebrations, Shrove Tuesday pancakes and various other fundraising activities including themed casual clothes days. The various Chapel service opportunities provide students with the chance to actively participate in the faith life of the school.



A highlight of the ANZAC Service was having a Sentry Party from the Royal Australian Navy and one of the Casey Grammar parents, and member of the Royal Australian Navy share about her experiences. The connection between community service and the House Chapel services has become stronger, with the Booth service focused on the theme of Water. This connected to the inaugural 6K Water Challenge where students representing all PACA groups raced one another the average distance a person must travel to access water in a developing country.

For staff, each term now begins with a Chapel service and prayer, providing an opportunity for reflection before the daily school routine commences again. Christmas, Easter and Commissioning services have been supported by the Music staff, and in Junior School, the work of the Religious Education teacher, Ruth Grant. Their contributions and assistance are greatly appreciated, as well as the involvement of all students who have shared their talents. The Chaplain had Maternity Leave in Semester 2 and Casey Grammar School is grateful for the assistance of Mr Stuart McKenzie for his work during this time.

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 2019, some of the camp experiences offered at Casey Grammar have included:

Year 3 overnight stay on campus

Year 4 City camp

Year 5 Gundwundi Adventure camp

Year 5 & 6 Victorian State Robocup competition

Year 6 Canberra Touring camp

Year 7 camp, Phillip Island

Year 8 camp, Otway Ranges

Year 9 Duke of Edinburgh Award program

Year 9 City Experience

Year 9 Northern Territory Lilla Community Tour

VCE Outdoor Education camps and excursions

Year 11 & 12 Ski Trip



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.

The 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, 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, Product Design and Technology, Commerce, Media, English, French, History, Health & Physical Education, 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.

The VCE program continues to offer a broad range of VCE Study Designs while maintaining low to medium class sizes to maximize learning in these subjects. The Year 11 and 12 students also have the opportunity to undertake the VCE Pathways Program which offers the opportunity to undertake Casey Grammar VCE subjects as well as a VET subject at a local provider and work placement.

The VCE students have a VCE Meeting weekly where they complete administrative tasks but also a wide range of Wellbeing activities, leadership opportunities, and an extensive Careers program, which prepares them for University selection and work placement.



Performing Arts

Music

2019 was a year of significant change and saw some fabulous new opportunities for student music-making and collaboration.

Student involvement in co-curricular music continued to grow, with a cohort of new students entering into instrumental lessons. The Ensemble Program also exhibited strong growth, with many students taking up the opportunity to join their peers in collaborative music-making. The opportunity to present performances to the Senior School Assembly each week allowed many students to take the stage and present some amazing performances.

The School Production of *Matilda* was an outstanding success and showcased several of the school's senior musicians playing the incredible score written by Tim Minchin. The orchestrations were of a professional standard and the students were a credit to the school. Some amazing vocal performances also took place on the stage, featuring some younger up-and-coming performers. Students loved the opportunity to work on the show and the sense of collaboration across many Arts domains (instrumental and vocal music, drama, stagecraft, technical production, set design, direction, dance) was an excellent learning experience for the students.



Joining the SIS in 2019 came with the opportunity to be involved The Big Night: a collaboration of 12 SIS schools to present a night of musical excellence at the Drum Theatre.

Casey Grammar School's Senior Concert Band (plus guests) performed an epic version of *Skyfall* by Adele to open the show.

Performances throughout the year showcased a range of student talent. The Winter Concert saw an amazing performance by Year 3 and 4 students and our Show Choir. The VCE Music Performance night showcased our

senior musicians, *The Exports* performed a lunchtime concert to great acclaim and the Spring Concert featured our concert bands. The Art Show showcased an acoustic set by *The Exports* and a great performance by our jazz combo.



The culmination of the year was in the performances presented for the Junior School and Senior School Celebration Evenings where the cream of the year's performances were presented. These included an amazing performance of *Feelin' Good* by the Year 10 Show Band, and a finale collaboration of *Celebration* to kick start the December holiday

Drama

2019 was one of the biggest years the Drama department has experienced to date, largely due to the staging of our most extravagant school production ever; Roald Dahl's *Matilda: The Musical*.

To start the year, the Year 11 and 12 Drama classes took to the stage to present their devised performances in the VCE Ensemble Evening. The students presented a series of non-naturalistic plays based on the topics of Influencers (Year 11) and The Salem Witch Trials (Year 12).

To follow up, in June, the VCE students presented a range of short solo pieces based on the theme Misunderstood Villains. This was an afternoon showcase well attended by staff, students and parents.

June also saw the performance of the Year 10 Production *Snow White and the Fairy Godmothers*. The show, produced entirely by the Year 10 Drama class, was performed twice, once to the Primary School and a second time for family and friends in an evening performance. The students felt a great deal of success with the show featuring a majority of first time performers.

To conclude Semester One our school production of *Matilda* took to the stage. With the rights of the hit-musical only being released to schools early in the year, Casey Grammar School had the opportunity to be one of the first schools in Australia to put on the show.

Staff and students worked tirelessly on this mammoth production over a five month period creating sets, props, costumes, devising choreography, learning songs and blocking dialogue. On June 20, 21, 22, more than fifty students involved in the cast, band and crew presented the show, composed by Tim Minchin to near sell out crowds. But our successes with *Matilda* were to continue.

In August, Casey Grammar was approached by the Monash Children's Hospital to perform for the patients and their families as part of the hospital's annual Book Week Celebrations.

Selected students attended the hospital and were fortunate enough to perform live to the children, as well as on the *Starlight Express* a television station beamed to all the televisions in the wards.

Then in September, the cast once again performed at the City of Casey's Annual *Schools on Stage* competition held at Bunjil Place Theatre. The students presented two songs from *Matilda*, competing against eight other schools in the region. The talents and spirit displayed by our young cast impressed not only staff, but also the judging panel with Casey Grammar announced as the winners of the Premier Division for 2019!

In October, to conclude the year, the Year 12 Drama students performed their major solo performances as part of a VCE Solo Performance evening, but more importantly for their Unit 4 Drama Solo Examination. This was presented to a series of assessors in early Term 4 and contributed heavily towards their ATAR.



Sport



2019 was Casey Grammar School's inaugural year in the Southern Independent Schools (SIS) Sporting Association. We moved from our previous sporting association to give students more opportunities and continuity with sport. With a weekly match scheduled against other SIS Schools and weekly training sessions, we have really been able to foster a sense of school pride, camaraderie and commitment in students and their sporting teams.

The 2019 House Swimming Carnival was held at Noble Park Aquatic Centre on Wednesday the 13th of February. Weather wasn't in our favour but student participation and house spirit was definitely in attendance, and the level of competition was fantastic given the conditions.

The 2019 House Athletics Carnival was held at the Casey Fields Regional Athletics track on Friday 5th of April. Once again, the commitment to House Pride and winning the annual House Cup by Casey Grammar students was wonderful to see. Participation levels were impressive and many new Age Group and House Champions were crowned. Successful Athletes were selected to represent Casey Grammar School at the Annual SIS Athletics carnival, held at the prestigious Lakeside Stadium in Melbourne, on the 26th of August. Our first year competing in this carnival proved to be successful, with Casey Grammar School winning the SIS School's Merit award and the U/13 Boy's Pennant.

The 2019 House Cross Country was held at school on Thursday 2nd of May with students running a mapped course around the school grounds. Our Cross Country team was picked from this event with successful athletes heading off to the SIS Cross Country carnival held on the 28th of May at Baxter Park. At this event Casey Grammar collected pennants in U/13 boys, U/16 girls and the overall Junior Shield.

Another great success in the 2019 sporting year was the weekly sporting competitions in the Senior School. Students tried out and were selected for teams and then coached by a staff member to play against other SIS representative schools over a five week period. Casey Grammar won pennants in Junior Girls (Year 7/8) Softball, Intermediate Girls (Year 9/10) Volleyball, Junior Boys (Year 7/8) Volleyball and Intermediate Boys (Year 9/10) AFL.

Student Outcomes

National Literacy and Numeracy Testing (NAPLAN)

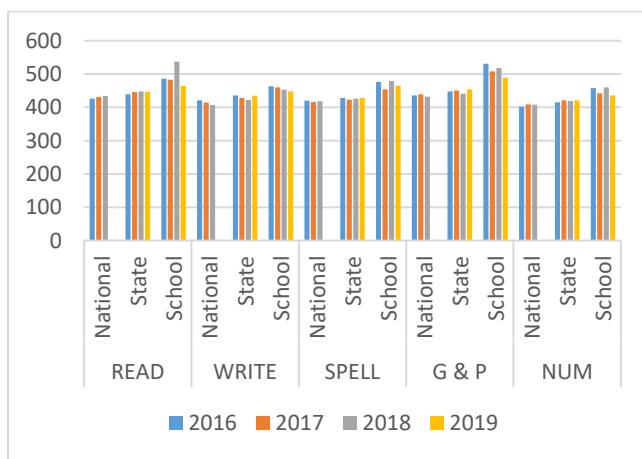
Students in Years 3, 5, 7 and 9 once again participated in NAPLAN testing. NAPLAN testing provides an opportunity to benchmark our students and provides data for teachers to address areas identified for improvement and provide interventions when needed. Primary Level Teams and Secondary Faculties access 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.

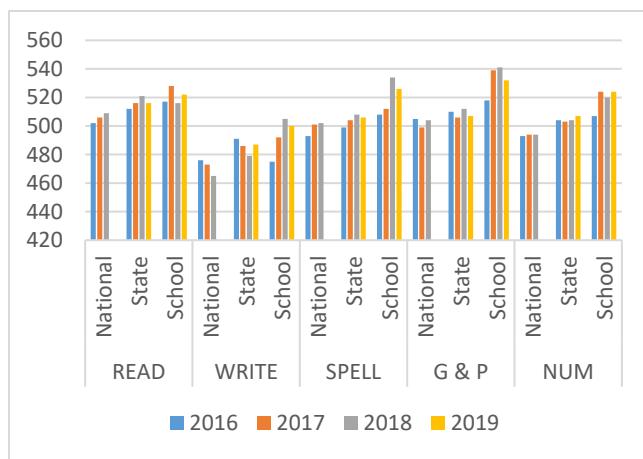
Comparison to State Mean on National Assessment Scale

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

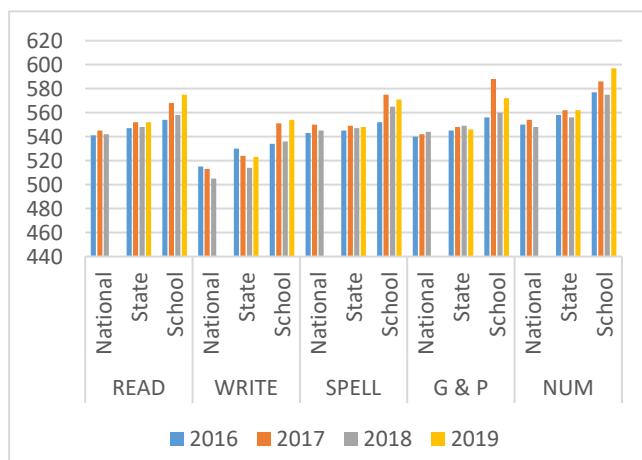
Year 3



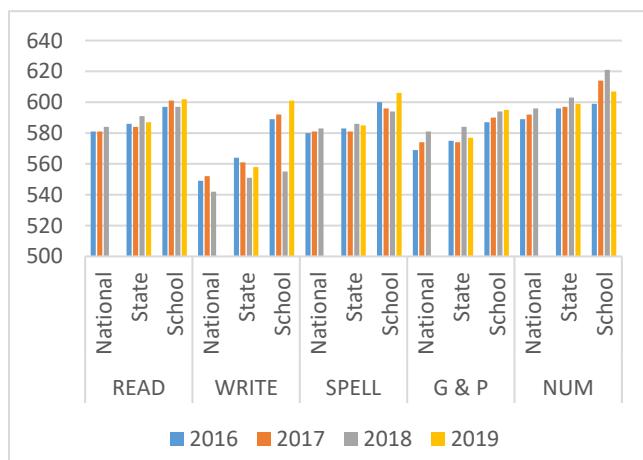
Year 5



Year 7



Year 9



VCE Results

	2019
90's	9 students (4 above 95+)
80's	8 students
70's	10 students
60's	9 students
50's	10 students
40's	2 students
30's	5 students
Below 30	1 student
	72 students 19 unscored/pathways

In 2019 CGS had 72 students graduate with VCE; 53 of these students were scored and 19 unscored or VCE Pathways students.

2019 saw Casey Grammar achieve some of its best VCE results with our median VCE study score sitting at 30.

Thirteen subjects ranked at or above the mean with our highest performing subjects being Outdoor and Environmental Studies, Studio Arts and Media.

8.9% of all CGS studies achieved scores of 40+, up from 4.6% in 2018. 15% of VCE students achieved an ATAR of 90+, up from 2% in 2018 and 98.08% of students received a post-secondary (University or TAFE) offer; up from 88.37% in 2018.

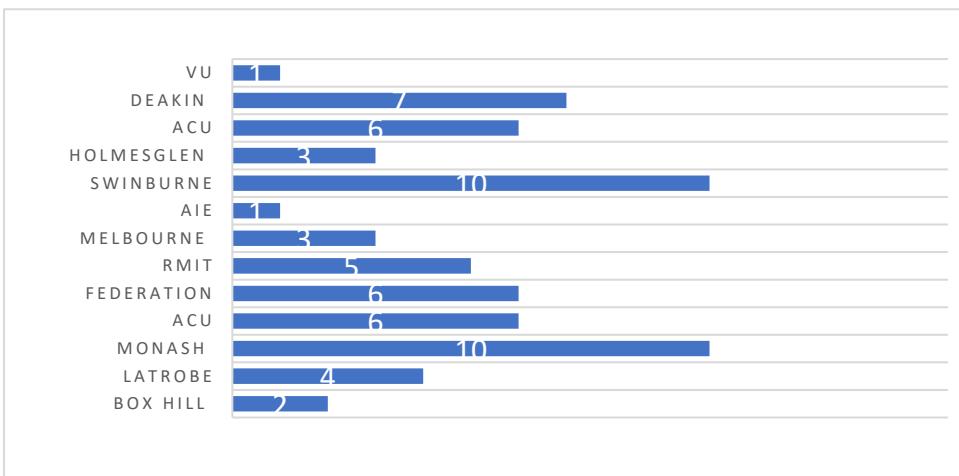
Post-School Destination

Offers

Offers (based on students who have paid & applied)	
Number of students who have received an offer	51 (98.08%)
Number of students with no offers	1 (1.92%) *
December Offer Round	43 (82.69%)
January Offer Round	18 (34.62%)

*This student accepted a direct offer to study a course at Chisholm TAFE.

Provider/s (via VTAC)



On Track Survey

On Track is a large-scale survey designed to monitor the destination outcomes of Year 12 completers and Early Leavers six months after leaving school. Data from the 2019 On Track survey will be published when available.

Parent, Student & Staff Satisfaction

Casey Grammar School uses both formal and informal surveys as well as feedback from staff, students and teachers regarding their satisfaction to assist in the school's development for strategic planning and school improvement.

The School uses the LEAD survey to monitor the satisfaction of students, parents and staff. This survey is conducted biennially and is next due in 2020. Full details of that survey will be published in the 2020 Annual Report.

Students have access to a variety of forums that invite their contribution to the review and planning aspects of the School. The students regularly meet with the Principal, Senior Leadership and Heads of House to discuss their feedback on a variety of issues.

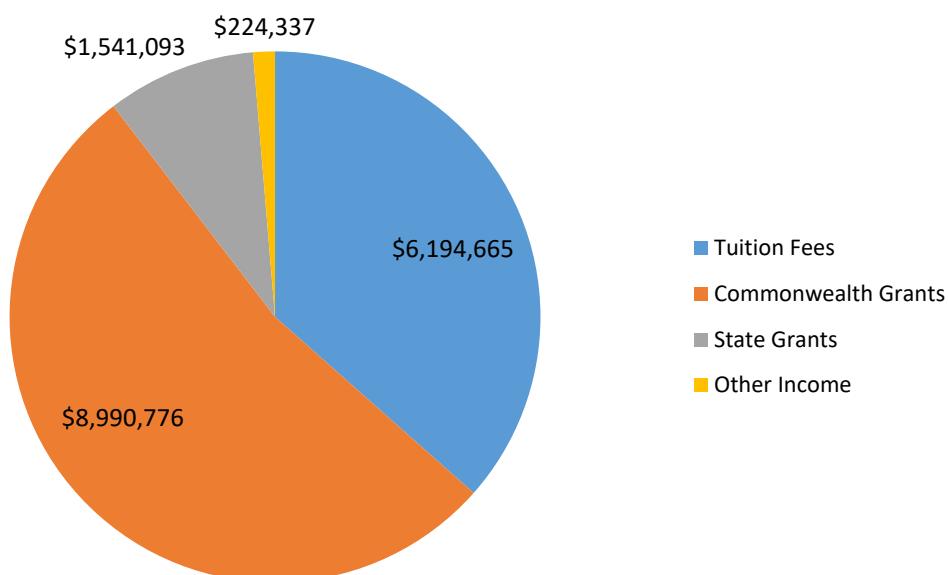
Parent engagement and communication has increased substantially since the introduction of our Learning Management system, SEQTA in 2017. Casey Grammar School continues to maintain a high student retention rate, which is a testament to overall satisfaction with the school and remained heavily waitlisted across all year levels throughout 2019.



Financial Information

Recurrent Income & Expenditure for year ended 31 December 2019

Income



Expenditure

