

# Annual Report 2020



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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 973 students made up of 425 Junior and 548 Senior students. The City of Casey is home to 85.9% of our students with 47.7% of these residing in the Cranbourne postcode area.

English is the first language spoken at home for 67.9% of our students. Of those who speak another language (312 students) 61.2% speak an Indian language, 9.3% a European language and 29.5% 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	Mrs Fiona Williams

# Message from the Principal

We started 2020 with much excitement. Our Year 4 – 6 students and staff were thrilled to move into their beautiful new Junior School building. Casey Grammar School was also recognized as ‘one of six Victorian Schools to reach the ‘30 Club’ for the first time this year.’ (The Age 19 December 2019). The ‘30 Club’ recognizes those schools with a median VCE study score of 30 or over.

Throughout 2020, the focus of the school was on Growth. Our student’s academic growth continued, while for the teachers, it was growth in communication through the implementation of Continuous On-Line Reporting and growth in teacher classroom efficacy through the School’s Teacher Performance Development Program.

The PROSPER (Purpose and meaning, Relationships, Outcomes, Strengths, Positive emotions, Engagement, Resilience) model was also introduced as a framework for the growth of student and staff wellbeing.



The School was thriving. However, by March, the spread of COVID-19 saw us shifting our focus from traditional teaching and learning methods to a remote learning environment. As a technology rich school, we were able to transition to remote learning very effectively. However, the experience taught us all that the best place for effective teaching and learning to take place is in the classroom with a teacher, not via video links. The remote learning period saw teachers learning a variety of new teaching skills. We became adept at making videos, both as teaching resources and also for communication with our community. School assemblies were pre-recorded or live-streamed, Parent Teacher Interviews were held via Zoom and School Services such as the Anzac Day Service and Chapel were pre-recorded. The Principal also regularly sent pre-recorded messages to parents, students and teachers in an attempt to maintain a sense of community and of connection to the school.

The wellbeing of our school community became a priority. Senior School students’ wellbeing was tracked through weekly wellbeing surveys and the teaching staff were sent Wellbeing Care Packs. Junior School children were closely monitored by their classroom teacher and parents.

The LEAD survey was completed in September by students, staff, parents, exiting Year 12 students and the Board. The feedback from the surveys indicated high levels of satisfaction in the School amongst all groups. It was also pleasing to note the improvement in the levels of satisfaction of each group surveyed over time. The results of the LEAD survey indicate that Casey Grammar School is continuing to thrive.

# 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:

- Mrs Fiona Williams Principal
- Ms Cathy Marchmont Head of Senior School
- Mr Craig Townsend Head of Teaching and Learning
- Mr Peter Shepard Head of Wellbeing
- Mrs Melissa Robertson Head of Junior School School

All teachers are registered with the Victorian Institute of Teaching and the teaching staff consists of 26 Primary Teachers and 51 Secondary Teachers.

## Teaching Staff 2020

Aaron Bushell BSOR, BEd

Amy Mepstead BEd

Anthony Brown BEd(PhysEd)

Beatriz Christensen BA, GDipEd(Sec)

Belinda Schreurs BEd

Brad Schreuder BTeach(PrimSec)

Brittany Scott BVisArts, DipEd

Catherine James BPerfArt, MEd, MTeach

Charlotte Bouman BECE

Chloe Amantea BECE

Claire Harvie BContArt, BTeach(PrimSec)

Daniel Isgro BAppSc, DipAppSc, GDipEd

Fern Schreuder BAppSc(HumanMovement), BTeach(Prim)

Gary Willis BA, PGCertEd

Gina Upward BEd, MAppSc

Gwendoline Hackel, PGCE

Helen Lacey B.Eng, GDipEd

Dr Jacinta Moreau DPhil, BSc, GDipEd

Janine Hooper GDipEd(Integration)

Jessica Burns BEd(Prim), BSc

Jiaman Li MTeach(Sec)

Josh Cozzio BEd (Prim&Sec)

Justine Saleeba BASocSc, DipEd, AdvCertPsy

Katelyn Hore MEd

Keir Selfridge BEd

Laura Guidara GradDipEd(Sec)

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

Angela O'Driscoll BAppSc(PhysEdHlthEd)

Ashleigh Reynolds BEd(P-12)

Belinda Roffey DipT(Prim) BEd, GCCathStudies

Benjamin Peake BEd(Sec), BA

Bridgette Reale BEd(Prim)

Bronwyn Kyne BEd

Catherine Marchmont BEnvSc, MID

Cheryl Pereira BTeach(Prim), BA, GradCertESL, MEd(ESL)

Chris Rayeroux BEd

Craig Townsend BEd, MArts

Deanne Bourke BEd(Prim)

Fiona Williams BEd, GDip(StudWel), MEd

Gavin Brown BExSc, DipEd

Gregory Newham BEd

Hannah Russell BTeach, BArts

Holly Waugh BEd

James Duffy BAppSc(StatsOpsRes), DipIT, GDipEd

Jeffrey Batey BAppSc, GDipEd

Jessie Delgos BEd, BSp&Rec

John Palomares BEd

Julian Sadlier BSc, DipEd

Kate Grech BTeach(PrimSpecEd)

Katherine Black BTeach, BAppSc

Laura Dascoli BM, MEd

Laura Moya BAppSc, GradDipEd(Sec)



## Teaching Staff 2020 Continued

Malcolm Dunkley BBus, GDipEd

Monique Riviere-Pendle BA, GDipEd(Sec), GCertRE, MArts

Pamela Adams BA, DipEd

Peter Crapper BEd

Peter Tuter BSc, GDipEd

Rachel Harrison BEd(Prim)

Ruth Grant BA, DipEd

Samantha Griffin BEd(Prim)

Sandra Novello BEd(Sec)

Sarah Nolan BEd

Shane Evans BA, BTeach(Sec)

Shelley Pendlebury BMA, DipEd

Stuart Collidge, BEng, DipEd

Tegan West BEd

Yves Moreau GDipEd

Melissa Robertson BEd

Natalie Burns BA, BEd

Paula Harris BEd(Sec)

Peter Shepard MEd, BTeach, BBus

Peter Young DipEd, DipArts(IndDes)

Rachel Doran BA, BTeach

Ryan Subban BEd, MEd

Samitha Goonetilleke BSc, BEd(Hon)

Sandra Torcasio BEd, DipT

Shane Bell BA, GDipEd

Shelley Corkell MEd(SpecEd)

Stephen Kearney BFA, DipEd

Tegan Kearney BA, DipEd(Sec)

Virginia Duell BEdStudies

## Staff on leave during 2020

Selda Gurbuz BSc, GradDipEd(Sec)

Carolyn McAlister BEd(Sec)

Kate Morgan BA, DipEd

Emma Garby BAPSc/PE, GDipEd(Sec)

Nadine Muresan BEd

Emily Driessen BHSc, GDip(Prim)

## Primary and Secondary Teaching Staff Numbers 2020

	Primary			Secondary		
Teachers	Male	Female	Total	Male	Female	Total
Number	4	22	26	23	36	55
Full Time	4	21	21	20	25	42
Part Time	0	1	1	8	11	13

## Length of employment at the school

	No. of staff
Less than 2 years	40
2 years but less than 5 years	26
5 years but less than 10 years	27
10 years but less than 20 years	24
More than 20 years	3

## Non-Teaching Staff

	No. of staff
Administration	10
Assistants (Learning, Library, Technology)	18
Grounds & Maintenance	4
Nurse	1
Chaplain	1
Educational Psychologist	1

## Teacher Absenteeism

Average number of days absent per teacher **3.57**

## Teacher Turnover

% Teacher retention 2019 - 2020 **91%**

# Student Wellbeing

## Student Attendance

Despite the challenge of Remote Learning, student attendance remained largely unchanged from previous years into 2020. While Remote, all staff were required to record attendance daily, while on-campus, attendance was recorded in each period. Our Learning Management Tool (SEQTA) was used to maintain the attendance records. The systems in place enabled close tracking of student attendance. If there was an absence still unexplained at 10am, an automated SMS was sent to families. The average number of absent days per child fell marginally from the previous reporting period; from 13.69% in 2019 to 13.003% in 2020.

## % Attendance by Year Level 2020

Prep	91.09%	Year 7	93.87%
Year 1	90.52%	Year 8	90.83%
Year 2	91.33%	Year 9	89.13%
Year 3	90.39%	Year 10	87.54%
Year 4	90.75%	Year 11	90.89%
Year 5	92.03%	Year 12	74.86%
Year 6	92.31%		
Whole School		89.65%	

## Student Leadership

Student leadership was uniquely challenged in 2020 with long periods of Remote Learning. Our Student Leadership Teams comprise of students in Years 6 and 12 and are supported from student representatives from each year level. The Junior Action Group (JAG) and Leadership Team (Senior School) met semi-regularly 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. The Student Leadership structure in the Secondary School has been refined for 2021 implementation with a view to be more agile, to increase opportunities for involvement and to increase overall effectiveness.

## Student Wellbeing

Using the School theme of 'Growth' as the foundation, the Wellbeing Program enabled the delivery of a range of materials and activities, to help the students to grow and thrive. The positive psychology based model, PROSPER, drove the core content. Purpose, Relationships, Outcomes, Strengths, Positive emotions, Engagement and Resilience are the building blocks of PROSPER and the Wellbeing Program referred to these elements as each activity or discussion unfolded. Wellbeing was delivered for the benefit of all students, not just those with particular needs at particular times. Students in need were supported through PROSPER but also by our broader team of experts, depending upon the issues at play at the time.

While on-campus students had brief daily Wellbeing meetings with their Wellbeing Mentor, as well as a longer session, of one period, once a fortnight. When in the Remote Learning program, there was an increased emphasis on wellbeing with an additional longer weekly session added. Mentors were in constant contact with students and Heads of House supported them by tracking student connectedness and overall wellbeing via regular surveys.



# Chaplaincy

The role of Chaplaincy within Casey Grammar changed dramatically over 2020. Whilst we were able to celebrate the induction of our new leaders at the Commissioning Service, this was the last service we were able to share in person. Instead, by ANZAC Day, we had moved to an online service that students and families could download. This offered unique opportunities to connect both Junior and Senior School as students submitted their artworks based on the theme.

Later in the year, we were able to create and film Junior School and Senior School Christmas Chapels which students watched at the end of the year. In addition to the student Chapels, each term the staff participated in an online Chapel that gave an opportunity to share together despite being physically separate. During the lockdown period, a weekly remote prayer group was also offered to staff as a means of providing support to one another.

It was a pleasure throughout the year to see the way in which the Casey Grammar community came together to offer support to one another and the broader community. One way this was achieved was through community clips that were created by students from Prep- Year 12 with different students contributing to the various clips. By the end of the year, we had made one for Mothers' Day, Fathers' Day, Promotion of Mental Health support, Encouragement for Healthcare workers and Gratitude to Police members. It was moving to receive thanks from various Police Stations in acknowledgment of the students' efforts.

Our Social Justice Group, whilst limited in their regular activities still oversaw the annual Christmas drives including the creation of Christmas Hampers that were donated to the Salvation Army.

Unlike in previous years where we have collected donated goods, families generously donated over \$2,000 towards the purchase of grocery items. Senior School students again created handbags for women in need as well as toiletries and stationary kits for Backpacks 4 Vic Kids. The organisations who received these donated gifts were extremely grateful. Casey Grammar School also acknowledged and celebrated Reconciliation Week, and for the first time, NAIDOC Week which included a casual clothes day. Immediately prior to the first lockdown we were grateful to be able to share in our annual Harmony Week celebrations, including a cultural clothing day and our very well attended lunchtime performance by the Senior School students. This event concluded with a fantastic Bollywood themed dance by a large group of Year 12s who worked together to choreograph an energetic celebration of Indian culture. The work of Social Justice and Community Captains Lilly Hopp and Ellen Streat must also be acknowledged in their role supporting the work of the Chaplain.

It was a challenging year for so many, and we were delighted to finish the year being together once more. Sincere thanks to all students and staff across the school who participated in the community activities and services throughout 2020. Their efforts and involvement help to promote the values of our school.





# 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 2020, many of the camp experiences offered at Casey Grammar were cancelled due to COVID 19 restrictions. Before restrictions came into effect the following camps and activities were able to take place;

- Year 7 camp to Philip Island.
- Year 8 camp to Apollo Bay.
- Outdoor Education 3 day hike around Wilson's Promontory.





# 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 for future learning. 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
- Digital and Design Technologies (including STEM)



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 think pads, laptops, iPads and robotics. 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.

Towards the end of Term 1 2020, we unexpectedly needed to change our curriculum delivery to remote and flexible learning. Our teachers quickly upskilled in order to continue to provide quality education to our students. PD opportunities for staff focussed on ICT and learning platforms. Google Classroom, Google Meets and SeeSaw became the means by which lessons were presented and teachers ran small groups to provide differentiation of lessons. The wellbeing of our students and staff became our top priority and we developed strong and consistent communication channels with the whole school community through regular classroom and small group Google Meets, staff Google Meetings, check in phone calls to families and staff, parent surveys and regular email and video correspondence from our Principal. Through these channels we were able to adjust our remote learning program to better suit our Junior School students. This included modification of student work expectations, more effective curriculum delivery and the introduction of A-Days (Asynchronous Learning Days). Our 2020 production, class incursions and Year 3-6 weekly assemblies moved to online platforms.

Assessment of students' learning is an ongoing process. It 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. During remote learning our assessment and reporting processes were modified. Also our Parent/Teacher interviews were conducted remotely. Teachers formally communicated student achievements twice during 2020 via a modified written report which reflected the challenging year that included a significant amount of learning remotely.



## Senior School

The Senior 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 Victorian Curriculum. Each year level offers a range of learning opportunities designed to maximise the potential of each student. These are evaluated in an ongoing manner to maintain a high quality curriculum and its delivery.

2020 provided an unexpected change to our curriculum priority and that was the introduction of remote and flexible learning towards the end of Term 1. To implement this new form of teaching and learning, while remaining focused on excellence in our teaching and learning, was challenging for all staff and students. Our overall priority underpinning our teaching and learning, was to work within our Wellbeing framework. This was managed by ensuring our framework enabled all staff to be actively engaged with students online and able to respond to their individual needs in a proactive and timely manner.



Despite working remotely for much of Terms 2 and 3, teachers continued to meet online both to work and learn collaboratively. Staff were provided with ongoing professional learning, especially in the area of their ICT literacy. The collaborative work also focussed on developing effective teaching strategies to ensure a consistent lesson structure for every student over the remote learning period, as well as supporting their transition back to on-campus learning. During remote learning, most students worked independently and flexibly, staying well connected with their peers, teachers and studies.

An important focus for our school community throughout the uncertainty of 2020 was the development of a strong and consistent communication channel to the whole school community. This occurred in a number of formats, including a Remote Learning Policy, regular letters on updates and information, on-line recorded information available through the school website, Google Meetings and information sessions, emails and newsletters. It was through these methods that expectations were communicated to our students, teachers, parents/guardians and support staff. With the addition of surveys and consistent two-way communication with our community, students and staff, we were also able to receive feedback and make adjustments to both our wellbeing and teaching and learning programs. The main changes we incorporated were: adjusted lesson length, workload expectations,

use of Google Meet for face-to-face classes as well as Parent/Teacher/Student Conferences, redefining student work expectations and the introduction of A-Days (Asynchronous Learning Days). This continual flexible approach enabled us to focus on the wellbeing of our whole community while being able to deliver the curriculum in an effective manner, especially as we moved into the second and longer remote learning period.

The experience of conducting Teacher/Parent/Student Conferences remotely allowed for a more personalised conversation that in many cases enabled both parents to attend from one location or multiple locations. After seeking feedback from the community regarding this conference format, we changed our 2021 conference approach and they remained online. This online conference model supports our continuing work to further develop and implement effective processes to provide continuous, specific and meaningful feedback to parents/guardians on all areas of their child's learning.

Casey Grammar School's overall structure and curriculum focus remained unchanged throughout 2020, despite the extended period of remote teaching and learning. The focus of the Year 7 program remained around the traditional disciplines to ensure all students were exposed to core 'foundation' subjects and were prepared for the transition into Senior School with a strong foundation in the core academic areas. Underpinning the strong academic foundation, the Year 7 curriculum focus is also on interpersonal development and personal learning, as well as thinking and communication skills. Complimenting this focus in 2020, was the intertwining of strategies to support the students as they moved to back to on-campus learning.



Year 7's academic and personal focus continued into the Year 8 program and thus was also a key element of both the Year 8 wellbeing and teaching and learning program throughout 2020. In addition to the development of core literacy and numeracy skills across the Year 7 and 8 programs, the 4C's of communication, critical thinking, collaborative skills and creativity continued over the course of 2020 as did the students' curriculum exposure to the "taster" courses of Music, Drama, Art, Visual



Communication and Design, and Product Design and Technology.

In Years 9 and 10 the core curriculum continued 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 gained through their 7 to 10 academic years. 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. Year 10 students also have the opportunity to study a unit 1 & 2 VCE subject as an accelerated program. All these elements of the Years 9 and 10 program were able to continue throughout 2020, including throughout the remote learning program.

The VCE program offers 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.

Despite the extended periods of remote learning, our Year 12 students generally achieved pleasing results and

all enrolled in the VCE and VET Programs completed successfully and all students moved into their post-secondary school pathway.

Embedded in our curriculum are special co-curricular programs which 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. During 2020 these programs were largely put on hold but some were able to continue remotely such as debating and yoga. The VCE Student Meetings continued weekly to complete administrative tasks and also to offer a wide range of Wellbeing support such as mindfulness activities and question sessions. Our extensive VCE Careers program delivered through the VCE Meeting was reduced but still able to provide students and their families with all the information and opportunities they required to prepare each student for their post-secondary pathway of tertiary selection or work placement.

As the year drew to an end and students returned to onsite learning for most of Term 4, we started to implement processes for identifying which students would need additional learning support and extension following the disrupted year of learning they had experienced. This data and awareness provided the planning foundation for both our 2021 wellbeing and teaching and learning programs.



# Performing Arts

## Music

2020 was a year that brought significant challenge and some new opportunities for the Music Department.

Covid has had a very significant impact on the Performing Arts industry in Australia which has flowed down into delivery of Performing Arts subjects in schools. Restrictions on large gatherings prevented us from being able to host live performance events. Restrictions on being able to sing and play brass and wind instruments led to further challenge for some of our students and staff. These two restrictions saw a reduction in the number of students studying instrumental music.



Necessity is ever the mother of invention and new constraints provided opportunities to explore the possibilities of music in the digital space. In the classroom, students were able to explore digital technologies for music composition, investigate the music of film, explore contemporary and popular electronic music, and to collaborate through recorded sound. These opportunities allow students to understand the current nature of the Music Industry and to connect with modern music and music making practices.

Thanks to the vision of our Principal, Ms Fiona Williams, we were also able to make use of video conferencing platforms to be able to deliver instrumental music lessons. This allowed many of our students to continue to grow their musical ability in isolation and provided opportunities to remain engaged with the Performing Arts. Instrumental teachers were able to facilitate recording of students and were able to curate a streamed performance event featuring recordings of our students performing solos, and even in multi-tracking larger ensembles.

The year began with the intention of presenting a Performing Arts tour of Queensland with a company of Drama, Music, and Media students. A significant amount of work had gone into production of a touring show, but it was unable to be brought to fruition when restrictions prevented interstate travel.

The culmination of the year was once again Celebration Evening, but this time presented virtually. Senior and Junior School events featured a number of recorded collaborations that showcase the range of talented and hard-working staff and students at Casey Grammar School.

## Drama

2020 was set to be a hugely challenging and rewarding year in the Drama department. For the first time since 2012 we were set to embark on a Performance Tour to Queensland, performing the original production 'Impulse' to high school audiences on the Gold Coast. The show was cast in 2019 and during Term 1 of 2020 a group of 32 students were hard at work learning lines, songs and dances for this original musical production. However, in late March, the show and thus the tour was put on hold, and ultimately shut down due to the arrival of Covid-19.

Remote learning proved challenging on many occasions especially in a practical and group-based subject like Drama. Despite this, our junior and senior students were still able to successfully perform pieces as part of their assessments. For many, this required the creation of short films as opposed to live performances. However, for the VCE students, the 'show went on' with many of their rehearsals happening online and permission granted for them to unite on campus to present their ensemble performance in May. Ironically, the prompt for the Year 12 ensemble topic was 'Contagion, Epidemic, Pandemic'!

In November the Year 10 Drama class presented their Year 10 Productions. The class began their end of year performance preparation at home, learning their lines for one of the two shows: 'Illinois Jane and the Pyramid of Peril' and 'Fishing for Fate' online. Upon returning to school they continued rehearsals, constructed sets and arranged costumes and props, in preparation for their final performance which was presented as a streamed production.

A new initiative arose in 2020 - the Casey Grammar Dance Team. The team consisted of seven talented and experienced dancers in Year 7 -12 passionate willing to represent our school in competitions. Unfortunately, COVID-19 prevented the team from actually competing, however, the team has reunited and is set to perform in May 2021.

In October, to conclude the year, the Year 12 Drama students performed their major solo performances (a VCAA Examination) to a series of assessors, which contributed heavily towards their ATAR.



# Sport

2020 was Casey Grammar Schools second year in the Sothern Independent Schools (SIS) Sporting Association. During Term 1, with a weekly match scheduled against another SIS Schools and weekly training sessions, we were able to continue to foster a sense of school pride, camaraderie and commitment in students and their sporting teams.

The 2020 House Swimming Carnival was held at Noble Park Aquatic Centre, on Wednesday the 19th of February. Once again 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. Reid House were the winners, with fantastic participation results from Trist House who came second.

Unfortunately due to the COVID-19 Pandemic, the 2020 House Athletics and Cross Country Carnivals were planned, but unable to go ahead due to students and staff working remotely because of the state wide and then Victoria wide lockdown. All events were initially postponed to later in the year, then ultimately cancelled.

All SIS carnivals (Swimming, Athletics and Cross Country) were initially postponed, and then ultimately cancelled. SIS Representative sport took place for 4 weeks in Term 1 before the closure, with Casey Grammar School fielding teams in Senior Boys Indoor Cricket, Senior Boys Soccer, Senior Girls Basketball, Intermediate Girls Volleyball and Intermediate Boys Handball. Casey Grammar won pennants in Intermediate Girls (Year 9/10) Volleyball and Senior Boys (Year 11/12) Soccer.





# Student Outcomes

## National Literacy and Numeracy Testing (NAPLAN)

Due to COVID 19 Naplan testing was cancelled.

## VCE Results

In 2020, Casey Grammar School (CGS) had 62 students graduate with VCE; 53 of these students were scored and 9 were unscored or VCE Pathways students.

2020 saw CGS continue to achieve excellent VCE results; with our median VCE study score sitting at 30 and our median ATAR score at 71.5.

17% of our students achieved an ATAR over 85 (placing them in the top 15% of the nation). 26.4% achieved an ATAR over 80 (top 20% of the nation) and 52.8% achieved an ATAR over 70 (top 30% of the nation). This is an increase of 3.8% compared to 2019.

## Post-School Destination

### VTAC Applications and Offers

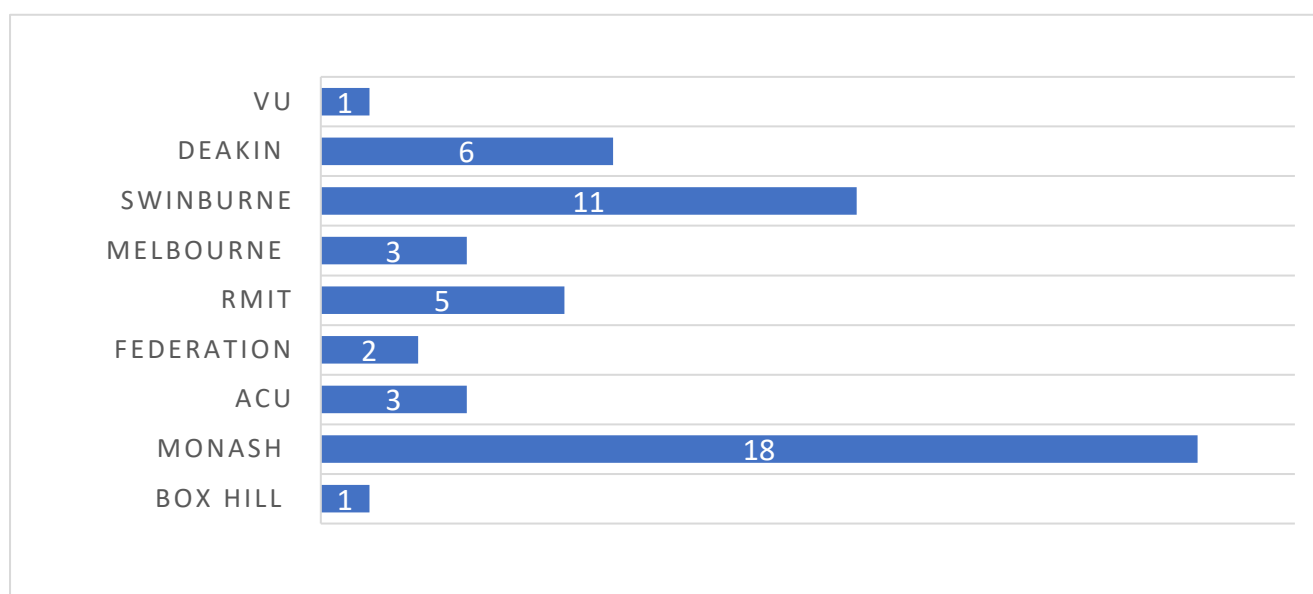
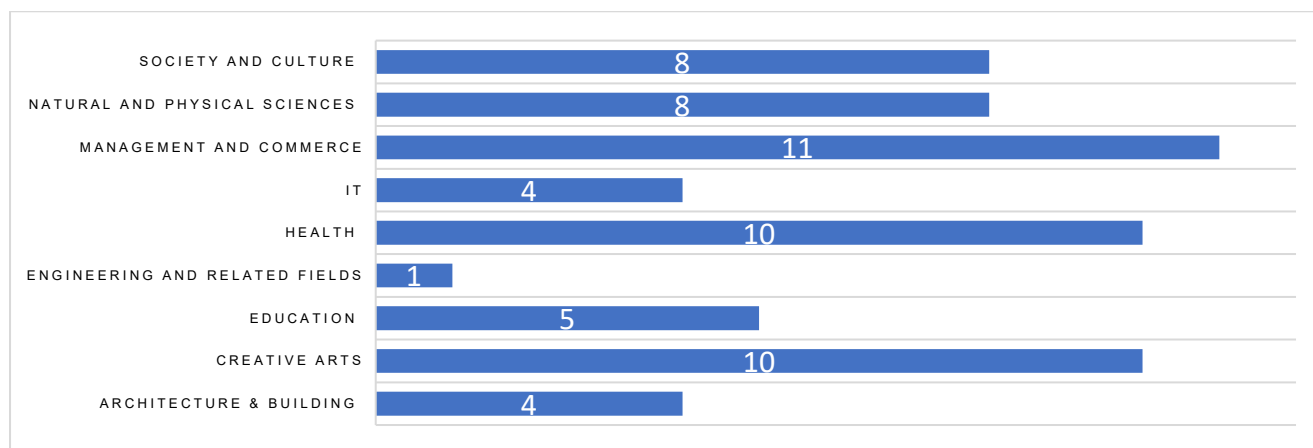
	%
Total number of students who applied for tertiary study (VTAC)	52 (84%)
Total number of students without VTAC preferences	10* (16%)
% of students who received 1 <sup>st</sup> round offers (January 14)	100%

\*Direct application/s (TAFE), not pursuing tertiary study, pursuing Apprenticeship

### Early Offers

	%
Australian Catholic University (ACU) = Community Achiever Program	3
Swinburne University of Technology = Early Entry Program	8
Other tertiary provider (i.e. Box Hill Institute, Collarts, RMIT)	10
% of total students who received an early offer (via VTAC & direct)	34%

## What do Casey Grammar Students study?



## 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 2020 On Track survey will be published when available.

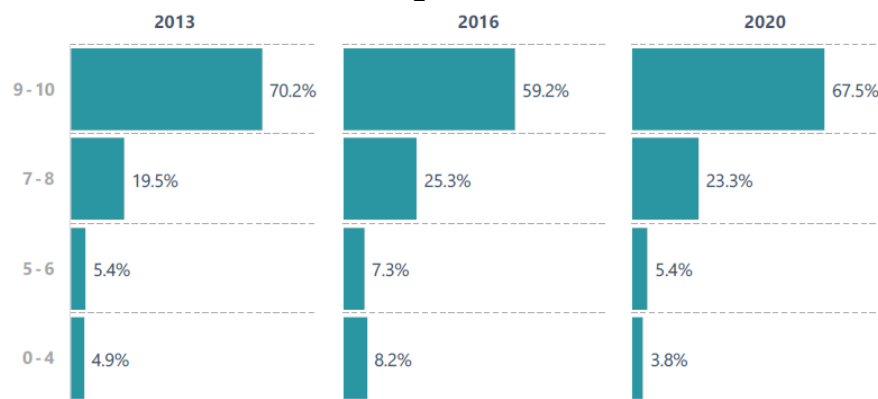


# Parent, Student & Staff Satisfaction

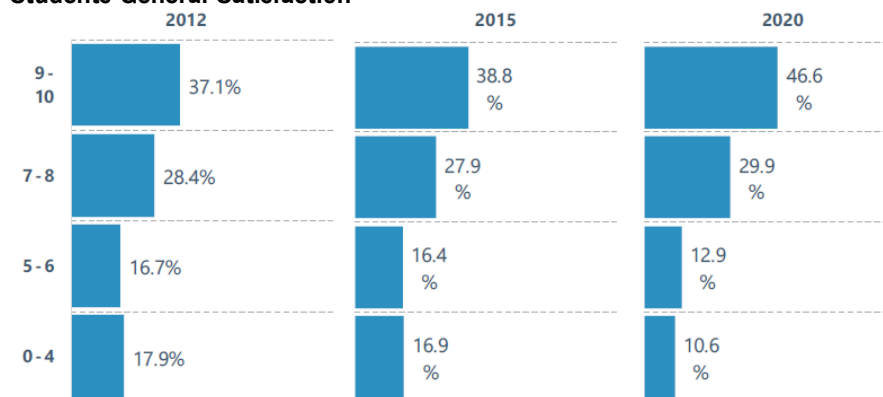
Casey Grammar School uses both formal and informal surveys as well as feedback from staff, students and teachers regarding their satisfaction to assist in the school's development for strategic planning and school improvement.

The School uses the LEAD survey to monitor the satisfaction of students, parents and staff. This survey was conducted in 2020.

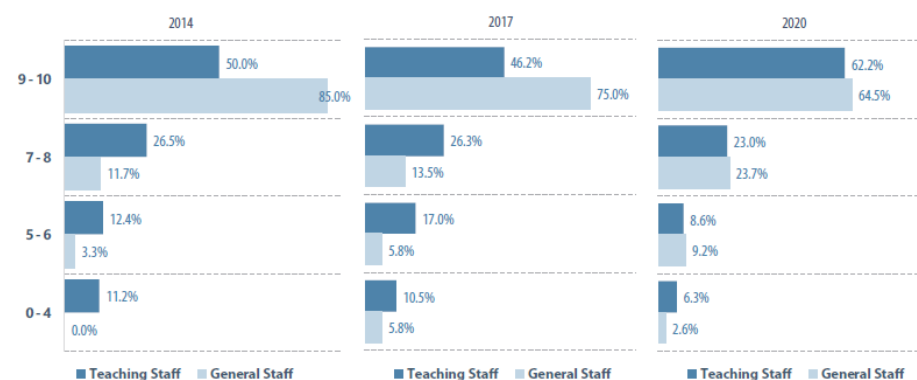
## Parent Overall Satisfaction shows growth over time.



## Students General Satisfaction



## Teaching staff and General staff – Overall Satisfaction

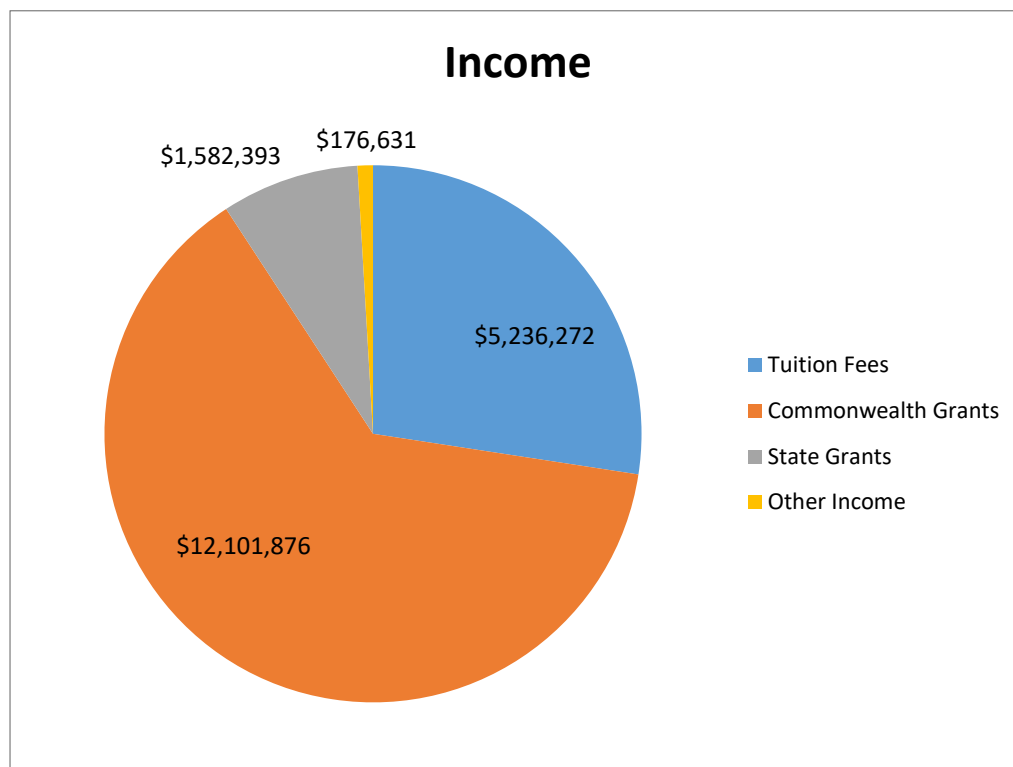




# Financial Information

Recurrent Income & Expenditure for year ended 31 December 2020

## Income



## Expenditure

