

Annual Report 2021

Every day, a discovery.



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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.

The school has an enrolment of **1025 students** made up of **450 Junior** and **575 Senior** students. The City of Casey is home to **92.2%** of our students with **53.4%** of these residing in the Cranbourne postcode area.

English is the first language spoken at home for **60.9%** of our students. Of those who speak another language (401 students) **76.9%** speak an Indian language, **8.8%** a European language and **14.3%** another Asian language.

Message from the Principal



We commenced this year with high expectations of a return to normal school activities. For a while, school life did look normal. The short, sharp lockdowns experienced early in the year seemed easy to manage after the long periods of remote learning we endured in 2020. In semester one we were able to hold assemblies in the PAC, enjoy school camps and come together for House Swimming, Athletics and Cross Country Carnivals. Year 11 and Year 12 students enjoyed their Debutante Balls and School Formal, while other year levels were excited to go on school excursions. Students and teachers enjoyed their return to the classroom and our excellent NAPLAN results showed that our students had continued their academic growth at a strong pace throughout 2020 despite the many months of remote learning. In 2021 ACARA introduced NAPLAN Certificates which were awarded to Year 9 students for either Excellence or Learning Growth. We were very proud to have one third of our Year 9 students receive a certificate.

Our PFC Mother's Day Morning Tea was very well attended by the significant women in the lives of our students. We celebrated the Official opening of the new Junior School building, our refurbished Melbourne tram was installed and we finally moved into our new light and airy Administration Building. Despite two short lockdowns, semester one looked like we had returned to normal schooling.

How quickly things can change! By the start of Term 3 we were again in remote learning where we spent most of Term 3 and, for some year levels, a large part of Term 4. We were reluctantly forced to postpone (and later cancel) our School Production of High School Musical in June, just days before opening night. The wellbeing of our school community became of paramount importance and our remote learning program was adjusted accordingly. Our staff participated in the *Promoting Teacher Mental Health Program* funded by Worksafe and run by the Institute of Positive Education in conjunction with Monash University.

Throughout 2021, we continued to follow the Health Department and Victorian Government requirements for managing COVID. These recommendations and mandates served us well as we had very few COVID positive cases throughout the year.

One of the highlights for the School came in Term Three when we were awarded the Schools that Excel Award by The Age newspaper. This award recognises the steadily improving VCE results of Casey Grammar students. It is encouraging to see the various school-wide teaching and learning improvement strategies we have implemented having an effect. The Schools that Excel award is testimony to the hard working staff and students of the school, both past and present. I congratulate all who have contributed to achieving this academic growth and pursuit of excellence.

Over the course of the year, Kindness emerged as a recurring theme for our community – being kind to those around you and being kind to yourself. It was a difficult year but our school community grows stronger with each challenge thrown our way. Through practicing kindness, we have experienced the strength and healing power of our community. While we have endured enforced separation, our community has grown closer and stronger.



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
Mme Kate Morgan Head of Senior School
Mr Craig Townsend Head of Teaching and Learning
Mr Peter Shepard Head of Wellbeing
Mrs Melissa Roberton Head of Junior School

All teachers are registered with the Victorian Institute of Teaching and the teaching staff consists of 31 Primary Teachers and 60 Secondary Teachers.

Teaching Staff 2021

Aaron Bushell BSOR, BEd

Alanah Knight Bed(Prim)

Angela O'Driscoll BAppSc(PhysEdHlthEd)

Beatriz Christensen BA, GDipEd(Sec)

Belinda Schreurs BEd

Billie Cianciaruso MTeach BASc

Bridgette Reale BEd(Prim)

Brittany Scott BVisArts, DipEd

Casey Standish BSc, GradDip(Sec)

Catherine Marchmont BEnvSc, MID

Cheryl Pereira BTeach, BA, GradCertESL, MED(ESL)

Claire Harvie BContArt, BTeach(PrimSec)

Daniel Isgro BApSc, DipApSc, GDipEd

Fern Schreuder BApSc(HumanMovement), BTeach(Prim)

Gary Willis BA, PGCertEd

Gina Upward BEd, MApSc

Helen Lacey BEng, DipEd

Dr Jacinta Moreau DPhil, BSc, GDipEd

Janine Jeffs GDipEd(Integration)

Jessica Burns BEd(Prim), BSc

Jiaman Li MTeach(Sec)

Josh Cozzio BEd (Prim&Sec)

Kate Grech BTeach(PrimSpecEd)

Katelyn Hore MEd

Keir Selfridge BEd

Laura Dascoli BMusic, MEd

Laura Moya BApSc, GradDipEd(Sec)

Mahtab Parvaresh MTeach MPhil BASc

Maria Ramos BEd(Prim)

Michael O'Connor BSc DipEd Med

Natalie Burns BA, BEd

Paula Harris BEd(Sec)

Peter Crapper BArts DipEd

Peter Tuter BSc, GDipEd

Rachel Harrison BEd(Prim)

Rebecca Carrie BEd(Sec)

Ruth Grant BA, DipEd

Samantha Griffin BEd(Prim)

Sandra Novello BEd(Sec)

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

Amy Mepstead BEd

Anthony Brown BEd(PhysEd)

Belinda Roffey DipT(Prim) BEd, GCCathStudies

Benjamin Peake BEd(Sec), BA

Brad Schreuder BTeach(PrimSec)

Brigid Gribble BSc, BEd

Bronwyn Kyne BEd

Catherine James BPerfArt, MEd, MTeach

Charlotte Bouman BECE

Chris Rayeroux BEd

Craig Townsend BEd, MArts

Emily Driessen BHSc, GDip(Prim)

Fiona Williams BEd, GDip(StudWel), MEd

Gavin Brown BExSc, DipEd

Gregory Newham BEd

Holly Waugh BEd

James Duffy BAppSc(StatsOpsRes), DipIT, GDipEd

Jeffrey Batey BAAppSc, GDipEd

Jessie Delgos BEd, BSp&Rec

John Palomares BEd

Justine Saleeba BASocSc, DipEd, AdvCertPsy

Kate Morgan BA, DipEd

Katherine Black BTeach, BAppSc

Kylie Ingle BEd

Laura Guidara GradDipEd(Sec)

Lexie Weber BEd (Prim&Sec)

Malcolm Dunkley BBus, GDipEd

Melissa Herbert GradDipEd BA

Monique Riviere-Pendle BA, GDipEd, GCertRE, MArts

Pamela Adams BA, DipEd

Pawel Kucfir GradDipEd BCivilEng

Peter Shepard MEd, BTeach, BBus

Peter Young DipEd, DipArts(IndDes)

Rachel Doran BA, BTeach

Rosalind Klein BSc DipEd

Ryan Subban BEd, MEd

Samitha Goonetilleke BSc, Bed(Hon)

Teaching Staff 2021 Continued

Sara Magart Bed, BTeach, MEd(SpecEd)

Selda Gurbuz BSc, GradDipEd(Sec)

Shane Evans BA, BTeach(Sec)

Stephanie Hall Bed(Prim)

Stuart Collidge BEng, DipEd

Tegan West BEd

Yves Moreau GDipEd

Sandra Torcasio BEd, DipTeach

Sarah Nolan BED

Shane Bell BA, GDipEd

Shelley Corkell MEd(SpecEd)

Stephen Kearney BFA, DipEd

Tegan Kearney BA, DipEd(Sec)

Virginia Duell BEdStudies

Staff on leave during 2021

Emma Garby BApSc/PE, GDipEd(Sec)

Primary and Secondary Teaching Staff Numbers 2021

Teachers	PRIMARY			SECONDARY		
	Male	Female	Total	Male	Female	Total
Number	4	27	31	25	35	60
Full Time	4	26	30	21	21	42
Part Time	0	1	1	4	14	18

Length of employment at the school

	No. of staff
Less than 2 years	38
2 years but less than 5 years	34
5 years but less than 10 years	26
10 years but less than 20 years	30
More than 20 years	4

Non-Teaching Staff

	No. of staff
Administration	13
Assistants (Learning, Library, Technology)	16
Grounds & Maintenance	4
Nurse	1
Chaplain	1
Educational Psychologist	1



7.8%

Average number of days absent per teacher



91%

% Teacher retention 2020 - 2021

Student Wellbeing

Student Attendance

Despite the challenge of Remote Learning, student attendance remained largely unchanged from previous years into 2021. 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 13.003% in 2020 to 11.61% in 2021.

% Attendance by Year Level 2021

Foundation	92.39%
Year 1	91.71%
Year 2	93.25%
Year 3	92.76%
Year 4	96.27%
Year 5	92.87%
Year 6	93.43%
Year 7	94.80%
Year 8	93.02%
Year 9	92.31%
Year 10	90.50%
Year 11	90.27%
Year 12	79.01%
Whole School	91.77%





Student Leadership

Student leadership has evolved in recent times. Providing opportunities for student voice has never been more important.

Student Leadership Teams comprise of students in Years 6, Year 11 and 12 who 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.

Elements of formal student leadership remain ceremonial, where the formal leaders are 'seen' as the representatives of the House or portfolio or cohort. In recent times we have also seen increased opportunities for informal student leadership; either through involvement in portfolio sub-committees, through Clubs or through individual initiatives. While formal student leadership is an integral part of the student population, agile and active informal student leadership is increasingly about recognizing opportunity, planning a course of action with the support of others, and doing it!

Student leadership continues to adapt to the changing world and we continue to provide multiple channels for students to grow and develop their leadership capabilities.

Student Wellbeing

The Wellbeing program involves the delivery of a range of materials and activities, to help the students to grow and thrive. The positive psychology based model, PROSPER, drives the core content. Purpose, Relationships, Outcomes, Strengths, Positive emotions, Engagement and Resilience are the building blocks of PROSPER. The Wellbeing program references these elements as each activity or discussion unfolds.

In Junior School, the Wellbeing program is largely delivered through the class teacher, with support of the Specialist teaching team as required. In Senior School, the Wellbeing program is delivered through daily and weekly sessions with a House Mentor, in stand-alone Year 7 groups and vertical Year 8-12 groups.

Wellbeing is 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.

In Secondary School, we also have electronic Skodel wellbeing 'check-ins'. These are a means by which the students can communicate their own perceived level of wellness to their Wellbeing Mentor – who can then follow up and support, or celebrate, as appropriate. Throughout the year students also participated in Wellbeing themed days and workshops, targeted to specific year levels. The Casey 360 bus, offering information about help seeking behaviour and support visited the Year 6 and 7 students. Internet Safe Education sessions were offered to all students from Years 5 – 10, and the parents of the whole School. Years 7 and 8 participated in Toolbox wellbeing sessions focused on positive psychology and overcoming common negative thinking patterns. Year 9 have participated in the Thrive wellbeing day building supportive friendships and developing a deeper understanding of positive relationships. Years 10, 11 and 12 participated in

Tomorrow Man/Woman/People workshops which helped students redefine the concepts of masculinity, femininity and to discuss gender roles and identity. Year 12 have also had Elevate Education and a variety of other presenters address issues around stress and coping and finding ways to thrive while in the final year of School.

All year levels have also participated in sessions and classes on 'Respectful Relationships'. While activities have varied, the sessions share 8 key topics. These are;

- Emotional literacy
- Personal strengths
- Positive coping
- Problem solving
- Stress management
- Gender and Identity
- Positive gender relations
- Help-seeking
- Years 11 and 12 include the relevant topics of VCE goal setting, time management, and safer socialising in place of emotional literacy.

All students, from Foundation to VCE, having the opportunity to participate in 'Respectful Relationships' as these topics are delivered in various age appropriate activities.

Work in the Wellbeing space remains a priority for the School. We are acutely aware of the challenges young people have faced in recent times and we are continually seeking to provide the best possible schooling environment to support both learning and wellbeing.



Chaplaincy



2021 continued to surprise, and the opportunities within Chaplaincy evolved as the year progressed.

It was exciting initially to return to in person services, including our Commissioning Services for Junior and Senior School leaders, as well as meeting together for the Easter Chapels. The Year 6s were able to finally perform their Easter play, 'The Three Trees' and we were privileged to have a Welcome to Country from a Bunurong elder as part of our first Senior School House Chapel. Term 2 commenced with the Junior and Senior School ANZAC Services, where students were fortunate to hear from both past and present members of the Australian Defense Forces. The presence of a Catafalque Party provided by the Australian Defense Force added additional meaning to the service for Senior School students.

With an extended and unexpected lockdown, services were moved to a virtual format and this remained the case even when we initially returned to school in order to avoid larger gatherings, including our Staff Commencement Chapels at the beginning of each term. Despite the virtual format of services, a considerable number of students were still involved in various ways. A highlight of the Christmas service was the performance by the newly formed Senior Vocal Ensemble. The services at Casey Grammar are assisted by the work of the Music department, as well as the contributions of students of all ages.

The oversight of significant weeks is an important element of Chaplaincy at Casey Grammar School. Harmony Week, Reconciliation Week and Refugee Week were all acknowledged in various ways. It was the first time Refugee Week was marked and students from Year 6-12 joined together in a 'Feast for Freedom' cooking recipes provided by refugees of different backgrounds

and gathering to hear from a speaker. The Term 2 House Chapel also allowed us to hear from a guest speaker from the Asylum Seeker Resource Centre, an organization Casey Grammar is proud to have started supporting in 2021. Harmony Week was once again filled with colour and festivities including cooking classes, dance classes and a cultural clothing day. It really is a highlight of the year. Reconciliation Week was marked by an evening where Senior School Social Justice students were able to gather to share a meal, watch a forum and analyse a film. Each of these weeks highlights significant events in our community and supports the connections our students make within the school and outside of it.

In her second year as Social Justice and Community Captain, Ellen Streat provided excellent leadership of the school's various fundraising activities. After returning to school the first 'Comfy Clothes' day was held and the Chapel was filled with food donations that were distributed through the Cranbourne Salvation Army. Casey Grammar continued its partnership with Backpacks 4 Vic Kids, although the planned volunteer excursions were not able to take place. Instead, students, parents, grandparents and staff worked hard in lockdown to create Santa Sacks to support the Backpacks 4 Vic Kids Christmas appeal. Over 100 creatively decorated and festive sacks were delivered. The Christmas appeals were once again generously responded to and enough donations were received to provide seven handbags for women in crisis, 30 Christmas hampers, 20 stationary packs for children and nine toiletries packs for children in out of home care and over 100 textbooks for students in need. It was a wonderful effort by our school community to conclude the year. It is important to acknowledge the work of staff and students who support the work of Chaplaincy within the school. It continues to provide a crucial connection to the foundation of the school and its values.

Learning Outside the Classroom

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



In 2021 many of the camp experiences offered at Casey Grammar were cancelled due to COVID-19 restrictions. When restrictions eased, our students were able to enjoy the following activities.

Year 4	City Camp
Year 6	Summit Camp
Year 7	Camp Portsea
Year 8	Camp Apollo Bay
VCE	Outdoor Education Camps
Year 9	Duke of Edinburgh Award Program

Curriculum



Junior School

Central to our Junior School culture is our vision to develop the whole child as enthusiastic, confident, connected, resilient and strong while being nurtured in engaging, innovative, collaborative environments. Our thorough, sequential and comprehensive curriculum is guided by the Victorian Curriculum; encompassing a combination of explicit teaching and Inquiry-based learning, allowing students to benefit from both curriculum designs. Interwoven in our planning documents are the Capabilities; Critical and Creative Thinking, Ethical, Intercultural, Social and Personal to meet the needs of all students and to prepare our students for future learning.

The Junior School Curriculum integrates academic learning with social development, building strong foundations in Literacy and Numeracy with innovative and dynamic teaching and learning, linking skills and providing opportunities to practice these in authentic purposeful situations. Our teachers inspire students to be creative, critical thinkers, committed, curious and collaborative learners by extending their interest in the world around them; to ensure they confidently encounter new situations, fostering a sense of community and recognising their role as global citizens.

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



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 a student's needs are being met, they become more engaged in the learning process and are motivated and challenged to reach their full 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.

In 2021 we again found ourselves having to swiftly pivot our curriculum delivery between remote and flexible learning and regularly classroom teaching. Our teachers continued to provide a quality education to our students. The wellbeing of our students and staff continued to be 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 emails from our teachers and video correspondence from our Principal. We built on the strong communication channels we had put in place in 2020 through activities such as our CGS Masterchef online cooking classes that were offered to all families.

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 online. Teachers formally communicated student achievements twice during 2021. These reports reflected the challenging year that included a significant amount of learning remotely.

Senior School

In 2021 the aim of the Casey Grammar School curriculum was to challenge each of our students to be active and engaged learners.

The curriculum was based on a growth model in which each student was expected to attain their personal best and pursue a path of continuous improvement.

The curriculum was planned to meet the different needs of our students throughout the different stages of their school life. In Years 7-9 the objective was to offer our students a core and elective program that provided a breadth of subjects that sparked curiosity and a love of learning. In the junior and middle years, students experienced a broad range of subjects that afforded a well-rounded, balanced curriculum in keeping with the School's commitment to a holistic education. The acquisition of a range of key skills and knowledge provided students with a solid grounding from which to make informed choices later in their secondary school development.

In Years 10-12 the curriculum at Casey Grammar School was more focused on depth of learning in subjects increasingly based on student choice. Year 10 represented an important transition between the middle and senior years. Students approached this at different stages: some had a clear view of their future direction; others preferred to sample a broad range of subject options in preparation for the VCE the following year. Others contemplated future apprenticeships and work. In 2021 the Head of Careers and Pathways, supported by Heads of House, assisted students to identify their strengths, values, interests and aspirations when selecting their future course of study in an effort to guide them to select subjects that provided the best possible



chance of future success. Choosing subjects that students are good at was an important consideration. The Head of Careers and Student Pathways made recommendations to students and their families regarding subjects that were best suited to each student's capacity and academic record. These conversations were informed by entry point skills in prospective subjects which, if met by students, enabled them to perform with confidence. Entry point skills were discussed in detail during the subject selection interview process. Ensuring that students chose subjects that they enjoyed was a further aim. Personal values were also taken into account, particularly when students looked to potential career paths. Alignment between future professional and vocational pathways and personal values was an important factor for our students when selecting a course. Finally, many tertiary and TAFE courses had prerequisite subjects and students with aspirations to continue their education after secondary school were asked to take this into account as well. The Head of Careers and Student Pathways was on hand to advise students on each of these considerations throughout the subject selection process.

In 2021 students completed a series of summative assessment tasks reported on in a Statement of Grades issued at the completion of each semester. The Statement of Grades indicated an overall assessment of whether each student is working at the expected level of the Victorian Curriculum and an assessment of how well students were performing at that level reported on a 6-point scale: Ungraded; Emerging; Developing; Progressing; Proficient; and Exemplary.

In 2021 the School began to consolidate the formative feedback model introduced the previous year. Mid-term, classroom teachers provided a round of formative feedback ('feed-forward') to enable students to make progress on upcoming assessment tasks by improving upon targeted key skills and knowledge. Formative feedback was based on three questions:

1. Where is the student currently at with their learning?

Here teachers acknowledged key skills and knowledge each student had demonstrated to that point. This provided not only affirmation but also direction, informing students of the key skills and knowledge upon which they should focus their future efforts.

2. What is the next step for them to take?

Teachers identified the next level of learning the student should take. The advice offered by teachers here was specific and related directly to a key skill or some key knowledge in the academic program.

3. How do they get there?

Here the teacher outlined specific strategies to enable a student to reach the next step.

In 2021 the School acknowledged that the schedule for formative feedback needed to take into account the different period allocations per cycle of different subjects. The following schedule was introduced to better account for this:

- Category A subjects (5 or more periods per cycle) provided formative feedback no later than Week 5 each term.
- Category B subjects (4 periods per cycle) provided formative feedback no later than Week 9 of each term.
- Category C subjects (3 or fewer periods per cycle) provided formative feedback no later than Week 3 of Terms 2 and 4.

This enabled all teachers to have a solid basis upon which to base the recommendations of their formative assessments.

Despite the interruptions caused by coronavirus in 2021, students in Years 9 to 11 sat practice examinations at the end of Semester Two. Our teachers placed great emphasis on feedback to our students after the examinations were completed. Students were asked to reflect on some important questions. For example, did they:

- understand what the questions were asking them to do?
- complete all parts of the examination in the allotted time?
- know enough information to successfully answer the questions?
- have the necessary skills to complete important tasks?
- manage stress levels so that you could think clearly?

Reflecting on their performance in the examinations, students developed goals and strategies to build on their strengths and address any areas for improvement. Our Year 12 students sat practice examinations in the first week of the Term 3 vacation and they complemented this with solid round of revision lectures conducted over the first two weeks of Term 4. The School was delighted with the achievement of the 2021 VCE cohort in which our students achieved the best median study score to date for Casey Grammar. Most importantly, the School was delighted so many of our students were able to achieve their personal best.

Our VCE results in 2021 reflected the hard work of our senior school teachers. In 2021 Heads of Department and VCE teachers conducted an analysis of the academic results in their respective subjects. Informed by relevant data, our teachers identified areas of strength and aspects of their program that needed improvement and they developed an effective Action Plan to address this in both the academic program and the teaching strategies in each department.



Performing Arts

Music

2021 was a year that further compounded the challenges of 2020. Ever changing regulations around music lessons, lockdowns, and restrictions presented new challenges each week, particularly for our students of brass, woodwind, and voice. We faced another year without live audiences, and our concert performances were all virtual. With high hopes in November of 2020 we embarked on the challenge of staging High School Musical as the 2021 Production. After working right up until the final dress rehearsal, new lockdowns put a culminating performance outside of our reach and we were greatly saddened to leave all of the hard work and preparation by students and Performing Arts staff unresolved.

But despite the challenges, our instrumental music program was able to enjoy a small amount of growth with new enrolments and a high retention of our existing students. We were able to make use of digital opportunities to engage our instrumental students and provide authentic opportunities in continued music making.

I would like to recognise the hard work and support of all of the Performing Arts team: the classroom teachers, the instrumental teachers, and to Antoinette Seal who came onboard in the position of Performing Arts Administrator. I would also like to recognise the continued support of the board, and of our Principal, Mrs Fiona Williams.



Drama

2021 was another year which saw the Performing Arts severely affected by COVID-19. The year started with promise, seeing the presentation of the Year 10 Production of 'Nothing But the Truth'. This show was presented during the school day to the Junior school and to an audience of friends and family in the evening. It was so wonderful to return to the stage following a year of harsh restrictions.

The VCE Ensemble night was also able to be presented right on the cusp of a mini lockdown. The Year 11s presented a devised piece focusing on the topic of the Greek Gods returning to Earth, while the Year 12s centred on the impact and influence of 7 Deadly Sins.

After 6 months of script, music and dance rehearsals, set painting sessions, costume and prop sourcing, our Senior School production of 'High School Musical' was set to take to the stage. Regrettably, one week prior to our production run, COVID-19 sent Victoria into lockdown. The show was rescheduled for August, however, once again, a Victorian lockdown for the bulk of Term 3 saw our production cancelled much to the disappointment of so many.

In lieu of this show the department attempted to present a revised, one act edition of 'Impulse' (our intended 2020 Drama Tour show) in One Act Play Festivals in rural Victoria. After many rehearsals, the festivals too were cancelled due to COVID-19 restrictions, lockdowns and 'hard borders' and thus 'Impulse' was shelved for yet another year.

Remote learning once again proved challenging, especially given this was the second year that a predominately practical and interactive subject was run online. Our Year 7-9 classes spent much of their electives remote during second semester, however, still successfully produced performances and short films as part of their assessment.

The VCE students worked productively and collaboratively on their work from behind the screen, regrettably undertaking much of their major VCAA solo examination preparation from home. Thankfully, they were able to return to campus in Term 4 briefly to rehearse their work and were able to be assessed in person in late October.

The Casey Grammar Dance team got its second wind in 2021, finally being able to rehearse and perform their routine 'Waka Waka'. We started the year with on campus rehearsals before moving on online sessions once lockdown was called to ensure we stayed 'show ready'. After a successful performance at Regionals, the team was able to qualify for and compete and place at the Victorian State Championships!



Media

2021 had its challenges, yet it was a successful year in the Media department.

Joel Rasmussen (Class of 2020) was selected by the VCAA Season of Excellence panel to have his short documentary film 'Wrangler' feature in their 'Top Screen' showcase at ACMI. Joel was one of 16 films selected from over 250 submissions for the work he created as a Year 12 student during the first year of the pandemic. Students in Years 10 – 12 successfully made a variety of films throughout the year in their elective classes.

Whilst continual lockdowns and restrictions saw the students forever altering their concepts, all were able to produce quality films and animations.

The second CGS 'Young Filmmaker's Festival' was held and featured over 16 short films with submissions from students in Year 7 – 12. There was a huge variety of content, genres and styles on display, from animations to action films, music videos to comedies and dramas. This competition was an excellent way to conclude the year and provided the school with a great deal of daily entertainment!



Sport

Through regular matches 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.

2021 was another year for Casey Grammar School to consolidate on their competition in the Southern Independent Schools (SIS) Sporting Association.

Term 1 saw the SIS Sport campaign begin with teams being entered in Senior Girls Basketball, Senior Boys Soccer, Intermediate Girls Volleyball and Intermediate Boys Indoor Cricket. The Intermediate Boys Indoor Cricket team, coached by Mr Peter Young who were undefeated all season and took home the pennant.

Term 2 saw teams head out to play in the following competitions: Senior Boys AFL, Junior Boys Volleyball, Junior Girls Netball and Intermediate Girls AFL. Unfortunately, once again due to the COVID-19 restrictions, SIS Sport was suspended for Term 3 and the rest of 2021.

The 2021 House Swimming Carnival was held at Noble Park Aquatic Centre, on Tuesday the 2nd of March. 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 Booth House who came second.

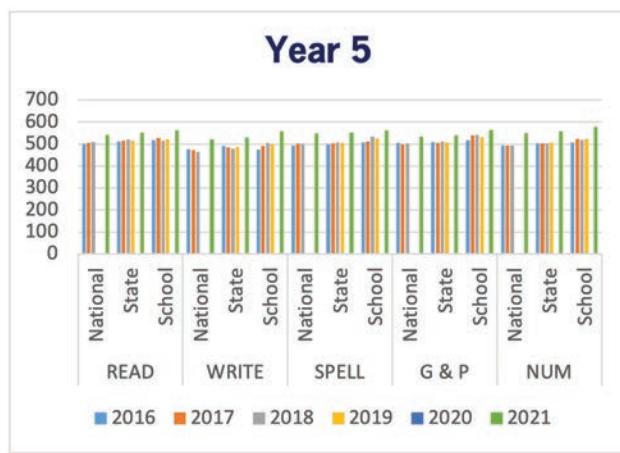
The 2021 House Athletics Carnival was held at the Casey Fields Regional Athletics track on Thursday the 18th of March. Once again, the commitment to House Pride and winning the annual House Cup by Casey Grammar students was wonderful to see. Reid House once again took home the House Cup, with Leaver House placing 2nd, Trist House 3rd and Booth House 4th. Participation levels were impressive, and many new Age Group and House Champions were crowned. Unfortunately due to the lockdowns once again imposed later in the year, the annual SIS Athletics competition held at Lakeside Stadium in Albert Park was once again cancelled.

On Tuesday the 25th May selected students in the Casey Grammar Cross Country team headed off to Baxter Park for the SIS Cross Country Carnival. Casey Grammar placed 2nd overall out of 7 schools and also won the U14 Girls age group pennant, the U16 Boys age group pennant and the U21 Girls age group pennant.



Student Outcomes

National Literacy and Numeracy Testing (NAPLAN)



VCE Results

- 100% satisfactory completion.
- Our median study score = 31 (2020 = 30).
- Median ATAR: 72.85 (2020: 71.5).
- Mean ATAR: 71.15 (2020: 67.21).
- 34.5% of 2021 CGS students ranked in the top 20% = 80+ ATAR (increase of 8.1% on 2020).
- 55.5% of 2021 CGS students ranked in the top 30% = 70+ ATAR (increase of 2.7% on 2020).

	2019	%	2020	%	2021	%
90's	8	15%	7	13.2%	9	13.5%
80's	8	15%	7	13.2%	14	21%
70's	10	19%	14	26.4	14	21%
60's	9	17%	7	13.2%	13	19.5%
50's	10	19%	7	13.2%	11	16%
40's	2	4%	5	9.4	1	1.5%
30's	5	9%	5	9.4	5	7.5%
Under 30's	1	2%	1	2%	0	0%
	72 students = 53 scored 19 unscored		62 students = 53 scored 9 unscored		80 students = 67 scored 13 unscored	

VTAC applications and offers

	%
Total number of students who applied for tertiary study (VTAC)	70 (87.5%)
Total number of students without VTAC preferences	10* (12.5%)
% of students who received 1st round offers (January 14)	100%

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

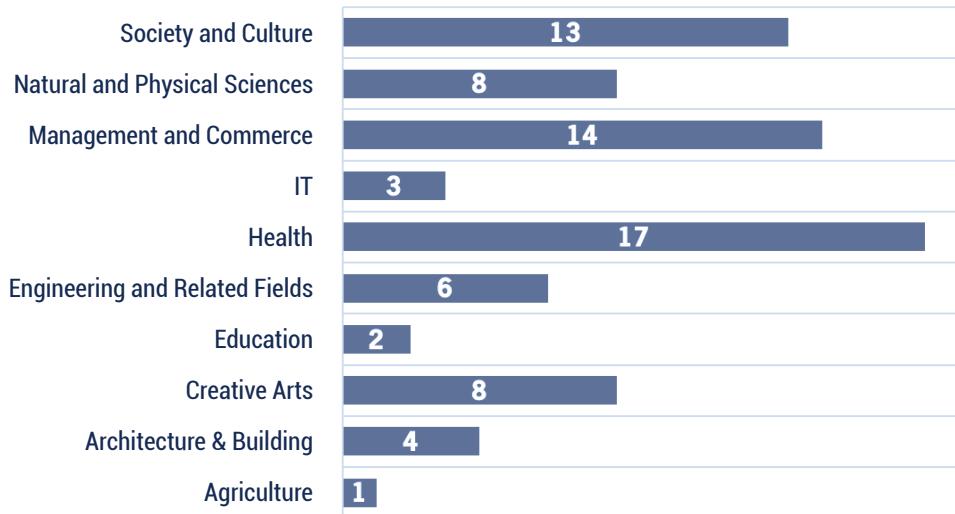
** 6 VET/64 HEd

Early offers

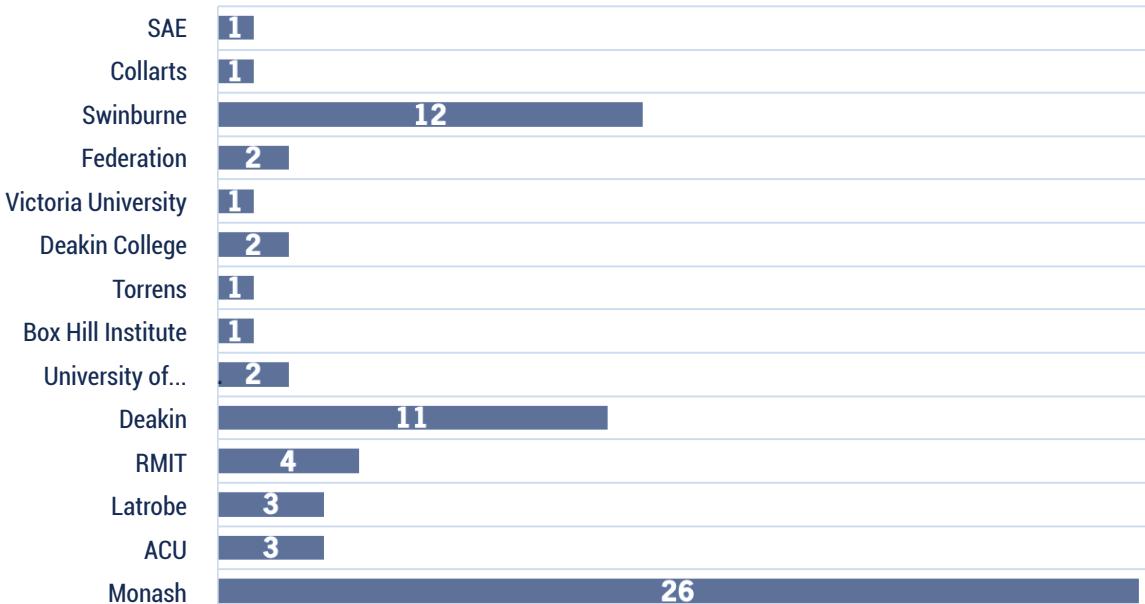
	%
Australian Catholic University = ACU Guarantee	5
Swinburne University of Technology = Early Entry Program	14
Latrobe University = Aspire	2
Other tertiary provider (i.e. Federation, Collarts, Torrens, SAE)	7
% early offer/s	40 %



What do CGS students study



Tertiary Providers



Parent, Student & Staff Satisfaction

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 2021.



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 2022. Full details of that survey will be published in the 2022 Annual Report.

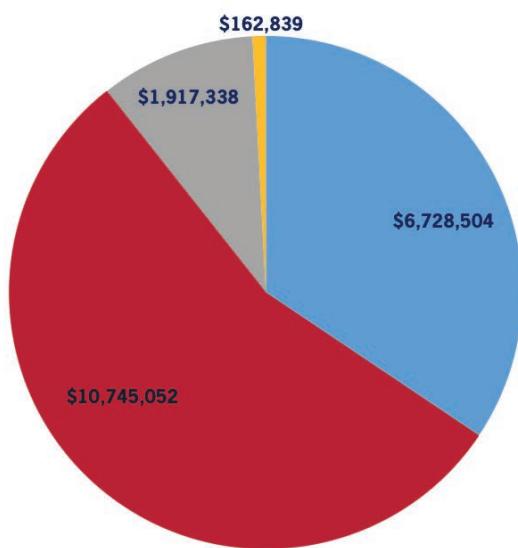
Students have access to a variety of forums that invite their contribution to the review and planning aspects of the School. The students regularly meet with the Principal, Senior Leadership and Heads of House to discuss their feedback on a variety of issues.

Parent engagement and communication has increased substantially since the introduction of our Learning Management system, SEQTA in 2017.

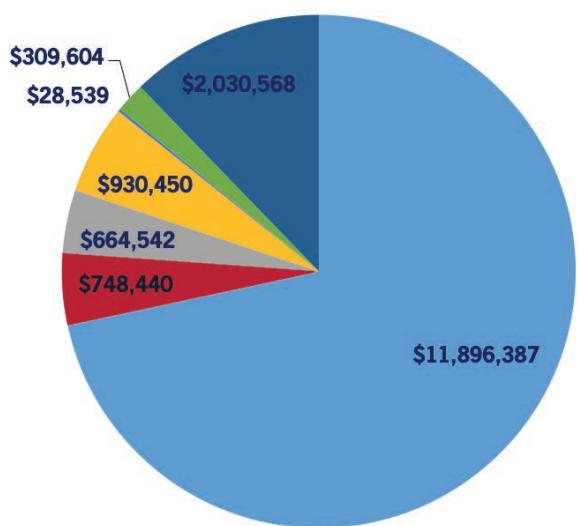


Financial Information

Income



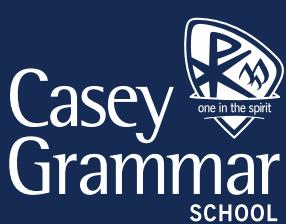
Expenditure



- Tuition Fees
- Commonwealth Grants
- State Grants
- Other Income

- Salary & On Costs
- Administrative Costs
- Faculty/Dept Costs
- Building & Property Costs
- Finance Costs
- Education Expenses
- Depreciation

Recurrent Income & Expenditure for year ended 31 December 2021.



Annual Report 2021

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