

## Annual Report 2022

Bright minds, kind hearts.



# Contents

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Message from the Principal	5
Human Resources	6
Student Wellbeing	10
Chaplaincy	13
Learning Outside the Classroom	14
Curriculum	15
Performing Arts	18
Sport	19
Student Outcomes	20
Parent Student Staff Satisfaction	23
Financial Information	24



## Bright minds, kind hearts.

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 recognises 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 1059 students made up of 475 Junior and 584 Senior students. The City of Casey is home to 94.9% of our students with 57% of these residing in the Cranbourne postcode area. English is the first language spoken at home for 55.8% of our students. Of those who speak another language (468 students) 82.3% speak an Indian language, 6.8% a European language and 10.9% another Asian language.

## Governance

CSV Limited is the legal entity for Casey Grammar School, Balcombe Grammar School and Clyde Grammar School. The CSV Limited Board is responsible for the overall governance of the schools, which includes setting the strategic direction, monitoring and approving budgets, and reviewing the schools' performances. CSV Limited is a company limited by guarantee. The Board of CSV Limited operates pursuant to its Constitution and its Charter.

## Board of Governors

Chairman	Mrs Marie Ormandy
Deputy Chairman	Ms Helen Dent
Treasurer	Mr Malcolm Wells
Members	Mr Christopher Galagher Mr Barry Steggall Mr Peter Folliot Mr Vinu Kumar Mr Todd Martin Mr Rajiv Mahapatra
Company Secretary	Mr Nick Vitinaros
Principal	Mrs Fiona Williams

# Message from the Principal



COVID continued to cast a shadow over school activities in 2022. We began the year with compulsory Rapid Antigen Testing, mask mandates and COVID isolation periods of a minimum of 7 days. Vaccination mandates continued for staff and we installed an additional 95 air purifiers around the school. Significant staff shortages led to brief stints of asynchronous learning for some year levels and some school events, such as the Year 12 Retreat, were cancelled due to COVID safety concerns.

As the year progressed, COVID restrictions started to lift and by Term 4, we were again running Junior School Assemblies in the Performing Arts Centre with parents in the audience. The first time in two and a half years! The Junior School Production of *Starwarts* was a huge success with full houses of appreciative audiences.

We were thrilled to hold a Debutante Ball and Year 12 Formal once again. We were also able to enjoy Science Week activities, Book Week dress ups and we introduced expanded House activities in Senior School which included new competitions in Public Speaking, Performing Arts, Visual Arts and a Spelling Bee. We also extended the recognition of student excellence through the introduction of Senior School Colours (including Academic, Culture, House, Service, Performing Arts, Sport and Principal Colours).

As school life slowly returned to normal, our attention turned to student and staff wellbeing. We introduced student wellbeing days (held in year levels) and weekly wellbeing surveys to check-in on the wellbeing of our students.

Staff wellbeing also became a priority and a Wellbeing Action

Plan was written, regular wellbeing surveys were introduced and the new role of Staff Wellbeing Promotions Coordinator was created. In Term 4 we introduced a weekly gathering in our new staff room for morning tea and 'shout outs' (staff publicly acknowledging the great work of their peers over the preceding week)

We were excited to hold an inaugural CSV Schools combined professional learning day with guest speaker Jared Cooney Horvath. The focus was on educational neuroscience, exploring new ways to apply what we now know about memory and how we learn to our classrooms. This was a most successful day, despite the fact we could not gather together at one venue and all presentations were on-line due to COVID.

We continued to host Clyde Grammar throughout Term 1 and bid them farewell at the end of the term when they moved to their lovely new school buildings.

Casey Grammar School enjoyed great success in 2022. Student performance in NAPLAN saw us identified as one of the Top 10 Secondary Schools for gains in NAPLAN Writing and one of our students received a Premier's Award for VCE Outdoor and Environmental Studies.

The Principal was shortlisted as a finalist in the 2022 Australian Education Awards and the exceptional work of Junior School teacher, Mrs Sandra Torcasio, was recognised when she won the award for Primary School Teacher of the Year 2022

Through the work of our newly appointed Data and Analytics Coordinators, we created a customised Casey Grammar Student Data Dashboard. This dashboard provides the data teachers need to tailor their lessons to the individual needs of the students in their class.

In the middle of the year the Prep building affectionately known as 'The Reggio' was demolished and the grounds prepared for our new state-of-the-art Foundation building. Throughout the year, we also visited a variety of schools and libraries which helped us imagine the design for our new Learning Centre. The plans for this building are now complete. Located in the heart of the school, this new learning centre will be an extraordinary addition to our wonderful facilities in the future.



## Human Resources

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:

<b>Mrs Fiona Williams</b>	Principal
<b>Mme Kate Morgan</b>	Head of Senior School
<b>Mr Craig Townsend</b>	Head of Teaching and Learning
<b>Mr Peter Shepard</b>	Head of Wellbeing
<b>Mrs Melissa Robertson</b>	Head of Junior School

All teachers are registered with the Victorian Institute of Teaching and the teaching staff consists of 28 Primary Teachers and 65 Secondary Teachers.

## Human Resources cont

Teachers	PRIMARY			SECONDARY		
	Male	Female	Total	Male	Female	Total
Number	5	23	28	22	43	65
Full Time	5	21	26	18	27	45
Part Time	0	2	2	4	16	20

	No. of staff		No. of staff
Less than 2 years	38	Administration	13
2 years but less than 5 years	25	Assistants (Learning, Library, Technology)	17
5 years but less than 10 years	15	Grounds & Maintenance	4
10 years but less than 20 years	18	Nurse	1
More than 20 years	3	Chaplain	1
		Educational Psychologist	1



**11.0%**

Average number of days absent per teacher



**91%**

% Teacher retention 2021 - 2022

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## Teaching Staff 2022

Nadia Abdelal Secondary Teacher BSc, DipEd

Pamela Adams Secondary Teacher BA, DipEd

Paul Atkins Secondary Teacher BEd

Jeffrey Batey Primary Teacher BSc, GradDipEd

Shane Bell Primary Teacher BA, GradDipEd

Carolyne Bennett Secondary Teacher BA, GradDipEd

Katherine Black Primary Teacher BTeach (Primary), BSc

Lee Britton-Bird Primary Teacher BEd, BTeach

Diana Bright Secondary Teacher BEd- Maths

Anthony Brown Secondary Teacher BE – Physical Education

Christopher Bucknell Secondary Teacher BSc, DipEd, GradDipEd

Daniel Bugge Secondary Teacher MEd (Secondary)

Jessica Burns Primary Teacher BPrimEd, BSc

Natalie Burns Secondary Teacher BA, BEd

Rebecca Carrie Secondary Teacher BEd (Secondary)

Billie Cianciaruso Secondary Teacher MTeach, BSc

Alan Clarke Psychologist BCom, DipEd, GradDipAppPsych

Stuart Collidge Secondary Teacher BEng, GradDipEd

Joshua Cozzio Secondary Teacher BEd (Primary & Secondary)

Peter Crapper Secondary Teacher BA, DipEd

Jessie Delgos Secondary Teacher BEd, BSports&Rec

Rachel Doran Secondary Teacher BTeach(Secondary), BA

Virginia Duell Primary Teacher BEdStudies

Malcolm Dunkley Primary Teacher BBus, GradDipEd

Lorinda Eden Secondary Teacher BTheology, GradDipEd, MCounselling

Shane Evans Secondary Teacher BA, BTeach(Secondary)

Samitha Goonetilleke Secondary Teacher BSc, BEd-Honours

Ruth Grant Primary Teacher BA, DipEd

Kate Grech Primary Teacher BPrimTeach/ SpecEd

Brigid Gribble Secondary Teacher BSc, BEd

Laura Guidara Secondary Teacher GradDipEd

Selda Gurbuz Secondary Teacher BSc, DipEd

Stephanie Hall Primary Teacher BEd

Rachel Harrison Primary Teacher BEd

Claire Harvie Primary Teacher BContArt, BTeach

Melissa Herbert Secondary Teacher BA HSc, DipEd.

Vanessa Hodgkiss Primary Teacher BEd, MEd

Kaytelyn Hore Primary Teacher MEarlyChildhoodPrimEd

Kylie Ingle Primary Teacher BEd

Janine Jeffs Secondary Teacher GradDipEd (Integration)

Brent Jenkin Primary Teacher BEd

Steve Kearney Secondary Teacher BFA, DipEd

Tegan Kearney Secondary Teacher BA, DipEd

Vanessa Khvorostin Primary Teacher BEd

Rosalind Klein Secondary Teacher BSc, DipEd

Bronwyn Kyne Primary Teacher BEd

Fiona Laidlaw Primary Teacher BEarlyChildEd, BEd

Nicole Leach Secondary Teacher MWrit&Lit, GradDipEd

Sophia Lee Secondary Teacher MTeach

Roxanne Levett Primary Teacher BEd

Steven Little Secondary Teacher BSc, GradDipEd

Catherine Marchmont Secondary Teacher BEnvSc, MIntDev

Amy Mepstead Primary Teacher BEd

Bonnie Midwinter Secondary Teacher BA, BTeach

Marie-Jose Mill Secondary Teacher BBus, GradDipEd

Dr Jacinta Moreau Secondary Teacher DPhil, BSc, GradDipEd

Kate Morgan Secondary Teacher BA, DipEd

Nicole Morphett Secondary Teacher BCom, GradDipEd.

Laura Moya Secondary Teacher BAppSc, GradDipEd

Gregory Newham Primary Teacher Bed

## Teaching Staff 2022 continued

Michael O'Connor Secondary Teacher BSc, MEd, GradDipEd

Angela O'Driscoll Secondary Teacher BAppSc

John Palomares Secondary Teacher BEd

Mahtab Parvaresh Secondary Teacher BSc, MPhil, MTeach

Benjamin Peake Secondary Teacher BA, BEd

Louise Piva Secondary Teacher BEd, MEd

Sylvia Ponnusamy Secondary Teacher MWritandLit, DipTeach

Maria Ramos Primary Teacher BEd

Chris Rayeroux Secondary Teacher BEd

Monique Riviere-Pendle Chaplain/ Teacher BA, GradDipEd, GradCertRel

Melissa Roberton Primary Teacher BEd

Kelly Robertson Secondary Teacher BA, BEd

Belinda Roffey Primary Teacher GradCertCathStud, BEd, DipTeach

Kylie Rose Secondary Teacher MBioethics, BEd

Justine Saleeba Special Ed Teacher BASocSc, DipEd, AdvCertPsy

Brad Schreuder Secondary Teacher BTeach

Fern Schreuder Secondary Teacher BApSc, BTeach

Brittany Scott Secondary Teacher BVisArts, DipEd

Keir Selfridge Secondary Teacher BEd

Peter Shepard Secondary Teacher MEd, BTeach, BBus

Casey Standish Secondary Teacher BSc, GradDipEd

Ryan Subban Secondary Teacher BEd, MEd

Amelia Taylor Secondary Teacher BA, BEd

Diana Thompson Teacher/ Librarian BEd, BIMS

Sandra Torcasio Primary Teacher BEd, DipTeach

Craig Townsend Secondary Teacher BEd, MArts

Elody Trompeuse Primary Teacher BEd

Peter Tutera Secondary Teacher BSc, GradDipEd

Gina Upward Secondary Teacher MAppSc, BEd

Melaine Weinberg Special Ed Teacher BA, MLearnInt, GradDipEd

Tegan West Secondary Teacher BEd

Fiona Williams Principal MEd, GradDipStudWelf, BEd

Emma Woods Secondary Teacher BEd, BSport&Rec

Peter Young Secondary Teacher DipArts(IndDes) DipEd

## Maternity Leave 2022

Beatriz Christensen Secondary Teacher BA, GradDipEd

Emma Garby Secondary Teacher BAppSc, GradDipEd

Emily Driessen Primary Teacher BHSc, GradDipEd

Samantha Iriyadi Primary Teacher BEd

Bridgette Reale Primary Teacher BEd

# Student Wellbeing

## Student Attendance

2022 saw a decrease in overall attendance data. While 2020 and 2021 saw Melbourne experience lengthy COVID lockdowns, 2022 saw a return to 'normal' school opening hours and term dates. However, the COVID pandemic had an impact on student attendance. Students were required to stay home if they tested positive for covid for a minimum of 5 days and those who were moderately ill were more likely to not attend school. We like the rest of the community, sought to reduce the spread of illness to protect those most vulnerable.

Our Learning Management System (SEQTA) was used to maintain our attendance data. The system enables close management of any absences – and should an unexplained absence occur, an automated SMS was sent to families.

### % Attendance by Year Level 2022

Foundation	85.21%
Year 1	87.48%
Year 2	88.04%
Year 3	87.65%
Year 4	87.57%
Year 5	83.52%
Year 6	87.25%
Year 7	90.32%
Year 8	89.37%
Year 9	87.55%
Year 10	89.18%
Year 11	89.49%
Year 12	76.92%
Whole School	<b>86.88%</b>





## Student Leadership

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



Student leadership and student voice are important and valued features of the school experience at Casey Grammar. Formal leadership opportunities exist for students in Year 6, 11 and 12, with informal opportunities at every level of the school. Formal leaders are elected across the school after rigorous processes that enable students to demonstrate both what they have previously done as leaders, and what vision they have for future contribution. The Junior Action Group, the Student Leadership Team (Senior) and a series of Portfolio groups, provided the vehicle for formal leadership. Those leadership teams participated in several externally led leadership development programs and assisted with the organization of charity and House based activities.

An important element of student leadership is the idea of student voice, both formal and informal. For student voice to be successful, the students must represent not only their own view, but something to benefit the collective. They must offer solutions, not just problems, and they must be willing to help work on those solutions and key to successful voice is, they must be heard. In 2022 many of our students developed their voices and the school offerings increased. One example is that over the course of the year several interest based clubs were formed, both in Junior and Senior School because the students wanted them, because they were heard, and with some teacher support, they made them happen.

Student leadership, whilst upholding important traditions, continues to adapt to the needs of the time. 2022 saw new initiatives and new avenues for leadership and the future of leadership within Casey Grammar is bright and exciting.

## Student Wellbeing

The student wellbeing program was deepened and enhanced in 2022. While schooling returned largely to 'normal', the impacts of COVID lockdowns were still being felt by students and staff alike. There were increased presentations of wellbeing related difficulties in the student body, which created unprecedented need for wellbeing and pastoral support. While we sought to support those students with new and particular needs using a variety of interventions, we also delivered a wellbeing program for the benefit of all students, with the aim of enabling students to flourish in their lives. The positive psychology-based model, PROSPER, drives the core content of the wellbeing program. PROSPER represents Purpose, Relationships, Outcomes, Strengths, Positive Emotions, Engagements and Resilience. Activities and discussions within the wellbeing program are founded in these topic areas.

Each student across the school has access to a Wellbeing mentor, or classroom teacher and sees this adult at least once every day. Creation of supportive and caring relationships is at the core of a successful wellbeing program and these relationships are fundamental in supporting our students.

In Junior School, each class participates in weekly, structured wellbeing classes or workshops led by their classroom teacher. A variety of activities, all relating to elements of PROSPER, are offered. In Secondary School, students meet with their Wellbeing mentor daily and have the opportunity to electronically 'check-in' weekly as well as participate in fortnightly classes that reinforce the elements of PROSPER.

Throughout the year many of the students also participated in Wellbeing themed days and workshops, targeted to specific year levels. Years 5, 6 7 and 8 have 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 and refine their understanding of respectful relationships and the concepts of masculinity, femininity, gender roles and identity today and into their future. 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 classes on 'Respectful Relationships'. While activities have varied, the classes share 8 key topics. These are;

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



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# Chaplaincy



It was with joy that regular Chapel services and gatherings returned in 2022. The Chaplaincy role was shared due to Monique Riviere-Pendle taking Maternity Leave. In her absence, the CSV connection was strengthened as Rev. Cindy Waters from Balcombe Grammar became the acting Casey Grammar Chaplain.

Large Chapel services including House Chapels, Commissioning, Easter and Christmas Services were attended by students in person once again. These services featured students in a wide range of ways through presenting, singing, dancing and creating music. After two years it was also special to have the smaller, more intimate class Chapels being held in the Chapel space where Junior School students were able to welcome families to share in this experience. The work of their Religious Education teachers, Ruth Grant and Belinda Roffey must be recognised in making these services possible.

A small service was held in memory of Annalise Roy, to mark the one-year anniversary of her passing. Students in Year 5 gathered together in the Chapel with her family and teachers to remember her, but also to create a beautiful mosaic that will be hung in the permanent reflection garden next to the Chapel. This garden, created with Graeme Provan's vision, was planted in its permanent form and is growing to be a beautiful place for students and staff. The Chapel has provided an ongoing place of memory for Annalise's friends, where they have gathered to remember her.

Staff Chapel services at the commencement of each term serve an important role in the gathering of staff and for the first time, all three CSV schools joined together virtually for the Term 3 Commencement Chapel, led by Rev. Cindy Waters. It was a highlight, and a reminder of the values the three schools are built on.

Students also represent Casey Grammar School beyond the gates, and after two years, the School Captains and Social Justice Captains were able to lay a wreath at the Cranbourne

War Memorial as part of the ANZAC Day services. In the lead up to both ANZAC Day and Remembrance Day, students were also involved in selling badges and fundraising.

The link between the Christian foundations of the school and the continuing emphasis on Social Justice is an important one. Students returned to volunteer at Backpacks 4 Vic Kids during the school holidays and throughout the year, various fundraisers and awareness raising events were held. Harmony Week was again a highlight with students participating in paella, crepe and shortbread making classes as well as enjoying the talents of students from different cultural backgrounds through the various performances.

Reconciliation Week involved (among other things) Senior School students making a banner on the theme, a focused assembly and a feature book for all Junior School classes. Students also had the opportunity to hear from a speaker from the Asylum Seeker Resource Centre whilst sharing in an Afghani meal to highlight the experiences of refugees and raise awareness of their stories. Towards the end of the year students participated in the 40 Hour Famine with Year 7 students going without heating for a day to raise funds.

It is important to appreciate the work of our Social Justice and Community Captain, Nokutenda in her role supporting these events as well as Steven Little who contributed to the running of the Social Justice Group in the later part of the year. Our traditional Christmas donation drive was generously contributed to by many. Bronwyn Kyne and Leaver House worked tirelessly to complete baskets for approximately 20 local families through the Salvation Army.

These many different events and services provide a chance for Casey Grammar staff and students to live out the school values, including respect, inclusion and compassion. It is with gratitude that we acknowledge the many hundreds of people including students, staff and families who help to make these possible.

# 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 2022 we were able to return to offering camps to our students. These provide an opportunity for students to develop social and civic skills, build teamwork, learn cooperation, tackle physical challenges and value diversity.

Year 4	City Camp
Year 5	Goondawindi
Year 6	Goondawindi
Year 7	Camp Illuka
Year 8	Otways/ Apollo Bay
Year 9	Adventurous Journey/ City Experience
Year 12	Retreat

# 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. We provide a child-safe, inclusive, caring environment that engages students to achieve their personal best in an atmosphere of mutual respect, compassion and cooperation.

At Casey Grammar, we pride ourselves on creating differentiated, stimulating, rigorous learning programs that challenge and engage our students. These programs 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 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. We provide opportunities to practice skills in authentic purposeful situations.

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



Our Junior School classroom and specialist teachers work diligently to provide a wide range of teaching and learning opportunities. Teachers encourage students to become responsible for their learning, providing regular feedback and opportunities for choice and independent decision-making. Our dedicated 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.

Our Junior School students have daily access to excellent information communication technology resources such as 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. The continual upgrade of resources at Casey Grammar ensures digital technologies, online programs and hands on resources are integrated into all curriculum areas.

Assessment of students' learning is an ongoing process. It is used to identify student needs, inform future lessons and measure growth. Teachers use a variety of ways to assess students including ongoing observations, work samples, pre and post testing, discussions and peer and self-assessment. Our new data dashboard has been a valuable tool in ensuring planning and teaching are at the point of need. We are looking forward to seeing the continuous analysis of a range of data which we will use for school improvement.

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## Senior School

At all levels, Casey Grammar students are supported by an outstanding and passionate team of educators who are leaders in their roles as teachers and mentors.



The Senior School curriculum offers a comprehensive and well-rounded education to students in Years 7 to 12, providing a diverse set of learning experiences in an extensive range of core subjects and elective options. The curriculum encourages students to pursue pathways through VCE and beyond that align with their interests, strengths, values and aspirations.

The curriculum has been designed to foster intellectual, physical, spiritual and social development in each student by offering programs of study and co-curricular activities appropriate to their diverse needs and abilities. The adoption of a Data Dashboard has enabled staff to embrace a whole school approach to the collection and analysis of diagnostic, formative and summative data. This has been an effective resource in planning lessons and recognising students' individual needs and learning styles.

In Years 7 and 8, as students undergo a period of transition from primary to secondary school, they are exposed to the traditional disciplines that provide a breadth of curriculum across a range of subjects. The focus on essential skills and knowledge provides students with a solid grounding from which they can make informed choices later in their secondary school development.

To support a holistic approach to education, the curriculum at Casey Grammar in 2022 integrated co-curricular activities including SIS Sport, Public Speaking and Debating, Chess, Performing Arts, clubs and community service opportunities. Such initiatives not only fostered personal growth, leadership and character development but also provided opportunities for students to showcase their talents and pursue their passions outside the classroom.

In Year 9 and 10, to complement the core subjects, students were offered a variety of elective subjects, allowing students to explore their interests and develop expertise in specific areas. Additionally, 2022 saw the introduction of 'Casey Challenge', a flagship program and a highlight of secondary schooling for Year 9 students. This program builds skills around the 4 C's of collaboration, communication, creativity and critical thinking, challenging students to think differently, consider other perspectives, and ultimately become improved versions of themselves.

Casey Challenge included a design thinking immersion at Casey Tech and a week of 'City Experience' where students were encouraged to see their city and wonder about the lives of others, sparking ideas for a personal Passion Project. Many students embraced the opportunity to pursue the Bronze Duke of Edinburgh Award with the opportunity to complete one component, the Adventurous Journey, through a 4-day hiking experience across the Mornington Peninsula.

Year 10 represents an important transition into the final years of secondary schooling. The curriculum provides the option for students to sample a broad range of subjects before committing to the VCE, whilst simultaneously allowing students to commence a VET course or apply to undertake an accelerated VCE Unit 1 & 2 subject.

Students in the Senior School are supported in their own career development through personalised counselling and programs that aim to provide an overview of tertiary courses and work placement opportunities. At all levels, Casey Grammar students are supported by an outstanding and passionate team of educators who are leaders in their roles as teachers and mentors.

# Performing Arts

2022 was a year of regrowth for the Performing Arts faculty. A diminishment of lockdown restrictions allowed the faculty to plan for a stronger return to live performance, which allowed for greater interest in the Performing Arts. Instrumental Music Lesson enrolments saw a large uptake and a number of junior school students joined our Ensemble Music Program.

The year's opening performance event was the SIS Big Night held once again at Drum Theatre in Dandenong. COVID was still a presence in decision making and fewer schools were able or willing to collaborate for the event. Casey Grammar School provided a strong presence with students participating in the combined orchestra performance, and our Senior Vocal Ensemble performing in representation of the school.

In late May, we hosted a performance night featuring the talents of our Year 11 Drama students in their Unit 1 Ensemble Performances.

The week following we presented our Winter Concert, a night showcasing the hard work of the ensemble program students. This was the first time in 3 years that we were able to host the event to a live performance. The night featured fabulous performances from students in both the Senior and Junior school. The students were thrilled to once again perform for a live audience and the event was a great success.

Our VCE Music students took to the stage in early June to present works for their Unit 1 and Unit 3 performance. The night was a wonderful mix of solo and small group performances with repertoire ranging from Bach to Imagine Dragons.

The final performance for Semester 1 was our inaugural Senior Music Classroom Performance Evening. Students in Year 9 and Year 10 presented a concert performance of their work in the classroom to a fabulously receptive audience.

This was a fabulous opportunity to bring students back to performance and allow for them to have agency over their repertoire and material. This was a night designed to build the students confidence and it was wonderful to see them being supportive of each other and collaborating both on and back stage.

October and November were very busy months. In early October we hosted the Year 12 Drama Showcase, an opportunity for them to present their work before their final exams. Both VCE Music and VCE Drama students sat their exams ranging through the month of October. At the end of the month we presented the Senior School Summer Concert, with performances from our Senior Ensembles and soloists.

In early November we hosted three consecutive nights of performance from our elective Music and Drama classes. Monday featured the Year 9 and Year 10 Music classes in a follow up performance from Semester 1. Once again, the event was well received by our audience and loved by the student performers. On Tuesday and Wednesday, we hosted performances from our two Year 10 Drama classes who prese

The year closed with showcase performances from our music program at the Senior School Awards Night. Our combined band and orchestra presented "Fanfare And Flourishes" as the opening processional item, the Percussion Ensemble performed an arrangement of Michael Jackson's hit song Beat and the Vocal Ensemble reprised their performance from the SIS Concert of See You Again by Charlie Puth and Wiz Khalifa while and our Senior Concert Band reprised a medley of tunes from Aladdin. The night culminated in a performance of Skyfall featuring the Year 10 Music class and supported by the combined band and orchestra and vocal ensemble.

It was fabulous to be able to return to the stage and allow our students to fully appreciate the performance aspect of Performing Arts.

# 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.

In 2022 Casey Grammar School competed in the Southern Independent School sport competitions. During Term 1, with a weekly match scheduled against other 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.

House and SIS Sport at Casey Grammar School got off to a great start in 2022, providing students with opportunities to engage with the school community through numerous different activities as well as showcase our school values of Respect, Inclusion and Excellence.

This year, our House Swimming Carnival was held at Noble Park Aquatic Centre, on Tuesday the 2nd of March and the House Athletics Carnival was held at the Casey Fields Regional Athletics track on Friday 8th April and again, the commitment to House Pride and winning the annual House Cup by Casey Grammar students was wonderful to see.

On Tuesday 3rd May we held our annual House Cross Country Carnival. It was a fantastic afternoon, with students running a 2km track throughout the school grounds. Student participation was at an all-time high with the incentive of a sausage sizzle at the end of their race. Once again, the ever dominating Reid House took out the trifecta of house sporting events, with Leaver House in 2nd, Booth House in 3rd and Trist House in 4th.



On Wednesday the 4th of May selected students in the Casey Grammar Swim team headed off bright and early to MSAC in Albert Park for the SIS Swimming Carnival. All students participated to the absolute best of their ability and I could not have been prouder of their efforts.

We placed in an astonishing 70 swims out of 84. Resulting in us becoming the SIS Division B CHAMPIONS!

On Tuesday the 26th of July selected students in the Casey Grammar Cross Country team headed off to Baxter Park for the SIS Cross Country Carnival. The weather was not on our side, with very muddy and wet conditions underfoot proving rather difficult for our athletes. We placed 2nd overall out of 7 schools! Coming away overall winners of the Junior (yr 7 & 8) shield. We also won the U14 Girls age group pennant, the U14 Boys age group pennant, the U15 Girls age group Pennant and the U17 Boys age group pennant.

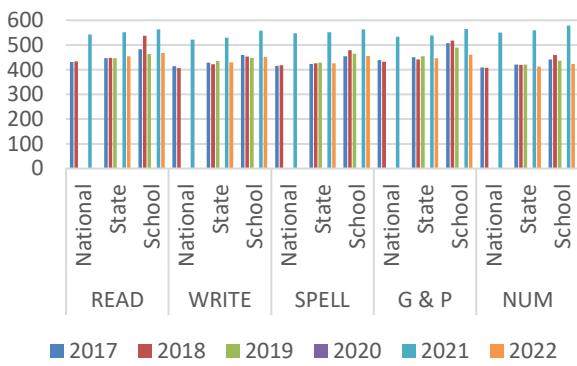
To finish off the carnival season, we headed off to Lakeside Stadium to compete in the SIS athletics carnival. All students showed great competitiveness against some tough schools, and we were awarded overall winners of the Intermediate shield.



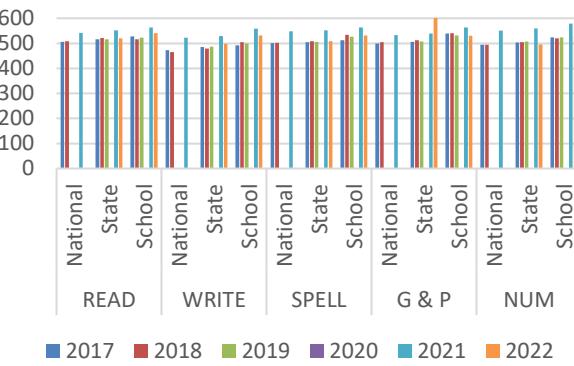
# Student Outcomes

## National Literacy and Numeracy Testing (NAPLAN)

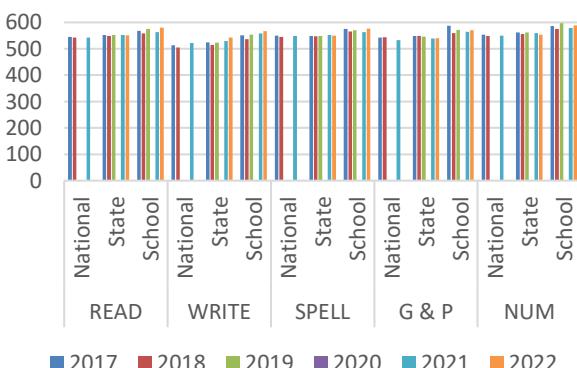
Year 3 Naplan Results



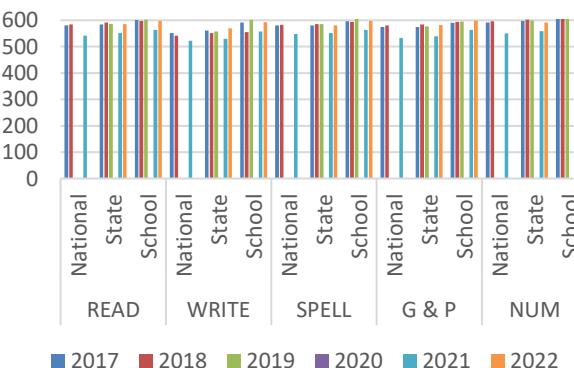
Year 5 Naplan Results



Year 7 NAPLAN Results



Year 9 NAPLAN Results



## VCE Results

- 100% satisfactory completion.
- 71 scored VCE students.
- Our median study score = 29 (2021 = 31).
- Median ATAR: 67.75 (2021: 72.85).
- Mean ATAR: 67.81 (2021: 71.15).
- 42% of 2022 CGS students ranked in the top 30% (2021: 55.5).
- 71.5% of 2022 CGS students ranked in the top 40% (2021: 75).

	2020	%	2021	%	2022	%
90's	7	13.2%	9	13.5%	5	7%
80's	7	13.2%	14	21%	11	15%
70's	14	26.4	14	21%	14	20%
60's	7	13.2%	13	19.5%	21	29.5%
50's	7	13.2%	11	16%	10	14%
40's	5	9.4	1	1.5%	9	13%
30's	5	9.4	5	7.5%	1	1.5%
Under 30's	1	2%	0	0%	0	0%
	62 students = 53 scored 9 unscored		80 students = 67 scored 13 unscored		82 students = 71 scored 11 unscored	

## VTAC applications and offers

	%
Total number of students who applied for tertiary study (VTAC)	69
Total number of students without VTAC preferences	13*
% of students who received 1st round offers (January 14)	100%

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

\*\* 6 VET/64 HEd

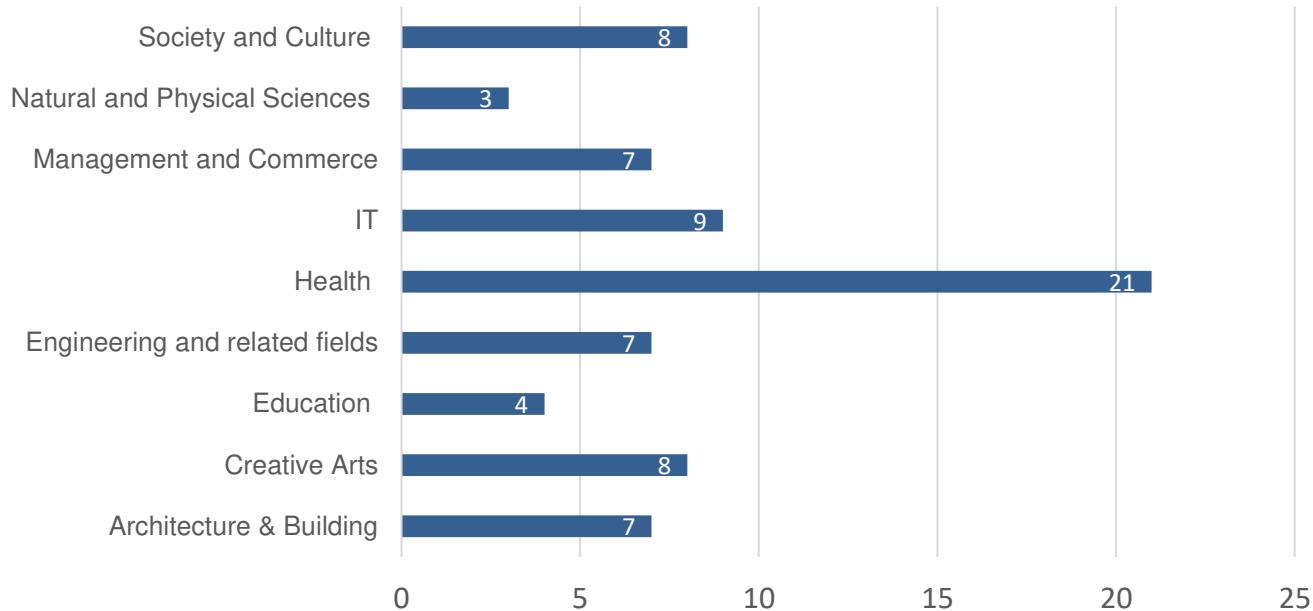
## Early offers

	%
% of students who received early offer/s	59.4 %
% of students who received multiple early offers	27.53%

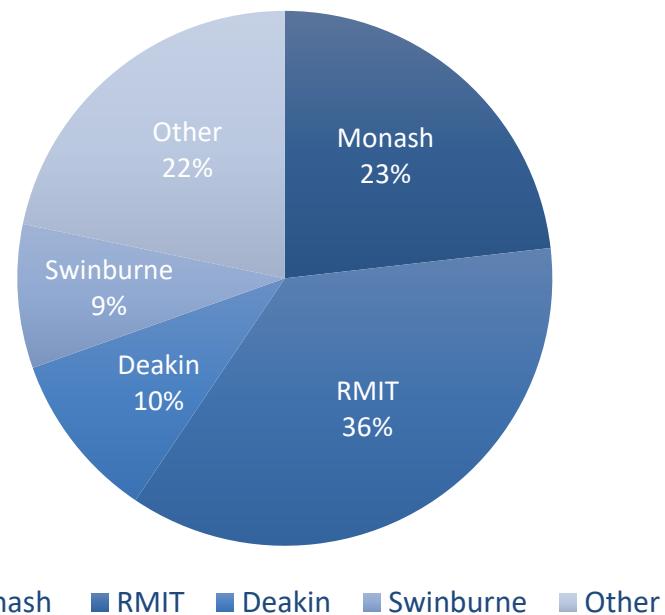
IT COMES FROM YOUR OWN ACTIONS.



## 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 2022.



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 in 2023. Full details of that survey will be published in the 2023 Annual Report.

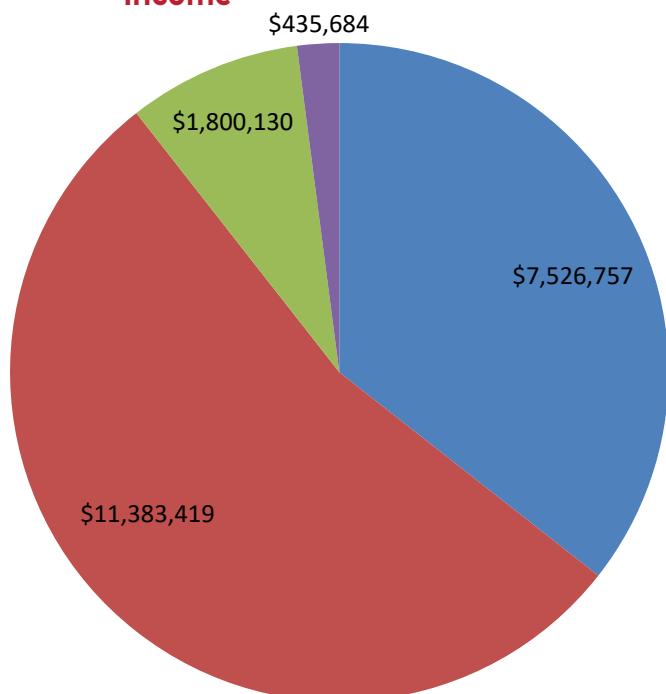
Students have access to a variety of forums that invite their contribution to the review and planning aspects of the School. The students regularly meet with the Principal, Senior Leadership and Heads of House to discuss their feedback on a variety of issues.

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

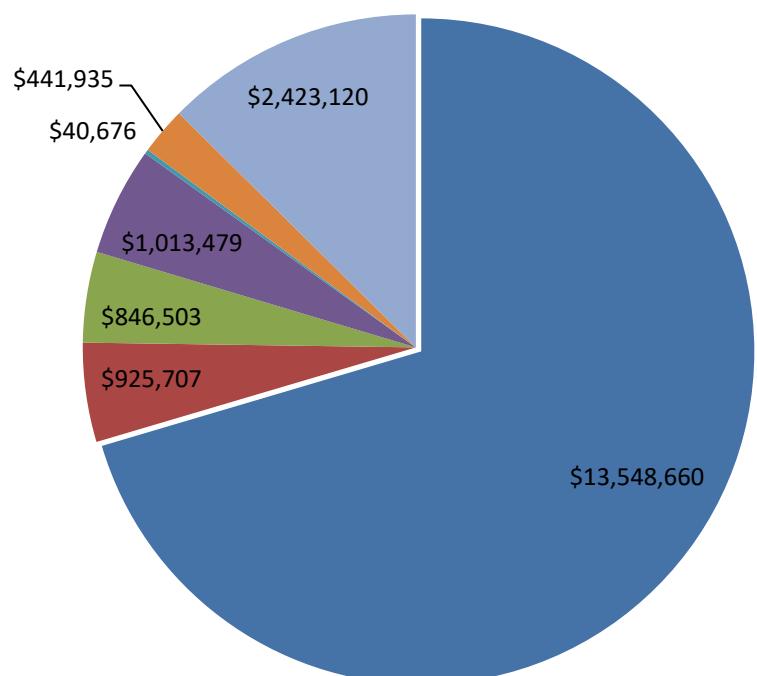


## Financial Information

### Income



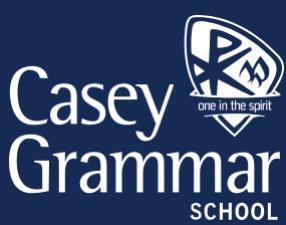
### Expenditure



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

Recurrent Income & Expenditure for year ended 31 December 2022.

- Salary & On Costs
- Depreciation
- Educations Expenses
- Finance Costs
- Building & Property Costs
- Faculty/ Department Costs
- Administrative Costs



# Annual Report 2022

Casey Grammar School

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[www.caseygrammar.vic.edu.au](http://www.caseygrammar.vic.edu.au)