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Bright minds, kind hearts.

Casey Grammar School, a Foundation 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 1125 students made up of 522 Junior and 603 Senior students. The City of Casey is home to 91.5% of our students with 49.8% of these residing in the Cranbourne postcode area. English is the first language spoken at home for 56.2% of our students. Of those who speak another language (493 students) 83.4% speak an Indian language, 6.1% a European language and 10.5% 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	Mr Malcolm Wells
Deputy Chairman	Mr David Morris
Treasurer	Mr Todd Martin
Members	Mr Christopher Galagher
	Mr Vinu Kumar
	Mr William Banks
	Ms Helen Dent
	Ms Sarah Woon
	Mr Peter Folliot
	Ms Fabienne Connet
Company Secretary	Mr Nick Vitinaros
Principal	Mrs Fiona Williams

Message from the Principal



After a period of steady growth, Casey Grammar reached its capacity of 1,125 students in 2024. We now have three streams in Junior School and four in Senior School. Changes to the school day were also introduced this year with the Senior School Day extended by 10 minutes, facilitating staggered start times and recess times for Junior and Senior School students.

The front of our school also underwent a facelift with the opening of the new Foundation classrooms and the refurbishment of the front car park. In the heart of the school, the Joan Reid Learning Centre was demolished to make way for the new Learning Centre due to open in late 2025. A bright and beautiful mural was painted on the side of the gym building facing the Science Department. This was a combined initiative of the Heads of Art and Science. The mural is intended to inspire 'Bright Minds' and to encourage students to think scientifically and creatively.

In 2024, our exceptional teaching staff were recognised through a variety of awards. Junior School art teacher Danielle Searles was named a Most Influential Educator as well as being a finalist for the Primary School Teacher of the Year Award 2024. Monique Riviere-Pendle's work was recognised when she was named on the Educator Hotlist 2024 and Senior School teachers Nicole Morphet and Tim Randell received awards from Monash University for their mentorship of Monash University Pre-service Teachers. Our 'good boy' Buddy completed his first 12 months as the school wellbeing dog and has provided an exceptional service to both our students and our staff.

After many months of research and preparation, our Reconciliation Action Plan (RAP) was launched. It is wonderful to see the educational and symbolic initiatives being implemented in the school thanks to this action plan.

Our students performed extremely well again this year in NAPLAN with students in years 3, 5, 7 and 9 sitting in the *Exceeding or Strong* (the top two) assessment categories in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. This year VCAA introduced Excellence Certificates which recognise Year 9 students who are performing at the highest level (*Exceeding Standard*) in Reading and/or Numeracy. We were proud to present 6 students with excellence certificates for Numeracy, 20 students for Reading and 9 students for excellence in both Reading and Numeracy. In total, approximately a third of our year 9 cohort receive a certificate of excellence in NAPLAN. Our VCE results also improved this year with our median study score sitting at 30 and our median ATAR climbing to 73.55. We were thrilled when one of our students received a Premier's Award for VCE Industry and Enterprise.

For the first time in the school's history, we enjoyed two school productions in the same year. Senior School students performed the play *Puffs*, a parody of the Harry Potter book series, while Junior School students sang and danced their way through a superb production of *What a Knight!* Another first this year was entering teams in the SIS Theatre Sports competition. Not only did our Senior Team win the competition, they also brought home prizes for Best Character and Most Supportive Player. The Performing Arts are growing and thriving at Casey Grammar.

This year also saw a huge growth in our student's success in both debating and public speaking competitions, thanks to our wonderful coach Ms Naomi Weiler.

Our co-curricular program continues to grow from strength to strength. We now have a School Camp Program which extends from Year 3 to Year 12. In 2024, Senior School athletes enjoyed great success in the Southern Independent Schools (SIS) competition. Our swimming team won four out of the five age group trophies and were the overall winners of Division B. Our SIS Athletics team were also victorious, coming home with the Division B cup after securing the girls aggregate cup and the intermediate shield.

Throughout the year we have enjoyed focusing on and celebrating many facets of school life. These include Book Week, Simultaneous Story Time, Science Week, Harmony Week, Humanities Week, Reconciliation Week, Careers Week and IDAHOBIT Day.

It has been a busy and stimulating year.



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:

Mrs Fiona Williams	Principal
Mr Nick Vitinaros	Executive Director Corporate Services
Dr Robert Jacob	Deputy Principal / Wellbeing
Mme Kate Morgan	Head of Senior School
Mrs Melissa Robertson	Head of Junior School
Ms Tegan West	Head of Teaching and Learning, Senior School
Mrs Sandra Torcasio	Head of Teaching and Learning, Junior School

All teachers are registered with the Victorian Institute of Teaching and the teaching staff consists of 36 Primary Teachers and 75 Secondary Teachers

Human Resources (cont.)

	PRIMARY			SECONDARY		
Teachers	Male	Female	Total	Male	Female	Total
Total	4	32	36	25	50	75
FullTime	3	28	31	23	35	58
Part Time	1	4	5	2	15	17

	No. of staff		No. of staff
Less than 2 years	38	Administration	18
2 years but less than 5 years	30	Assistants (Learning, Library, Technology)	25
5 years but less than 10 years	20	Grounds & Maintenance	4
10 years but less than 20 years	21	Nurse	1
More than 20 years	4	Chaplain	1
		Educational Psychologist	1
		Counsellor	1



87.61%

Teacher retention 2023 - 2024

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.

Teaching Staff 2024

Erin Bartlett Secondary Teacher B.Ed

Flora Basti Secondary Teacher M.Teach, B.Eng.

Jeffrey Batey Primary Teacher BSc, Grad.Dip.Ed

Shane Bell Primary Teacher BA, Grad.Dip.Ed

Katherine Black Primary Teacher B.Teach, B.Sc

Sarah Black Primary Teacher B.Ed

Alison Blanchard Secondary Teacher B.Ed, B.Sc

Diana Bright Secondary Teacher B.Ed

Lee Britton-Bird Primary Teacher B.Ed, B.Teach

Anna Brown Primary Teacher B.Ed

Anthony Brown Secondary Teacher B.Ed

Sarah Browning Primary Teacher B.Ed

Christopher Bucknell Secondary Teacher B.Sc, Dip.Ed, Grad.Dip.Ed

Jessica Burns Primary Teacher B.Ed, B.Sc

Natalie Burns Secondary Teacher B.A, B.Ed

Patrick Byrne-Nelson Primary Teacher B.Ed

James Chanter Secondary Teacher M.Teach, B.A

Beatriz Christensen Secondary Teacher B.A, Grad..DipEd

Kyeran Clutton Secondary Teacher B.Sc, PGCE

Stuart Collidge Secondary Teacher B,Ed, Grad..DipEd

Jessie Delgos Secondary Teacher B.Ed, B.Sports&Rec

Gabrielle Doherty Secondary Teacher B.Ed, B.A

Rachel Doran Secondary Teacher B.Teach, B.A

Virginia Duell Primary Teacher B.Ed

Rebecca Fernandes Special Ed Teacher B.Ed, M.Ed

Linda Greig Primary Teacher B.Ed

Laura Guidara Secondary Teacher Grad.Dip.Ed

Selda Gurbuz Secondary Teacher B.Sc, Dip.Ed

Stephanie Hall Primary Teacher B.Ed

Rachel Harrison Primary Teacher B.Ed

Claire Harvie Primary Teacher B.A, B.Teach

Vanessa Hodgkiss Primary Teacher B.Ed, M.Ed

Janine Hulston Secondary Teacher B.A, B.Sc (Hons), PhD, M.Teach

Samantha Iriyadi Primary Teacher B.Ed

Robert Jacob Deputy Principal B.MusEd, LMusA, M.Ed, PhD

Janine Jeffs Secondary Teacher Grad.Dip.Ed

Steve Kearney Secondary Teacher BFA, Dip.Ed

Tegan Kearney Secondary Teacher B.A, Dip.Ed

Vanessa Khvorostin Primary Teacher B.Ed

Rosalind Klein Secondary Teacher B.Sc, Dip.Ed

Bronwyn Kyne Primary Teacher B.Ed

Helen Lacey Secondary Teacher B.Ed, Grad.Dip.Ed

Fiona Laidlaw Primary Teacher B.Ed

Sophia Lee Secondary Teacher M.Teach

Roxanne Levett Primary Teacher B.Ed

Michael Lilly Secondary Teacher B.SC, M.SC(Hons), Dip.Ed, PhD

Fiona Mace Primary Teacher B.Ed(Hons)

Elizabeth Mahagaonkar Secondary Teacher B.Ed

Catherine Marchmont Secondary Teacher B.Env.Sc, M.Leadership

Ruth Mathews Primary Teacher B.A, Dip.Ed

Liam McDermott Secondary Teacher B.A, Grad.Dip

Eliza Meulenkamp Secondary Teacher B.Ed

Teaching Staff 2024 (cont.)

Bonnie Midwinter Secondary Teacher B.A, B.Ed
Kate Morgan Secondary Teacher B.A, Dip.Ed
Shaldon Moroney Secondary Teacher B.Ed(Hons) and B.Sc
Nicole Morphett Secondary Teacher B.Com Grad.Dip.Ed.
Ryan Murdock Secondary Teacher B.Ed
Melinda Murray Primary Teacher B.Ed
Sarah Nolan Primary Teacher B.Ed
Sandra Novello Secondary Teacher B.Ed
Michael O'Connor Secondary Teacher B.Sc, M.Ed, Grad.Dip.Ed
Angela O'Driscoll Secondary Teacher B.App.Sc
John Palomares Secondary Teacher B.Ed
Mahtab Parvaresh Secondary Teacher BSc, M.Phil, M.Teach
Jacqueline Pavey Secondary Teacher B.A(Hons), Dip.Ed
Benjamin Peake Secondary Teacher B.A, B.Ed
Louise Piva Secondary Teacher B.Ed, M.Ed
Nelson Puvanendiran Secondary Teacher M.Teach, B.Sc
Maria Ramos-Chan Primary Teacher B.Ed
Timothy Randell Secondary Teacher B.Bus, Grad.Dip.Ed
Chris Rayeroux Secondary Teacher B.Ed
Bridgette Reale Primary Teacher B.Ed
Kylie Reeves Secondary Teacher B.Ed, Grad.Dip(Enviro)
Monique Riviere-Pendle Chaplain/Teacher B.A, G.Dip.Ed, G.Cert(Rel),
Melissa Roberton Primary Teacher B.Ed
Maxwell Robinson Secondary Teacher G.Cert.Ed, BSc(Hons)
Belinda Roffey Primary Teacher Grad.Cert, B.Ed, Dip.Teach
Emily Driessen Primary Teacher B.Sc, Grad.Dip.Ed

Tatum Sakeson Primary Teacher B.Ed
Justine Saleeba Special Ed Teacher B.A, Dip.Ed, Adv.Cert.Psy
Fern Schreuder Secondary Teacher B.ApSc, B.Teach
Brittany Schulz Primary Teacher B.Ed, B.A
Danielle Searles Primary Teacher B.Ed
Khatera Shakeri Secondary Teacher B.Ed, B.MedSc
Marcelle Skoutas Secondary Teacher B..Ed, MEnvSc
Alexandra Stephenson Primary Teacher B.Ed
Ryan Subban Secondary Teacher B.Ed, M.Ed
Samitha Subban Secondary Teacher B.Sc, B.Ed(Hons)
Aleisha Sutherland Primary Teacher B.Ed, A.A.T
Diana Thompson Teacher/ Librarian B.Ed, B.IMS
Sandra Torcasio Primary Teacher B.Ed, Dip.Teach
Elody Trompeuse Primary Teacher B.Ed
Stephanie Trovato Secondary Teacher B.Ed
Peter Tuter Secondary Teacher B.Sc, Grad.Dip.Ed
Gina Upward Secondary Teacher M.AppSc, B.Ed
Michael Vandenberg Secondary Teacher B.Sc, Dip.Ed
Naomi Weiler Secondary Teacher M.Teach, M.Ed, B.A
Tegan West Secondary Teacher B.Ed
Fiona Williams Principal M.Ed, Grad.Dip, B.Ed
Emma Woods Secondary Teacher B.Ed, B.Sport&Rec
Peter Young Secondary Teacher Dip.Arts, Dip.Ed

Student Wellbeing

Student Attendance

It has been pleasing to see student attendance improve overall and in most year levels in 2024 compared with 2023, which was also a year of increased attendance compared to the previous year. This is a positive trend. The school strongly focuses on minimising disruptions to the academic program and most of our families support us, and their children, by not removing their children from school during term time.

Regular attendance at school is positively correlated with increased academic performance and, equally importantly, usually leads to an enhanced feeling of belonging for students with their fellow students and staff. The table below shows our student attendance percentages for every level with 2023 figures also included for comparison.

% Attendance by Year Level

Year Level	2023	2024
Foundation	88.90%	90.4%
Year 1	88.52%	89.9%
Year 2	90.32%	91.7%
Year 3	88.63%	92.8%
Year 4	87.60%	88.8%
Year 5	90.90%	88.9%
Year 6	93.17%	90.2%
Year 7	92.56%	93.3%
Year 8	91.31%	89.9%
Year 9	90.58%	93.0%
Year 10	90.67%	91.9%
Year 11	91.36%	86.9%
Year 12	78.37%	80.6%
Whole School	89.45%	89.9%



Student Leadership

The true nature of leadership is found in service to others.



Students across the whole school can, and often do, exercise leadership in their daily interactions with others. They do so by showing respect and compassion and by being a good role model to their peers. Some leadership opportunities are more formal, involving a title or involvement in a committee.

It has been encouraging to see the establishment of the Student Voice Committee in 2024. This committee is made up of students from Year 7-12 with our Junior School being represented by the Junior School Captains. Under the leadership and direction of the Senior School Captains, the Student Voice Committee functions as a reference group while providing ideas and initiatives for the school. The importance of student voice cannot be overstated in terms of ensuring that Casey Grammar School is responsive to the needs of our students.

In our Junior School, a Wellbeing Committee has been formed, and further formal leadership roles are being established in a number of areas. The House leadership roles in Junior School are also expanding as the House system becomes more established. Of course, our formal leadership roles in Senior School and Junior School continue with roles such as;

- School Captains
- Wellbeing Captain
- Social Justice Captain
- Performing Arts Captain
- Academic Captain
- Sport Captain
- Environment Captain
- House Captain
- Visual Arts Captain and Technology Captain

Students undergo a rigorous selection and interview process to be chosen for these roles. They are mentored and encouraged as they grow in their understanding of what leadership means.

Student Wellbeing

“As educators, if we are really about allowing students to achieve their potential and flourish, then we need to help them fulfil this in their learning but also develop their wellbeing. We want them to be able to have the resilience to navigate through the vicissitudes of life.”

- Anne Johnstone (Global Chair of International Positive Education Network)

This year we have hosted a range of incursions chosen to equip our students with the skills and knowledge to manage their own wellbeing and emotions, and cope with the changing demands associated with learning and interpersonal relationships. These incursions all contribute to the students' understanding of holistic wellbeing as outlined in our PROSPER framework. Our wellbeing framework is founded on the principles of positive education. The elements of PROSPER – purpose and meaning, relationships, outcomes, strengths, positive emotions, engagement and resilience – serve as the foundation of a life well lived and has relevance to all ages. PROSPER lessons, along with 'Resilience, Rights and Respectful Relationships' curriculum are delivered within wellbeing groups in the Senior School. Aside from Year 7, these groups are deliberately cross-aged (Year 8 – 12) to foster positive relationships between the year levels and to build House identity and spirit. In the Junior School wellbeing lessons are delivered by the teacher who knows the students best – the classroom teacher. In 2024 the school has increased the wellbeing time in Senior School to 20 minutes per day. This has allowed for deeper connections between students and staff and allows sufficient time to address wellbeing topics regularly.

Casey Grammar School sees wellbeing as not just a vital part of the educational program we offer our students, but as a key enabler for learning. Students need to have the ability to self-regulate and cope with the ups and downs of life. We aim to provide an environment in which our students know that we care about them as people but also teach the skills of coping explicitly through our wellbeing lessons.

Our Wellbeing framework is founded on the principals of positive education. The elements of PROSPER serve as the foundation of a life well lived and have relevance to all ages.





Chaplaincy

Our aim is for Chaplaincy within the school to be strongly linked to our sense of community and that it is a means of reinforcing the Christian values that are foundational to the school.

Providing opportunities for students to be a part of Chapel services in various ways throughout their school life is important to ensure they have the chance to gather and reflect. For our Year 1 and 2 students this is in the form of class Chapels where we invite parents and special guests to share in our service together. For our Year 9, 10 and 11 students it is in the form of year level Chapels where we meet on their camps, retreats and, for the Year 9s, at Collins Street Baptist as part of our City Experience.

Our Senior School students are all invited to help create and participate in their respective annual House Chapel services through prayers, photos, reflections and music. Finally, our whole school gathers for key events such as Commissioning services, Easter and Christmas in recognition of their importance. However, it is not only students but staff who also share in Chapel services throughout the year. These are specifically designed for staff at the beginning of each term as a means of coming together to welcome, pray for and reflect together.

This dimension of Chaplaincy relies on the willingness of a wide range of people to get involved in a myriad of different ways. Our school Chapel services are richer as a result of the contributions of many.

Over the past year, the Social Justice side of Chaplaincy has continued to evolve with the continued oversight of Harmony Week and Reconciliation Week as well as other community-based activities.

In Harmony Week we had our first Senior School Staff vs Student Cricket match, chalk art from Junior School classes decorated our pathways, Year 7s enjoyed their first bush dance in Wellbeing, and the first time Junior School students had incursions where F-2 classes learned various cultural dances and Year 3-6 classes enjoyed an energetic African drumming session.

For Reconciliation Week we had our first whole school Welcome to Country and Smoking Ceremony where the Year 4 Choir performed as part of the Reconciliation Australia choir program. Students were able to participate in Indigenous ingredient cooking classes, we had a community film night, and our Junior School buddies came together to create bracelets. Both were very full weeks, serving as a reminder of the importance of inclusion, understanding and diversity.

Beyond our school gates, Chaplaincy provides students with the opportunity to represent the school at both the Cranbourne/ Dandenong ANZAC and RSL Services and to volunteer their services at Backpacks 4 Vic Kids. Staff and student representatives from across the school volunteered during their holidays in Term 1 and 2 in order to support the valuable work of this wonderful local organisation. The broader school community supported a wide range of causes through monetary and practical donations including the Asylum Seeker Resource Centre, the Salvation Army, World Vision, Legacy, Pets for the Homeless and Backpacks 4 Vic Kids. Active support of these appeals is one way that we seek to reinforce and encourage the value of compassion in our students.

Through the various expressions of Chaplaincy, we seek to give our broader school community a practical example of the lived-out messages of Jesus Christ and an opportunity to live out the values He espoused.

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 2024, our camps provided an opportunity for students to develop social and civic skills, build teamwork, learn cooperation, tackle physical challenges and value diversity

Year 3	Forest Edge Camp
Year 4	City Camp
Year 5	The Ranch
Year 6	Canberra Camp
Year 7	Wombat Corner Camp
Year 8	Yarra Valley / Dandenong Rangers
Year 9	Great Ocean Walk / Britannia Creek / City Experience
Year 10	Retreat (Camp Manyung)
Year 11	Retreat (Portsea Camp)
Year 12	Retreat (Iluka Glamping)



Curriculum



Junior School

Over the past thirty-plus years, Casey Grammar School has become a respected cornerstone of the community, celebrated for its educational excellence and distinctive culture that embodies belonging, respect and inclusion. We provide an unparalleled educational experience in a nurturing, value-driven environment that embraces diversity, wellbeing and individuality.

At Casey Grammar School, students are central to every decision. We support them to thrive academically, personally, spiritually and socially. Our community, including staff, students, parents and extended members, embody the school's values of respect, compassion, integrity, inclusion, and excellence. We prioritise wellbeing to promote resilience, positive relationships and a sense of belonging, ensuring every child feels valued, connected and empowered. This focus enhances academic performance and cultivates compassionate, respectful and well-rounded individuals. Teachers customise their approach to foster success, developing thoughtful learning programs and offering high-quality extracurricular activities and facilities.

Our Casey Grammar Junior School Teaching and Learning team are leaders in excellence and innovation. They utilise their extensive teaching experience and advanced expertise to design exceptional contemporary programs, ensuring Junior School students receive a high-quality, well-rounded education that addresses the whole child. We provide a personalised approach, empowering students to reach their full potential and achieve both academic and emotional success.

In 2024, the Junior School continued to develop our bespoke CGS English Framework. This framework was the product of extensive collaboration, research, and rigorous analysis, resulting in a specific, targeted and exemplary structure for teaching literacy.

Authentic student agency is a significant aspect of classroom practice, allowing students to be actively involved in learning and assessment processes. Students are engaged, invested and reflective learners, setting their own targeted learning goals and participating in evaluation and assessment processes. Visitors to our school frequently remark on the distinctive atmosphere of our Junior School. This is a result of our dedicated efforts. Our students excel academically and truly embody the school's motto: *Bright minds, kind hearts*.

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



2024 Highlights and Achievements:

- **The introduction of the MHiPS (Mental Health in Primary Schools) position:** This position enhances student wellbeing by supporting the mental and emotional health of our Junior School students. This role provides targeted interventions, resources and support to address mental health concerns early, ensuring students receive the outsourced care they need. It reflects our commitment to a nurturing and inclusive environment, fostering resilience and promoting positive mental health within our school community.
- **Updated JS Inquiry Framework:** An updated Junior School Inquiry Framework has been created based on the new curriculum, with capabilities embedded throughout it to ensure a comprehensive and modern approach to learning.
- **Enrolment Process:** Our enrolment process for Foundation students has been revised to streamline and improve the experience for new families joining our community.
- **Continuous Reporting Preparation:** We prepared for Continuous Reporting, which will be implemented in 2025, to provide ongoing feedback to parents and support for student learning.
- **House Meetings:** House meetings have been changed to include students from Foundation to Year 6, fostering a stronger sense of community and belonging across all year levels.
- **Learning Behaviours:** We have developed and reported on Learning Behaviours, ensuring that students' personal and social development is recognised and supported.
- **Data Dashboard:** Our data dashboard has been set up to provide a unified view from Foundation to Year 12, enabling effective analysis and targeted planning to meet the individual learning needs of all students.
- **Three Streams:** We have completed the introduction of three streams from Foundation to Year 6, allowing for more tailored and focused educational experiences.
- **Language Lift Program:** We have added the Language Lift program to our intervention suite for EAL (English as an Additional Language) students, providing targeted support to enhance their language skills.
- **Educator Awards Junior School Non-Government Teacher of the Year:** We are proud of Art teacher Danielle Searles who was shortlisted for The Educator Junior School Teacher of the Year award, recognising her outstanding contributions and dedication to education, particularly in Visual Arts.

Our Data Dashboard was custom made, leading to the effective analysis and use of data to provide targeted planning to meet the individual learning needs of all students.

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.



In 2024, we continued to deliver a robust and comprehensive curriculum in the Senior School, supporting students from Years 7 to 12 in their academic, personal and social development. Our curriculum remained grounded in the School's values of respect, compassion, inclusion, integrity and excellence, while evolving to meet the needs of a rapidly changing world.

Focus on Learning Behaviours

A key focus this year was the explicit development of positive learning behaviours across both Junior and Senior School. Students were encouraged and supported to become:

- **Respectful Learners** – considering others, the School and their environment, listening to and respecting different beliefs and opinion.
- **Independent Learners** – taking responsibility for their learning, taking initiative and making good decisions.
- **Engaged Learners** – being actively involved in what they are learning, asking questions and sharing their own ideas.
- **Organised Learners** – preparing their belongings, space and time and beginning promptly, avoiding distractions.
- **Collaborative Learners** – contributing, problem solving and encouraging active participation with peers, teachers and the wider community.

These behaviours were embedded into classroom practice, formative feedback and student reflection activities, forming a foundation for academic success and personal growth.

Wellbeing and Learning Support

Student wellbeing remained central to the Senior School experience in 2024. A key highlight was the continued success of our transition program, which supports students moving from the Junior School and other Primary Schools into Year 7. Through a series of structured orientation activities, students were welcomed into the Senior School environment and supported in building early connections with peers and staff.

Every student belongs to one of our four Houses, which foster a strong sense of community, belonging and friendly competition through academic, sporting and cultural events. The system is overseen by dedicated Heads of House and Head of Year 7, who play a vital role in student wellbeing and engagement.

Our commitment to inclusive education was further strengthened through a targeted curriculum supported by the Enrichment and Inclusion Department, Learning Assistants, the Head of Departments and classroom teachers. This collaborative approach ensured that students with diverse learning needs were supported to access the curriculum, extend their capabilities and achieve personal excellence.

Experiential Learning

Experiential learning remained a cornerstone of the Senior School experience. In 2024, students participated in a range of enriching programs designed to build skills in collaboration, communication, creativity and critical thinking.

- **Year 7 and 8 Camps** – fostering friendships, teamwork, and confidence through outdoor education.
- **Year 9 Casey Challenge** – including a week-long City Experience and a four-day camp that enabled students to complete the Adventurous Journey component of the Duke of Edinburgh Bronze Award.
- **Year 10 and VCE Retreats** – providing time for reflection, goal-setting, and personal development in a supportive environment.

Co-Curricular Opportunities

Beyond the classroom, students engaged in a wide array of co-curricular activities that enriched their school experience. These included participation in Southern Independent Schools (SIS) sporting competitions, performing arts events and academic challenges. Students also contributed to a variety of school-led clubs and groups, such as music ensembles, debating, social justice initiatives and leadership programs – each offering opportunities to develop skills, build friendships and explore passions.

Career Education

Career education at Casey Grammar School is designed to empower students to make informed and confident decisions about their futures. In 2024, Year 10 students engaged in a comprehensive Career Discovery Program, which included Morrisby testing to help identify individual strengths, interests and potential career pathways. This was complemented by personalised guidance from our Head of Careers and Pathways, who supported students through subject selection, VCE planning and post-school transitions. Whether pursuing university, TAFE, apprenticeships, or employment, students were equipped with the tools and advice needed to navigate their next steps with clarity and purpose.

Performing Arts

The year in Performing Arts commenced with the SIS Big Night, once again held at the Drum Theatre in Dandenong and in combination with other SIS member schools. Casey Grammar School students participated in each of the Combined Ensembles and our Senior Vocal Ensemble presented our school performance item. This year's performance was a strong one and presented to a full house.

In early Term Two our VCE Drama students presented their devised ensemble performances based on a hypothetical game show where social media stars risk everything for fame and glory.

One of the major projects in the Senior School for 2024 was the presentation of Puffs, a play about a magical young boy that goes to England to study magic at a certain school of magic with his two best friends. While it may sound familiar, it's not quite what you think! The play is a parody of the unnamed major franchise and tells of the experience of students Wayne, Oliver and Megan from the house of Puffs as they track alongside the journey of a young man named Harry. This is the first time in a long time that the school has presented a play as a major school production with the aim being to provide an opportunity for stage performance in addition to the Senior School Musical Production. The show performed across three nights in May to very appreciative audiences and featured strong performances from our veteran senior performers and from some young up-and-coming performers.

Early June saw a performance evening featuring the work of classroom Music students in Years 9, 10, 11 and 12 presenting their final performance assessments. For some this represented their first time on stage. It was a fabulous night and great to see the older and more experienced students mentoring the younger students.

Our Winter Concert was hosted in mid-June and featured all of our Ensemble Program, Junior School music elective classes and our Year 3 String and Choral programs. It was a fabulous night of entertainment and represented a semester worth of work from all the performers.

We hosted Instrumental Soiree Nights in both Term Two and Term Three backstage in the Performing Arts Centre. With three concurrent performance spaces in the Music and Drama classrooms and, on the PAC stage, we featured solo and small group performances from students in our Instrumental Music program.

These concerts continue to grow in participation and it is wonderful to see our younger musicians embark on their first performances.

Towards the end of Term 3 we held the JS Production of *What A Knight* featuring all students from Years 3 to 6. This was the biggest cast yet, showcasing the talents of 60 students from Years 5 and 6. Held over two consecutive nights, it continues to be a highlight of the Year 5 and 6 Performing Arts program and is a wonderful way of bringing the upper primary students together.

Heading into November our Senior School students presented their Summer Concert, featuring performances from our Senior School ensembles and from the Year 11 VCE Music class. Our Junior School Summer Concert was hosted in late November and featured a wide variety of ensembles including JS Rock Band, Junior Band, String and Percussion ensembles. We also had twenty students involved in our Year 5/6 Band elective, as well as the Year 3 Choir performing for a very eager crowd. It was a fabulous night of entertainment and represented a Semester worth of work from all the performers.

Our VCE Drama students presented their devised solo performances which included characters like Mulga Bill, Norma Desmond, The Puppet and The Drama Teacher. Year 10 Drama worked together to direct, rehearse, design and perform another successful annual Year 10 Production titled *Maid to Order*.

The Senior School Awards Evening was held in early December to recognise the academic achievement of students and to round up the year that was 2024. Performing as part of the event were the Buttigieg Concert Band, the Flute Ensemble, the Sayers String Ensemble and the Senior Vocal Ensemble performing *Fix You* by Coldplay to close the evening.

With growth in both Instrumental Music Program enrolments and ensemble membership, 2024 was a strong year in the Performing Arts.

Sport

The SIS sports program continues to be a fantastic way to foster school pride, camaraderie, community, teamwork and dedication among students and staff.



Throughout 2024, Casey Grammar School proudly participated in the Southern Independent Schools (SIS) sports competitions. Students from Years 7 to 10 represented the school across a range of sports, including AFL 9's, indoor cricket, soccer, AFL, volleyball, table tennis, softball, netball and basketball. Each term offered students the opportunity to engage in a new sport, supported by weekly training sessions and competitive matches. The SIS program continues to be an outstanding platform for fostering school pride, teamwork, community spirit and dedication among both students and staff.

Our 2024 House Swimming Carnival, held at Noble Park Aquatic Centre, was a vibrant celebration of house spirit and sporting enthusiasm. Students competed earnestly for house points, with the addition of the waterslide providing an extra layer of fun and excitement to the day.

Shortly after, we hosted our House Athletics Carnival at Ballam Park Athletics Centre. In what was a memorable day, students displayed remarkable athleticism, teamwork and pride in their houses, with the atmosphere throughout the event being nothing short of electric.

We continued the momentum with our House Cross-Country Carnival, conducted on the school grounds. Students completed either a 2km or 3km circuit, with participation rates at an all-time high. This event also served as an important step in building our SIS Interschool Cross-Country team.

In SIS competition, our students performed exceptionally well throughout the year. At the Division B Swimming Carnival, held at the Melbourne Sports and Aquatic Centre (MSAC), the Casey Grammar

team showed tremendous spirit and determination, culminating in winning the overall Division B championship. This fantastic result sees us promoted to Division A in 2025 — a testament to the hard work of all involved.

Later in the year, our students competed in the SIS Cross-Country Carnival at Casey Fields. Despite the cold conditions, they demonstrated grit and perseverance, achieving strong individual results and placing 4th overall in the Division B competition.

We rounded out the year with the SIS Athletics Carnival, also hosted at Casey Fields. Our athletes performed strongly across both track and field disciplines, culminating in Casey Grammar winning the overall Division B championship and earning promotion to Division A for 2025.

2024 Sporting Highlights:

- **House Swimming Carnival:** Celebrating house spirit and participation at Noble Park Aquatic Centre.
- **House Cross-Country Carnival:** Fostering team spirit and developing our SIS Interschool Cross-Country team.
- **SIS Division B Swimming Carnival:** Winning the overall shield and promotion to Division A for 2025.
- **SIS Cross-Country Carnival:** Achieving 4th place in the Division B pool.
- **SIS Athletics Division B Carnival:** Winning the overall shield and promotion to Division A for 2025.

The 2024 sporting calendar has once again highlighted the enthusiasm, commitment and sportsmanship of our students and staff. These achievements reflect our ongoing dedication to excellence in school sport and the vibrant, supportive community we are proud to foster at Casey Grammar School.

Student Outcomes

National Literacy and Numeracy Testing (NAPLAN)

The table below shows Casey Grammar students' average NAPLAN results, when compared to all Australian students.

2022

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	468	452	456	461	421
Year 5	540	532	531	530	526
Year 7	580	567	577	571	589
Year 9	598	593	598	599	594

2023

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	442	452	433	446	447
Year 5	533	518	526	532	519
Year 7	566	577	571	573	569
Year 9	591	599	586	588	596

2024

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	458	476	446	463	450
Year 5	526	528	515	531	518
Year 7	561	577	571	569	581
Year 9	611	630	591	596	614

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available



VCE Results

- 100% satisfactory completion
- 84 scored VCE students
- Our median study score = 30 (2023: 29)
- Median ATAR: 73.55 (2023: 71.00)
- Mean ATAR: 71.42 (2023: 70.42)
- 58% of 2024 CGS students ranked in the top 30% of State (2023: 52.2%)
- 71% of 2024 CGS students ranked in the top 40% (2023: 70%)

	2022	%	2023	%	2024	%
90's	5	7%	8	10%	14	17%
80's	11	15%	20	25%	16	19%
70's	14	20%	14	17.5%	19	22%
60's	21	29.5%	14	17.5%	11	13%
50's	10	14%	18	2%	15	18%
40's	9	13%	5	6%	6	7%
30's	1	1.5%	1	1%	2	2%
Under 30's	1	1.5%	1	1%	1	2%
	82 students 71 scored 11 unscored		90 students 81 scored 11 unscored		96 students 84 scored 12 unscored	

VTAC applications and offers

	%
Total number of students who applied for tertiary study (VTAC)	85 (89%)
Total number of students without VTAC (other) preferences	11* (11%)
% of students who received 1st round offers	98.82%

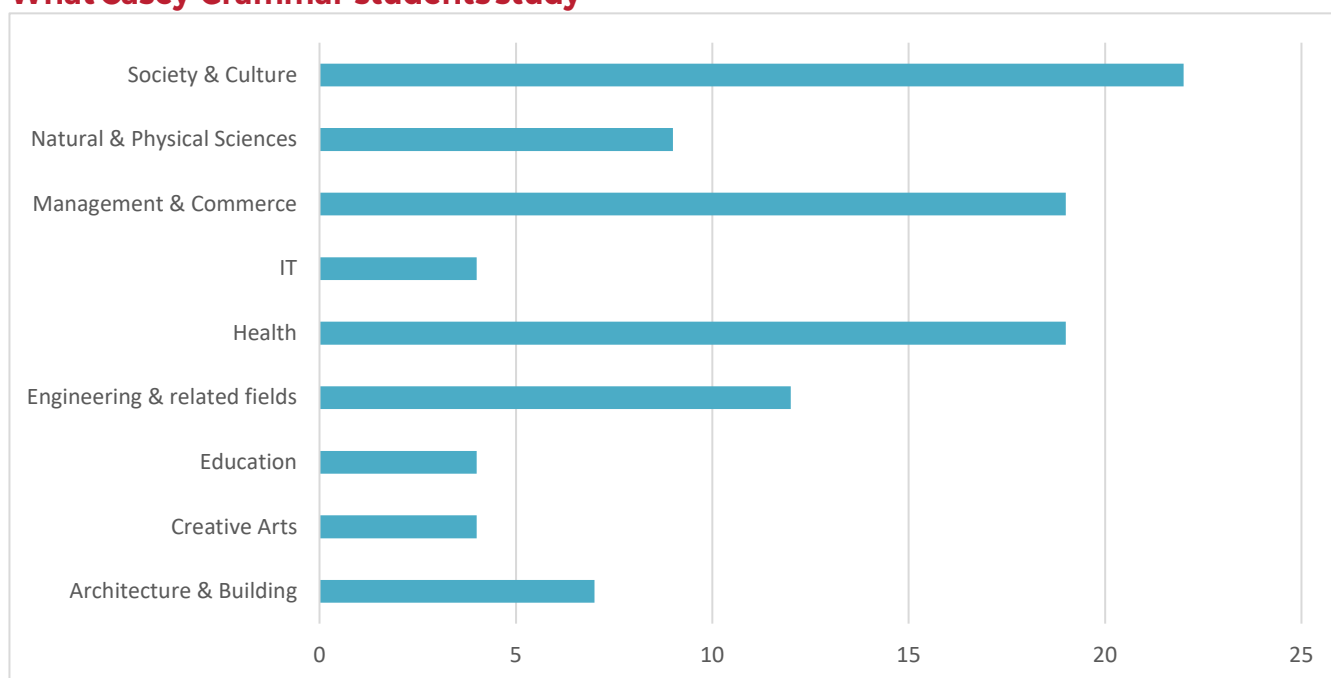
* Direct application/s (TAFE), not pursuing tertiary study, pursuing Apprenticeship)

** 6 VET/64 HEd

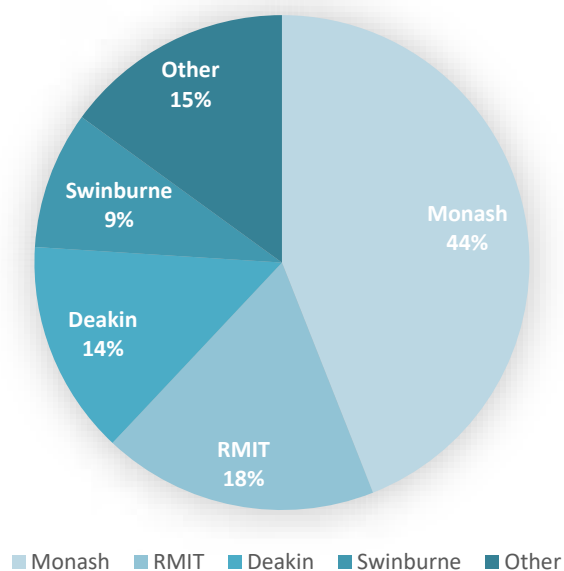




What Casey Grammar students study



Tertiary Providers



Student, Parent & 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 2024.



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 will be conducted in 2025. Full details of that survey will be published in the 2025 Annual Report.

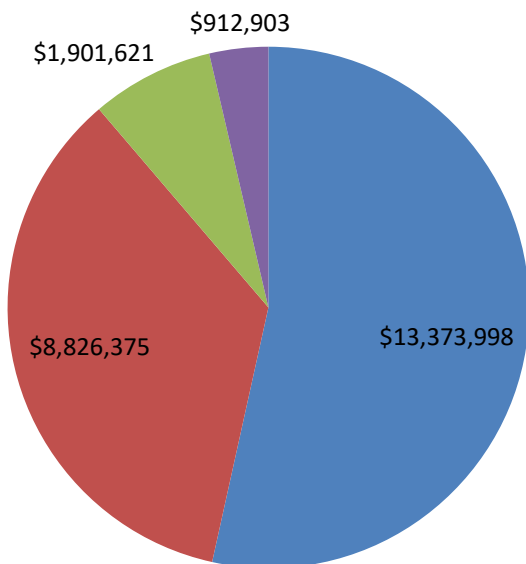
Students have access to a variety of forums that invite their contribution to the review and planning aspects of the School. The students regularly meet with the Principal, Senior Leadership and Heads of House to discuss their feedback on a variety of issues.

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



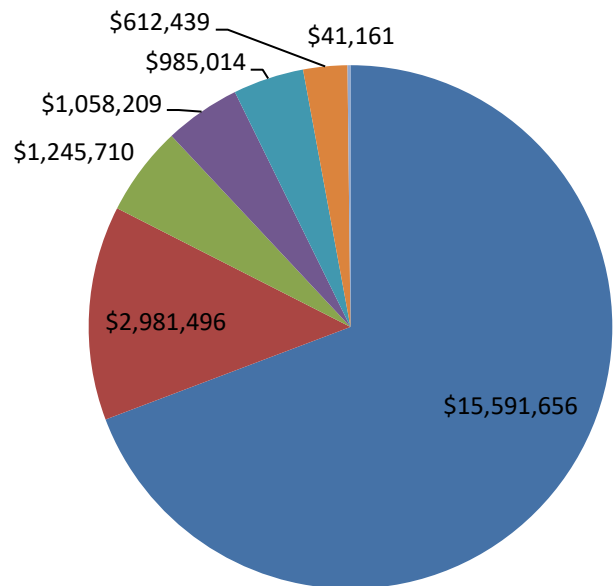
Financial Information

Income



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

Expenditure



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

Recurrent Income & Expenditure for year ended 31 December 2024.

