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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 every person has the right to feel safe and be safe, to both give and receive respect, and to work and play free from unwanted interference. In caring for and educating our students, the school recognises and values the diversity of our community. Casey Grammar School acknowledges that each individual is unique and that success looks different for everyone. We are committed to nurturing and supporting the needs of every student, ensuring each has the opportunity to become the very best version of themselves. The school has an enrolment of 1127 students made up of 524 Junior and 603 Senior students. The City of Casey is home to 96.1% of our students with 54.4% of these residing in the Cranbourne postcode area. English is the first language spoken at home for 48.6% of our students. Of those who speak another language (579 students) 83.9% speak an Indian language, 4.3% a European language and 11.8% 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 Sarah Woon
	Ms Anna Rados
	Ms Fabienne Connet
Company Secretary	Mr Nick Vitinaros
Principal	Mrs Fiona Williams

Message from the Principal



As our school continues to thrive and expand, we were delighted to secure an additional six acres of land adjacent to our current campus. This significant acquisition will enable us to plan for the future with confidence, providing much-needed space for new facilities and expanded play areas for our students.

In line with our commitment to enhancing learning environments, the old library complex was demolished to make way for the construction of the new Joan Reid Learning Centre. This modern facility will support contemporary teaching and learning practices and further enrich the educational experience of our students.

Our kitchen garden has enjoyed a remarkable revival this year thanks to the initiative and dedication of Mr Timothy Randell. Supported by generous donations, along with the enthusiastic involvement of our Gardening Club students, the garden has become a thriving and productive space. It now provides a rich source of vegetables, fruits and herbs, reinforcing our commitment to sustainability and hands-on learning.

As part of the Reconciliation Action Plan, Year 10 Product Design students were commissioned to design and build an arbor to house artworks by indigenous artist Sam Richards. Sam created four panels representing each of the Houses in the school. She also created a mural to welcome visitors to the school. These installations represent our ongoing commitment to reconciliation and the celebration of Indigenous culture within our school community.

Our students have once again demonstrated outstanding academic performance. In NAPLAN, students in Years 3, 5, 7, and 9 achieved exceptional results, sitting above or well above expected levels across Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Notably, 47% of our Year 9 students received a NAPLAN Certificate of Achievement.

Our VCE results also remain strong, with a median study score of 30 and a median ATAR of 72.70. These results reflect the dedication of both our students and staff to academic excellence.

This year, all teaching staff completed training in the Berry Street Education Model, further strengthening our capacity to support student wellbeing and engagement. We are incredibly proud of the recognition received by our staff throughout this year. Mrs Melissa Robertson was named on the Educator Hot List and Mr Shane Bell and Mrs Melissa Robertson were recognised as Influential Educators. Ms Ella Clifton was selected to join a Monash University educational research team and was invited to present findings to schools in China and Hong Kong.

Our staff have also actively contributed to the broader educational community. Casey Grammar educators presented papers at major conferences including VATE, ACHPER, Comview and the Inclusive Schools Conference. Several staff members had their work published in educational and university journals and some staff lecture pre-service teachers at Monash University. This year we had 14 staff serve as VCE, GAT and NAPLAN examiners.

Student leadership continues to be a cornerstone of our school culture, with students embracing opportunities to lead, contribute and serve their community. Our new Student Voice Committee provides leadership opportunities to students across the school.

Our vibrant and diverse co-curricular program continues to enrich student life and provide opportunities for creativity, collaboration, and personal growth. This year saw a growth in the number of clubs offered to students. In Junior School, students could choose from Tournament of Minds, Drama Club, Robocup, Show Choir, Tech Club, Philosophy Club, Knitting Club, Art Club and Movie Club.

Senior School students also enjoyed a breadth of opportunities, including Dungeons and Dragons Club, Art Club, Chess Club, Musical Theatre Club, Gardening Club, Maths Workshop and Visual Communication Design (VCD) Workshop.

A highlight of the Junior School calendar this year was the Circus of Stars, showcasing student talent, confidence and teamwork. The Senior School production of The Addams Family, along with Winter and Summer Concerts and instrumental soirees, provided outstanding opportunities for students to shine in the performing arts.

Message from Principal (cont.)

Throughout the year, the school came together to celebrate a number of important events that enriched student learning and strengthened community spirit. These include Harmony Week, Science Week, Humanities Week, Book Week and Careers Week. These events provided engaging and meaningful opportunities for students to deepen their understanding and celebrate diversity, learning and future pathways.

Our Senior School House activities have grown to now include the Spelling Bee competition, House Feud, Debating, Visual Arts, Public Speaking and Chess competitions along with major sports carnivals. These opportunities allow students to explore their talents, build confidence and develop teamwork and leadership skills.

In 2025, our students demonstrated great enthusiasm and sportsmanship across a range of competitions. Our Junior School students competed in SSV (Schools Sport Victoria) events while our Senior School students participated in SIS (Southern Independent Schools) competitions. In both swimming and athletics, our Senior School students have climbed into Division A where they held their own against much larger schools. In cross-country, our Under 17 girls came home with the pennant.

Our comprehensive camps program, commencing in Year 3, continues to provide valuable outdoor education experiences that promote independence, resilience, and teamwork. This year also featured two outstanding experiential learning opportunities comprising of a highly successful Art and History Tour of France and the annual Ski Trip. This year has been one of significant achievement and progress.

From infrastructure growth to academic success, from staff excellence to vibrant co-curricular offerings, our school continues to move forward with purpose and pride.

I extend my sincere thanks to our dedicated staff, supportive families, and inspiring students for their ongoing commitment to making our school an exceptional place to learn and grow.





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 Vitinoros	Executive Director Corporate Services
Dr Robert Jacob	Deputy Principal / Head of 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 44 Primary Teachers and 70 Secondary Teachers

Human Resources (cont.)

Teachers	PRIMARY			SECONDARY		
	Male	Female	Total	Male	Female	Total
Total	3	41	44	21	49	70
FullTime	3	29	32	20	36	56
Part Time	0	12	12	1	13	14

	No. of staff
Less than 2 years	40
2 years but less than 5 years	32
5 years but less than 10 years	22
10 years but less than 20 years	20
More than 20 years	4

	No. of staff
Administration	22
Assistants (Learning, Library, Technology)	23
Grounds & Maintenance	5
Nurse	1
Chaplain	1
Educational Psychologist	0
Counsellor	3



82.91%

Teacher retention 2024 - 2025

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 2025

Jeffrey Batey Primary Teacher BSc, GradDipEd	Nicole Dwyer Secondary Teacher GradDipEd, MA(WritLit)
Shane Bell Primary Teacher BA, GradDipEd	Lorinda Eden Secondary Teacher BTh, GradDipEd,, MCouns
Katherine Black Primary Teacher BTeach(Primary), BSc	Shane Evans Secondary Teacher BTeach(Sec), BA
Sarah Black Primary Teacher BEd	Emma Garby Secondary Teacher BAppSc(PhysEd), GradDipEd(Sec)
Alison Blanchard Secondary Teacher BEd, BSc	Monica Ghoebriel Secondary Teacher BEd(Hons)(Sec), BBus
Charlotte Bouman Primary Teacher BEd(EC)	Aleksandra Gibson Secondary Teacher BA/BEd(Hons)
Diana Bright Secondary Teacher BEd - Mathematics	Kate Grech Primary Teacher BEd(Prim/SpecEd)
Lee Britton-Bird Primary Teacher BEd, BTeach	Laura Guidara Secondary Teacher GradDipEd
Anna Brown Primary Teacher BPrimEd	Selda Gurbuz Secondary Teacher BSc, DipEd(Secondary)
Anthony Brown Secondary Teacher BEd – Physical Education	Annabelle Hames Primary Teacher BEd(EC&Prim)(Hons)
Sarah Browning Primary Teacher – BEd – Early Years	Rachel Harrison Primary Teacher BEd(Primary)
Christopher Bucknell Secondary Teacher BSc, DipEd, GradDipEd	Claire Harvie Primary Teacher BContArt, BTeach
Jessica Burns Primary Teacher BPrimEd, BSc	Vanessa Hodgkiss Primary Teacher BEd, MEd
Natalie Burns Secondary Teacher BA, BEd	Fiona Howard Primary Teacher BEd(Primary)
Patrick Byrne-Nelson Primary Teacher BEd, Early Childhood & Primary Education	Janine Hulston Secondary Teacher BA, BSc (Hons Chemistry), PhD (Chem, Eng), MTeach
James Chanter Secondary Teacher MTeach(Sec), BA	Samantha Iriyadi Primary Teacher BEd
Beatriz Christensen Secondary Teacher BA, GradDipEd	Robert Jacob Deputy Principal PhD, BMusEd, LMusA, MEd
Ella Clifton Secondary Teacher BEd(Hons)(Sec), BBus	Tegan Kearney Secondary Teacher BA, DipEd
Kyeran Clutton Secondary Teacher BSpScPE&RM, PGCE in PE	Steve Kearney Secondary Teacher BFA, DipEd
Stuart Collidge Secondary Teacher BEng, GradDipEd	Rachael Kettle Primary Teacher MCouns, BEd
Emma Collins Primary Teacher MTeach (ECP), BCA (Film & TV)	Vanessa Khvorostin Primary Teacher BEd
Zachary Cuthbert Secondary Teacher BTeach(Sec), BA	Rosalind Klein Secondary Teacher BSc, DipEd
Jessie Delgos Secondary Teacher BEd, BSports&Rec	Kimberley Kozak Secondary Teacher BEd(Secondary)
Hannah Dillon Secondary Teacher MTeach	Carlia Kozakis Primary Teacher BEd(Primary)
David Dobric Secondary Teacher MEd(InclEd), BMath/BEd(Sec), BSc	Amanda Koziaris Secondary Teacher MTeach, BCom
Gabrielle Doherty Secondary Teacher BEd(Secondary), BA	Bronwyn Kyne Primary Teacher BEd
Rachel Doran Secondary Teacher BTeach(Secondary), BA	Helen Lacey Secondary Teacher BE, GDipEd
Emily Driessen Primary Teacher B.HealthSc, GradDipEd (Primary)	Fiona Laidlaw Primary Teacher BEarlyChildEd, BEd
Virginia Duell Primary Teacher BEdStudies	Sophia Lee Secondary Teacher MTeach
Heather Dunn Primary Teacher BEd(Primary)	Michael Lilly Secondary Teacher BSC, MSC(Hons), DipEd, PhD

Teaching Staff 2025 (cont.)

Fiona Mace Primary Teacher BEd(Prim)

Elizabeth Mahagaonkar Secondary Teacher BABEd (Secondary)

Catherine Marchmont Secondary Teacher BEnvSc, MIntDev

Ruth Mathews Primary Teacher BA, DipEd

Liam McDermott Secondary Teacher BA, DipEdm MIL

Bonnie Midwinter Secondary Teacher BA, BEd

Kate Morgan Secondary Teacher BA, DipEd

Shaldon Moroney Secondary Teacher BEd(Sec)(Hons) and BSc

Ryan Murdock Secondary Teacher BEd (F-12)

Melinda Murray Primary Teacher BEd(Primary)

Rebecca Nettleton Teacher/Librarian MEd (TL), BA, GDipEd(Sec)

Sarah Nolan Primary Teacher BEd

Angela O'Driscoll Secondary Teacher BAppSc

John Palomares Secondary Teacher BEd

Mahtab Parvaresh Secondary Teacher BSc, MPhil, MTeach

Jacqueline Pavey Secondary Teacher BA(Hons), DipEd

Benjamin Peake Secondary Teacher BA, BEd

Sangeetha Pillay Primary Teacher BCS, GradDipEd, MInclEd

Louise Piva Secondary Teacher BEd, MEd

Maria Ramos-Chan Primary Teacher BEd(Primary)

Timothy Randell Secondary Teacher BBus(Acc/BusChin), GradDipEd

Bridgette Reale Primary Teacher BEd(Primary)

Kylie Reeves Secondary Teacher BEd(PE), GradDipEnvironmental

Monique Riviere-Pendle Chaplain/Teacher BA, GDipEd, GCRel, MA (Theo)

Melissa Roberton Primary Teacher BEd

Belinda Roffey Primary Teacher GradCertCathStud, BEd, DipTeach

Tatum Sakeson Primary Teacher BEdEarlyChildhood&PrimaryEd

Justine Saleeba Special Ed Teacher BASocSc, DipEd, AdvCertPsy

Fern Schreuder Secondary Teacher BAppSc, BTeach

Belinda Schreurs Secondary Teacher BEd

Danielle Searles Primary Teacher BEd

Khatera Shakeri Secondary Teacher MTeach(Sec), BMedSc

Brielle Shiels Secondary Teacher BEd(SecHPE)

Alexandra Stephenson Primary Teacher BEd (Primary)

Ryan Subban Secondary Teacher BEd, MEd

Samitha Subban Secondary Teacher BSc, BEd(Hons)

Aleisha Sutherland Primary Teacher BEd(Prim), ADE

Diana Thompson Teacher/Librarian BEd, BIMS

Sandra Torcasio Primary Teacher BEd, DipTeach

Elody Trompeuse Primary Teacher BEd(Prim)(Hons)

Stephanie Trovato Secondary Teacher BEd(Hons)(Prim/Sec)

Gina Upward Secondary Teacher MAppSc, BEd

Michael Vandenberg Secondary Teacher BSc, DipEd

Chandima Vithanage Secondary Teacher MTeach(Sec), MSc, BSc

Naomi Weiler Secondary Teacher MATeach, MAEd, BA

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

Student Wellbeing

Student Attendance

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. Non-attendance results in a text message to parents and further follow-up through the students' teacher or Head of House if required.

Our attendance data reveals some year levels improving their attendance while others have slightly dropped. As a school, we have been working hard to reinforce the value and importance of regular attendance to learning. A particular focus has been on students being withdrawn for extended periods to travel overseas during term time. Overall, our attendance across the school is strong and improving.

The table below shows our student attendance percentages for every level with 2024 figures also included for comparison.

% Attendance by Year Level

Year Level	2024	2025
Foundation	90.4%	92.98%
Year 1	89.9%	90.9%
Year 2	91.7%	91.2%
Year 3	92.8%	91.1%
Year 4	88.8%	88.8%
Year 5	88.9%	91.7%
Year 6	90.2%	89.9%
Year 7	93.3%	90.4%
Year 8	89.9%	91.4%
Year 9	93.0%	90.7%
Year 10	91.9%	93.6%
Year 11	86.9%	89.9%
Year 12	80.6%	78.6%
Whole School	89.9%	90.1%





Student Leadership

If leadership is beneath you, then leadership is beyond you.

Every day at Casey Grammar School, students exhibit leadership through service to others. They do so by being role models of our school's values of respect, compassion, integrity, inclusion and excellence.

In 2025 there have been a range of formal leadership opportunities across our school; from Junior School Reconciliation Action Plan (RAP) Reps, members of the Wellbeing Committee and Literacy Leaders, to members of the Student Voice and other formal leadership roles. A new initiative in 2025 was our Senior School Leadership Seminar held in August. This event invited students who aspire to leadership roles in Yr 10 and 11 to develop their skills in public speaking and ethical decision-making while reflecting on leadership role models and how to use personal strengths in leadership. We consider this kind of event, and other leadership training events such as the Ecumenical Schools Australia (ESA) Year 11 Leadership Forum, as an important element of not just choosing great student leaders, but training and equipping them to be the best version of themselves. These two leadership training events preceded our leadership launch and selection processes for 2026.

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
- Debating & Communications Captain
- Academic Captain
- Sport Captain
- Environment Captain
- House Captain
- Visual Arts Captain
- Technology Captain

Student Wellbeing

Wellbeing is now generally considered to be both a pre-requisite and enabler of learning. We are committed to helping the students in our care to flourish, recognising that this responsibility is shared with families and with the students themselves.

Our 'Casey Cares' Wellbeing Curriculum is a bespoke program incorporating our Positive Education Wellbeing Framework (PROSPER) which incorporates strategies and tools of the Berry Street Education Model. Our School values, along with important topics such as study skills, organisation for learning, consent and body safety. All contribute to our Wellbeing Curriculum.

In 2025 we developed a tailored Wellbeing Curriculum from Foundation to Year 12. This curriculum is delivered in wellbeing groups in Senior School and in classes in the Junior School. By design, this program incorporates many aspects related to wellbeing – things such as resilience, organisation for learning, our school values, consent, study habits and goal setting and incorporates our commitment to Resilience, Rights and Respectful Relationships, our school values, and our strengths-based positive education framework PROSPER.

We have continued our partnerships with several aligned organisations such as Tomorrow Man/Tomorrow Woman, Toolbox Education, Cyber Safety Project, Body Safety Australia and commenced a partnership with Elephant Ed.

We remain committed to play a part in helping our students develop the skills, awareness and mindsets to cope with adversity and the 'speed bumps' in learning and life. We encourage to seek help when needed. This will help them to flourish and learn to reach their potential.

Our 'Casey Cares' Wellbeing Curriculum is a bespoke program incorporating our Positive Education Wellbeing Framework (PROSPER).



Chaplaincy

Throughout 2025 Chaplaincy at Casey Grammar took many forms. However, in each of the programs, activities and Chapel services the aim is always to encourage the practical outworking of the Christian values Casey Grammar is founded upon.

Students at every age and stage participated in a range of experiences that allowed them to do this. Central to our Social Justice activities is the opportunity to encourage compassion, one of our five school values. This was evidenced through the large numbers of students and staff who volunteered at Backpacks 4 Vic Kids, as well as the generous donations that were processed and delivered as part of our Christmas Appeal. Christmas Appeal donations went to the Salvation Army, Asylum Seeker Resource Centre and Pets 4 the Homeless. For the first time the money collected as part of our Harmony Week donations was used to purchase physical donations that were delivered directly to the Asylum Seeker Resource Centre. Our Social Justice Captains went to the supermarket to purchase the donations and heard from staff during their visit to the ASRC.

Students also initiated their own Social Justice fundraising activities. A highlight was the Year 11 student led lunchtime stalls to raise money to support those impacted by the historic flooding in the Punjab region. Another new initiative was Senior School students from Year 7-12 creating 160 Birthing Kits that were sent to Pakistan to assist vulnerable new mothers.

Our Junior School students in Year 1 and 2 shared Chapel Services with their families in class groups whilst students in Year 5 and 6 hosted our Junior School Easter and Christmas Chapel services. The singing, dancing and sharing of the story of Jesus' birth, life, death and resurrection is an important part of our annual celebrations. The work of Mrs Mathews, our Junior School Religious Education teacher, who prepared the students for these services was greatly appreciated.

Senior School students participated in year level Chapels in both Retreat and Camp settings, including closing the Year 9 City Experience at Collins Street Baptist. A highlight of the Senior School House Chapel services was hearing from a guest speaker from Embrace Sanctuary, former Afghani women's cricketer, Firooza. Another important element was the way students came together across different Houses to create music for these services. Staff Chapels commenced each term and provided a chance to welcome new staff, pray for those within our community in need and focus on a reflective theme as the new term begins.

For the first time in 2025 we had a Community Communion Service to mark Easter. This was attended by students and their families, providing an informal and interactive way of connecting with the Easter story.

Another important aspect of Chaplaincy is supporting our community to come together in celebration of important weeks where the value of inclusion is highlighted. Harmony Week continued to evolve, with students volunteering to share culture and coming together to enjoy dance, music and food. Reconciliation Week provided an opportunity to share in First Nations culture and history including through an incursion for all Junior School students where they were privileged to learn dance, art skills and stories.

Networking within Chaplaincy is also an important element as this provides valuable connections with other Chaplains and Wellbeing support. The relationship with CSV Ltd and Ecumenical Schools Australia form an important part of this. It is a joy to see the continued evolution of Chaplaincy and the various expressions it has within the school, as well as the ways various members of the community respond to the opportunities on offer.



Learning Outside the Classroom

Camps, excursions and other activities provide valuable opportunities for students to develop social and civic capabilities, strengthen teamwork, foster cooperation, undertake physical challenges and appreciate diversity

In 2025, 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	CYC City Camp
Year 5	Log Cabin Camp
Year 6	Canberra Camp
Year 7	Mill Valley Ranch
Year 8	Lyrebird Park
Year 9	Adventurous Journey / City Experience
Year 10	Retreat (Camp Manyung)
Year 11	Retreat (Golden Valley's Adventure Camp Flinders)
Selected Students	France Tour Ski Camp





Curriculum

Junior School

Casey Grammar School continues to be a thriving and well-respected educational community, known for its commitment to excellence, inclusivity and student-centred learning. Grounded in strong values and a genuine sense of community, the school provides an environment where students are encouraged to grow with confidence, curiosity and compassion.

Across all areas of school life, the wellbeing and development of each student remains a key priority. Casey Grammar School is committed to nurturing the academic, emotional, social and spiritual growth of every child, ensuring students feel known, supported and connected throughout their learning journey. The school community works collaboratively to uphold the values of respect, integrity, compassion, inclusion and excellence, creating a culture where diversity is embraced and individuality is celebrated.

The Junior School continued to provide rich and engaging learning experiences designed to support students to achieve their personal best. Staff worked collaboratively to deliver contemporary and evidence-informed teaching practices, with a strong focus on differentiation, student engagement and continuous improvement. Teachers remained committed to developing meaningful learning opportunities that challenge and support students across all areas of the curriculum.

A significant focus throughout 2025 was the continued development and strengthening of curriculum and assessment practices across the Junior School. The bespoke CGS English Framework continued to evolve through collaboration, professional dialogue and evidence-informed practice, supporting consistent and explicit high-quality literacy instruction across all year levels. As part of this work, the Junior School introduced the Little Learners Love Literacy (LLLL) approach to further strengthen Early Years literacy development and foundational reading skills.

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 students continue to exemplify the school motto each day through both their achievements and their character: *Bright minds, kind hearts.*

Junior School (cont.)

The Junior School also reviewed and updated the Inquiry Scope and Sequence to align with the Victorian Curriculum 2.0, ensuring learning experiences remained contemporary, purposeful and responsive to curriculum expectations. In addition, continuous reporting processes were introduced to provide families with more timely and meaningful feedback regarding student learning, growth and progress throughout the year. Collectively, these initiatives have strengthened teaching practice, enhanced communication with families and supported positive learning outcomes for students.

Student agency also remained an important feature of teaching and learning. Students were encouraged to actively participate in goal setting, reflection and the learning process, helping to foster independence, confidence and ownership of their progress. Classrooms across the Junior School continued to promote curiosity, collaboration and critical thinking through purposeful and engaging learning experiences.

The positive culture of the Junior School is regularly acknowledged by visitors and members of the broader community. Students demonstrate kindness, respect and a genuine enthusiasm for learning, reflecting the strong relationships and supportive environment that underpin daily life at Casey Grammar School. Our students continue to exemplify the school motto each day through both their achievements and their character: *Bright minds, kind hearts.*



Senior School

At all levels, Casey Grammar students benefit from the guidance and support of an outstanding and committed team of educators who are exemplary in their roles as teachers and mentors.



The Senior School at Casey Grammar continued to deliver a rich, purposeful and future-focused curriculum throughout 2025. While the overall structure of our programs remained stable, this year saw a deepening of our commitment to high-quality teaching, student engagement and the development of confident, capable learners.

Across Years 7–12, teachers worked collaboratively to refine units of study, strengthen assessment and feedback practices and ensure that learning experiences were both challenging and accessible. The ongoing use of data-informed planning supported staff in identifying student needs early and tailoring instruction to maximise growth. This approach helped maintain strong continuity with previous years while allowing for thoughtful innovation in classroom practice.

A continued priority in 2025 was supporting key transition points, particularly for students entering Year 7 and VCE. Orientation programs, targeted wellbeing sessions and increased communication with families helped students feel prepared for the academic expectations and new responsibilities of Senior School life. These supports contributed to smoother transitions and stronger student confidence.

Learning across the Senior School was enriched by a wide range of hands-on, experiential and interdisciplinary experiences. Students engaged in practical investigations, creative projects and collaborative problem-solving tasks that encouraged curiosity and deeper understanding. These experiences were complemented by excursions, guest speakers and co-curricular opportunities that helped students make meaningful connections between classroom learning and the broader world.

The Senior School continued to place strong emphasis on recognising and celebrating student achievement. Throughout the year, students were acknowledged at assemblies for academic progress, leadership, service, House competition and co-curricular involvement. The Colours system remained an important way of honouring sustained commitment and excellence across a range of disciplines, reinforcing the value we place on holistic development and personal excellence.

Our VCE program remained a central focus, with teachers providing targeted support, revision opportunities and mentoring to ensure students were well prepared for assessment. Staff continued to engage in professional learning and moderation processes to strengthen consistency, maintain high expectations and refine their practice.

Digital literacy and responsible technology use also remained priorities. Students engaged with digital tools to enhance research, creativity and communication, while staff modelled safe and ethical online behaviour.

The Senior School curriculum in 2025 reflected Casey Grammar's ongoing commitment to nurturing bright minds and kind hearts. Through high-quality teaching, meaningful learning experiences and a culture that recognises effort and achievement, we continue to empower students to reach their personal best and prepare for life beyond school.



Performing Arts

Students at Casey Grammar School are afforded a wide range of extra-curricular opportunities in the Performing Arts that include private music tuition, performing in a band or ensemble, performing as part of the annual Production, or performing at school events. In 2025, 161 students across Junior and Senior School were enrolled in private music tuition through the school. Enrolments were across a wide range of instruments: trumpet, trombone, flute, clarinet, saxophone, drums, percussion, guitar, violin, viola, cello, piano and voice. This was consistent with enrolments at the same time in 2024, with 164 students. Students enrolled in lessons have the opportunity to perform at our Semester One and Semester Two Music Soirees where students present solos that they have been preparing. Students are also encouraged to participate in the Australian Music Examination Board (AMEB) exam curriculum.

The Senior School hosted the 2025 production of *The Addams Family*. The school hosted three fabulous performances across the nights of the 22, 23, and 24 of May. Students performed on stage, in the orchestra pit alongside professional musicians, operated sets on stage and worked in technical production roles.

As a member school of the Southern Independent Schools (SIS), Casey Grammar students performed as part of the SIS Big Night, held at the end of term 1 at the Drum Theatre in Dandenong. The night features collaborative performances by the SIS member schools, alongside feature presentations from each school. The Senior Vocal Ensemble once again performed on behalf of Casey Grammar School. Students were also able to participate in the SIS Theatre Sports competition with 8 students from the Senior School representing Casey Grammar at the competition.

All students are eligible to join the Ensemble Program and perform as part of a band or group. Some ensembles will have entry requirements in terms of skill and experience, with the breadth of the programming allowing for opportunities across a range of abilities. Ensembles rehearse weekly and participate in school performances at concerts, public events, and school events.

The pinnacle events in the Performing Arts calendar at the Winter and Summer Concerts, hosted in Term 2 and Term 4 respectively. Both events are showcase for the ensemble program with all of the students in the program performing at each concert. A big highlight for 2025 was our finale collaboration for the Winter Concert with all 300 performers presenting Coldplay's *Viva La Vida* to a rapt audience.

Students also had a range of opportunities to perform through the year at school events such as:

- Harmony Week (lunchtime dance performances and Friday concert)
- Battle Of The Bands
- Senior School House Performing Arts Festival
- Junior School House Talent Show
- Lunchtime Concerts
- Junior School Art Show (costumed performers)
- Senior School Arts Show (music performances)
- Christmas performance at a local retirement village
- Assemblies
- Chapels
- Awards Evening

The 2025 calendar paints the picture of a thriving Performing Arts program with wonderful opportunities available to all of our students, supported by a team of dedicated and professional staff.



Sport

The SIS sports program continues to provide an excellent opportunity to cultivate school pride, strengthen camaraderie and community, and encourage teamwork and dedication among students and staff



As we look back on an outstanding year of sport at Casey Grammar, it's clear that our athletes have excelled across every discipline, demonstrating remarkable talent, dedication and teamwork.

The SIS Swimming Carnival saw us competing in Division A after last year's success. Up against many larger schools, our students rose to the challenge, securing numerous podium finishes.

A special highlight was Billy B, Nereesa W and Abishaan G being selected to represent the SIS Team at the Victorian Schools Association Competition—a tremendous achievement. We can't wait to see what our swimmers achieve at the 2026 Division A carnival.

In SIS Cross Country, our runners braved a cold and windy day, delivering an impressive overall 4th place finish, with our Under 17 Girls team proudly taking out the pennant. Standout individual results included:

- 1st place: Sienna K-C and Alexia L
- 2nd place: Lachie A
- 3rd place: Lara A and Alarice M

Our SIS Athletics Team competed strongly in Division A, with every event filled by CGS athletes. Countless personal bests and standout performances reflected the dedication, preparation and pride of our students.

The SIS Weekly Sport Program offered an incredible 25 sports this year, including AFL, soccer, basketball, volleyball, indoor cricket, netball, softball and table tennis for our junior and intermediate levels. Across the board, our students displayed commitment, skill and enthusiasm, making 2025 a year of memorable matches and team achievements.

Our senior students enjoyed the opportunity to represent CGS at Sporting Rally Days in volleyball and netball. At Monash University, our volleyball teams competed fiercely against some of the best school teams in the state, showcasing teamwork and resilience. Meanwhile, our senior netball teams competed across two carnivals where they showcased our Casey spirit and teamwork.

A heartfelt thank you goes out to all our athletes and coaches. Your hard work, perseverance, and team spirit have made this year truly exceptional.

Congratulations on your achievements.

Here's to another exciting year of sport at Casey Grammar!

Student Outcomes

National Literacy and Numeracy Testing (NAPLAN)

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

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

2025	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	439	453	431	438	433
Year 5	515	527	510	535	524
Year 7	576	581	567	568	571
Year 9	602	622	603	612	612



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

- 98.9% satisfactory completion
- 74 scored VCE students
- Our median study score = 30 (2024: 30)
- Median ATAR: 72.70 (2024: 73.55)
- Mean ATAR: 70.44 (2024: 71.33)
- 57% of our students ranked in the top 30% of the State (58% in 2024)
- 77% of our students ranked in the top 40% of the State (71% in 2024)

	2023	%	2024	%	2025	%
90's	8	10%	14	17%	6	8%
80's	20	25%	16	19%	13	18%
70's	14	17.5%	19	22%	23	31%
60's	14	17.5%	11	13%	15	20%
50's	18	2%	15	18%	9	12%
40's	5	6%	6	7%	6	8%
30's	1	1%	2	2%	2	3%
Under 30's	1	1%	1	2%	0	0%
	90 students 81 scored 11 unscored		96 students 84 scored 12 unscored		91 students 74 scored 17 unscored	

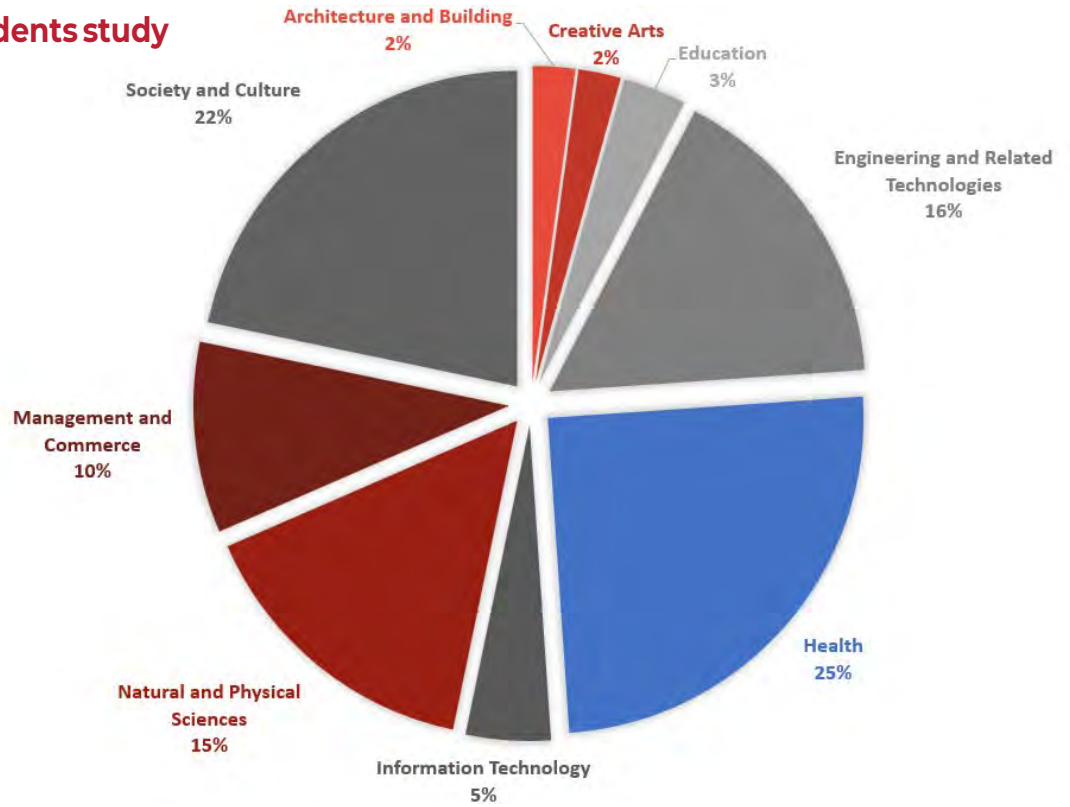
VTAC applications and offers

	%
Total number of students who applied for tertiary study (VTAC)	71 (78%)
Total number of students without VTAC (other) preferences	20 (21.98%)
% of students who received 1st round offers	100%

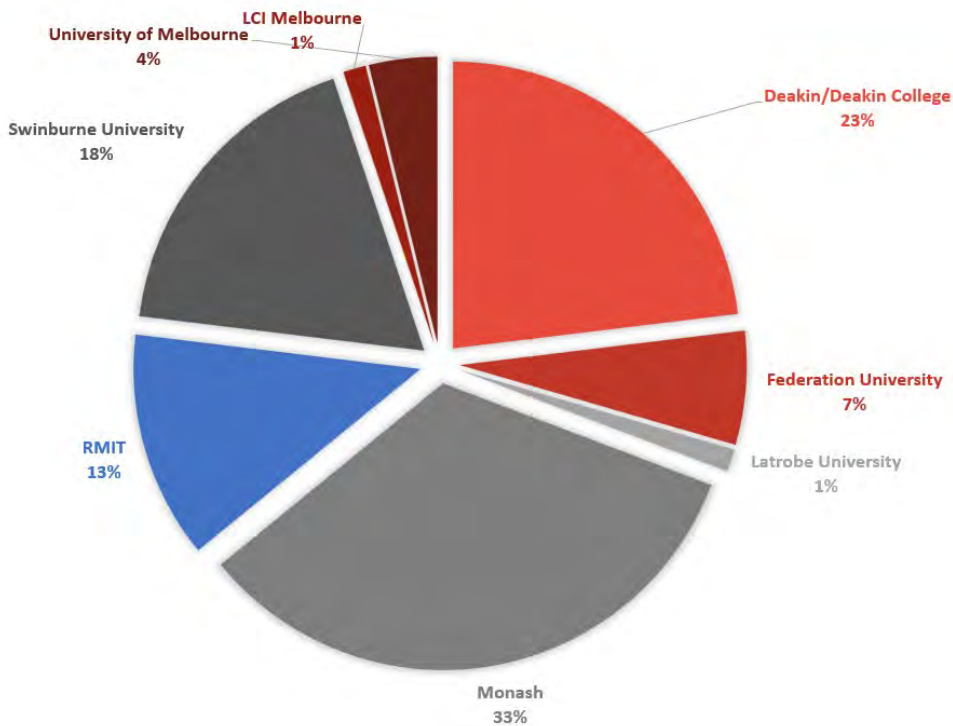




What Casey Grammar students study



Tertiary Providers



Student, Parent & Staff Satisfaction

Casey Grammar continues to be the school of choice in our area with school size, location and catering to individual needs being key factors contributing to our heavy waitlist



Casey Grammar School uses qualitative and quantitative data to inform our strategic planning and school improvement measures. The ISV LEAD Survey forms part of this process and a section of these results appear below. These data were collected in 2025.

Student Satisfaction

General Satisfaction against Statistically similar schools

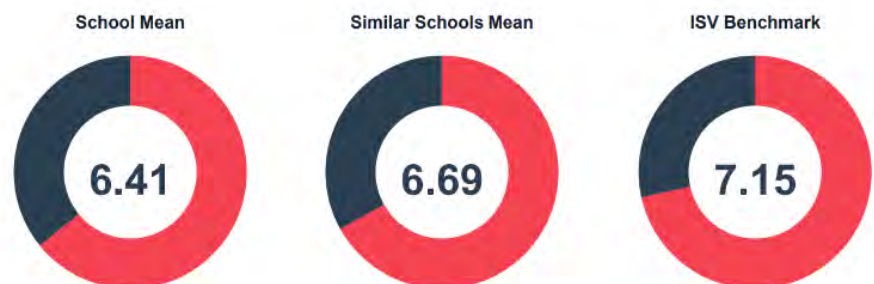


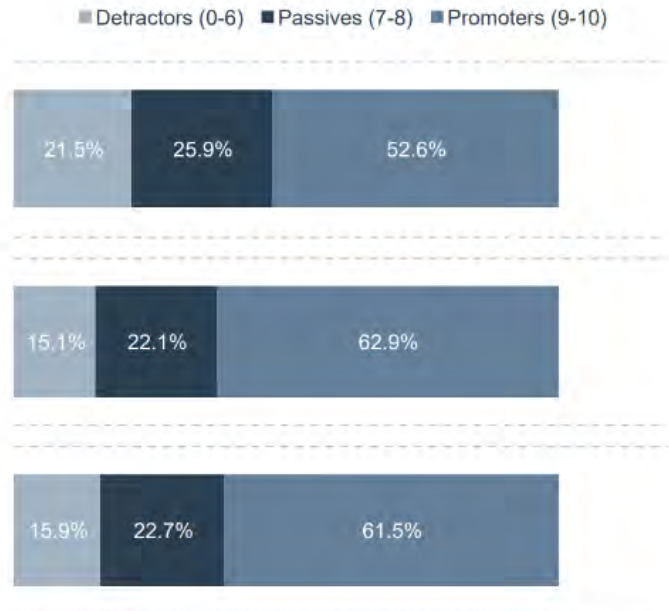
Figure 47: shows Overall Satisfaction at Casey Grammar School, the ISV benchmark and statistically similar schools.

Student, Parent and Staff Satisfaction (cont.)

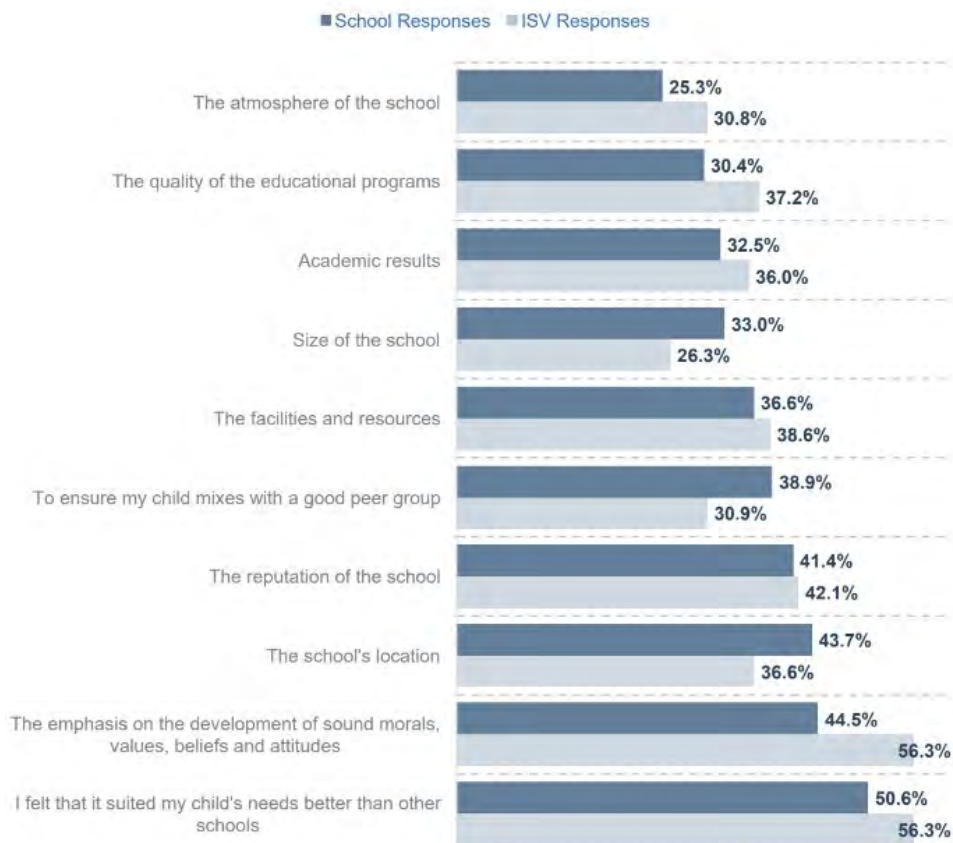
Parent Satisfaction Net Promoter Score Analysis

2025 NPS

31%



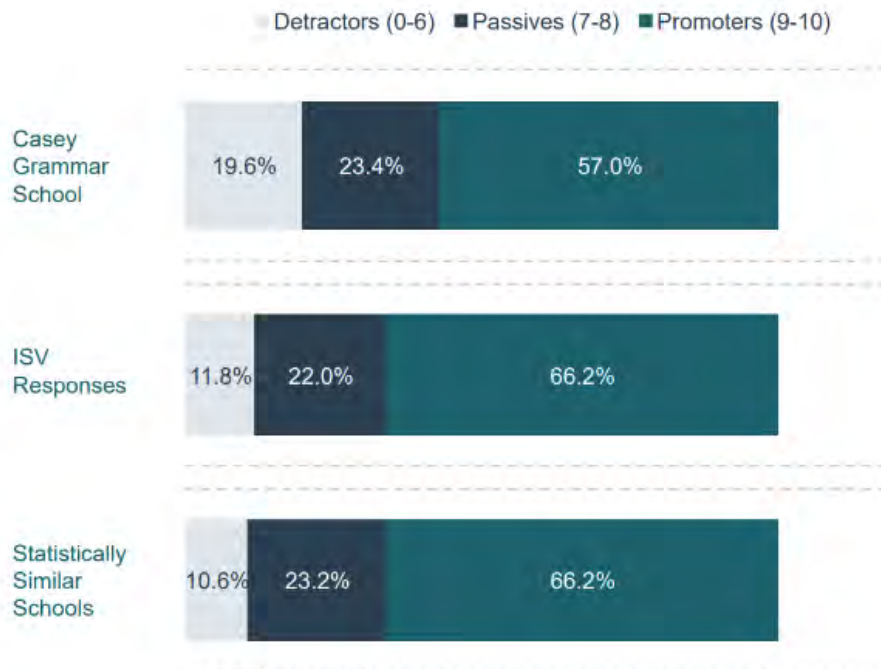
Reasons for choosing Casey Grammar School



Student, Parent and Staff Satisfaction (cont.)

Staff Satisfaction Net Promoter Score Analysis

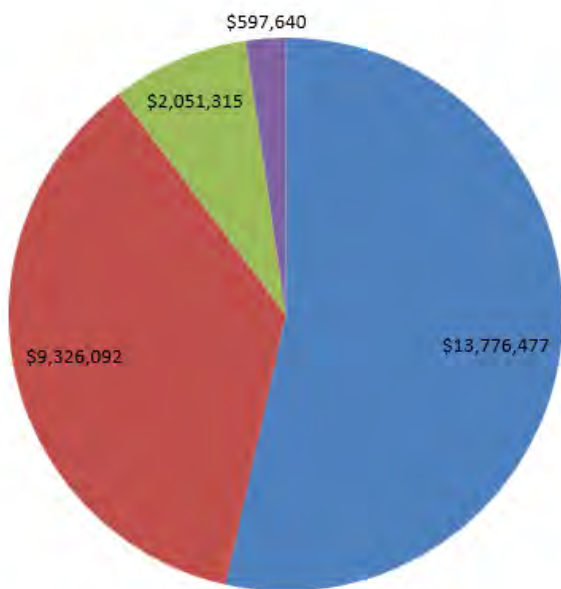
2025 NPS
37%





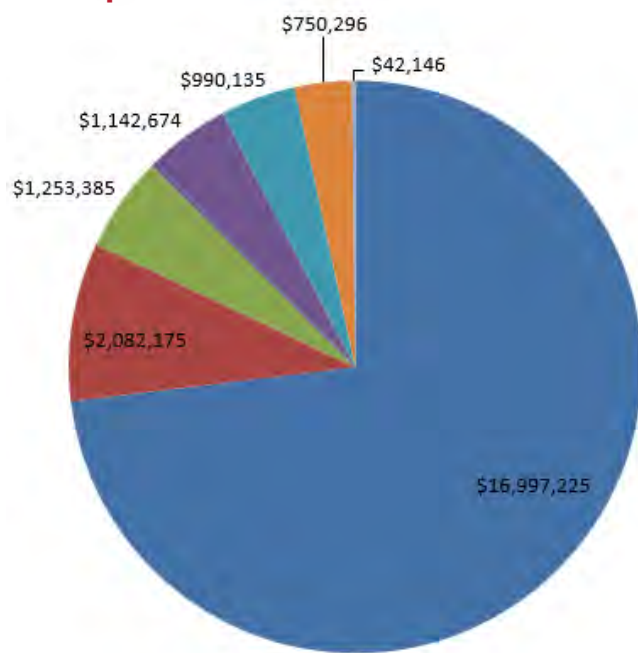
Financial Information

Income



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

Expenditure



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

Recurrent Income & Expenditure for year ended 31 December 2025.

