

Annual Report 2016





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Every day, a discovery.

Casey Grammar School, a Prep to Year 12 co-educational, ecumenical school, aims to foster spiritual, intellectual, physical and social development in each student through participation in programs of study appropriate to their diverse needs, abilities and aspirations. We believe that everyone has the right to feel and be safe, that respect for all should be given and received, and that everyone has the right to work and play without unwanted interference. The school takes into account society's diversity in the care and education of our students. We have a responsibility to safeguard the rights of all children to be treated equitably by adopting an inclusive concept of services and strategies open to all students and families who come to Casey Grammar School. Our mission is achieved by providing teaching and learning which foster positive personal relationships and pastoral care, religious and spiritual development, academic excellence, participation in co-curricular activities and commitment to the wider community. Casey Grammar School has a student-focused curriculum approach, incorporating the use of the latest technology, cross-age learning and experience in Drama, Music, Art and Sport is encouraged. We focus on students growing as individuals, leaders and team players.

The school has an enrolment of 817 students made up of 350 Primary and 467 Secondary students. The City of Casey is home to 89.3% of our students with 58.9% of these residing in the Cranbourne postcode area.

English is the first language spoken at home for 75% of our students. Of those who speak another language (207 students) 59.1% speak an Indian language, 17.3% a European language and 15.4% another Asian language.

Board of Governors

Chairman	Mrs Marie Ormandy
Treasurer	Mr Malcolm Wells
Secretary	Mr Nick Vitinaros
Members	Mr Chris Galagher Revd John Leaver Mr Rob Macindoe Mr Andrew Mackenzie Mr Todd Martin Mrs Judith Clarkson Mr Barry Steggall Mr John Tucker
Principal	Mrs Margaret Buttigieg

Workforce

Casey Grammar School has a professional, committed staff who work effectively in the classroom, as pastoral care mentors, and also participate in extracurricular activities such as camps, excursions and sporting events.

The School is managed on a daily basis by the Academic Management Team (AMT)

- Mrs Margaret Buttigieg, Principal
- Mrs Julie Squires, Deputy Principal - Teaching and Learning
- Ms Mary Dourios, Deputy Principal - Pastoral Care
- Mrs Melissa Roberton, Head of Primary School

All teachers are registered with the Victorian Institute of Teaching, and the teaching staff consists of 22 Primary Teachers and 40 Secondary Teachers.

Teaching Staff 2016

Pam Adams BA, DipEd

James Avram Med, LLB, MBA, PGDEd

Katherine Barbar BPsychManMark, DipEd

Adelle Batey (Term 1-3) BAppSc(HlthSc), GDipEd(Prim)

Jeff Batey BAppSc, GDipEd

Shane Bell BA, GDipEd

Alison Bishop PGCertEd

Deanne Bourke BEd(Prim)

Anthony Brown BEd(PhysEd)

Natalie Burns BA, BEd

Aaron Bushell BSCR, BEd

Margaret Buttigieg BA, DipEd

Simon Chiodo BMus(Perf), DipEd

Beatriz Christensen BA, GDipEd

Alan Clarke BCom, DipEd, PGDipAppPsych, MEdPsych,

CertAdolCounsel, CertDrugAlcoholMgt

Shelley Corkell MEd(SpecEd)

Emma Conolly (Term 1 & 2) BAppScPhysEd, GDipEd(Sec)

Jesse Delaney BA, GDipEd

Rachel Doran (Term 3 & 4) BA, BTeach

Mary Dourios BBusAcc, MEd

Craig Drinkwater BSc, DipEd

Virginia Duell BEdStudies

James Duffy BAppSc(StatsOpsRes), DipIT, GDipEd

Mal Dunkley BBA, GDipEd

Marita Elvish BEd, GDip(CareerDev)

Leanne Evans BTeach

Rachael Gilbert GDipEd, BSc(Biol)

Kate Grech BTeach(PrimSpecEd)

Selda Gurbuz BSc, GradDipEd(Sec)

Paula Harris BEd(Sec)

Leanne Hemburrow BEd(Lang&Lit)

Janine Hooper GDipEd(Integration)

Mandy Horton BA, DipEd

Deborah Ireland BEd

Steve Kearney BFA, DipEd

Tegan Kearney BA, DipEd

Bronwyn Kyne BEd

Carolyn McAlister BEd(Sec)

Anita McGarrigle BTeach, BSc

Brendan McGreal BBus, GDipTeach

Lisa McKiernan BSc(Sec), BEd

Robert McUtchen BEc, BTh

Kate Morgan BA, DipEd

Greg Newham BEd

Grace Nhim BEng, GDipEd

Angela O'Driscoll BAppSc(PhysEdHlthEd)

Laura Pappetas BEd

Heidi Paynter BEd(Sec)

Ben Peake BEd(Sec), BA

Cheryl Pereira BTeach, BA

Chris Rayeroux BEd(Sec)

Bridgette Reale BEd(Prim)

Anita Rinkel BTeach, BEd

Melissa Roberton BEd

Belinda Roffey DipT(Prim) BEd, GCCathStudies

Brad Schreuder BTeach(PrimSec)

Fern Schreuder BAppSc(HumanMovement), BTeach(Prim)

Emily Sloan (Term 3 & 4) BEd(Sec)

Brittany Scott BVisArts, DipEd

Julie Squires BA, DipEd, MLI

Deborah Taylor MEd, GradCIH

Brittany Testro (Term 4) BEd(Prim)

Sandra Torcasio BEd, DipT

Carol Vandelloo DipT(Prim), GDipRE

Tegan West (Term 1-3) BEd

Peter Young DipArts(IndDes)

Martine Ziino BA(Ling), BEd(Prim)

Staff on leave during 2016

Adelle Batey (Term 4) BAppSc(HlthSc) GDipEd(Prim)

Emma Conolly (Term 3 & 4) BAppScPE, GDipEd(Sec)

Rachel Doran (Term 1 & 2) BA, BTeach

Katherine Minne BA, GDipEd

Primary and Secondary Teaching Staff Numbers 2016

Teachers	Primary			Secondary		
	Male	Female	Total	Male	Female	Total
Number	4	18	22	13	27	40
Full Time	4	13	17	13	23	36
Part Time	0	5	5	0	4	4

Length of employment at the school

	No. of staff
Less than 2 years	17
2 years but less than 5 years	11
5 years but less than 10 years	23
10 years but less than 20 years	11
More than 20 years	1

Years of teaching experience

	% of total staff
0-5 years	9
5-10 years	17
10-20 years	14
20-30 years	16
Over 30 years	6

Non-Teaching Staff

Category	No. of staff
Administration	10
Assistants (Learning, Library, Technology)	13
Grounds & Maintenance	4
Nurse	1
Chaplain	0
Educational Psychologist	1

Teacher Absenteeism

Average number of days absent
per teacher 9.4 days

Teacher Turnover

% Teacher retention
2015-2016 87%

Professional Development

The focus for whole-school professional learning in 2016 was on exploring and acting on data to improve student learning, linked to the school's School Improvement Plan. Appraisal and Feedback included direct classroom observation of classroom teaching and learning and an Appraisal meeting focusing on teacher goals and student learning and progress. Professional learning for teachers also included keys to success for students with Autism Spectrum Disorder, and training in Child Safe practices. Teaching staff also participated in workshops centred on managing parent expectations.

Secondary teachers work in Collaborative Planning and Learning groups (CPLs) and Primary teachers in Year Level teams, sharing, developing and refining ideas and strategies together.

Casey Grammar School provides ongoing professional learning opportunities for the continuing effective use of technology at all levels of the school, and mandated training including Mandatory Reporting and Anaphylaxis, as well as First Aid.

Student Attendance

Attendance by Year Level

The school manages non-attendance by requiring parents to contact the school by 10:00am if their child is absent. This is then followed by a signed note, stating the reason for the absence. The roll is marked twice daily. If a parent of a child marked absent has not notified the school by 10:00am, the parent is contacted by the school to confirm the child's absence.

The average number of absent days per child is 8.95.

% Attendance by Year Level 2016

Prep	94.58%	Year 7	94.46%
Year 1	94.71%	Year 8	92.54%
Year 2	95.23%	Year 9	93.25%
Year 3	96.04%	Year 10	90.61%
Year 4	95.67%	Year 11	95.10%
Year 5	92.4%	Year 12	96.36%
Year 6	94.52%		
Whole School		94.27%	

Student Leadership

Casey Grammar School's Student Leadership Team (SLT) is composed of Year 11 and 12 Student Leaders, Captains from the Primary School, House Captains and a team of representatives from each year level.

Leaders are interviewed for the position so that the most responsible and reliable students represent their peers, voicing concerns and offering valuable advice to assist in making Casey Grammar a great place to go to school. The Team meet regularly to discuss issues and to have input into school life and are responsible for designing and implementing ideas and strategies that will be of the most benefit to the student body.

In 2016 the Leadership team designed and presented a series of activities in Term 3 to assist VCE students with stress management, relaxation and self-confidence. Fun activities such as a Whole School Dodge Ball game proved so popular that the Leadership team ran a Round-Robin Competition in Term 4, involving mixed teams from Years 7-10.

The Student Leaders participated in several leadership workshops and were great representatives of CGS



at MUNA and EVATT, mini-United Nations forums, where they debated and presented in a pseudo United Nations format.

The Student Leadership team is always keen to coordinate and assist in philanthropic fundraising such as perishable food donations for Christmas hampers. The Leaders also take the opportunity to utilise their impressive public speaking skills in their roles as Assembly Presenters and are very enthusiastic to tackle more responsibility and develop their presence in the school, even further.

Pastoral Care

Our Pastoral Care Program aims to connect students and staff to all the necessary elements that are useful in creating an effective learning environment. We recognise that mental wellbeing is the foundation on which our students develop key values, and are then better equipped to improve their learning outcomes.

Pastoral Care classes occur every Tuesday morning. Groups are vertically streamed; they include approximately 14 students from Years 7-12, and are managed by a staff Mentor. As each student's link to the school, the Mentor stays with their group during their time at Casey Grammar. This allows a strong relationship to be cultivated between the Mentor and the students in their group, serving as a valuable support network for students and their families.

The Learning Curve program that is embedded in the student planner, offers a range of relevant lessons that include: effective note taking and revision skills, planning and timelines, team work, self-esteem and confidence, and positive self-image. In addition to these themes, the Pastoral Care Team prepares lessons that focus on child safety, how to respond to bullying, cyber safety, and building resilience.

Our aim at Casey Grammar is to utilise all facets of our educational programs towards assisting students to develop a greater sense of awareness of their place within our own school, and the larger community. In doing so, students have the space to grow and make

wise and considered choices when they interact with each other and their teachers.

Through our whole school Pastoral Care Program, each individual student is connected, genuinely known and educated. This is a wonderful aspect of our school, and is often noted as the reason parents choose to send their children to Casey Grammar.

Chapel Services and Worship

The year began with a Commissioning Service during which the new Casey Grammar Student Leadership Team is reminded of their responsibilities and prayers are offered.

Ash Wednesday, Easter, Anzac Day and Christmas are observed with whole school services, and House Chapel services are conducted during the year.

Learning Outside The Classroom

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

In 2016 some of the experiences offered at Casey Grammar have included:

- Year 5 & 6 Camp
- Year 6 beach program at Mount Martha
- VCE Outdoor Education camps and excursions
- Year 9 Duke of Edinburgh Award program
- Year 9 Northern Territory Lilla Community Tour
- Year 9 City Experience
- Student participation in Model United Nations

Curriculum

Primary School

Casey Grammar School is committed to offering a thorough, sequential and comprehensive curriculum to our students based on the Australian Curriculum. The Australian Curriculum sets out the core knowledge, understandings, skills and general capabilities important for all students as a foundation for their future learning, growth and active participation in our community. It states what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all students and prepare them for life in the 21st Century.

While our academic program in the Primary School focuses on establishing a strong foundation in literacy and numeracy, we provide instruction in the all of the following disciplines:-

- English
- Mathematics
- Science
- Humanities
- The Arts
- Health and Physical Education
- Religious Education
- Languages
- Civics and Citizenship
- Technology

The Australian Curriculum also includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability). These cross-curriculum priorities are embedded in all learning areas. They have a strong but varying presence depending on their relevance to the learning areas.

At Casey Grammar, we understand that children learn in different ways and at varying paces. Every child has unique educational needs. We pride ourselves in creating differentiated learning programs that are tailored to meet the needs of all individuals in the classroom. When students' needs are being met, they

become more engaged in the learning process and are motivated to reach their full academic potential.

Our Primary School students have daily access to excellent information communication technology resources such as computers, think pads and iPads. 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.

Assessment of students' learning is an ongoing process. Assessment is used to identify student needs, inform future lessons and gauge achievement. Teachers use a variety of ways to assess their students including observations, work samples, pre and post testing, discussions and peer and self-assessment. Teachers will formally communicate student achievement twice a year in the form of a written report.

Secondary School

The secondary school curriculum continues to reflect our focus on student-centred learning and our commitment to the provision of a broad, balanced and flexible curriculum within the AusVELs framework.

Each year level offers a range of learning opportunities designed to maximise the potential of each student. These are evaluated each year to maintain a high quality curriculum.

At Year 7 the program is organised around the traditional disciplines to ensure all students are exposed to core 'foundation' subjects. Each subject area includes a focus on interpersonal development and personal learning, as well as thinking and communication skills across the curriculum. The learning program is designed to foster spiritual, intellectual, physical and social development in each student through participation in programs of study and other activities appropriate to their diverse needs, abilities and aspirations. Consequently, the Year 7 curriculum incorporates programs which seek to



build the skills required for the successful transition into secondary school. Students at Year 7 study a curriculum which provides a strong foundation for future academic studies. At Year 8 the program continues to be organised around the traditional disciplines with an added emphasis on 'learning to learn' activities to build independent learning skills. Each subject area continues to incorporate interpersonal development and personal learning, as well as thinking and communication skills.

At Years 9 and 10 the core curriculum is extended to include a range of electives. These are designed to cater for the changing needs of these students as they transition through the school and move towards the senior years. Each elective is designed to provide depth and breadth while also building the skills essential for effective independent learning. Electives are offered in the curriculum areas of: Visual and Performing Arts, Product Design and Technology,

Commerce, Media, French, English, History, Physical Education, Mathematics, Science and Physical, Personal and Social Learning .

Special Programs continue to complement the curriculum at each year level and are designed to support specific learning skills, while also providing students with opportunities to develop socially, academically and personally. In Years 7 & 8, Integrated Studies and Imagine continue to foster the development of skills such as critical and creative thinking, effective communication and literacy (including media, information and technology literacy) The Year 9 Program also continues to support the development of these skills by providing students with opportunities to experience 'Different Worlds' and perspectives. At Year 10, students become more familiar with the world of work and life beyond school. They are also able to study a VCE subject as an advanced study.



Performing Arts

With a School Production, VCE Music and Drama ensembles, class productions and many new initiatives and performances, there were a multitude of opportunities for students to showcase the growing talent at Casey Grammar.

Music

2016 has been another very successful year for the Music Department. It has seen the introduction of many new school ensembles such as Intermediate Band, African Drum Ensemble and Flute Choir. There has been large growth in the number of students learning a musical instrument, in particular the Training Band which had 35 members this year.

With a continued focus on performance, there were many opportunities for students to participate throughout the year. Instrumental Soirees, Winter Concert, End of Year Concert and Mornington Main Street Festival were some major performances on the music calendar. Another highlight was the excursion to Melbourne for the Victorian Schools Music Festival. This event was held at Deakin Edge, Federation Square, where Intermediate and Training Bands performed. Both ensembles played exceptionally well and received excellent feedback from the adjudicators.

2016 also saw a number of students from Casey Grammar undertaking their AMEB examinations. All students completed their exams with excellent results.

Drama

The year started on a 'dramatic note' with the VCE Ensemble Performance evening. Parents, friends and teachers came along to support the Year 11 and 12 students as they presented a showcase of non-naturalistic plays based on the board game of Cluedo (Year 11) and The Future (Year 12). Later in the year the senior students performed an afternoon showcase of short solo performances and an evening showcase of major solos, the latter which would contribute significantly towards the Year 12's ATAR scores.

The Production of 'Unwrapped', a show produced entirely by the Year 10 Drama class, was performed in June. This show was a comedic look at the film industry and all that can and will go wrong on a movie set! The students performed with confidence and demonstrated their emerging acting abilities. In Semester Two the class presented two days of lunch time performances centered on issues they saw as prevalent in society. The students communicated their ideas and addressed some challenging content through song, dance and dramatic acting.

This year, the Drama department entered two teams in the Impro Melbourne Schools Challenge. The intermediate team (Year 8 & 9 students) placed second overall, narrowly beaten in the Grand Final. Our senior team performed some fantastic skits throughout the day but were beaten by some tough competition. It was a wonderful day we were very impressed by the efforts and performance of the students.



In September a small ensemble of students performed at the annual City of Casey 'Schools On Stage' competition. As we did not have a production this year we were able to choose a musical from which we would present two songs to a panel of judges. Casey Grammar selected High School Musical and performed the much loved songs 'Breaking Free' and 'We're All in This Together' to the Casey Community, fellow schools and local government. We took home Audience Choice on the night which was a wonderful achievement.

To round out the year, the Year 9s presented a showcase of short performance works based on the concept of 'Past, Present, Future'.

Sport

Primary

Year 3-6 students participated in a House Athletics Carnival, after which the winners of each age group represented the school at District Athletics. Prep-Year 2 students had their Athletics Carnival where the emphasis is on participation and trying one's best. Sixteen students competed in the Casey South Divisional Athletics. Casey Grammar had a strong team competing in the SSV Cranbourne South District Cross-Country. The school fielded six teams in 2016 in the Hoop Time state-wide basketball competition, and competed in the annual Lightning Premiership in AFL, soccer, netball, Newcombe and volleyball.

Secondary

In 2016, Casey Grammar School conducted both Swimming and Track & Field House carnivals; students were then selected to represent the school in the Casey South Division of School Sports Victoria (SSV). Students also had the opportunity to participate in a range of team sports each term, including Tennis, Volleyball, Baseball, Softball, Cricket, AFL, Soccer, Badminton, Netball, Basketball, Hockey Table Tennis and Equestrian events.

The successes of 2016 include:

- Developing a team environment and a sense of belonging among students and coaches through the purchase and updating sports uniforms.
- Many students made SMR finals in individual events of Swimming, Track & Field, Cross-Country, Mountain Bike Riding and Equestrian.
- One student (Aiden Saluni-Kettle) won the SSV State Final in the 15 Boys Hurdles in a State record of 13.23 seconds. Aiden also won the All Schools event in a record time of 13.00 seconds while representing Casey Grammar School.
- The development of comprehensive risk management policies for all sports days and carnivals.
- First place in the school totals for the Casey South Cross-Country carnival and second place in the Casey South Swimming Carnival.
- A high percentage of staff willing to and becoming involved in coaching teams.
- Having numerous winning teams who progressed on to higher levels of SSV competition.

Student Outcomes

National Literacy and Numeracy Testing (NAPLAN)

Students in Year 3, 5, 7 and 9 participate annually in the NAPLAN testing.

NAPLAN testing provides an opportunity to benchmark our students and provides data for teachers to address areas identified for improvement and provide interventions when needed.

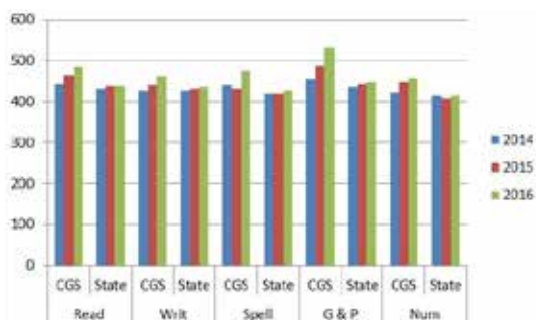
Primary Level Teams and Secondary Faculties access NAPLAN data to identify strengths and weaknesses across each year level, and use this to inform teaching strategies and curriculum. The School uses the Student Performance Analyser (SPA) to track student literacy and numeracy progress.

Trend Data indicates significant success in Teaching and Learning programs across the year levels.

Comparison to State Mean on National Assessment Scale

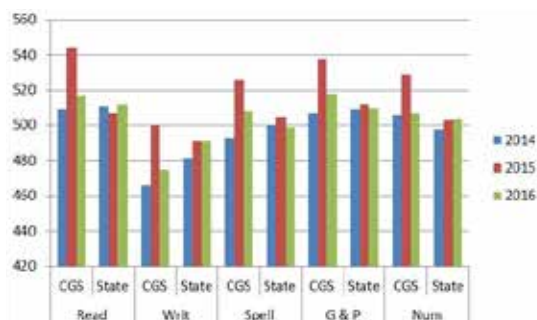
Dimensions: Reading (Read), Writing (Writ), Spelling (Spell), Grammar & Punctuation (G&P), Numeracy (Num)

Year 3 2014-2016



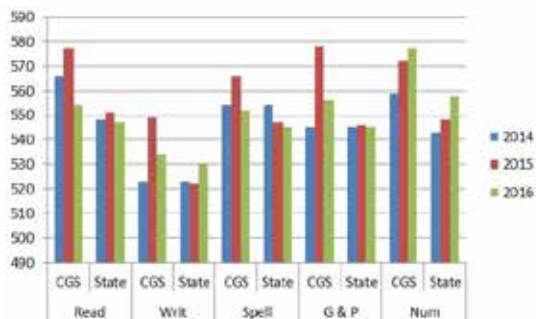
CGS scores were above State Means. Reading, Writing, Spelling and G & P showed significant improvement compared to 2015.

Year 5 2014-2016



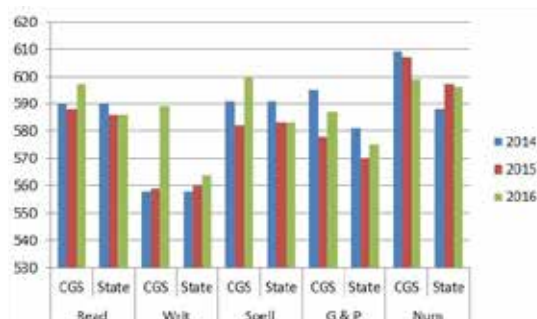
CGS scores were above State Means except for Writing. All areas for CGS showed decreases compared to 2015 although increases compared to 2014.

Year 7 2014-2016



CGS scores were above State Means. Except for Numeracy, all areas showed a decrease in the Mean National Score compared to 2015 although increased compared to 2014.

Year 9 2014-2016



CGS scores were above State Means. Reading, Writing and Spelling significantly increased compared to 2015.

Senior Secondary

In the senior secondary years we focus on catering for a wide range of pathways to which students aspire. Careers counselling is a critical part of goal setting and managed individual pathways from Year 10.

The majority of Year 10 students undertake a Unit 1 & 2 VCE Study, and an Early Commencement Program for all VCE students is an integral part of preparation for VCE.

2016

- All 64 Year 12 students met the requirements of the Victorian Certificate of Education (VCE)
- The Average Study Score was 29
- The Average ATAR was 61.6
- 82% of students applied for tertiary places
- 17 (4.5%) of students received 40+ study scores

Post-School Destination

Destinations of Year 12 or equivalent completers six months after leaving school, in 2016

Source: Victorian State Government On Track 2017 Survey Results

Post-school destination	Casey Grammar School			Casey (C)			Victoria		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
	%	%	%	%	%	%	%	%	%
Bachelor degree	60.0	61.3	58.8	50.9	50.4	48.9	53.2	54.2	53.8
Certificates/Diplomas	15.0	19.4	11.8	18.8	20.0	18.5	16.3	14.6	12.9
Apprenticeship/Traineeship	15.0	3.2	8.8	8.4	7.6	9.0	7.5	8.1	8.1
Employed	5.0	6.5	2.9	10.7	12.1	12.9	9.6	9.6	11.1
Looking for work	0.0	0.0	0.0	4.0	4.0	4.5	3.6	3.3	3.4
Deferred	5.0	9.7	17.6	6.6	5.3	5.7	9.1	9.7	10.2
NILFET	0.0	0.0	0.0	0.6	0.5	0.6	0.5	0.5	0.5
Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Respondents	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Parent, Student and Teacher Satisfaction

Casey Grammar School conducts a number of surveys to gather relevant information from the school community. We are committed to responding to the feedback from these surveys and addressing all matters where practicable. On a rotation we survey parents, staff and students using the LEAD Independent Schools Victoria survey tool.

In 2014 the Staff Satisfaction Survey and in 2015 the Student Satisfaction Survey was undertaken.

An additional survey of staff taken late in 2015 revealed that there was a high level of engagement and teachers felt their work contributed positively to the school vision. There was a spirit of pride and passion about the work they do, and the staff commented on the strong sharing and supportive relationship between colleagues.

Their goals and objectives are clear, and they described the school culture as respectful, hard-working, friendly and supportive.

In the Student Satisfaction Survey an analysis of each individual domain provides the school with the opportunity to affirm the strengths and consider areas for improvement. The overall general student satisfaction reflected a mean which was in line with the ISV benchmark, but showed a slight variation when broken down to Year Levels; Years 5 to 9 students were generally more satisfied than Year 10 and 11 students. The overall satisfaction with Quality of Teaching was above the ISV benchmark average, and generally reflected improved satisfaction compared with 2012 data.

A pleasing outcome was that the results of the Feedback and Quality of Teaching sections indicate that the focus of our staff Professional development on feedback and formative assessment strategies is having a positive effect on student learning and the students' awareness of their learning outcomes.

A total of 235 parents completed the parent Satisfaction Survey in 2016. The Domains surveyed were generally at or slightly below the Similar Schools mean, with the highest satisfaction shown for learning environment and the school being a safe place to learn.

The results in the Domains were:

Domain	School Mean	Similar Schools Mean
Learning Outcomes	7.99	7.94
Academic Program	7.93	7.88
Quality of Teaching	7.89	7.94
Pastoral Care	8.09	8.16
Discipline and Safety	8.27	8.12
Parental Involvement	8.02	8.17
Resources	8.46	8.14
Transition	8.01	8.00

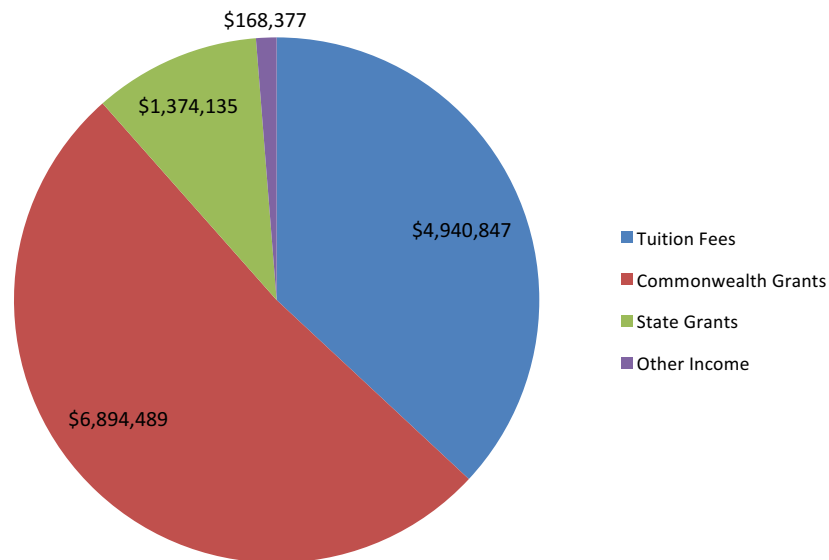
Pleasing to note in the specific questions was that bullying is not perceived as a problem, and parents appreciate that drug awareness and prevention education is seen as effective.

Areas for focus indicated from this survey for school improvement are further opportunities to learn using computer technology, and in the Domain of Quality of Teaching parents indicated teachers being enthusiastic and knowledgeable about their teaching and being open to new teaching strategies as being areas of importance to them.

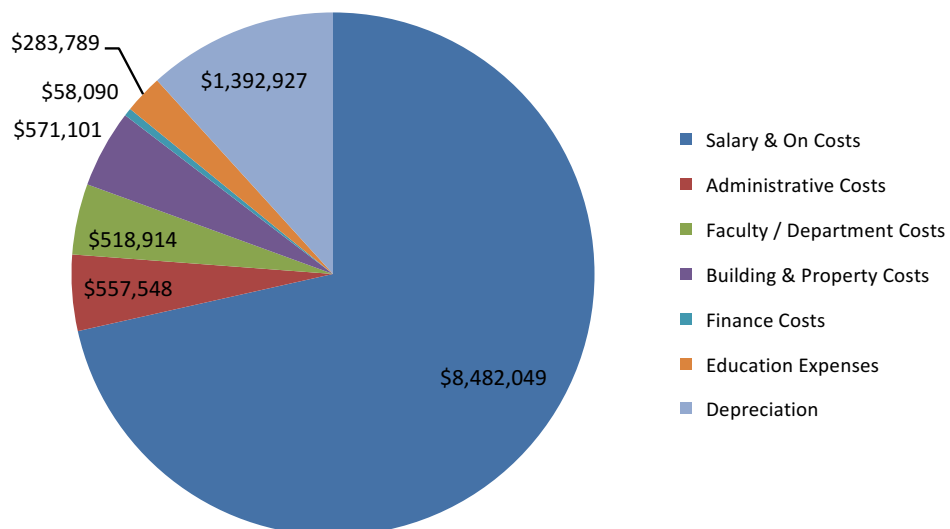
These areas will be addressed by the introduction of a new Learning Management System in 2017 along with a school provided laptop for Year 7 students, in addition to the numerous computer labs in the school. Continued professional learning for teachers is a critical part of supporting teachers and their continued development and growth.

Recurrent Income & Expenditure for year ended 31 December 2016

Income



Expenditure





Casey Grammar School
3 New Holland Drive Cranbourne East Victoria 3977
Telephone (03) 5991 0800 Facsimile (03) 5995 2888
www.caseygrammar.vic.edu.au

Prep to Year 12

Every day, a discovery.