

2008 ANNUAL REPORT

The following report provides key data for ICA Casey College's second year of operation, 2008.

Note: As 2008 was the College's second year of operation, offering courses for students in Preparatory to Year 8, a range of required reporting information is not able to be supplied as it is either not yet in existence or is not applicable (e.g. Average standardised assessment results for Year 9 and Year 10 students; Senior Secondary outcomes; Post-school destinations). This data will be provided in future Annual Reports as it becomes available.

1. DESCRIPTIVE INFORMATION

1.1 Total Enrolment Trends:

The College commenced its second year of operation on 29 January 2008 with 152 students. During the year enrolments grew steadily. The growth pattern is depicted in table 1.

<i>Year Level</i>	<i>Total Student Enrolments</i>				<i>Annual Increase (%)</i>
	Term 1	Term 2	Term 3	Term 4	
Preparatory	24	24	24	24	0
Year 1	10	10	12	12	20
Year 2	11	13	13	14	27
Year 3	20	21	21	21	5
Year 4	20	20	20	20	0
Year 5	22	23	23	23	4.5
Year 6	10	11	10	11	10
Year 7	32	30	31	31	-3
Year 8	8	9	10	10	25
Total	156	160	164	167	7.05

Table 1: 2008 Enrolment growth trends

Continued strong enrolments for 2009 resulted from the successes of the College's second year. Enrolment numbers as at January 20 2008 are provided in table 2 below.

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Enrolments	34	20	19	17	24	24	32	31	33	12

Table 2: Enrolment numbers – Opening Day 2009 (1February 2009)

1.2. Year Levels Offered:

In its second year of operation the College had an increased number of eleven (11) class groupings across the nine year levels from Preparatory to Year 8. The groupings were:

- (i) Preparatory (2 class groups) (ii) Year 1 (iii) Year 2 (iv) Year 3 (v) Year 4
 (vi) Year 5 (vii) Year 6 (viii) Year 7 (2 class groups) (ix) Year 8

1.3. Distinctive Curriculum Features:

ICA Casey College's distinctive curriculum features are represented by the following three points:

- (i) A clear commitment to predominance of literacy and numeracy in the P-6 curriculum, characterized by almost totally dedicated times for these two learning areas from the commencement of each school day through to the lunch break. This operational structure is an alignment to the ICA Charter which is clear in its stated commitment to literacy and numeracy.
- (ii) Common integrated planning themes each term for all classes in Preparatory to Year 6 give teachers significant opportunities to collaborate, create resource efficiencies and develop continuums of learning that are synchronistic from one VELS level to the next.
- (iii) Specialist offerings that seek to extend on the integrated planning themes as well as build information technologies into each student's learning experience.
- (iv) A clear emphasis, both in terms of time allocated and stated importance of English, Mathematics, Science, Humanities (History and Geography) and Physical Education as a basis for each student's learning is a continuing principle that guides the middle years' curriculum within the College.

1.4. Extra-curricular activities:

The College offered a diverse range of extra-curricular activities in its Foundation Year. These activities included:

Swimming program	Mothers' Day Stall / Fathers' Day Stall
Pancake Day Charity event activities	Musical Soirees
Grandparents Days	Visiting Dramatic Arts performances
A range of curriculum related excursions	A range of curriculum related incursions
Student Leadership Program	Visual Art Expo
ANZAC Commemoration ceremony	Camping program (Years 3 to8)
Australian Flag presentation	Inter-house Athletics
Inter-house Cross country	Taekwondo club
Participation in local ANZAC Day march	Jump Rope for Heart – World record Jump Off
Remembrance Day Commemoration	District and Zone sports event participation
Family Fun Day	Recognition of Learning and Awards Ceremony
Victorian Schools' Aerobics Championships	

1.5. Parental Involvement:

The College provided various activities for parents and community members to participate in the broader program. These included:

- Literacy and numeracy assistance of students in classrooms
- Fundraising and friend-raising (social) activities within the College
- Practical task assistance with teachers and other staff
- Work experience opportunities for parents completing tertiary education courses
- Designated class representative programs
- Sport coaching roles
- Parent information sessions
- Membership and participation in Parent Association activities

2. STAFFING INFORMATION

2.1. Qualifications of Teaching Staff

Qualification	Percentage of Teachers and School Leaders with Level of Qualification
Doctorate	0
Masters	17.6
Degree	70.6
Diploma	11.6
Certificate	0

Table 3: Highest Academic Qualification Levels – 2008 Staff

2.2. Expenditure on Teacher Participation in Professional Learning

Description of Professional Learning Activity	Number of Teachers Participating
School – wide pedagogy planning and development	15
Literacy and numeracy	13
VELS curriculum, assessment and reporting	15
ICT in curriculum, learning and assessment	12
Gifted Education and Curriculum Differentiation	12
Student Management Systems	13
First Aid / Anaphylaxis	15
Diagnostic Processes – Student learning needs	13
Curriculum and Organisational Leadership	6
Autism Spectrum Disorder training and information	11
Mandatory Reporting	13
Student Social and Emotional Development training	11

Table 4: Staff Professional Learning Activities – 2008 Academic Year

Total Budget expense recorded for staff professional learning was \$22 362.00. This represents an average expenditure of \$1767.78 per FTE teaching staff member during the College's second year of operation.



2.3. Average staff attendance (based on unplanned absences of sick and emergency leave periods of up to 5 days)

<i>Number of Staff</i>	<i>Number of School Days</i>	<i>Total Staff Absences</i>	<i>Average Staff Attendance Rate</i>
12.65	184	65.25 days	178.84 days (97.19%)

Table 5: Average Staff Attendance Rate – 2008 Academic Year

3. KEY STUDENT OUTCOMES

3.1. Average student attendance rate:

Number of school days x number of students in the school = number of possible attendance days

The average student attendance rate calculations are displayed in table 6 below.

	<i>Total number of students</i>	<i>Number of school days in program year</i>	<i>Number of Possible Attendance Days</i>	<i>Total number of student absences</i>	<i>Average Attendance Rate</i>
Term 1	156	36	5616	423	92.5 %
Term 2	160	54	8640	241	97.2 %
Term 3	164	50	8200	354	95.7 %
Term 4	167	44	7348	519	93.9 %
Average / Total	161.8 (average)	184 (total)	29804 (total)	1537 (total)	94.85% (average)

Table 6: Average Student Attendance Rates – 2008 Academic Year (by term and annual average)

3.2. Reading, Writing and Numeracy Benchmark Data

READING		
Year Level	% Above Benchmark	% Change from Previous Year
Year 3	100	0.0
Year 5	96	-2.0
Year 7	97	n/a

Table 7: NAPLAN Test Results – Reading Benchmark Comparative Data



WRITING		
Year Level	% Above Benchmark	% Change from Previous Year
Year 3	100	0.0
Year 5	96	-2.0
Year 7	96	n/a

Table 8: NAPLAN Test Results – Writing Benchmark Comparative Data

SPELLING		
Year Level	% Above Benchmark	% Change from Previous Year
Year 3	95	-4.0
Year 5	100	0.0
Year 7	94	n/a

Table 9: NAPLAN Test Results – Spelling Benchmark Comparative Data

GRAMMAR AND PUNCTUATION		
Year Level	% Above Benchmark	% Change from Previous Year
Year 3	100	0.0
Year 5	100	0.0
Year 7	100	n/a

Table 10: NAPLAN Test Results – Grammar and Punctuation Benchmark Comparative Data

NUMERACY		
Year Level	% Above Benchmark	% Change from Previous Year
Year 3	100	0.0
Year 5	100	0.0
Year 7	94	n/a

Table 11: NAPLAN Test Results – Mathematics Benchmark Comparative Data

3.3. Parent, student and teacher satisfaction

Overall satisfaction levels amongst parents, students and teachers across all domains for investigation were high. These levels of satisfaction are reflected in enrolment growth of just over 7 % from 1 February 2008 to 1 December 2008 and an enrolment increase of 47% between the final day of the 2007 year and the commencement of the 2008 academic year.

Enrolment losses were minor, with five (5) students not returning in 2009. This represents an enrolment loss rate of just below 3%.

For the second year in a row, staff retention (teaching and non-teaching) was 100%. All teaching and non-teaching staff have been retained from the conclusion of the 2008 school year into the commencement of the 2009 school year. This pattern indicates very high levels of staff satisfaction.