

2007 ANNUAL REPORT

The following report provides key data for ICA Casey College's Foundation year, 2007.

Note: As 2007 was the College's Foundation Year catering for students in Preparatory to Year 6, a range of required reporting information is not able to be supplied as it is either not yet in existence (e.g. Staff retention) 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 educational operations on 30 January 2007 with 43 students. During the year enrolments grew significantly. The growth pattern is depicted in Table 1.

Table 1: 2007 Enrolment growth trends

Year Level	Total Student Enrolments				Annual Increase (%)
	Term 1	Term 2	Term 3	Term 4	
Preparatory	3	4	4	4	33
Year 1	7	10	11	11	57
Year 2	9	9	13	14	55
Year 3	7	11	12	12	71
Year 4	8	10	11	11	38
Year 5	3	4	6	7	133
Year 6	6	6	8	8	33
Total	43	54	65	67	56

Strong projected enrolments for 2008 resulted from the successes of the College's Foundation Year. Projected enrolment numbers as at December 20 2007 are provided in Table 2 below.

Table 2: Projected enrolment numbers – 2008 (as at 31 December 2007)

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Enrolments	24	11	10	19	20	22	10	31	7

1.2. *Year Levels Offered:*

In its Foundation Year, the College commenced with four (4) class groupings across the seven year levels from Preparatory to Year 6. The groupings were:

- (i) Preparatory / Year 1 (ii) Year 2 (iii) Year 3 / Year 4 (iv) Year 5 / Year 6

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.

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 activities	Casey College Has Talent event
Grandparents Day	Visiting Dramatic Arts performances
Melbourne Museum excursion	Practical Science incursion
China Town excursion	Musical Soiree
Leadership ceremony	Camping program (Years 3 to6)
Australian Flag presentation	Inter-house Athletics
ANZAC Commemoration ceremony	Tai Chi demonstration
Participation in local ANZAC Day march	Jump Rope for Heart Jump Off Day
Victorian Flag presentation	District and Zone sports event participation
Family Fun Day	Recognition of Learning and Awards Ceremony

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
- Practical task assistance with teachers and other staff

- 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*

Table 3: Highest Academic Qualification Levels – 2007 Staff

Qualification	Percentage of Teachers and School Leaders with Level of Qualification
Doctorate	0
Masters	22
Degree	67
Diploma	11
Certificate	0

2.2. *Expenditure on Teacher Participation in Professional Learning*

Table 4: Staff Professional Learning Activities – 2007 Academic Year

Description of Professional Learning Activity	Number of Teachers Participating
School – wide pedagogy planning and development	9
Literacy and numeracy	9
VELS curriculum, assessment and reporting	9
ICT in curriculum, learning and assessment	9
Gifted Education and Curriculum Differentiation	9
First Aid / Fire Safety	9
Perceptual Motor Program	2

Total Budget expense recorded for staff professional learning was \$13,174.00. This represents an average expenditure of \$1,937.35 per FTE teaching staff member during the College's Foundation year.

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

Table 5: Average Staff Attendance Rate – 2007 Academic Year

Number of Staff	Number of School Days	Total Staff Absences	Average Staff Attendance Rate
6.8	185	10	183.4 days

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.

Table 6: Average Student Attendance Rates – 2007 Academic Year (by term and annual average)

	Total number of students	Number of school days in program year	Number of Possible Attendance Days	Total number of student absences	Average Attendance Rate
Term 1	43	43	1849	64	96.5 %
Term 2	54	53	2862	78.5	97.3 %
Term 3	65	45	2925	193	93.5 %
Term 4	67	44	2948	180	93.9 %
Average / Total	57.2 (average)	185 (total)	10584 (total)	515.5 (total)	95.2% (average)

3.2. Reading, Writing and Numeracy Benchmark Data

Table 7: AIMS Test Results – Reading Benchmark Comparative Data

READING			
Year Level	Average Score (School)	Average Score (State)	% Above Benchmark
Year 3	2.8	2.4	100
Year 5	3.8	3.2	100

Table 8: AIMS Test Results – Writing Benchmark Comparative Data

WRITING			
Year Level	Average Score (School)	Average Score (State)	% Above Benchmark
Year 3	2.9	2.4	100
Year 5	3.2	3.2	100

Table 9: AIMS Test Results – Spelling Benchmark Comparative Data

SPELLING			
Year Level	Average Score (School)	Average Score (State)	% Above Benchmark
Year 3	3.0	2.5	100
Year 5	3.7	3.1	100

Table 10: AIMS Test Results – Number Benchmark Comparative Data

NUMBER			
Year Level	Average Score (School)	Average Score (State)	% Above Benchmark
Year 3	3.0	2.4	100
Year 5	3.1	3.2	100

Table 11: AIMS Test Results – Mathematics Benchmark Comparative Data

MATHEMATICS			
Year Level	Average Score (School)	Average Score (State)	% Above Benchmark
Year 3	2.9	2.2	100
Year 5	3.1	3.1	100

3.3. *Parent, student and teacher satisfaction*

Overall satisfaction levels amongst parents, students and teachers were high across all domains for investigation. These levels of satisfaction are reflected in enrolment growth of 53% from February 1 to December 1 and an enrolment increase of 131% between the final day of the 2007 year and the commencement of the 2008 academic year.

Enrolment losses were minor, with four (4) students not returning in 2008. Three (3) of the four families moved away from the area and the fourth student transferred to a lower fee school in the local area.

Staff retention was excellent with 100% of teaching and non-teaching being retained from the end of 2007 into 2008, indicating high levels of staff satisfaction.