

Community Report 2025



Carey
Baptist Grammar School



Our Values and Strategic Priorities



[Click here to learn more about our strategic direction, including our vision, values and strategic priorities.](#)

We acknowledge the Traditional Custodians of the land on which Carey lies and their continuing connection to land, sea and community. We respect their Elders past and present and recognise the injustices endured by the First Nations peoples of this country.

Community Report

2	A year in review: statement from the Principal
4	Academic excellence
11	Complex Competencies: new metrics for success
12	Pathways to success: Class of 2025 student stories
14	Community highlights 2025
17	Carey people
18	Sustainability
20	Reconciliation in action
21	Supporting our communities
22	Community giving
24	Governance
25	Child safe statement



A year in review

Statement from the Principal



One of Carey's enduring strengths is our ability to develop pathways for every student, supporting each young person to find where they can thrive and do their best work. We celebrate excellence across the full range of learning experiences, while holding high expectations for all students and surrounding them with strong pastoral care. At Carey, achievement is never pursued in isolation; it is enabled through relationships, encouragement and a deep commitment to knowing and supporting each child.

This approach was clearly reflected in the achievements of the Class of 2025,

a cohort we are immensely proud of. Their results speak not only to academic success, but to perseverance, curiosity and the partnership between students, staff and families. See some of the highlights of these results on page 4.

As we look back on another busy year, we do so with a strong sense of pride in our community. Our values of Care, Respect and Growth were evident every day, continuing to guide our decisions and shape the culture we work hard to protect.

In 2025, we took an important step in recognising learning more broadly.



After many years of collaboration with the University of Melbourne and other schools across Victoria, Carey introduced the Australian Learner Competency Credential (ALCC) for our graduating Year 12 students. The ALCC recognises skills such as collaboration, critical thinking and community contribution – capabilities we know matter deeply beyond school. From 2026, all Carey graduates receive both an ATAR and ALCC, allowing us to better acknowledge the breadth of what our students bring to the world.

The year also involved decisions about Carey's long-term future. In 2025, we announced our intention to bring our entire student community together on a single campus from 2028. Supported by the acquisition of the Blackhall (Preshil) property, adjoining our Kew campus, we determined that the Donvale campus will close at the end of 2027. This was not a decision taken lightly. It reflects our responsibility to ensure educational quality, equity of opportunity and long-term sustainability for all students. Bringing our Junior School together will strengthen learning and wellbeing programs and provide consistent access to specialist facilities and co-curricular opportunities. We are deeply mindful of the history and community of Donvale and are committed to supporting students, families and staff with care and respect through a thoughtful transition. To support Carey's ongoing work, our leadership team underwent a restructure at the end of 2025. This has brought clearer alignment and accountability, strengthening our capacity to lead well and serve the community effectively.

2025 was a year of strong achievement, careful stewardship and deep community connection. It is a privilege to lead a school community that values excellence, looks after one another, and continues to grow with confidence and purpose.

About our school

Founded in 1923, Carey is a Christian independent co-educational school offering three-year-old Early Learning to Year 12. We strive for an even gender balance across the School, and celebrate diversity and inclusion in all forms. Carey is affiliated with the Baptist Union of Victoria and a member of the Associated Public Schools (APS).

At Carey, we support each student to discover their passion and purpose through a broad and challenging curriculum, an extensive co-curricular activities program and comprehensive, individualised care for all students through our wellbeing program.

With more than 2,650 students, 1,600 families and the over 19,000 members of the Old Carey Grammarians Association, Carey is a large and engaged community. In addition, parent and alumni groups provide significant support through various clubs, associations and activities.

Communication within our passionate community is facilitated through open contact and regular publications such as the School newsletter, *Torch* magazine and the annual *Carey Chronicle*.

In the 2025 Community Report, you can read about our school's goals, operations, events and successes. If you have any queries, do not hesitate to contact me.

Jonathan Walter, Principal

Academic excellence



Some of Carey's Class of 2025 scholars, who each achieved an ATAR of 98 or higher.

The Year 12 Class of 2025 achieved excellent academic results:

- 15 students achieved an ATAR of 99 or above (in the top 1% of the state)
- 40% of all ATARs were 90 or above (in the top 10% of the state)
- The median Carey ATAR was 86
- 36 students received early offers.

Our 2025 IB Dux is Jacob Zheng, who achieved a perfect IB score of 45 and an ATAR of 99.95, which is the highest possible ATAR score. Our 2025 VCE Dux, Junzhe (Alex) Zhu, achieved an ATAR of 99.8.

We also sincerely congratulate the 24 IB and VCE students who join Jacob and Alex as Carey Scholars as they have achieved an ATAR of 98 or above:

Stephanie Alcorn, Sophie Borden, Thomas (Tom) Charman, Bridget (Bridie) Conway, Amelie (Milly) Hoy, Albert Huang, Portia Jamieson, Thomas Jozis, Jacob Lakkis, Fangyun (Tiffany) Liu, Oliver Liu, Yuhan (Nancy) Liu, Monte Lubel, Jack Maccanti, Edward McIntosh, Lillian (Lily) Moore, Amelia Quilty, Morris Reddrop Liu, Alice Schulz, Yuxi (Yushi) Sun, Justin Wang, Zheng (Alex) Xi, Ronghao (Ray) Zhang and Claire Zhao.

Year 12 Class of 2025 IB and VCE results

15

students with
ATARs above 99

86

Median ATAR

21%

ATARs above 95

40%

ATARs above 90

37

Average IB score

Worldwide average: 29.3

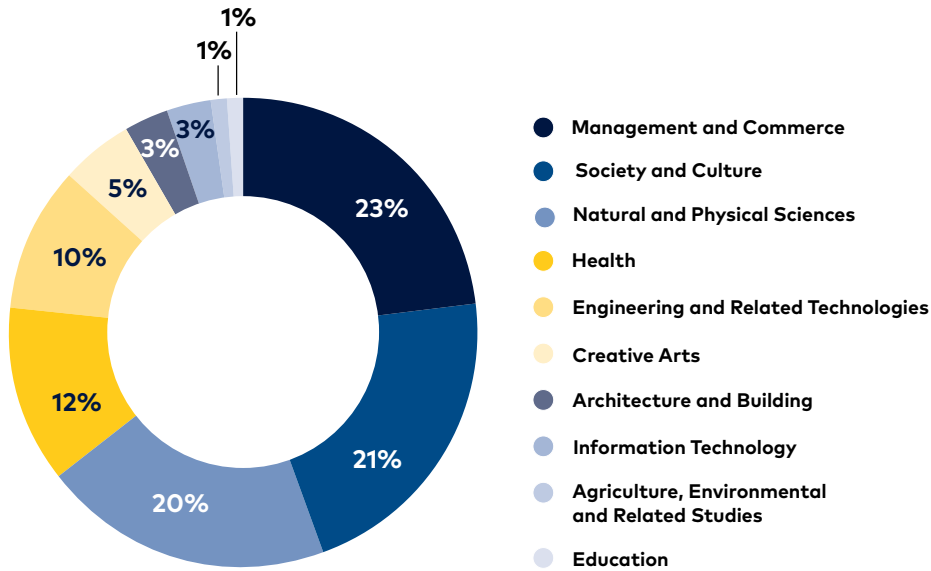
5

Perfect VCE study
scores of 50

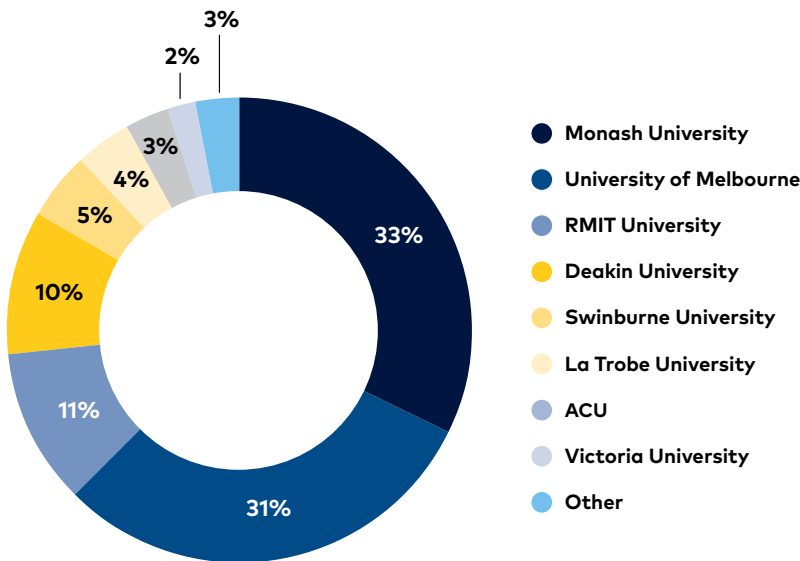
68%

IB subject scores
of 6 or 7 out of a
possible 7

Victorian tertiary offers to Carey students by field of study: 2025



Victorian tertiary offers to Carey students by institution: 2025



This data has been compiled based on offers made in the VTAC December 2024 offer round, as well as the first round of offers in January 2025. Double degrees are included in both academic fields. Figures are rounded to the nearest whole number.

Class of 2025 results continued

The 2025 VCE and IB results were outstanding, as shown in the previous pages. Beyond the numbers, there are many wonderful examples throughout this cohort of individuals who have achieved beyond their own expectations, often overcoming challenging situations in the process. We recognise that our students are more than the sum of their academic results and are confident they enter the next stage of their lives well prepared to take on challenges with courage, compassion and curiosity. We are also pleased to report that from the 2023 Year 10 student cohort, 295

(or 92.77%) entered Year 12 at Carey in 2025. In addition, 52 Carey students across Year 11 and Year 12 were enrolled in vocational or trade training through the VET in Schools program in 2025 – approximately 10.8% of the VCE cohort. This number increased from 5% in 2024 thanks to the introduction of two VET subjects onsite at Carey: VET Business and VET Sport, Aquatics and Recreation. We congratulate our Class of 2025 and look on with a sense of anticipation as they continue to create positive change in their lives beyond Carey.

NAPLAN 2025

Carey's National Assessment Program – Literacy and Numeracy (NAPLAN) results were also pleasing. Our students in Years

3, 5, 7 and 9 performed well across each of the five assessment areas.

Percentage of students achieving expected NAPLAN learning outcomes, 2025

Year level	Minimum proficiency	Reading 2025 (2024) %	Writing 2025 (2024) %	Spelling 2025 (2024) %	Grammar and punctuation 2025 (2024) %	Numeracy 2025 (2024) %
3	Developing	98 (100)	99 (100)	97 (100)	97 (97)	100 (100)
5	Developing	99 (100)	99 (98)	94 (97)	96 (98)	99 (100)
7	Developing	98 (99)	99 (99)	97 (97)	97 (97)	98 (98)
9	Developing	97 (96)	98 (98)	99 (97)	96 (97)	98 (98)

2025 School Captains

Matteo Annetta

Carey has been rewarding in all areas: from academics, to co-curricular, to social and wellbeing. The countless experiences I've had here have shaped not only who I am but also who I aspire to be. Whether it was performing in school musicals, participating in House events, studying late into the night or simply laughing with friends at lunchtime, each moment has contributed to a collection of memories that I will cherish forever.

Carey has taught me the value of perseverance, integrity, teamwork and compassion. It's a place that encourages individuality while also building a sense of collective purpose. I have grown in knowledge, confidence, creativity and resilience, and I've learnt how to speak up, listen, take risks and recover from failure.

Genevieve Walters

Having the opportunity to be a leader this year has been a wonderful experience that I am incredibly grateful for. Our reliable collaboration has led to the organisation of a number of great events, like the Big Freeze, fundraisers, student-run assemblies, theme weeks and more. I'd like to extend my thanks to the staff around us who have made these things possible, and to our teachers for their consistent support in shaping us into the students and people we have become. This sentiment goes out to everyone involved in our school community – parents, coaches, friends – who have been involved. Year 12 is an easy year for nobody, and having people around you to help things run as smoothly as possible is a privilege that we are all thankful for.



Student attendance

Carey takes its legal responsibility for student welfare seriously and we make every effort to ensure students' safety and know their whereabouts at all times throughout the school day. Parents are regularly informed that if their child will be late or absent it is essential they notify the School through the Carey app by 9.00am. This ensures that the School can accurately monitor student attendance electronically. Students arriving late to school or leaving early must sign in/out at their school section's office. This information and additional guidelines are available on CareyLink, the School's intranet.

Student attendance figures for 2025*

Prep	94.1%
Year 1	93.2%
Year 2	94.1%
Year 3	95.1%
Year 4	93.9%
Year 5	92.6%
Year 6	93.7%
Year 7	94.4%
Year 8	92.3%
Year 9	91.0%
Year 10	92.5%
Year 11	92.7%
Year 12	93.9%
Whole School	92.9%

* Figures rounded to one decimal place





Complex Competencies

New metrics for success

Carey Baptist Grammar School has played a pivotal role in the University of Melbourne's New Metrics research partnership since its inception in 2021, contributing significantly to the exploration and development of a comprehensive set of metrics aimed at providing a more holistic understanding of learners.

Through the New Metrics project, school-based education and credentialing of students for use in post-school endeavours are being re-imagined through rigorous research and consultation with Carey and other schools, as well as universities around Australia. This has given rise to a collection of seven 'Complex Competencies' or transferrable skills.

These competencies encapsulate skills, attitudes and values that are crucial for learners to prosper both in their academic journeys and the future.



Complex Competencies at Carey



Pathways to success

Class of 2025 student stories

Miller Jones

I joined Carey in 2023, and it offered more opportunities, resources and encouragement than I had previously experienced. The supportive teachers, learning environment and range of academic and co-curricular options helped my confidence, resilience and determination.

At the beginning of Year 12, I was diagnosed with ADHD and was prescribed medication that brought significant challenges to my final year of school. The various side effects impacted my performance in the classroom, mentally and physically. I managed it with lots of routine and organisation, and at the end of the year I was proud to receive an offer for my first preference of course: Bachelor of Design at the University of Melbourne with a double major in Construction Management and Landscape Architecture.

Year 12 can be stressful, but it's important to study what you enjoy. I did Product Design Technologies: Wood/Metal as well as Visual Communication Design (VCD) throughout all three years of Senior School, while also studying VCD further during my final year. I think Year 12 VCD was the biggest influence on my choice of course, as the detail and depth of that class sparked a greater interest in the design of buildings and their surroundings for me.



Jasmine Bladeni

After graduating from Carey, I moved to Sydney to begin studying at AFTRS (Australian Film Television and Radio School). So far, it has been an incredible experience. Just in my first week I had the privilege of learning from experienced directors and filmmakers like Jocelyn Moorhouse and Mia Wasikowska, which made me even

more excited about my studies and beginning my own path in film. I've also met so many creative and inspiring people I'm excited to continue learning and collaborating with.

Year 12 was such a stressful and demanding year, but my amazing Carey teachers were always so supportive and invested in my success. I am especially grateful for the way they would take time out of their own lunches and recesses to help me with my projects or with better understanding content in general.

Something else that really helped me in Year 12 was Forest, a focus timer app I used to track my study time. Sometimes, you might reach the end of the day or week feeling like you haven't studied enough, but I found that having a record of my effort helped my confidence as it proved that I had put in hours of work, and it also motivated me to study that little bit longer.



▲ A still from Jasmine's VCE Media film, a music video for 'Every Breath You Take'

Bridie Conway

Although it was a stressful and hectic time, the end-of-year exams were a highlight of Year 12. Particularly in the IB, I loved the sense of community and friendship that emerged during exams. It was certainly a highlight to see everyone bond together and help one another through a difficult time. It's so important to surround yourself with friends who will support you through Year 12.

This year I began a Bachelor of Music Performance at the Melbourne Conservatorium of Music. Entry to this course

is purely audition based, so I had to submit a 15-minute recording of myself playing my instrument, the oboe. Balancing instrumental practice with academics proved challenging. The stress and busyness of exams meant I frequently lacked motivation to practice, instead wanting to focus on studying. I had to work out a schedule to balance practice and study, and after I submitted my audition, I directed my attention solely towards the end-of-year exams.

I think it's so important to savour every moment of your last year. Throughout the year, I was able to pursue my favourite activities and hobbies in the performing arts, ensuring that Year 12 was a year of joy as well as importance. It goes by so quickly and it's only towards the end that you realise how much you will miss it.

Jacob Zheng

This year, I am studying medicine at Monash University. Medicine not only requires academic competence, but also time management, communication and collaboration. Learning to balance my studies with co-curricular activities at Carey helped me develop my organisational skills, while volleyball, orchestra and leadership taught me how to clearly communicate in a team setting. These activities also helped me manage the stress and overwhelm of Year 12 by breaking up study while still feeling productive. I went into 2026 feeling well-equipped to start my course.

I knew that trying to get into medicine would be very competitive, and that I would need to perform very well in all my subjects. When choosing subjects for IB, I prioritised subjects I thought I would be able to achieve highly in. I believe the most important factor behind my academic success was my support network. I had amazing teachers who taught in an engaging way and cared about my wellbeing deeply, and my friends and family helped me to stay motivated and push through even the most stressful times. I feel so grateful to have had their support and guidance.

My advice to younger students who are aiming for strong results is to prioritise sleep. Having a good sleep routine allowed me to fully concentrate in class, absorb content easier and study more consistently and efficiently. Regardless of how busy your schedule is, it's always better to maintain good sleep than to stay up late to study.



► Bridie performing with Carey's Wind Symphony



Community highlights 2025



Camp Toonallook upgrades

Thanks to the generosity of the Carey community in 2025, we were able to deliver some important upgrades to Camp Toonallook, our Outdoor Education campus on the Gippsland Lakes. This has included purpose-built gathering spaces, a new outdoor chapel and sustainable irrigation systems, which will all ensure the site remains valued and fully functional for our students into the future. Thank you to everyone who donated.

Sporting successes

We were proud to have been named APS premiers in First Boys Futsal and Soccer. Notably, the First Girls Teams achieved second place in Soccer and third place in Netball, and participated in the inaugural First Girls Cricket competition in the APS/AGSV. We also congratulate the many Carey students who took part in national and international sporting competitions outside of school.



Performing Arts



In 2025 we were reminded of the incredible performing arts talent within our student body. Among many performance highlights of the year: Junior School – Donvale campus took us on an adventure with *Mary Poppins Jr*, we went under the sea in Middle School with *The Little Mermaid* and Senior School had us in stitches with the satirical *Urinetown*. Our students also shined in the annual Middle and Senior School plays, *The Witches* and *The Kitchen* respectively. Ensembles received several awards at the Victorian School Music Festival, and many students were honoured with individual recognition throughout the year.

Planning for an enhanced Kew campus

Having announced the planned closure of the Donvale campus at the end of 2027, we began a capital works plan for Kew to accommodate bringing all of our students together on one campus. We acquired more land on the Kew block, which allows us to plan for a sports and wellbeing centre and a new Years 5 and 6 centre, among other campus upgrades.

Carey proudly hosts for our school networks

In February, Carey had the privilege of hosting the IB Awards Ceremony and the IB Visual Arts Exhibition on behalf of Victoria and Tasmania. These events honour excellence in the International Baccalaureate (IB) program, and was an opportunity to celebrate the achievements of our Class of 2024, as well as some of our IB alumni.

Later in the year, Carey hosted the 2025 Gender and Sexuality Interschool Student Symposium. More than 130 students and 40 educators from over 20 schools attended our Kew campus to hear from guest speakers, participate in workshops and learn from one another.



The inaugural APS Giving Cup

This year debuted the APS Giving Cup, which sees APS schools competing to see who can contribute the most to a chosen charity. We were proud to be the inaugural winners this year, thanks to our generous community's donation of 1301 winter coats to Off Your Back!



A whole-school Outdoor Education program

Carey's Outdoor Education team held its first year of the new whole-school Outdoor Education program, where every student from Prep to Year 9 engaged in age-appropriate outdoor learning experiences. In the lower primary years, students go on day-trips and excursions to explore the natural world. Overnight camps begin in the upper primary years and continue until Year 9. In Year 10, students can participate in the curriculum Carey Zero program which takes students to northern Queensland, and Year 11s have the opportunity to participate in an Outdoor Leadership program.

New residents in the Old Carey Orchard

The Old Carey Orchard was officially opened late in 2024, and in 2025 we welcomed its first residents: Nugget, Kentucky, Peckachu, Feathers, Popcorn and Chickpea! These hens provided eggs for the Years 3 and 4 Kitchen Garden Program at our Kew campus, while also teaching about the joy and responsibility of caring for animals.





Carey People

Carey strives to create a positive and engaging workplace culture to attract and retain the best people. With a strong focus on the employee experience, the School promotes contemporary and emerging skills that complement and challenge existing ways of working.

In a competitive market for talent, the School continues to attract outstanding teachers and professional staff.

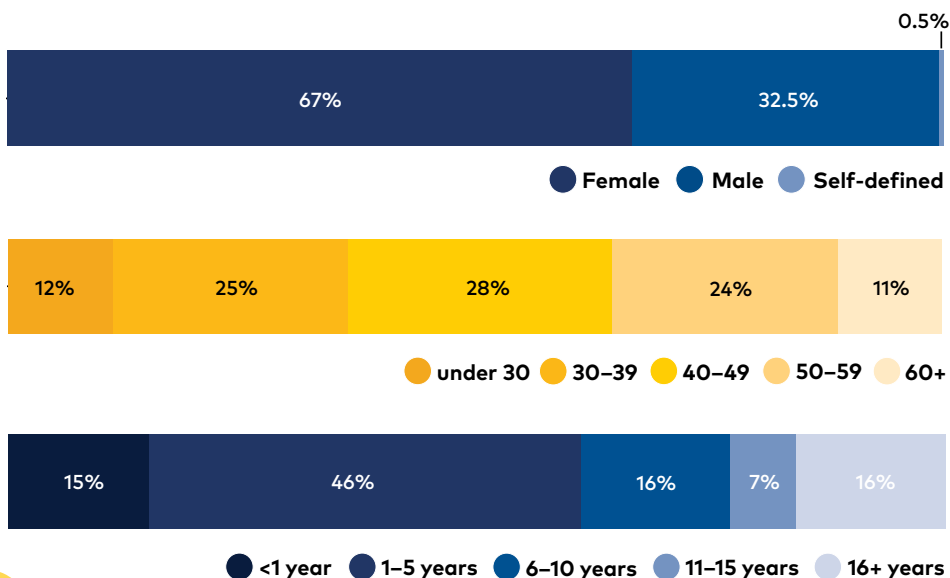
In 2025, there were 613 salaried staff (approximately 540 full-time equivalents) plus more than 700 casuals to support all areas of our school. Carey's retention rate

was high at 91%, and the average tenure in 2025 was 7.6 years.

As a multi-generational workforce, 2025 was the first year that Generation Z outnumbered Baby Boomers in our salaried staff demographic, which is an expected trend as the older Gen Z population enters their late 20s. Baby Boomers now form the minority of our workforce.

According to a Culture Amp employee experience survey, Carey's 2025 staff engagement score was 70, sitting two points above the industry average.

A snapshot of Carey staff in 2025



Sustainability

As a core pillar of our Sustainable Futures strategic priority, Carey's commitment to environmental sustainability continues to translate into tangible action. In 2025, we moved further into implementation, embedding our Sustainability Plan across operations, learning programs and campus development.

The plan continues to guide initiatives across clean energy adoption, responsible consumption, water conservation, waste reduction and biodiversity enhancement, ensuring sustainability is reflected in everyday decisions across the School.

Empowering students

Central to our approach is the integration of sustainability into both education and operations, fostering a culture of environmental responsibility across our community.

Throughout 2025, student leadership remained a key driver of progress. Middle School students continued to lead waste initiatives, collecting and analysing data, trialling improvements and sharing outcomes with staff and peers. Composting, food waste education and hands-on environmental programs helped connect classroom learning with real world impact, reinforcing the role students play in shaping a more sustainable future.

Strengthening a data-driven sustainability foundation

A clear understanding of our environmental footprint continues to shape Carey's sustainability work. During 2025, we strengthened how we monitor and interpret resource use across campuses so that decisions are supported by consistent and reliable information.

Improved tracking of energy, water and waste has allowed us to better identify trends, prioritise actions and focus effort where it will have the greatest impact. This stronger evidence base is helping shift our approach from isolated improvements to more co-ordinated, long-term planning, while also supporting investment decisions and day-to-day operational management.

Key sustainability projects in 2025

In 2025, Carey focussed on embedding sustainability across operations, capital works and learning, with an emphasis on implementation, collaboration and measurable outcomes. This included:

- the implementation of the Sustainability Action Plan: priority actions were progressed across campuses, translating strategic commitments into practical change
- clean energy and emissions reduction: solar expansion and battery installation



at our Mission Beach site continued, supporting Carey's transition to lower emissions energy use and strengthening progress toward net zero

- improved data and reporting systems: the introduction of emissions tracking software improved the accuracy of environmental data and strengthened reporting, enabling clearer tracking of performance and more informed decision making
- waste reduction initiatives: programs were scaled across campuses, including student-led initiatives, improved waste stream separation and increased diversion of food waste from landfill
- carbon offset partnership: Carey partnered with GreenFleet to offset a portion of its emissions through accredited revegetation projects
- sustainable capital projects: sustainable design principles were embedded into capital works planning, supported by collaboration across campuses and teams to ensure

environmental considerations were integrated from the outset.

Engagement with students, staff and external partners remained central throughout the year, helping ensure sustainability initiatives were practical, collaborative and aligned with Carey's long-term net zero commitments.

A shared commitment to a sustainable future

Our commitment to accountability is reflected in regular reporting on sustainability performance, ensuring progress toward net zero remains measurable and transparent.

At Carey, sustainability is not just a project, it is a fundamental value that guides our decisions and our culture. Through education, innovation and collaboration, we are empowering students, staff and our wider community to contribute to a more responsible and sustainable future.

Reconciliation in action

To complement the work already being done across the School to champion reconciliatory activities, educate our students on First Nations perspectives and celebrate First Nations culture, the Reconciliation Action Plan (RAP) gives us a structure of accountability to ensure we are always striving to establish a culturally responsive and respectful school community.

In 2024, Carey submitted its first official RAP, allowing us to reflect on a full year of RAP actions throughout 2025.

Allies in Reconciliation

An engaged staff network was created to share learning, progress and professional development while building momentum toward reconciliation.

Reconciliation Week

Our whole-school Reconciliation Week program included assemblies, classroom learning, cultural activities, performances and meaningful partnerships.



Carey Zero

New and existing partnerships with First Nations communities were nurtured through visits, exchanges and on-Country learning (pictured below right). In particular, Carey's developing relationship with the Palm Island community allowed for a group of Bwgcolman Community School students to visit our Kew campus in August.

Partnerships in Middle School

Integrated learning programs strengthened ongoing relationships with First Nations groups, embedding reconciliation through immersive cultural experiences, classroom learning and collaborative community partnerships.

Policies and procedures

Policies were reviewed and strengthened to ensure cultural safety, meet child safety standards and guide future First Nations student programs and scholarships.



Supporting our communities

In 2025, the Carey community contributed to a wide range of charities to make a difference for people in need.

Carey staff, students and families give a great deal of personal and financial support to a range of community organisations, both locally and overseas. They also spend a considerable number of hours volunteering in a range of organisations outside Carey.

In 2025, Carey activities also raised a total of \$64,038 that was distributed among 22 support organisations.

This fundraising effort and awareness building occurs through engaging and education activities with students, such as the Kew ELC Pyjama Day for the Melbourne City Mission, and through student-led House activities.

The recipients of Carey's largest community service donations during last year were:

2025	
Rotary Club of Canterbury (FORaMEAL)	\$9,000
James Macready-Bryan Foundation	\$8,775
The Reach Foundation	\$8,580
Melbourne Holocaust Museum	\$4,425
World Vision Australia	\$3,456

We're proud to have also supported Share the Dignity, Creating Hope Foundation, Baptist World Aid, Heartfelt, Children's Ground and Amber's White Light Foundation, among many other worthy organisations.

Please note: the School's 2025 financial data, including income and expenditure, will be available in August 2026. Check the version on our website after that date for an update.

Community giving

Giving at Carey continues to flourish year after year, and 2025 was no exception.

In 2025, contributions to the School came in many meaningful forms. In particular, we are proud to report that:

- seven Access and Equity Scholarships have been funded, helping students thrive through needs-based assistance thanks to the support of our community
- 313 families made a voluntary contribution through their school fees, and we awarded the very first scholarship from this initiative

- Camp Toonallook received a significant uplift, made possible by donations from parents and alumni in this year's Community Giving Appeal
- our archives collection expanded, with 380 new artefacts donated by 26 contributors.

Thank you to everyone who contributed in 2025 in so many ways. We are very grateful.

Your support continues to shape the future of Carey and enrich the lives of our students.

Emma Warren
Advancement Committee Chair

Giving at a glance – 2025

429

families donated

\$560,248.28

raised

\$99,400

**raised for
needs-based scholarships**

100% giving

**from the School
Leadership Team**

\$100,000

raised for Camp Toonallook

Community Giving highlights



A Junior School – Kew campus Prep family enabled a colourful, interactive, engaging Sensory Walk that encourages movement, play and thinking.



We were thrilled to reach our \$100,000 goal to refresh Camp Toonallook. The upgrades included a new outdoor chapel, as well as essential facility updates.



In 2025 we excitedly welcomed our first Access and Equity Scholarship recipient funded entirely by our parent community through the voluntary fee contribution.



The Junior School Parents Association – Kew donated two new table tennis tables for our students to enjoy at recess, lunch and special activities.



John Hands (pictured centre) generously contributed to an upcoming upgrade to Gramlick Oval at Bulleen, including specialist lighting and a new scoreboard.



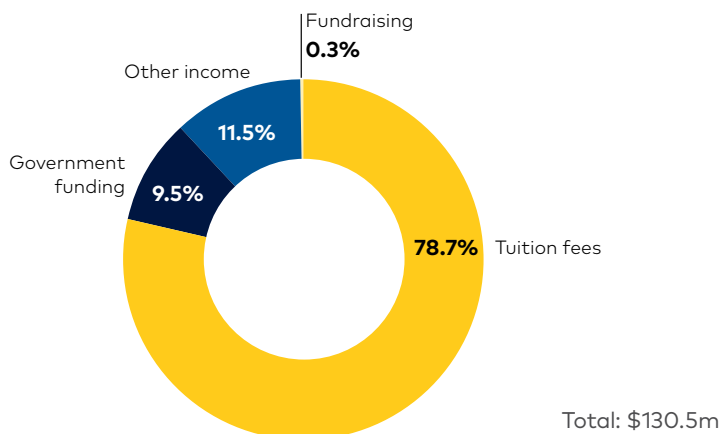
This year saw many donations to our archives, including this commemorative oar from the 1985 Boys First VIII Rowing Crew's Head of the River win.



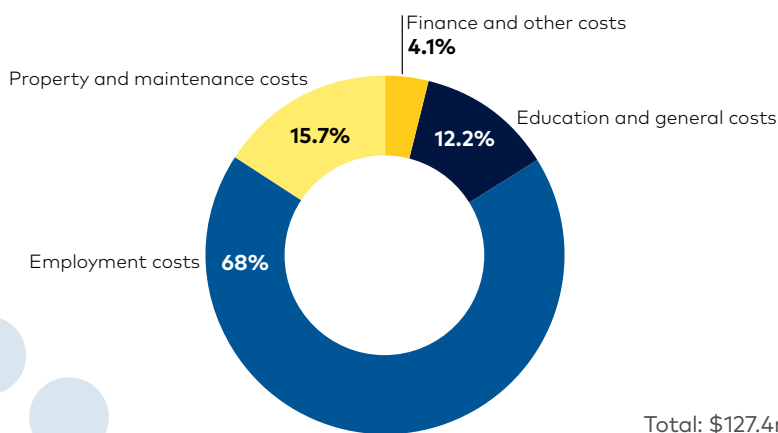
Finance

Carey is a not-for-profit organisation committed to the prudent management of its financial resources and the long-term sustainability of the School. The School takes a long-term approach to financial stewardship, investing in its people, educational programs, facilities and infrastructure to ensure current and future generations of students benefit from an exceptional educational experience and a strong, sustainable future. The following charts indicate budgeted sources of income and expenditure for the 2026 calendar year.

Income: 2026



Expenditure: 2026



ACARA My School financial data

In 2009, the Federal Government, through the Australian Curriculum, Assessment and Reporting Authority (ACARA), began publishing limited financial data about schools on the My School website. The financial data up to 2024 has been added. It is important to acknowledge that the available My School information relates to the 2014 to 2024 financial years.

The following 2025 financial data is based on a preliminary finance report from My School which is 'provided as a guide only and may not match exactly with the figures displayed on My School.' As at the time of submission of this Community Report, the financial

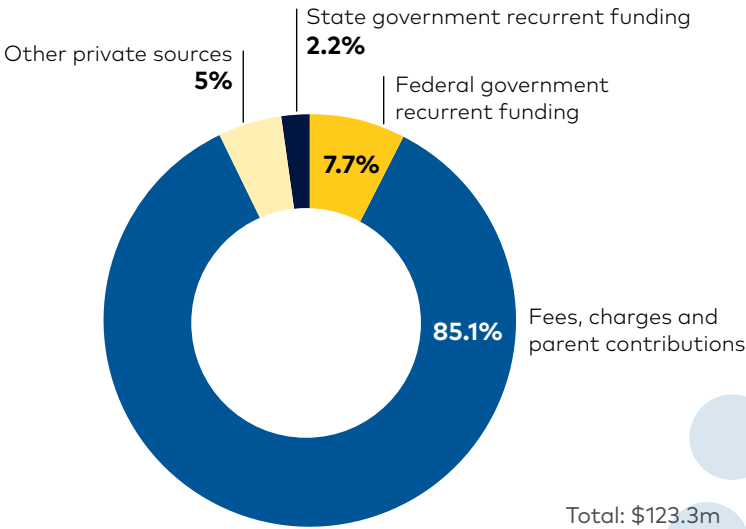
information on the opposite page is not yet published on the My School website.

Financial outcomes shown excludes financial information related to Early Learning Centre operations at Carey. Consequently, the information is not directly comparable with the budget income and expenditure figures outlined on page 25, which relate to 2026.

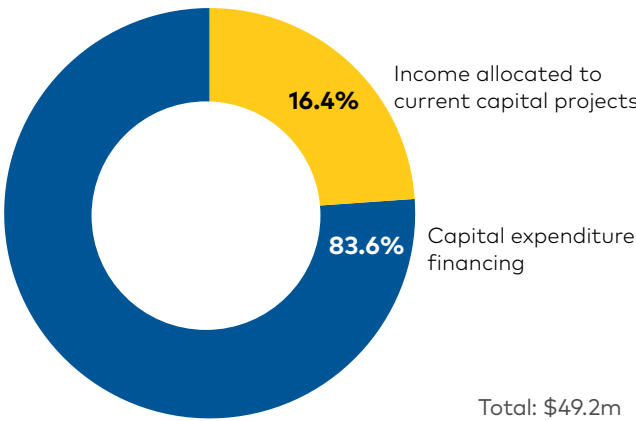
The School supports increased accountability but notes that financial information on the My School website does not reflect current or full information about the financial operations of schools. Further, the data shown is specific to ACARA's formats.



Total Gross Recurrent Income: 2025



Capital Expenditure By Funding Source: 2025



Governance

Carey is a public company limited by guarantee and its Directors form the School Board, which provides overall governance of the School and sets its strategic direction. The School is registered with the Australian Charities and Not-for-profits Commission (ACNC).

Operational matters are delegated to the Principal. The Board is supported by the activities of subcommittees: Advancement, Executive, Finance and Risk. The School is managed on a daily basis by the Executive Leadership Team.

As of 1 January 2026, the School Board comprised the following members:

Tim Chilvers (Chair)

Fiona Kelly (Treasurer)

Angus McKay (Secretary)

Titilayo Adetunji

Jo Bradshaw

James Evans

Jennifer Haviland

Emma Warren

Hon. Mary Wooldridge

Stuart Yarnall

David Martin (Staff Representative)

Jonathan Walter (ex-officio, Principal)

Kylie Baxter (ex-officio, Deputy Principal – ELC–Year 6)

Kellie Lyneham (ex-officio, Deputy Principal – Quality and Innovation)

Jake Plaskett (ex-officio, Deputy Principal – Years 7–12)

As of 1 January 2026, the Executive Leadership Team is:

Jonathan Walter (Principal)

Kylie Baxter (Deputy Principal – ELC–Year 6)

Kellie Lyneham (Deputy Principal – Quality and Innovation)

Jake Plaskett (Deputy Principal – Years 7–12)

Julianne Brandon (Executive Director – Community Engagement)

Michelle Kafer (Chief Financial Officer)

Sophie Lukeis (Executive Director – People)

Dr Karl Sebire (Executive Director – Strategy and Partnerships)

Child Safe Statement

Carey is committed to providing a child safe environment, acting in the best interests of children and their wellbeing at all times. Carey is committed to:

- promoting child safety and student voice in its School environment
- promoting the safety, wellbeing, participation and empowerment of all students in our care, taking into account students with a disability and children from culturally and linguistically diverse backgrounds
- promoting cultural safety for Aboriginal and Torres Strait Islander children and children from other culturally and linguistically diverse backgrounds
- a zero tolerance to child abuse
- providing an environment where students feel encouraged to play an active role in developing a culture of child safety

- implementing and continuously improving procedures and systems that promote and influence an organisational culture of child safety and that provide a safe environment for our students
- providing staff, students, parents, and volunteers with the opportunities to contribute to risk minimisation and improve child safety.

All members of the Carey community, including students, staff, Board members, contractors, parents, guardians and volunteers share responsibility for providing an environment which supports the safety and wellbeing of Carey students, and are required to uphold the School's commitment to student safety. Carey has child safety policies, procedures and reporting mechanisms in place that underpin this commitment.



