

# Community Report 2019



**Carey**  
Baptist Grammar School

# Carey's Charter

## What is Carey?

Carey is a leading Christian, co-educational independent school community committed to learning, wellbeing, service and spirituality.

## What does Carey do?

Carey works in partnership with families to develop wise, independent and motivated young people who will engage with and lead in their local, national and global communities.

## Carey values:

Integrity ...	care, honesty, morality, respect
Service ...	altruism, generosity, passion, sustainability
Spirituality ...	communal, contemporary, holistic, inclusive
Teamwork ...	collaboration, communication, initiative, leadership
Thinking ...	creativity, inquisitiveness, intellect, reflection
Wellbeing ...	courage, happiness, health, resilience

## How does Carey distinguish itself?

Learning	At Carey, learning is dynamic, empowering and lifelong. All decisions are taken to improve student learning.
Excellence	At Carey, we strive for excellence across the three Carey pillars: curricular, co-curricular and wellbeing.
Staff	At Carey, our staff are expected to be expert in their fields, collegiate and passionate. They are supported to be the best they can be.
Co-education	At Carey, we nurture a balanced co-educational environment to prepare our students to lead, learn and serve with confidence, capacity and compassion.
Service	At Carey, we actively pursue social justice which is reflective of our Christian ethos.
Innovation	At Carey, we improve through courageous innovation, while respecting our traditions.
Partnerships	At Carey, we build strong relationships based on respect, trust and collaboration.

## Introduction

In our complex and ever-changing world, it's clear that today's young people will be faced with a unique set of challenges in the future. To meet these challenges, fulfil their ambitions and contribute to the wider world, students need to be equipped with capabilities that will enable them to thrive in a changing environment. At Carey Baptist Grammar School, we believe in adopting a broader expression of success and allowing students to leverage their strengths and follow their passions, whether they be academics, creators, innovators or athletes.

Founded in 1923, Carey is a Christian independent co-educational school offering three-year-old Early Learning to Year 12. We maintain an even gender balance across the School, and celebrate diversity and inclusion in all forms.

Carey is an open-entry school with a philosophy of education based on a broad and challenging curriculum, an extensive co-curricular activities program and comprehensive, individualised care for all students through its wellbeing program.

Over many years, Carey students have benefitted from the support that comes with being part of a large and engaged community. More than 1600 families contribute to the current enrolment of students. The Old Carey Grammarians Association has over 18,000 members. In addition, parent and alumni groups provide significant support through



a number of clubs, associations and activities. Carey is affiliated with the Baptist Union of Victoria and a member of the Associated Public Schools (APS).

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 2012, the Carey Board approved and released a new Carey Charter, which is a refreshed version of Carey's Vision and Mission. Also in 2012, and in support of the Carey Charter, the School's Strategic Plan, Carey's Future: Strategic Directions Towards our Centenary 2023, was released. This plan has been developed following comprehensive consultation with Carey students, staff, parents and alumni, with a focus on five priorities: Positive Learning; Wellbeing, Self and Beyond; Quality Staff; An Engaged Community; and A Sustainable School.

In the 2019 Community Report, you can read about our school's operations, successes and goals. If you have any queries, do not hesitate to contact me.

*Jonathan Walter, Principal*

# Student attendance

The School 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 relevant telephone absentee line or email address by 9.00am. There are dedicated contact lines and email addresses for each of the

school sections: Carey Donvale, Junior School Kew, Middle School and Senior School. This ensures that the School can accurately monitor student attendance electronically. When arriving late to school or leaving early, students must sign in/sign out at their school section's office. This information and additional guidelines are available on CareyLink, the School's intranet.

## Student attendance figures: 2019\*

Prep	95.3%
Year 1	95.4%
Year 2	94.7%
Year 3	95.7%
Year 4	95.7%
Year 5	94.8%
Year 6	94.2%
Year 7	94.4%
Year 8	93.7%
Year 9	94.4%
Year 10	95.1%
Year 11	95.2%
Year 12	95.4%
Whole School	94.8%

\* Figures rounded to one decimal place

## Student outcomes

Carey's 2019 National Assessment Program – Literacy and Numeracy (NAPLAN) results were pleasing. Our students in Years 3, 5, 7 and 9 are performing well against the relevant minimum standard band levels.

The 2019 VCE and IB results were outstanding, as shown on page 4. Carey's results are all the more pleasing given

our open enrolment policy. From the 2017 Year 10 student cohort, 237 (or 91.15%) entered Year 12 at Carey in 2019.

In addition, 9 Carey students were enrolled in vocational or trade training through the VET in Schools program in 2019, including three Year 12 students – approximately 1.2% of the cohort.

### Students at or above the national NAPLAN benchmarks

Year Level	Min Std Band	Reading 2019 (2018) %	Writing 2019 (2018) %	Spelling 2019 (2018) %	Grammar and Punctuation 2019 (2018) %	Numeracy 2019 (2018) %
3	2	100 (100)	100 (100)	100 (100)	100 (100)	100 (100)
5	4	99 (99)	99 (99)	100 (99)	99 (100)	100 (100)
7	5	100 (99)	100 (99)	99 (99)	99 (100)	100 (100)
9	6	NA (100)	99 (99)	98 (100)	100 (100)	100 (99)



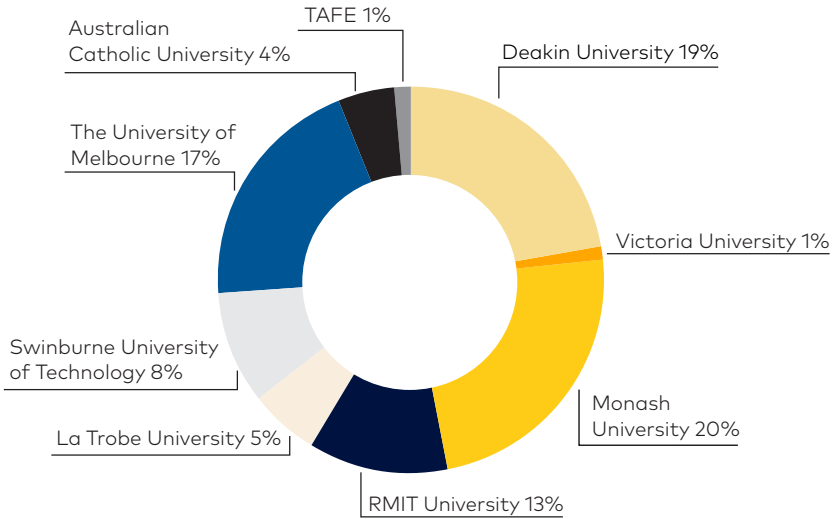
Representatives of the Class of 2019 at the annual Scholars Assembly with Principal Jonathan Walter.

### The Year 12 Class of 2019 achieved excellent academic results:

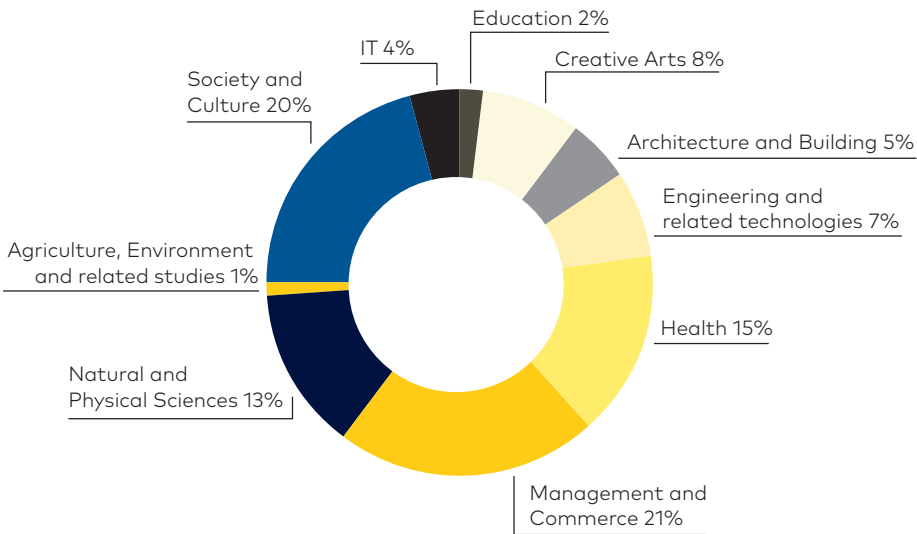
- 20 per cent of ATARs were above 95 (in the top 5 per cent of Australia)
- 33 per cent of all ATARs were above 90 (in the top 10 per cent of Australia)
- 11 students from IB and VCE programs obtained ATARs of 99 or above
- The Carey median ATAR is 82
- Our IB average score of 35.9 out of a possible 45 (translates to an ATAR of 92.2) is well above the worldwide average score of 28.5 out of a possible 45
- There were nine study scores of 50 in the VCE
- The 2019 Dukes of Carey are Eugene Wang who studied VCE and achieved an ATAR of 99.95, and Hamish Payne and Jonathan Zheng who both achieved an IB score of 45 which also translates to an ATAR of 99.95.
- Nine other students obtained an ATAR of 99 or above and join our duces as Carey Scholars.



Victorian tertiary offers to Carey students by institution: 2019



Victorian tertiary offers to Carey students by field of study: 2019

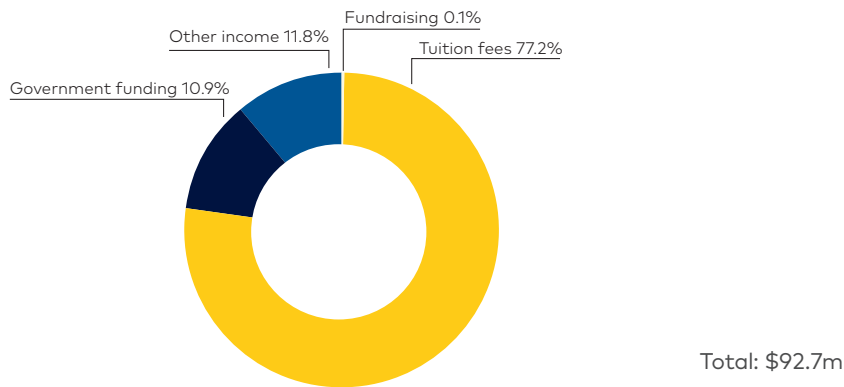


Based on initial data from the First Round Offers by VTAC. Double degrees are included in both academic fields. Figures are rounded to the nearest whole number.

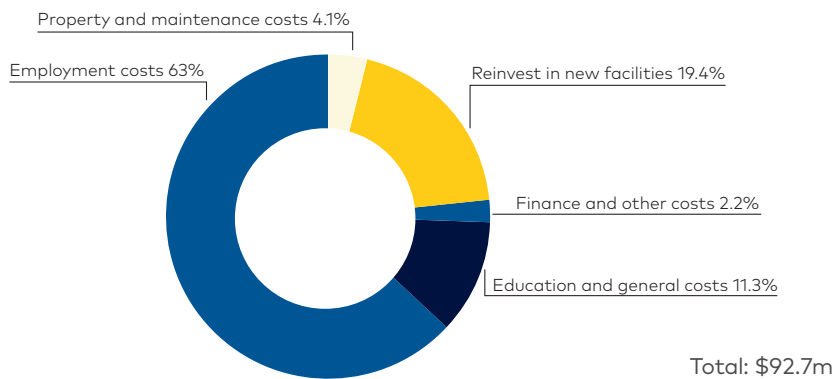
# Finance

Carey is a not-for-profit organisation, but adheres to contemporary commercial business practices to ensure that finances are managed in an effective and efficient manner. Any end-of-year surplus is applied to facility development and/or repayment of borrowings. The following charts indicate budgeted sources of income and expenditure for the 2020 calendar year.

## Income: 2020



## Expenditure: 2020



## 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

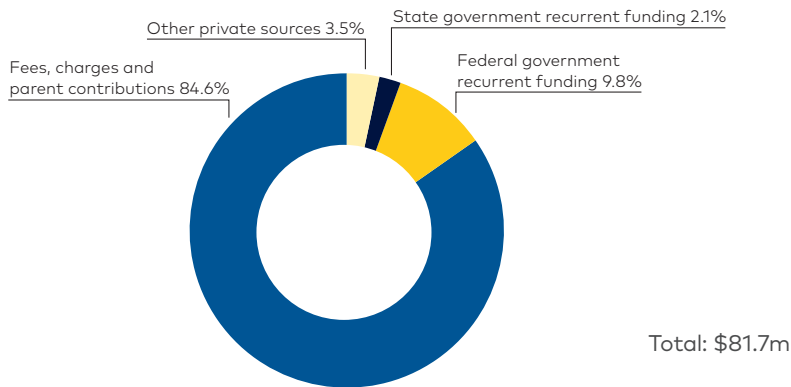
My School website. The financial data up to 2018 has been added. It is important to acknowledge that the available My School information relates to the 2014 to 2018 financial years.



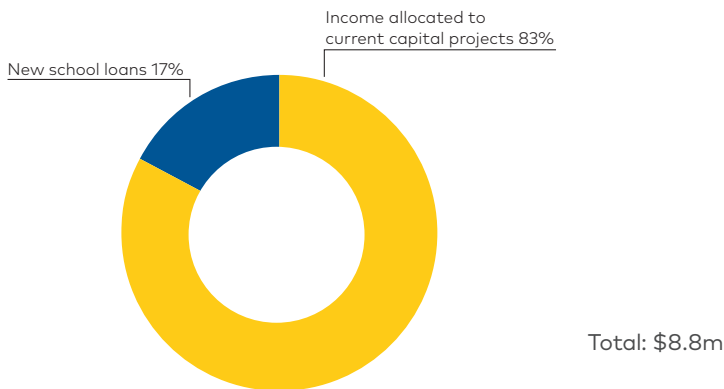
Financial outcomes shown also include one-off capital government grants funding provided via the Building the Education Revolution (BER) and Digital Education Revolution (DER) programs, and excludes financial information related to Early Learning Centre operations at Carey. Consequently, the information is not directly comparable with the budget income and expenditure figures outlined on page 6, which relate to 2020.

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. In the most recent update to the My School site, the following financial information was published about Carey:

**Total Gross Recurrent Income: 2018**



**Capital Expenditure By Funding Source: 2018**



## Governance and corporate structure

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: Executive, Finance, Risk, Nominations, Property, Advancement, Naming and Pastoral Care. The School is managed on a daily basis by the School Leadership Team.

As of 1 January 2020, the School Board comprised the following members:

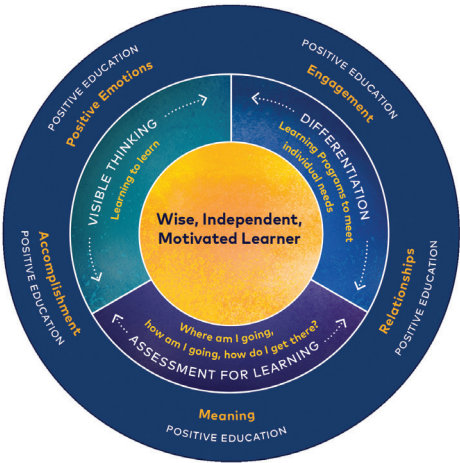
Jane Simon (Chair)  
Norman O'Bryan (Deputy Chair)  
Graeme Liebelt (Treasurer)  
Gary Heard (Secretary)  
Jo Bradshaw  
James Evans  
Jane Favaloro  
Alice Macdougall  
Andrew Simpson  
Mark Lewis (Staff Representative)  
Jonathan Walter (ex-officio, Principal)  
Peter Robson (ex-officio, Deputy Principal)  
David Dannock (ex-officio, Business Director)

In 2020, the School Leadership Team is:

Jonathan Walter (Principal)  
Julianne Brandon (Director of Community Engagement)  
David Dannock (Business Director)  
Michael Nelson (Head of Middle School)  
Peter Robson (Deputy Principal – Wellbeing)  
Libby Russell (Head of Junior School, Kew)  
Dorothy Tselios (Director of Human Resources)  
Steve Wilson (Head of Junior School, Donvale)  
Graeme Young (Acting Head of Senior School)

# Developing the Positive Learner

We work in partnership with families to develop young people who are prepared for a changing world, engaging with and leading in their local, national and global communities. The wise, independent, motivated learner is at the centre of Carey’s approach to teaching and learning, explained in our model for Positive Learning. Our strategies are well-researched and widely respected. These include Visible Thinking, Differentiation, Assessment For learning, and Professor Martin Seligman’s PERMA model that provides the overarching direction regarding positive behaviours.



## Carey's Positive Learner Attributes

When students are exposed to these strategies they become active participants in their own learning, supported by the three-way partnership between the student, the parent and the teacher. The outcome of these practices is evidenced in the growth of each student in the Carey

Positive Learner Attributes. These nine Attributes can be taught in all contexts at all year levels, as students come to recognise the importance of building subject-specific skills whilst growing in each of the Attributes. It is a truly balanced education that enables the student to become a wise, motivated and independent learner.

THINKING	 <b>Reflection</b> I reflect on my experiences and strengths, looking for opportunities to grow in my learning.	 <b>Imagination</b> I use my imagination to form new ideas, visualise and explore possibilities.	 <b>Curiosity</b> I wonder and ask thoughtful questions.
RELATIONSHIPS	 <b>Communication</b> I understand how to express myself confidently in a variety of ways.	 <b>Connectedness</b> I always try to build authentic relationships and I demonstrate integrity, empathy, a strong sense of fairness, justice and respect.	 <b>Collaboration</b> I recognise and respect others' viewpoints and I contribute in a positive way to the work of a team.
SELF MANAGEMENT	 <b>Knowledge</b> I search for facts and ideas which help me understand important issues across subjects.	 <b>Courage</b> I approach uncertainty and am prepared to explore new opportunities, ideas and strategies.	 <b>Resilience</b> I am able to persevere, sustain effort and bounce back when experiencing setbacks.

## Strategic priorities

### Positive Learning

Carey's unique 'Model for Positive Learning' is distinguished by three high-impact and well researched strategies: Assessment for Learning, Differentiation and Thinking. The strength of this model lies in the integration of Positive Education, not as an add-on strategy but as part of a fully-integrated approach to teaching and learning. This holistic approach supports the development of student knowledge, skills and attributes which support growth in every student to achieve their personal best.

Our Positive Learning strategies will be implemented in all learning environments. This is a practical demonstration of our commitment to an integrated approach.

As we support this ongoing student development, we will:

- continue to promote a strengths-based approach to learning
- provide opportunities for students to learn, grow and thrive
- ensure appropriate local, national and global focus in our curriculum, to provide meaningful learning opportunities that extend student experience beyond the classroom
- engage in best-practice teaching and learning, using approaches that are well researched and evidence-based
- support our staff in professional development to this endeavour
- provide high quality resources, including flexible learning spaces.

### Wellbeing, Self and Beyond

We want each student at Carey to have a sense of hope and an understanding and respect for self, others and the world in which they live, including an awareness of a spiritual existence that has a respect for all faiths. This will support them to lead a meaningful life that encapsulates our Baptist ethos, complemented by our culture of service and social justice.

Growth in the whole child is enhanced when the child has a sense of wellbeing. This enables students to more ably explore personal potential, including the development of resilience that can be drawn upon during times of challenge. This approach encourages students to recognise all environments as holding the potential for learning.

A future-focussed education must move far beyond content knowledge and develop the attributes required for the future. Carey has identified three learning domains as central to this endeavour.

Within these domains, we articulate the Attributes of a Positive Learner at Carey:

Relationships: Connectedness,  
Communication and Collaboration

Self Management: Courage, Resilience  
and Knowledge

Thinking: Reflection, Imagination and  
Curiosity

The attributes will form part of the scope and sequence of our curriculum at all year levels. This ensures that opportunities will exist for all students to practise and strengthen their skills within these domains, in an environment that not only embraces success, but accepts failure as a vital part of a lifelong learning journey.

## Quality Staff

Carey aims to be an employer of choice. We firmly believe that the quality of the School will never exceed the quality of its staff. The School's teaching and support staff, numbering 458 in 2019, operate under the umbrella of an Enterprise Agreement. In 2019, 66% of the staff were employed on a permanent full-time basis, and 34% on a permanent part-time basis.

All teaching members of staff have a prerequisite Bachelor degree and Diploma of Education (or equivalent), are registered with the Victorian Institute of Teaching, and have undergone a criminal record check. A list of staff and their qualifications is included in the Carey *Chronicle* each year. Staff attendance was 96.66% in 2019, and the current staff retention rate is 95%.

Carey staff, like our students and their families, come from a range of countries, faiths and cultural traditions. No staff members at Carey in 2019 have indicated that they have an Indigenous Australian heritage.

A strong culture of Professional Learning and Development is promoted through the School. Total expenditure was \$620,000 in 2019, including the three-day Carey Collective conference for all staff, featuring our alumni and global experts. Our staff invested over 20,400 hours in their professional development – an average of 45 hours per staff member throughout the year.

The Human Resources Department maintains records of staff attendance at Professional Development programs.

## An Engaged Community

Carey is a positive and engaged community made up of our students, families, staff, alumni, future families, friends and partners. As a Christian school, we are an inclusive community that celebrates diversity and recognises the integral role the broader community plays in developing the individual.

As we approach the significant milestone of our centenary year, we acknowledge the central role of our community in supporting Carey to flourish in the future. A strong two-way partnership between Carey and its community is not only essential to ensure the sustainability of the School, but will allow us to thrive and continue our mission of developing young people who lead and serve with courage, compassion and intelligence.

By fostering respectful and collaborative relationships with all members of our community, we enable lifelong, mutually-beneficial connections that have a far-reaching positive impact locally, nationally and globally.

Our main strategies to strengthen our community engagement involve effective communications with the Carey community, engaging with alumni to promote ongoing positive relationships, and giving back through our social justice initiatives, community outreach and a culture of philanthropy.

This priority will enable us to maintain our working partnership with parents and families to maximise learning and wellbeing outcomes for students and create opportunities for building and celebrating community.

A Sustainable School

Sustainability at Carey promotes social, environmental and financial integrity. Sound and ethical governance and sustainable plans underpin all activities at the School.

Central to this is long-term planning, preparation for an evolving social and educational landscape and an appreciation of our threats and opportunities.

At the beginning of 2008, the School set five sustainability goals: a reduction in the level of general waste (rubbish), an increase in waste recycling, a reduction in the use of paper, a reduction in water use, and a reduction in carbon emissions. In 2018, we established an updated average annual usage benchmark information for the five-year period of 2013 to 2017.

An assessment of usage/consumption in 2019 against the 2013 to 2017 benchmark shows:

- a decrease of 14% in paper use
- a decrease of 2.0% in electricity use
- an increase of 0.4% in gas use
- a decrease of 9% in water use.

These outcomes present the success of our program established to achieve our sustainability targets.

We will continue to nurture a culture of community engagement and philanthropic development at Carey. This has broad-reaching implications for our enrolments as well as community investment in the School – volunteerism, financial support and

advocacy. Judicious investment in School structures and resources will be essential in developing these areas into the future. A framework of guidelines and policies that promote respectful and collaborative partnerships will also assist in building social sustainability.

Community Support Activities

Carey staff, students and families give a great deal of personal and financial support to a range of community organisations, both locally and overseas, most of which occurs through student-led House activities. They also spend a considerable number of hours volunteering in a range of organisations outside Carey.

In 2019, Carey activities also raised a total of \$95,346 that was distributed among 72 support organisations.

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

2019	
International Needs Australia	\$11,193
National Breast Cancer Foundation	\$10,644
JMB Foundation	\$9765
Tour de Cure	\$5661
World Vision Australia	\$5123

## 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:

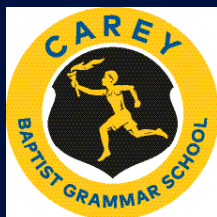
- promoting child safety and student voice in its School environment
- promoting the safety, wellbeing, participation and empowerment of all students in our care, taking into account students with a disability, Aboriginal and Torres Strait Islander children and children from culturally and linguistically 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.





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