



Community Report 2020



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.

A year in review

Throughout 2020, I was endlessly inspired by the work of our expert teachers and professional support staff to respond to the COVID-19 crisis, adapt on the fly and pivot in response to community feedback, and I was impressed by the extent to which our students displayed independence and flexibility in response to continually changing circumstances.

In every section of the School, we saw creativity and imagination at work to overcome the challenges of isolation, and we saw a real desire from many students to take a greater ownership of their learning and self-management.

Despite the setbacks of 2020, the Carey community continued to thrive and came together to help one another through the difficult times. We were overwhelmed by the support of so many Carey families for those in our community facing financial hardship as a result of the pandemic.

Through the Carey Student Fee Support Fund, we were able to help many students continue their Carey education.

Over the years, Carey students have benefitted in many ways 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, and the Old Carey Grammarians Association has over 19,000 members. In addition, parent and alumni groups provide significant support through a number of clubs, associations and activities.



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 affiliated with the Baptist Union of Victoria and a member of the Associated Public Schools (APS).

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.

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 2020 Community Report, you can read about our school's goals, operations and successes. If you have any queries, do not hesitate to contact me.

Jonathan Walter, Principal

Academic excellence



Principal Jonathan Walter with Carey's Class of 2020 Dukes, Sophie Barker and Angelo Giannakopoulos.

The Year 12 Class of 2020 achieved excellent academic results:

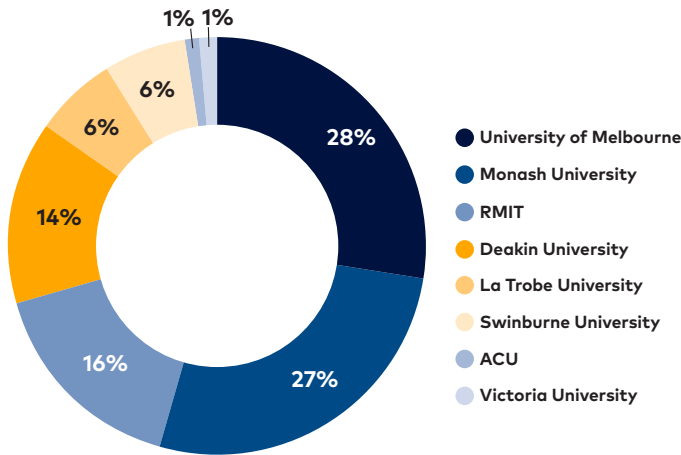
- 21.6 per cent of ATARs were above 95 (in the top 5 per cent of Australia)
- 40.2 per cent of all ATARs were above 90 (in the top 10 per cent of Australia)
- 12 students from IB and VCE programs obtained ATARs of 99 or above
- The Carey median ATAR is 85.35
- Our IB average score of 36.5 of a possible 45 (translates to an ATAR of 93.7) is well above the global average of 29.8 of a possible 45
- There were two VCE study scores of 50
- The 2020 Dukes of Carey are Sophie Barker and Angelo Giannakopoulos, who both achieved a perfect IB score of 45, translating to the highest possible ATAR of 99.95.

40.2%
of students
received an
ATAR above 90

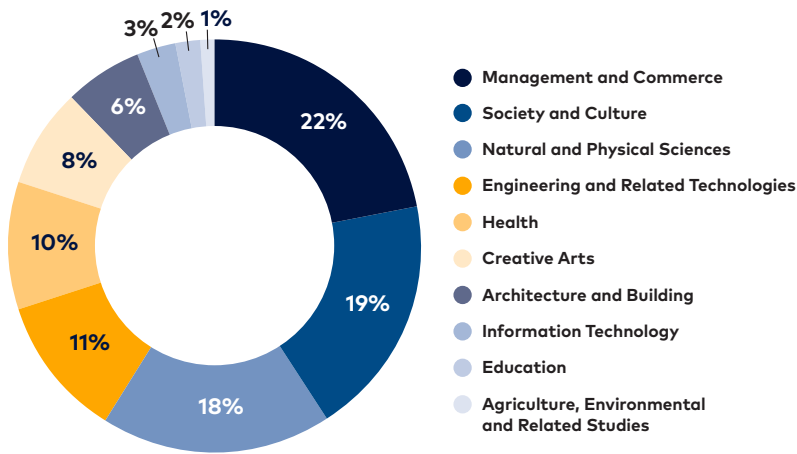
85.4
Median
ATAR

12
ATARs
above 99

Victorian tertiary offers to Carey students by institution: 2020



Victorian tertiary offers to Carey students by field of study: 2020



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.

Class of 2020 results continued

The 2020 VCE and IB results were outstanding, as shown on page 2. Despite all the challenges 2020 held, the graduating class excelled across the board and achieved great success. We saw our students develop new levels of independence and an overwhelming commitment to striving for personal bests, often overcoming isolation and dislocation, illness, learning difficulties or personal hardships.

Carey students are to be congratulated on their perseverance and resilience, and we will look on with a sense of

anticipation as they will continue to create positive change in their lives beyond Carey. Carey's academic results are all the more pleasing given our open enrolment policy.

We are pleased to report that from the 2018 Year 10 student cohort, 247 (or 92.16%) entered Year 12 at Carey in 2020. In addition, 11 Carey students were enrolled in vocational or trade training through the VET in Schools program in 2020, including one Year 12 student – approximately 0.5% of the VCE cohort.

NAPLAN

Due to the COVID-19 pandemic, the National Assessment Program – Literacy and Numeracy (NAPLAN) testing did not take place in 2020. As such, below we have included the 2019 NAPLAN

results, as recorded in the 2020 Carey Community Report. These results were pleasing, with our students in Years 3, 5, 7 and 9 performing well against the relevant minimum standard band levels.

Students at or above the national NAPLAN benchmarks, 2019

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)

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 learning on campus, students arriving late to school or leaving early 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 for 2020*

Prep	96.1%
Year 1	96.3%
Year 2	97.4%
Year 3	96.4%
Year 4	97.0%
Year 5	97.6%
Year 6	97.2%
Year 7	97.8%
Year 8	97.1%
Year 9	96.8%
Year 10	97.3%
Year 11	97.5%
Year 12	96.9%
Whole School	97.1%

* Figures rounded to one decimal place

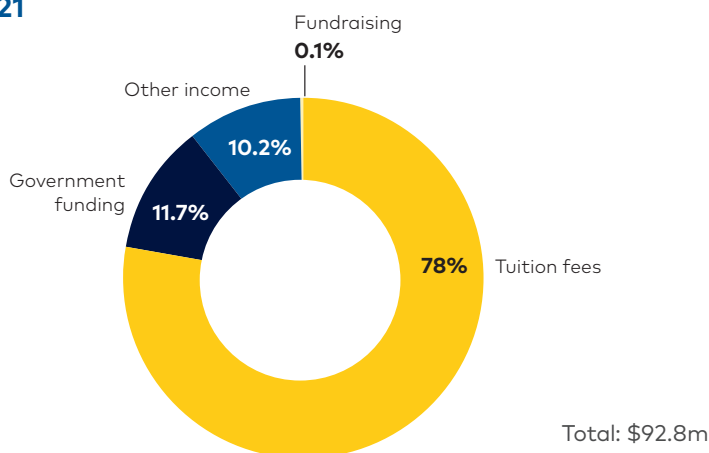




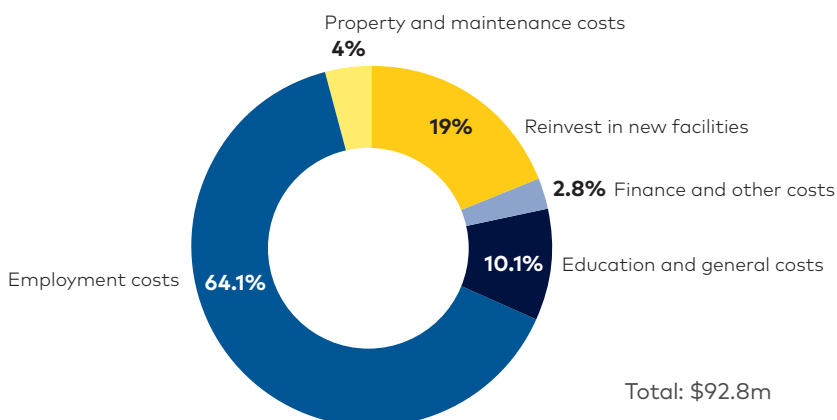
Finance

Carey is a not-for-profit organisation and 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 2021 calendar year.

Income: 2021



Expenditure: 2021



ACARA My School financial data

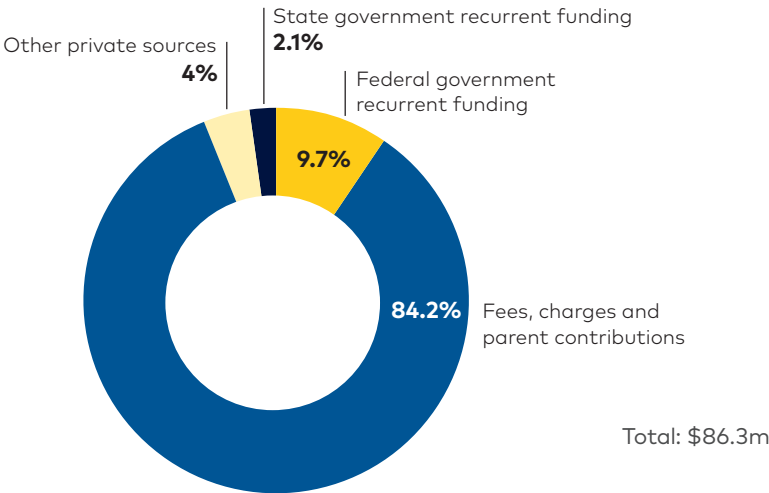
In 2009 the Federal Government, through the Australian Curriculum, Assessment and Reporting Authority (ACARA), began publishing limited financial data about schools on the My School website. The financial data up to 2019 has been added. It is important to acknowledge that the available My School information relates to the 2014 to 2019 financial years.

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 6, which relate to 2021.

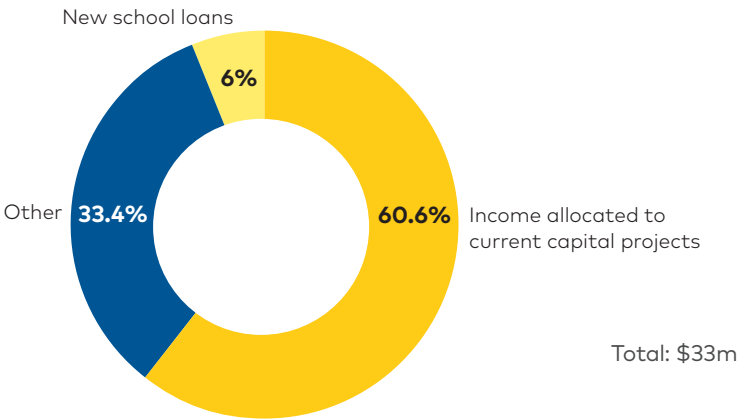
The School supports increased accountability but notes that financial information on the My School website does not reflect current or full information about the financial operations of schools. Further, the data shown is specific to ACARA's formats. In the most recent update to the My School site, the following financial information was published about Carey:



Total Gross Recurrent Income: 2019



Capital Expenditure By Funding Source: 2019





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 Positive Education 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.

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. Carey's teaching and support staff, numbering 452 in 2020, operates under the umbrella of an EBA. In 2020, 69% of staff were employed on a full-time basis and 31% on a part-time basis.

Staff attendance was 99% in 2020 and the 2020 staff retention rate is 95% with 19 terminations out of 452 staff.

No staff members at Carey in 2020 have indicated that they have an Indigenous Australian heritage.

Due to the COVID-19 pandemic, Professional Development (PD) moved largely to online learning and training in 2020. In 2019, as a more relevant example, total expenditure was \$620,000. Our staff invested over 20,400 hours in their PD and, on average, each staff member spent 45 hours in PD activities throughout 2019.

During the period of remote student learning in 2020, staff engaged in a range of PD sessions run internally by our eLearning team to support the transition to online teaching. Carey offered 20 internal courses. In addition, staff sought their own external PD opportunities in the areas of curriculum, teaching and general wellbeing in an online space. Staff engaged in a total of 650 external courses. An average of

nine hours of PD per staff member was recorded in 2020.

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 2020 against the 2013 to 2017 benchmark shows:

- a decrease of 47% in paper use
- a decrease of 19% in electricity use
- a decrease of 24% in gas use
- a decrease of 73% in water use.

These reductions are important outcomes but are also reflective of reduced resource use following the shift to remote learning for approximately 20 weeks in 2020 due to COVID-19.

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.

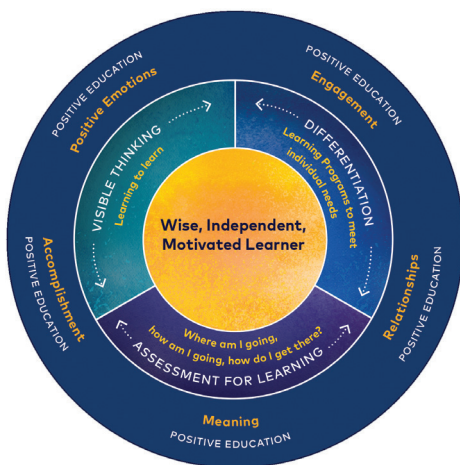
In 2020, Carey activities also raised a total of \$27,016 that was distributed among 26 support organisations.

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

2020	
Rural Aid	\$4599
World Vision Australia	\$3859
Birthing Kit Foundation	\$3000
Down Syndrome Victoria	\$1800
MacKillop Family Services	\$1505

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.



The Carey Attributes of a Positive Learner

THINKING



Reflection

I reflect on my experiences and strengths, looking for opportunities to grow in my learning.



Imagination

I use my imagination to form new ideas, visualise and explore possibilities.



Curiosity

I wonder and ask thoughtful questions.

RELATIONSHIPS



Communication

I understand how to express myself confidently in a variety of ways.



Connectedness

I always try to build authentic relationships and I demonstrate integrity, empathy, a strong sense of fairness, justice and respect.



Collaboration

I recognise and respect others' viewpoints and I contribute in a positive way to the work of a team.

SELF MANAGEMENT



Knowledge

I search for facts and ideas which help me understand important issues across subjects.



Courage

I approach uncertainty and am prepared to explore new opportunities, ideas and strategies.



Resilience

I am able to persevere, sustain effort and bounce back when experiencing setbacks.



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: 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 July 2021, the School Board comprised the following members:

Jane Simon (Chair)

Gary Heard (Deputy Chair)

Graeme Liebelt (Treasurer)

Alice Macdougall (Secretary)

Jo-Anne Bradshaw

Tim Chilvers

James Evans

Jane Favaloro

Fiona Kelly

Anthony Mackay AM

Andrew Simpson

Hon. Mary Wooldridge

Mark Lewis (Staff Representative)

Jonathan Walter (ex-officio, Principal)

Kate Croft (ex-officio, Deputy

Principal – Learning)

Peter Robson (ex-officio, Deputy

Principal – Wellbeing)

David Dannock (ex-officio,

Business Director)

And, the School Leadership Team is:

Jonathan Walter (Principal)

Kate Croft (Deputy Principal – Learning)

Peter Robson (Deputy Principal – Wellbeing)

Kylie Baxter (Head of Junior School, Kew)

Julianne Brandon (Director of Community Engagement)

David Dannock (Business Director)

Sophie Lukeis (Director – People)

Kellie Lyneham (Head of Senior School)

Michael Nelson (Head of Middle School)

Steve Wilson (Head of Junior School, Donvale)

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:

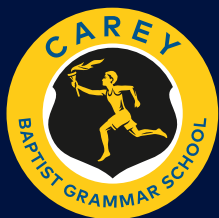
- promoting child safety and student voice in its School environment
- promoting the safety, wellbeing, participation and empowerment of all students in our care, taking into account students with a disability, Aboriginal and Torres Strait Islander children and children from culturally and linguistically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