

Community Report 2021



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.

Community Report


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A year in review

Statement from the Principal





2021 continued to challenge us all with the ongoing COVID-19 pandemic. I was once again highly impressed by the way our community responded to the challenges, moving to online learning sometimes with just a matter of hours' notice. Our students displayed great resilience and independence as they maintained their commitment to strive for their best in their learning.

There was an enormous amount of work done across the whole school to create an inspiring, creative and diverse online program, with a number of whole-school festival days which engaged students across all year levels.

Despite the many lockdowns in 2021, we managed to host a great deal of School events whenever we were able, including musicals, concerts, sport and camps. Students gained a greater appreciation of being on campus and participating in these co-curricular activities that offer so much to enrich their education.

We have invested a wealth of resources into wellbeing to support students, staff and families as we slowly emerge from the effects of the pandemic and lockdowns. This will be an ongoing focus throughout the year ahead with a number of new programs to target student wellbeing.

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 in which 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 its wellbeing program.

With more than 2600 students, 1600 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 a number of 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 2021 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



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 strives to provide a workplace culture and employee experience that attracts and retains the best. Underpinned by a strong culture of professional learning, Carey people are supported and encouraged to access the unlimited opportunities on offer. In 2021, the total investment in professional learning exceeded \$245,000 as the restrictions imposed around these programs in 2020 began to ease. Staff welcomed the opportunity to once again attend sessions and collaborate with colleagues both within and external to Carey. Carey people invested over 18,000 hours in their professional development – an average of 39 hours per staff member throughout the year. In 2021 Carey people were made up of 472 salaried staff of which 70% were full time and 30% part time. To further support our broad program in 2021, Carey also engaged an additional 434 casuals, of which 65% were involved in our co-curricular programs. Carey has slightly more female staff members, making up 62% of the workforce. The retention rate for 2021 was 94%.

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.

The School manages a broad program over a number of on-campus and offsite locations. Our on-campus program is conducted over five physical sites owned by the School covering 27.1 hectares of land. Buildings and facilities located on these sites have a value in excess of \$236m. These sites are:

- Kew campus – ELC to Year 12 program
- Kew Sports Complex
- Donvale Campus – ELC to Year 6 program
- Bulleen Sports Complex
- Toonallook – Outdoor Education program, Year 5 to Year 10.

We also have shared access arrangements for facilities at the Boatshed in the City and Hawthorn Malvern Hockey Club in Auburn Road, Hawthorn.

Initiatives to promote the sustainable use of these facilities and associated environmental impacts include:

- establishment of School-wide sustainability goals
- measurement of our environmental impact
- incorporation of Environmentally Sustainable Design in building replacement
- expanded use of Building Management Systems and analysis of building operations data
- conduct of building services and utility usage audits
- rainwater harvest, storage and reuse
- installation of solar panels, LED lighting and other power sharing equipment
- waste recycling including recycling of materials from building demolition
- 'end of use' recycling covering computer devices, second-hand books, lockers, furniture and uniforms
- use of technology to reduce white paper usage
- vegetation management including use of drought-tolerant plants and grasses.

Areas to be examined in the future to also cover:

- expanded education programs
- impact of transport movements covering school vehicles, buses and aircraft chartered for trips and excursions
- percentage of students and staff utilising public transport or cycling to school.

The engagement here will include establishment of a broader

sustainability working group at the School to guide our efforts, supported by external consultant input.

At the beginning of 2008, the School set five sustainability goals addressing:

- reduction in the level of waste and increased recycling
- reduction in the use of white paper
- reduction in water use
- reduction in carbon emissions (generated through use of electricity and natural gas).

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 2021 against the 2013 to 2017 benchmark shows:

- a decrease of 43% in white paper use
- a decrease of 10% in electricity use
- a decrease of 1% in natural gas use
- a decrease of 48% in water use.

These reductions are significant when assessed against the growth in program and student numbers in recent years, and additional areas of building space arising from the acquisition the Kew Sport Complex and the redevelopment of the Middle School (Centre for Creativity and Collaboration), but are also reflective of some reduced resource use following the shift to remote learning for up to 12 weeks in 2021 due to COVID-19.

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 2021, Carey activities also raised a total of \$51,475 that was distributed among 21 support organisations.

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

2021	
The Reach Foundation	\$19,800
JMB Foundation	\$10,534
World Vision Australia	\$4562
FightMND	\$2194
The Heart Foundation	\$1730



Academic excellence



Principal Jonathan Walter with Carey's Class of 2021 scholars, who each achieved an ATAR of 90 or higher.

The Year 12 Class of 2021 achieved excellent academic results:

- 8.4% of ATARs were above 99 (in the top 1% of the state)
- 26.1% of ATARs were above 95 (in the top 5% of the state)
- 42.6% ATARs were above 90 (in the top 10% of the state)
- The median Carey ATAR is 87.65
- 17.2% of VCE study scores were over 40
- There were six VCE study scores of 50 (the highest possible mark)
- Our IB average score of 38.4 (translates to an ATAR of 95.37) is well above the worldwide average score of 33.02
- 73.1% of IB subject scores were 6 or 7 out of a possible 7.

We are pleased to announce the 2021 Dukes of Carey are Trishula Kuruparan, Derrick Mah, Ngara Williams and Justin Wu, who all achieved a perfect IB score of 45, translating to the highest possible ATAR of 99.95.

Year 12 Class of 2021 IB and VCE results

21

students with
ATARs above 99

87.65

Median ATAR

26.1%

ATARs above 95

42.6%

ATARs above 90

38.4

Average IB score

Worldwide average: 33.02

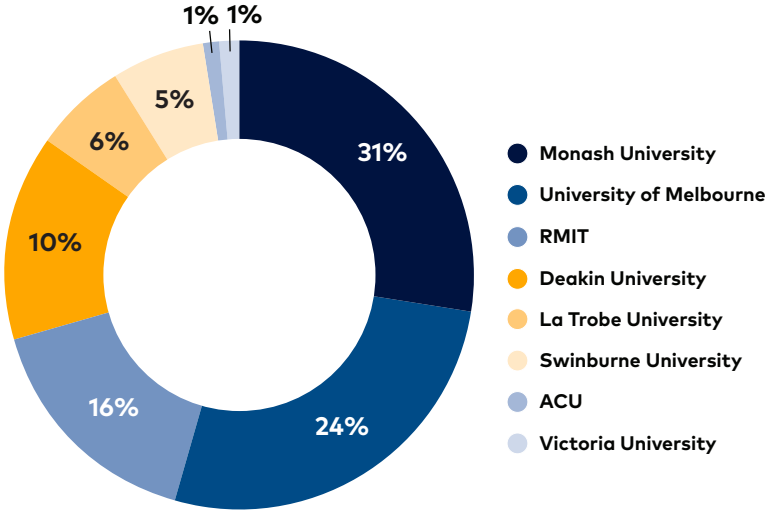
6

Perfect VCE study
scores of 50

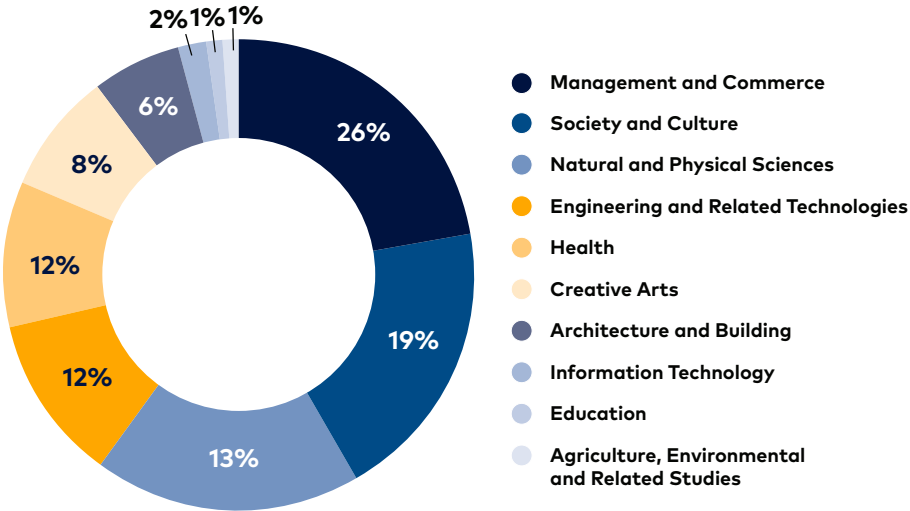
73.1%

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

Victorian tertiary offers to Carey students by institution: 2021



Victorian tertiary offers to Carey students by field of study: 2021



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 2021 results continued

The 2021 VCE and IB results were outstanding, as shown on page 2. Despite all the challenges of the last two years, 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 and the significant challenges of the pandemic and remote learning over the last two years.

We are pleased to report that from the 2019 Year 10 student cohort, 240 (or 96.77%) entered Year 12 at Carey in 2020. In addition, 22 Carey students were enrolled in vocational or trade training through the VET in Schools program in 2021, including 9 Year 12 student(s) – approximately 4.8% of the VCE cohort.

NAPLAN

Carey's 2021 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.

Due to the pandemic, NAPLAN testing did not take place in 2020. As such, the 2021 results in the table below are compared to the 2019 results, as recorded in the 2020 Carey Community Report.

Students at or above the national NAPLAN benchmarks, 2021

Year Level	Min Std Band	Reading 2021 (2019) %	Writing 2021 (2019) %	Spelling 2021 (2019) %	Grammar and Punctuation 2021 (2019) %	Numeracy 2021 (2019) %
3	2	100 (100)	100 (100)	100 (100)	100 (100)	100 (100)
5	4	100 (99)	99 (99)	99 (100)	99 (99)	100 (100)
7	5	98 (100)	97 (100)	98 (99)	98 (99)	100 (100)
9	6	98 (NA)	95 (99)	98 (98)	100 (100)	98 (100)

2021 School Captains

Ishan Merchant

“Never have I been more aware of the privilege I enjoyed by going to a school like Carey. In trying circumstances, our teachers did everything in their power to ensure our education and life readiness didn't suffer, which I feel a great sense of gratitude for. I also feel so appreciative for the many wonderful experiences I had throughout my time at Carey: Hattah, the camaraderie of Saturday sport, my Year 10 maths class which was like a supportive family, or even simply being with friends at recess. I will be forever grateful for the growth our school has afforded me, and it has been an honour to represent the student body alongside Saskia. Carey has taught me that the journey is as important as the destination and it is with real excitement that we start on new journeys with infinite possibilities.

Saskia Lim

“Looking back on 2021, it's easy to think that this year was all bad. We struggled to overcome what we faced in 2020 and, just when we thought it was over, we were hit by another variant. Yet, it was these difficulties that made the moments we did have with our cohort shine fondly in memory. Our formal was a night to remember, with everyone dressed up, watching to see who came in the funkiest suit or dress. Our swimming carnival, where we all jumped in the pool to chant the school song, marked the first of our last events. The leadership camp at the beginning of the year, where all the captains bonded over the year that lay ahead of us. Even being the only year level back at school in the beginning of Term 4. 2021 drew our cohort closer, to cherish the last moments we all had together.



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 relevant telephone absentee line or email address by 9.00am. There are dedicated contact lines and email addresses for each of the school sections: Junior School Donvale, Junior School Kew, Middle School and Senior School. This ensures that the School can accurately monitor student attendance electronically. 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 2021*

Prep	96.1%
Year 1	96.7%
Year 2	96.5%
Year 3	97.0%
Year 4	95.9%
Year 5	96.4%
Year 6	96.5%
Year 7	96.4%
Year 8	95.9%
Year 9	95.3%
Year 10	95.4%
Year 11	96.0%
Year 12	96.6%
Whole School	96.1%

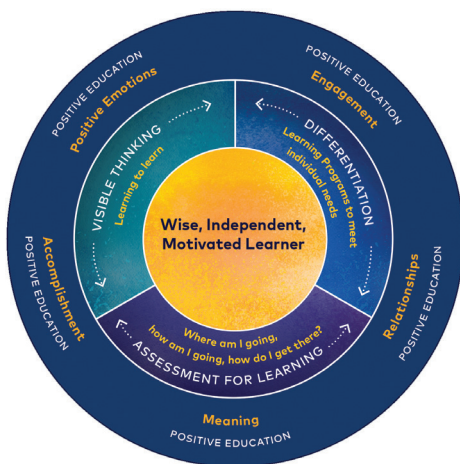
* Figures rounded to one decimal place





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.

Pathways To success

Class of 2021 student stories

Gray Tchen

I am studying Bachelor of Occupational Therapy (OT) at Australian Catholic University. My interest in OT came from my mum, who was a nurse. She always said if she could go back in time, she would have been an OT, and knowing I had a passion for helping others, she encouraged me to keep it in mind. In Year 11, I was granted early entry into my course at ACU, and only needed to get a certain study score in a couple of subjects in order to secure a place.

Keeping motivated and balancing study, social life and mental health throughout Year 12 were possibly some of the most challenging things I had to do. Online schooling was incredibly difficult as well, but it made me cherish the times I was actually able to physically go into school.

My highlights of Year 12 were making really good friends and having closer relationships with teachers. I don't know how I would have made it through Year 12 without the amazing support system I had around me.



Vince Nguyen Duc Le

I did VCE at Carey and I'm currently studying a Bachelor of Arts at Monash University. I had a lot of challenges along the way, the toughest of which was moving schools for my last year of schooling. But, even though I see myself as an introvert, the Carey community was very welcoming, and the School offered me a lot of support.

I was helped a lot by my mentor, Ms McNamara, who enabled me to push on and finish the year with a bang, and my new friends at Carey who reassured me that it wasn't the end of the world if I wasn't doing as well as I hoped.

What I realised was that you shouldn't choose all the hard subjects because you're trying to go for the 99.95 ATAR. You should go with the subjects you like and are best at, because you'll score higher in those anyway.

The friends I made in Year 12 were truly a blessing. I won't forget the memories I made at Carey.





Oliver Dempsey

I am currently playing for the Geelong Cats AFL team. I was drafted in November 2021 and started training with them shortly after that, playing my debut match in April this year. I was also accepted into commerce at the University of Melbourne, but I have deferred my start until next year. I worked hard to get the score I needed to be accepted and the support from my teachers helped me achieve my goals with my studies.

I went to Carey from kindergarten to Year 12 and it definitely provided helped me on my journey. The friends I made at Carey have impacted me in a positive way, helping me through all the challenges of school and growing up. They're a big part of why I am where I am now. School sport was also always a highlight, and definitely helped me to be noticed by AFL recruiters. The opportunity that Carey provides with sport and education is very special, as they genuinely want you to succeed.

Shan D'Cruz

I am currently undertaking a Bachelor of Industrial Design with Honours at RMIT. This year, I have also worked on a University of Melbourne Music Theatre Association production of *Footloose* and assistant choreographed for the Carey Senior School musical *Mamma Mia!* and Carey Middle School musical *Charlie and the Chocolate Factory*. I loved being part of the musicals while I was at Carey so I was excited to come back and help.

Throughout VCE, we were challenged by the COVID-19 pandemic, with many lockdowns and school closures. Online learning posed a major challenge as it took time to adapt to this new way of learning, but the teachers were very understanding and flexible. Many teachers also held extra optional online conference calls for anyone who needed help. My more hands-on subjects, art and viscom, were especially challenging as they required many hand-ins and material collection. Many of our classes were student-led, giving us time to focus on our folios while also having a teacher there if we needed any help.



▲ Part of Shan's Year 12 VCE Art final piece

Community highlights 2021

Performing arts

Our students shined on the stage in 2021, particularly in performances of the Senior School musical, *Shrek*; the Middle School musical, *Strictly Ballroom*; and the Middle School play, *A Christmas Carol*. We were so pleased to stage these shows in between lockdowns.



Sports successes

Our students once again excelled in the world of sport. We are so proud of AFL drafts Brooke Vickers, Ollie Dempsey, Nick Daicos and Karl Worner; national pole vaulting champ, Georgia Tayler; winner swimmers Isa Boyd, Breahna Burgess and Jack Gibson; diving gold medallist Lea Malina; the undefeated Carey Year 10 rowers; as well as our Boys First Volleyball, Girls First Diving, Girls First Hockey, Girls First Netball and both Girls and Boys First Soccer Teams who won APS championships!



Giving back

In 2021, the Carey community contributed to a huge range of charities to make a difference for people in need, including through the Kew ELC Pyjama Day for the Melbourne City Mission. We're proud to have also supported Save the Children, CARASA, Share the Dignity, Very Special Kids and Habitat for Humanity, among many other worthy organisations.



25 years of ELC Donvale

Carey Donvale celebrated this milestone with a new community art installation that all Donvale students, staff and the School Leadership Team contributed to. The five-metre lizard will be enjoyed by the Donvale community for years to come.



Community celebrations

Our community came together in 2021 to celebrate as much as possible, making up for missed opportunities in 2020. This included Lunar New Year, Harmony Week and Pride Week, with fun events, opportunities to get involved and lots of good food.



Carey Celebrates Literature

Every year, our Library staff organise a wonderful suite of events and learning opportunities to celebrate our collective love of stories through the Carey Celebrates Literature Festival. In 2021, our students heard from some amazing authors and artists, including Alex Dyson, Lili Wilkinson, Scot Gardner, Leanne Hall, Mark Smith, Sue White and musician Scott Darlow.



Exhibiting excellence online

In light of the unpredictable lockdowns, the Art and Design department introduced their very first virtual Art and Design exhibition, allowing guests to browse and enjoy the best Carey student artwork from home.



Learning outside the classroom

Carey's Outdoor Education program is a highlight every year, but after so many cancellations in 2020, this year was particularly special. Among other exciting activities, our students cuddled dingoes at Mt Baw Baw, toured mines in Walhalla, searched for gold at Sovereign Hill, hiked through the Otways, and bonded for the first time at Carey's Camp Toonallook.

International Women's Day

Carey's 2021 International Women's Day events were once again highlights on the calendar. We heard from two inspiring Carey alumni: AFLW recruit Mia Kendall (2020) and professional innovator Frances Goh (2006), both of whom had strong advice for how to support gender equity.

Shape The Future

A snapshot of our community inquiry

In 2021, we engaged the Carey community to find out their hopes and dreams for the future of our school. This intentionally positive approach resulted in responses from more than 450 staff, 528 Year 10 and 11 students, and 285 members of the broader Carey community.

The process was intended to highlight Carey's proven strengths and aspirations for the future, capturing the diverse voices of the community in creating a shared vision for the future. The results of this process will directly inform our new Strategic Priorities for 2023 and beyond.

Key objectives



01

To affirm our common values, individual and collective strengths and build on our strengths

To imagine new possibilities for the future

02



03

To build and strengthen relationships within our community

To give voice and agency to our community

04



“The school is truly focussed on ensuring that the students leave the school not only competent in an academic sense but as kind and caring members of the wider community. In developing the whole child, the school also provides extensive opportunities for every student to find and develop their passion.

– Middle School Parent

“Carey provides me with an education that is incredibly broad because of the opportunities that are presented. It is not just all in classroom learning, we are challenged to explore new ways of thinking and are offered opportunities that further our learning.

– Senior School Student

Six factors that enable a strong, connected and inclusive community, according to the Carey community

Reflecting on their experiences as members of the Carey community, participants identified the following themes as the most important aspects of enabling a strong, connected and inclusive community:



“I see a cohesive link between educating students to the best standard possible and creating a “balanced” student who is aware of their place in the world and works to achieve and make a difference in their lives and the lives of others. I believe that Carey works very hard to provide the holistic child who has the confidence to speak in public, care for their fellow man and is driven to make a difference in the world.

– Junior School Parent

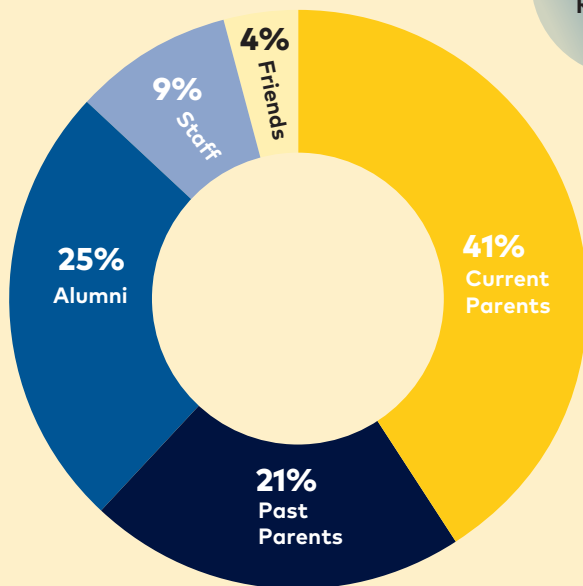
“Knowing that Carey is proactive and aware of the importance of inclusivity and diversity is a very positive attribute to have in a school. Students and families need to feel comfortable to express opinions (in a polite way) that may differ from their peers. Appreciating and exploring differing opinions and beliefs helps a community expand and grow in understanding.

– Middle and Senior School Parent

Community giving

Like all independent schools, Carey relies on the generosity of its community in order to provide the best opportunities for all students.

Our donors



78%

Recurring

22%

New donors

33%

Donating five or more years

40%

increase in giving since 2020

Donor support by area



53%

Scholarships*

**Includes Access and Equity Scholarship, Diversity and Inclusivity Scholarships and OCGA Scholarship*



24%

Carey Sports*

**Includes Carey Sports Complex – Kew Upgrade and the Captains Scoreboard at Carey Sports Complex – Bulleen*



23%

Libraries*

**Includes Children's Literature Murals, PebbleGo and Archives*

A new home for Carey sport

With our community's support in 2021, we are able to commence works on our newly acquired Carey Sports Complex – Kew to transform this former bowls club into a hub for physical education, wellbeing programs, and sport training and competition.

New Diversity and Inclusivity Scholarship

Thanks to the incredible generosity of two past Carey parents, we can continue our commitment to developing an inclusive culture through two new diversity and inclusivity scholarships. We are especially proud to honour the bequest of Mary Cairns to name one of the scholarships on behalf of her late son, Carey alum Fraser Cairns (1979). The gift of education is one of the greatest contributions you can make to empower the future generations of young people.

Access and Equity Scholarship

As a result of our community's generosity, we can provide a scholarship for Years 9 to 12 for a student experiencing financial hardship or disadvantage. This student will benefit from the outstanding opportunities a Carey education provides, and it not only has the potential to enrich the recipient's life, but our entire school community as well.

Enhancing literacy, creativity and First Nations culture at Carey

Thanks to the donations from our Junior School community, we were able to commission Indigenous artist Samantha Roberts to create two murals for our Little Library at Kew. These murals celebrate community and learning and will be enjoyed by Carey students for years to come.

Library resources at Carey Donvale

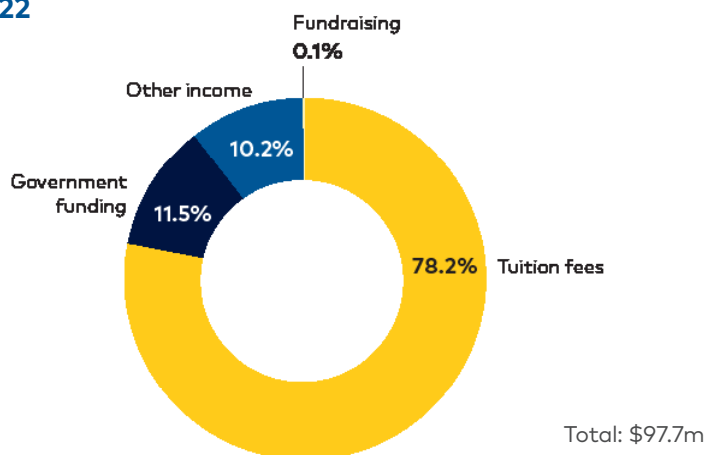
The Carey Donvale community has again funded our subscription to the invaluable online PebbleGo program to enhance literacy, maintain access to safe internet research and provide engaging educational activities in the library for students.



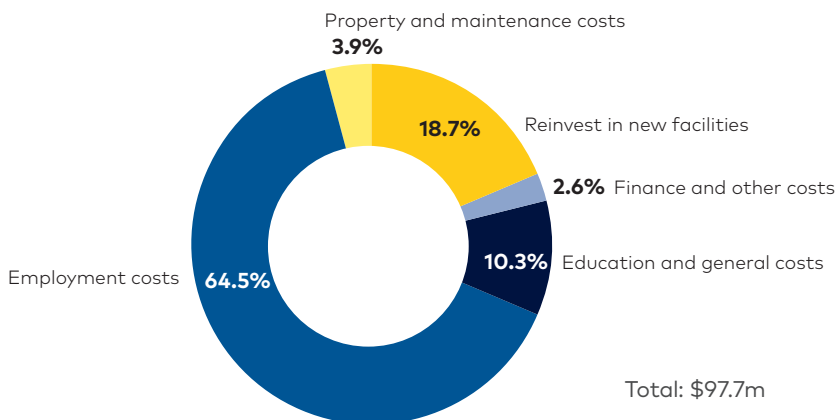
Finance

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 2022 calendar year.

Income: 2022



Expenditure: 2022



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 2020 has been added. It is important to acknowledge that the available My School information relates to the 2014 to 2020 financial years.

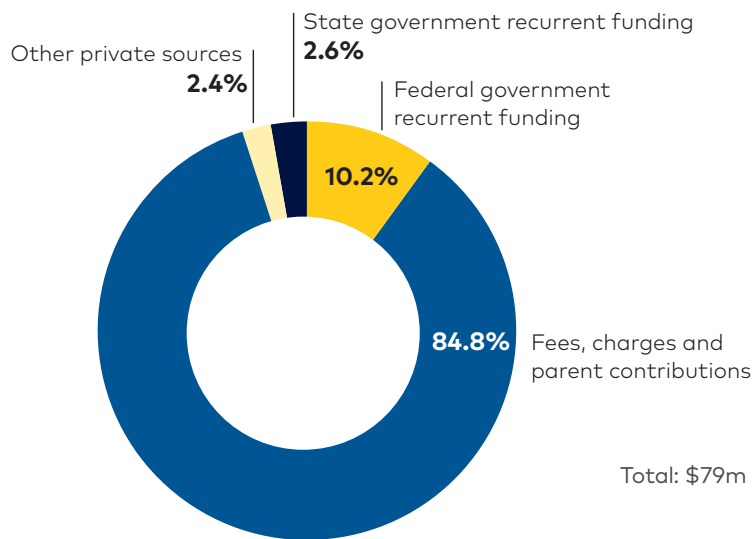
Financial outcomes shown excludes financial information related to Early Learning Centre operations at Carey. Consequently, the information is not

directly comparable with the budget income and expenditure figures outlined on page 27, which relate to 2022.

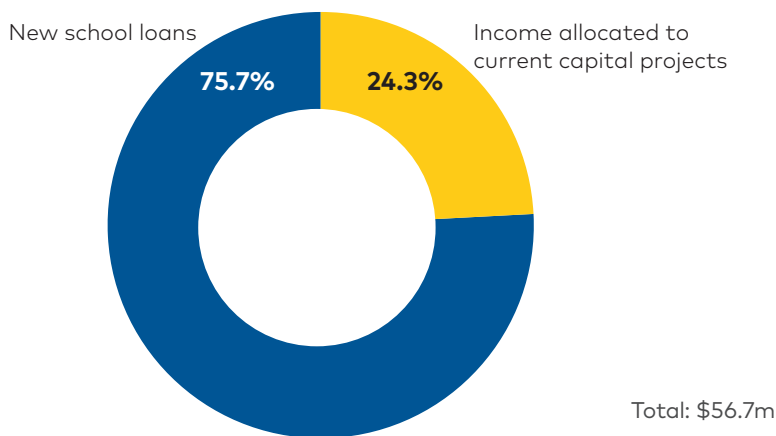
The School supports increased accountability but notes that financial information on the My School website does not reflect current or full information about the financial operations of schools. Further, the data shown is specific to ACARA's formats. In the most recent update to the My School site, the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



Total Gross Recurrent Income: 2020



Capital Expenditure By Funding Source: 2020



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 and Naming. The School is managed on a daily basis by the School Leadership Team.

As of 1 June 2022, the School Board comprised the following members:

Tim Chilvers (Chair)

Graeme Liebelt (Treasurer)

Alice Macdougall (Secretary)

Jo-Anne Bradshaw

James Evans

Jane Favaloro

Fiona Kelly

Andrew Simpson

Hon. Mary Wooldridge

David Martin (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.



