

Community Report 2022



Carey
Baptist Grammar School

Our Values and Strategic Priorities for 2023 and beyond



In 2023, we launch our new Strategic Direction, including our vision, values and strategic priorities for our centenary year onwards. Scan the QR code to learn more.



Carey supports green printing initiatives. Our Community Report has been printed using vegetable-based inks on 100% recycled paper sourced from sustainable tree farms.

Community Report

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We acknowledge the Traditional Custodians of the land on which this document was created and printed 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.

A year in review

Statement from the Principal





In 2022, we were able to offer our full program after two years of unpredictability and compromise. I was deeply impressed and heartened by our students as they displayed great resilience and independence and 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 a supportive and nurturing environment for students as they emerged from the effects of the pandemic and lockdowns. We recognised the need for extra wellbeing support, and invested a wealth of resources, including additional staffing and professional learning opportunities, into ensuring students felt a sense of connection and belonging as we returned to our normal program.

Throughout the year, we hosted many School events, including musicals, concerts, sport and camps. We were also excited to run a pilot run of our new Zero Program, which sees students spend three weeks in Far North Queensland learning about the environment and connecting with the land. The Zero Program will be launched fully for all Year 10 students in 2024.

Much preparation took place throughout 2022 for our centenary year in 2023. This is an exciting time of reflection and celebration for our community, and invites an opportunity to reassess our priorities and shared purpose for our future. As such, in 2023, we also launch our new strategic priorities and redefined school values. We have a lot to look forward to in the coming years.

About our school

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 2022 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 2022 scholars, who each achieved an ATAR of 99 or higher.

The Year 12 Class of 2022 achieved excellent academic results:

- 5.3% of ATARs were above 99 (in the top 1% of the state)
- 20% of ATARs were above 95 (in the top 5% of the state)
- 35% ATARs were above 90 (in the top 10% of the state)
- The median Carey ATAR is 84.9
- 14.12% of VCE study scores were over 40
- There were three VCE study scores of 50 (the highest possible mark)
- Our IB average score of 37.29 (translates to an ATAR of 93.99) is well above the worldwide average score of 30.9
- 67% of IB subject scores were 6 or 7 out of a possible 7.

We are pleased to announce the 2022 Dux of Carey is Jamie Holmes, who achieved a perfect IB score of 45, translating to the highest possible ATAR of 99.95.

Year 12 Class of 2022 IB and VCE results

16

students with
ATARs above 99

84.9

Median ATAR

20%

ATARs above 95

35%

ATARs above 90

37.29

Average IB score

Worldwide average: 30.09

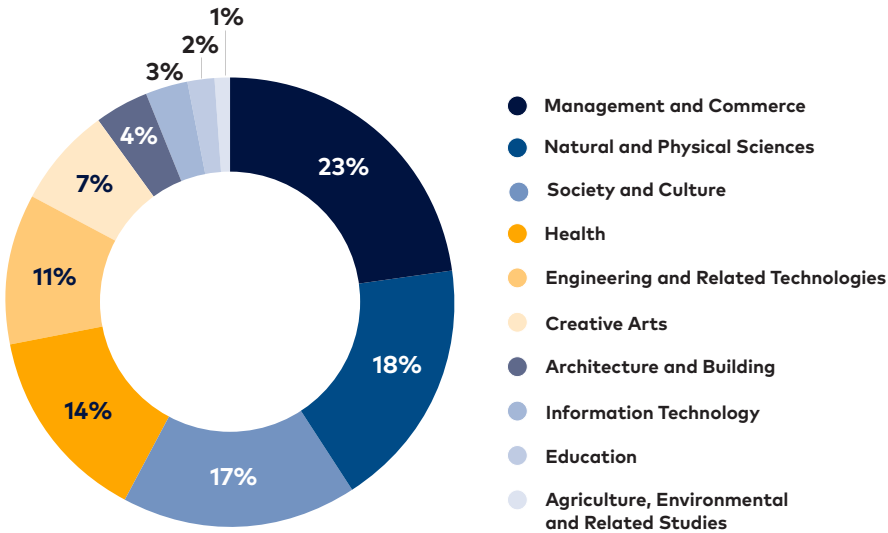
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Perfect VCE study
scores of 50

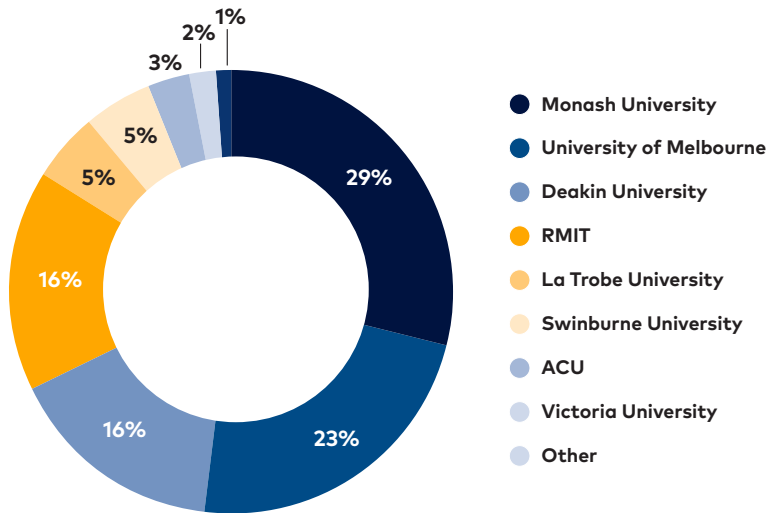
67%

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

Victorian tertiary offers to Carey students by institution: 2022



Victorian tertiary offers to Carey students by field of study: 2022



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 2022 results continued

The 2022 VCE and IB results were outstanding, as shown in the previous pages. These results are especially pleasing given Carey's open enrolment policy, where prospective students are not required to do entrance exams and all students are supported and given the opportunity to grow regardless of where they start on their learning journey.

Carey students are to be congratulated on their perseverance and resilience, and we will look on with a sense of anticipation as our Class of 2022 will continue to create positive change in their lives beyond Carey.

We are pleased to report that from the 2020 Year 10 student cohort, 280 (or 94.92%) entered Year 12 at Carey in 2022. In addition, 24 Carey students were enrolled in vocational or trade training through the VET in Schools program in 2022, including 9 Year 12 student(s) – approximately 3% of the Year 12 VCE cohort.

Carey's 2022 National Assessment Program – Literacy and Numeracy (NAPLAN) results were also pleasing. Our students in Years 3, 5, 7 and 9 are performing well against the relevant minimum standard band levels.

Students at or above the national NAPLAN benchmarks, 2022

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)	96 (100)	100 (100)	100 (100)	100 (100)
5	4	99 (100)	99 (99)	99 (99)	99 (99)	99 (100)
7	5	96 (98)	97 (97)	94 (98)	95 (98)	99 (100)
9	6	96 (98)	98 (95)	94 (98)	94 (100)	98 (98)

2022 School Captains

Harrison Carr

As I reflect on the most enjoyable yet demanding, fulfilling yet strenuous, and intense yet rewarding year I have had, I feel fortunate that we have experienced the year together as a school community.

Despite all these fantastic moments in Year 12, the memories I will take away extend well before the start of this year. I will never forget the sunsets at Toona and the incredible people I met and shared unique experiences with at Wabonga. I am so appreciative of all the teachers and staff who have contributed to my learning and the time and effort they have shared to prepare us for the outside world.

The entire culture of our school is centred around its people and I hope our strong rebound from COVID-19 is continued through the Class of 2023 and beyond.

Sasha Edney

As we began this year, I think we all felt a level of uncertainty about whether the lockdowns of the previous two years had truly ended. Although many of us had a week in isolation with COVID-19, we were able to finally gain the stability we yearned for and enjoy the most fun-filled year. I know that I was inspired by the graduating Classes of 2020 and 2021, who, while they faced incredible challenges with their final year of school being predominantly online, made the most of every opportunity they were afforded when back at school. We all regained that connectedness we had missed over the previous two years, and returned stronger than ever. As a cohort, we should be very proud of how we came together to embrace so many opportunities in such a positive way.



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 2022*

Prep	90.9%
Year 1	91.2%
Year 2	92.0%
Year 3	92.6%
Year 4	92.1%
Year 5	91.1%
Year 6	90.1%
Year 7	91.0%
Year 8	90.0%
Year 9	89.1%
Year 10	91.0%
Year 11	90.3%
Year 12	90.2%
Whole School	90.7%

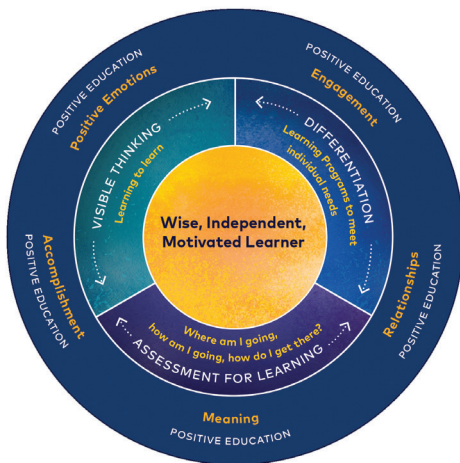
* Figures rounded to one decimal place





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 2022 student stories

Flynn Riquier

Year 12 can be extremely overwhelming; there's a lot of pressure, mainly pressure we put on ourselves. I realised that although your ATAR can be considered the most important part of Year 12, it doesn't reflect what type of person you are and doesn't determine your potential.

With the support of my Mentor, Careers Practitioner and family, I decided in Term 3 of Year 12 to do an unscored VCE. This meant I had to pass all my subjects but only sit the English exam and use the time to focus more on my folio subjects. It was a massive decision, but it was the best one! I am really proud of my Year 12 Media folio and the storyboard and written submission I did to apply to RMIT. I started studying Media in Year 10 and it became my favourite part of school; I could use my creativity and visual thinking and achieve great results. I never expected it to spark a passion and lead me to further studies.

I am now studying an Associate Degree in Screen Production and Media at RMIT University. It is a two-year course, and in my third year, I will move over to the final year of the bachelor's degree.



▲ A photograph from Flynn's 'Graffiti to Street Art' series

Georgie Price and Lexi Louis

This year we are both embarking on an exciting Outdoor Education traineeship ran by Carey, which also involves a Certificate III in Outdoor Education. This is a full-time position that involves assisting on the Carey camps. We are so privileged to be given this opportunity and, even though it has been a big step up for both of us, we are enjoying it immensely. The disruption over the past few years meant we didn't really feel ready for uni yet, so we were both interested in taking a gap year.

Georgie was recommended this traineeship by the Careers Practitioners at Carey, as her university preferences were similar to what the traineeship was offering. Lexi decided to pursue this position due to her involvement in Outdoor Ed on Rob River, Hattah and as a leader, and after having the opportunity to attend the pilot of the Zero Program last year.

After our traineeships, we are going to and pursue further studies in different areas, and we are both planning to go travelling next year and continue to embrace the environment around us.



▲ Georgie

Lexi ▶



Georgette Tetaz

“Post Year 12, I will be attending the Victorian College of the Arts (University of Melbourne) to do a

Bachelor of Fine Arts (BFA) in Production. This course will allow me to work backstage in theatre, concerts and other live events.

In Year 12, I was stage manager for the Senior School musical, *Mamma Mia!*. It was an opportunity to try something new and find out how much I love it. I wouldn't have

found this career path if Carey didn't have such an amazing performing arts program. My Careers Practitioner was also an amazing help because she was truly enthusiastic about what I wanted to do and gave me many ideas to explore.

BFA Production is a highly competitive and fairly obscure course, and I had to complete a selection task and an interview. I didn't do any subjects in VCE that would help me learn more about different aspects of production and I had never had the opportunity to analyse a play in depth before. It was difficult, but it just made me even more excited to start.



Caitlin Matthews

“In 2023 I will be starting my second year of AFLW at St Kilda, after being drafted in June 2022 under the father-daughter rule, mid-way through Year 12. I am also beginning university at Monash. Throughout Year 12 I had intended to only do Commerce, but after receiving a higher than expected ATAR, I decided to do a double degree with Law as well.

A highlight of Year 12 for me was playing APS football and being Captain of the Girls Firsts, which was my goal for years. I was really excited to lead the girls onto the field every week, and I'm grateful my five years of Carey football could end on winning a close match against Ivanhoe.

Staying organised was key for me throughout Year 12, making sure I could plan when I would be able to complete class tasks and study around football and other commitments. Knowing I was on top of things allowed me to properly relax, recharge and have fun in my off time, which was so important in order to have the energy and drive to keep going for the whole year.



▲ Caitlin with her father, Dean Matthews, former St Kilda FC player



Community highlights

2022

Be Like Her Live

Across our Middle and Senior School, 20 students participated in the Be Like Her initiative with Live FM. In groups, they co-hosted radio interviews with women in the Carey community who have excelled in male-dominated industries, with the aim to discuss gender equity, respect for women and female empowerment.

The interviews were aired on Live FM in October.



Performing arts

Our students shined on the stage in 2022, particularly in performances of the Senior School musical, *Mamma Mia!*; the Middle School musical, *Charlie and the Chocolate Factory*; the Senior School Play, *Our Town*; and the Middle School play, *Mayhem at Middle Manor*. Our ensembles and bands also had a successful year, with four platinum, three gold and one silver award at the Victorian School Music Festival.



Sports successes

Our students once again excelled in the world of sport. We are so proud of AFL drafts Josh Weddle, Caitlin Matthews; national pole vaulting champ, Georgia Tayler; national swimming champ Isa Boyd; state basketball rep Luca Cawthorn-Breheny; national netballer Lily Graham; state netballer Millie Hogg; national football rep Tadhg McCarthy; state cricket vice-captain Lily Parker; our fencing gold medallists Katy, Donna and Angel; as well as our Boys First Volleyball, Girls First Hockey and Girls First Netball who won APS championships!



A new home for Carey online

Carey's new website launched in 2022 and was a significant and exciting undertaking. This brings our online presence in line with our progressive values and showcases our community and our school in a fun and engaging way.

Officially opening new facilities

After delays due to COVID-19, we finally had the opportunity in 2022 to officially open our new Middle School Building, the Centre for Creativity and Collaboration, which was ready for students in 2020. This building is a significant addition to the Kew campus and has won an award for educational architecture. We also officially opened our new art gallery for showcasing Middle and Senior School Art and Design works and our new Prep playground for Junior School Kew students, and hosted a rededication of the William Carey Chapel, which received an interior refurbishment and new gardens and social spaces to surround it.



Community celebrations

Our community came together in 2022 to celebrate our diversity, inclusivity and connectivity. This included Lunar New Year, Harmony Week and Pride Week, with fun activities and events, lots of opportunities to get involved and plenty of good food.



Piloting a landmark experiential program

This year, a group of 42 students helped to pilot and co-create the new Carey Zero Program in Far North Queensland. With a focus on conservation work with the Australian Wildlife Conservancy, education about the environment with James Cook University and learning about the land from the Nywaigi people at Mungalla Station, the Zero Program will be offered to all Year 10 students in 2024.

Barkley joins the team

Barkley is white Labrador whose sole job is to give unconditional affection to students visiting Student Development. Barkley came to us from Guide Dogs Victoria after choosing a different path and opting for a career in therapy. Barkley sometimes joins students in their psychology sessions for some extra support.





Carey People

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 2022, the total investment in professional learning reached approximately \$395,000 as the restrictions imposed around these programs in 2021 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 nearly 14,900 hours in their professional development – an average of 28 hours per staff member throughout the year.

In 2022, Carey people were made up of 528 salaried staff of which 66% were full time and 34% part time. To further support our broad program in 2022, Carey also engaged an additional 382 casuals, of which 63% were involved in our co-curricular programs. Carey has slightly more female staff members, making up 64% of the workforce. The retention rate for 2022 was 93%.



Sustainability

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 \$245m. These sites are:

- Kew campus – ELC to Year 12 program
- Kew Sports Complex
- Donvale campus – ELC to Year 6 program
- Bulleen Sports Complex
- Toonalook – 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 future 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 includes establishing 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 2022 against the 2013 to 2017 benchmark shows:

- a decrease of 28% in white paper use
- an increase of 6% in electricity use
- an increase of 15% in natural gas use
- a decrease of 56% in water use.

These changes in electricity and gas usage need to be considered 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) and are also reflective of the resumption of the full on-campus program in 2022, following periods of remote learning and reduced facility and resource usage during 2020 and 2021 due to COVID-19.





Supporting our communities

In 2022, the Carey community contributed to a huge 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, 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 2022, Carey activities also raised a total of \$48,302 that was distributed among 28 support organisations.

This includes raising funds and awareness through engaging and education activities with students, such as the Kew ELC Pyjama Day for the Melbourne City Mission and the Junior School Donvale Great Book Swap for the Indigenous Literacy Foundation.

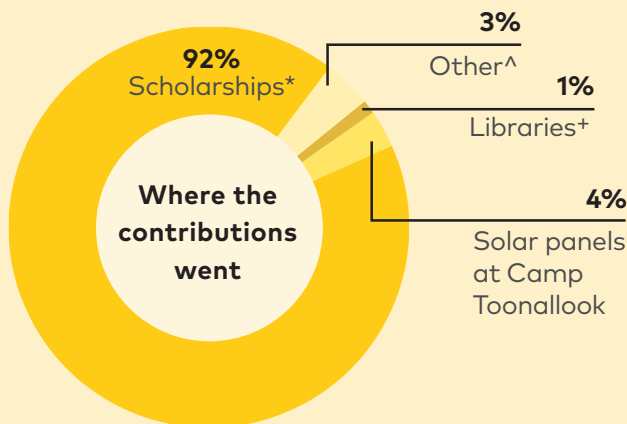
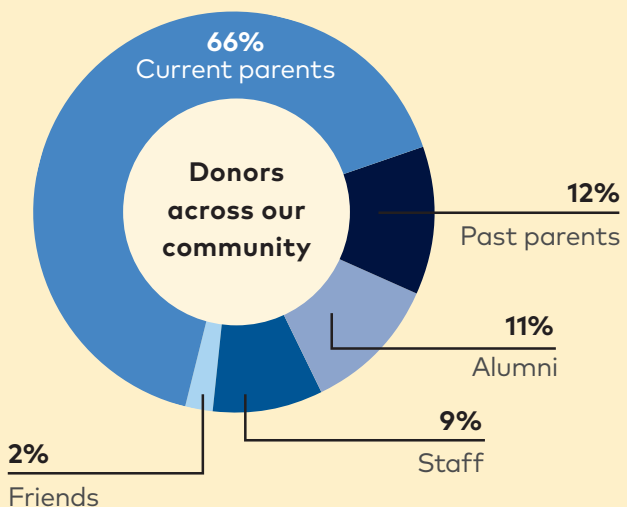
The recipients of Carey's largest community service donations during last year were:

2022	
The Reach Foundation	\$11,880
JMB Foundation	\$8890
International Needs Australia	\$4782
The Aftershock	\$4048
Baptist World Aid Australia	\$2392

We're proud to have also supported the Lismore Flood Appeal, Afghan Women's Organisation Victoria, Alex Makes Meals, Share the Dignity, Beyond Blue, the Hwange Schools Project and Red Nose Day, among many other worthy organisations.

Community giving

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



* Scholarships: Access and Equity Scholarship and Diversity Scholarship

+ Libraries: classroom book collections at Junior School Kew and RedeLearn online resource at Junior School Donvale

^ Other: includes Carey Kew Sports Complex, Lunar New Year, Carey's Pride Group, music and sporting equipment, and Junior School Kew's Prep playground

What our donors gave to



34%
of donors gave to scholarships*



15%
of donors gave to solar panels at Camp Toonalook



11%
of donors gave to libraries+



40%
of donors gave to other initiatives^

A new Prep playground for Junior School Kew

With support from the Junior School Parents Association (JSPA), a new playground has been built for our Prep students. We are thrilled to have this for our students to enjoy when they begin their journey at our wonderful Junior School in Kew.

Solar panels for Camp Toonallook

At Carey we are committed to environmental sustainability and helping our students to see and learn about the importance of renewable energy. With the generous support of our community, we can strengthen this commitment through the installation of new solar panels at Camp Toonallook.

This project also builds on the comprehensive range of environmental initiatives delivered in our new Middle School building, including water tanks and sustainable building design.

Access and Equity Scholarship

This year, the Carey community has provided the most significant boost to our Access and Equity Scholarship program in decades. As a result of your generosity, we have been able to fund our first endowed scholarship, enabling students experiencing hardship to attend Carey for many years.

This scholarship provides a life-changing opportunity to students experiencing adversity or disadvantage.

Carey Pride

Thanks to a generous gift from a Carey alum and current family, our Pride Group will be able to run more initiatives and have a greater impact on our community. In consultation with our students, this year's program has included attendance at a student conference on gender and sexuality and an extensive program of events and activities during our August Pride Week.

Classroom library collections

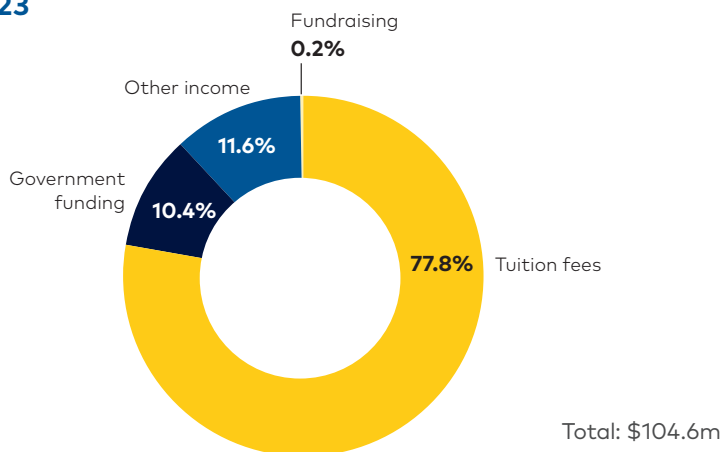
Through funds raised at the JSPA's Wine and Cheese Night and Community Giving, we are delighted to report that 117 new books have been purchased for the Prep to Year 4 classrooms and for the Year 5 and 6 section in our Junior School Kew library.



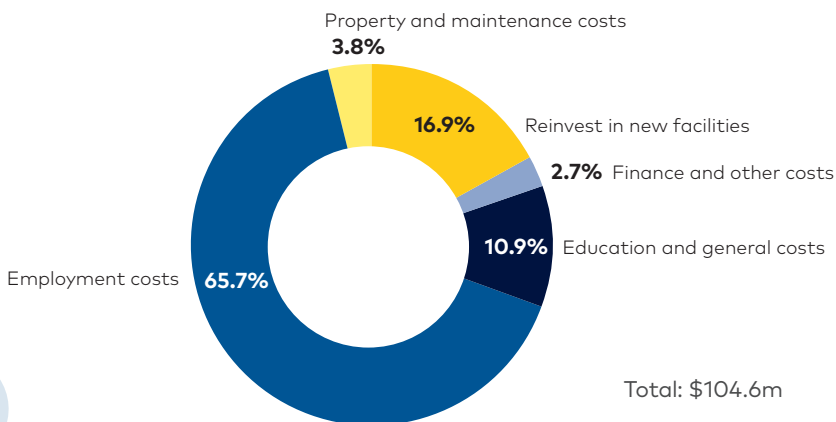
Finance

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 2023 calendar year.

Income: 2023



Expenditure: 2023



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 2021 has been added. It is important to acknowledge that the available My School information relates to the 2014 to 2021 financial years.

The following 2022 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

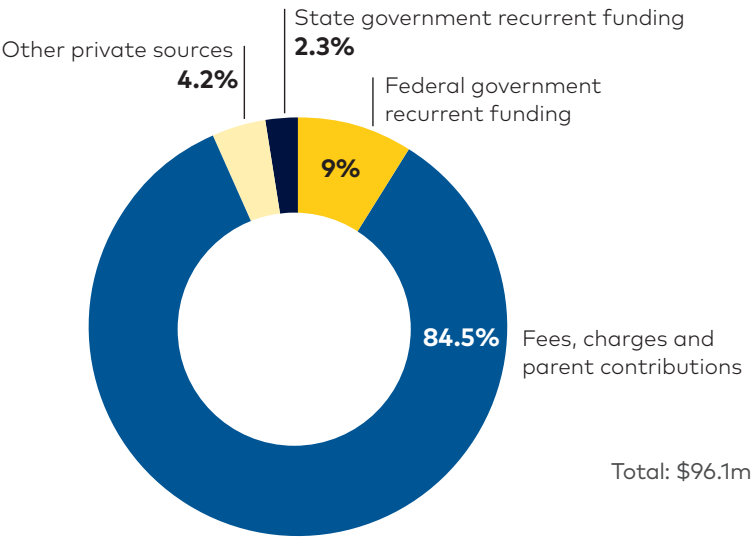
information on the opposite page is not yet published on the My School website.

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 2023.

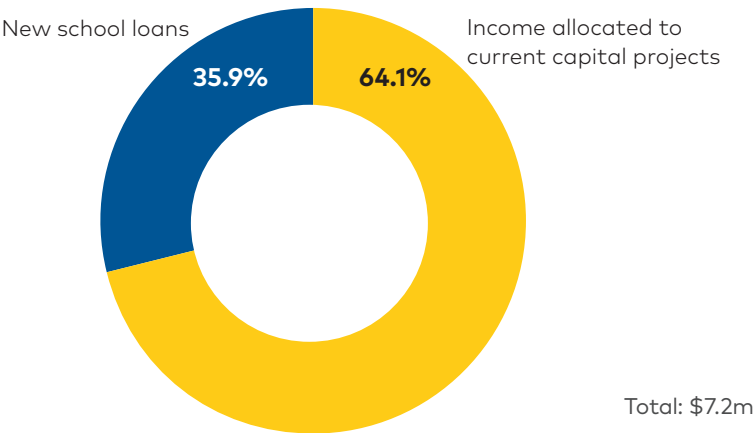
The School supports increased accountability but notes that financial information on the My School website does not reflect current or full information about the financial operations of schools. Further, the data shown is specific to ACARA's formats.



Total Gross Recurrent Income: 2022



Capital Expenditure By Funding Source: 2022



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 January 2023, the School Board comprised the following members:

Tim Chilvers (Chair)

Jane Favaloro (Deputy Chair)

Graeme Liebelt (Treasurer)

Fiona Kelly (Secretary)

Titilayo Adetunji

Jo-Anne Bradshaw

James Evans

Angus McKay

Andrew Simpson

Emma Warren

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)

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)

Michelle Gill (Acting Director – Finance and Operations)

Sophie Lukeis (Director – People)

Kellie Lyneham (Head of Senior School)

Michael Nelson (Head of Middle School)

Chee Teoh (Director – Digital Transformation)

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 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.



