

Under the Australian Government funding requirements and in line with the Schools Assistance Act 2008 for the period 2009 – 2012, the College must publish specific information on the Internet by 30 June each year, relating to the previous year.

## **Contextual Information**

### **Our Heritage and Early Beginnings**

The College was established in 1998 as a mission of the Carey Community Baptist Church, and like the Church, was named after Professor William Carey. A man of humble origins, Carey is accredited with having begun social, medical, agricultural and educational reform for the underprivileged within the Caste system of Bengal. In India, he is known as Mahatma, *'the one who is great of soul'*.

William Carey deeply believed his response to God's love in Christ was to care for the minds, bodies, souls and social conditions of those he lived and worked amongst. He helped to establish adult literacy colleges and through these colleges educated the Bengali people to consider their social democratic rights.

By the time of his death in 1834, Carey had influenced the social structure of India and left a legacy of colleges and universities. He re-focussed missionary work throughout the world to help people choose to become liberated from oppression, disease and hunger through education.

Before setting out for India, William Carey preached a sermon titled ***'Expect great things from God. Attempt great things for God,'*** which now forms our College motto.

Carey opened its doors with an initial intake of 70 Year 8 students. With the commencement of the Primary School in 1999, our student enrolment from Pre-Primary to Year 9 increased to 381. At the commencement of 2015, Carey was well-established as a K-12 co-educational College with a student enrolment of some 1400 students, representing a total of over 600 families.

Since opening in 1998 our staff numbers have continued to grow significantly. Of the original 7 foundation staff, 4 still remain.

Carey Baptist College continues to benefit from the support of Carey Baptist Church staff including 1 Senior Pastor, 2 Chaplain's (Primary and Secondary Schools), 2 Youth & Young Adult Pastors, 1 Children's and Families Pastor and other Ministry and Administrative Officers together with various volunteers.

With a commitment to excellence in all facets of learning, a values-driven curriculum and a pastoral care program that is a hallmark of our College, Carey has built a positive reputation in the wider community, which is evidenced by the increasing number of families who wish to join us.

The Carey Community – staff, students, parents and church - is a vibrant community that seeks to work together to provide a rich learning environment for our children throughout their school years and through developing deepening relationships, helping people connect with God, with one another, with self and with opportunities to be difference makers in their homes, community and workplaces.

It is our aim to help people move from individualism and isolation, connecting across racial, educational, cultural and generational lines, to experience genuine friendship and community.

### **Characteristics of the Student Body**

The College had 1413 students in 2015, with the characteristics of this student body summarised as follows:

- gender – 49% male, 51% female
- students come from a variety of cultural and linguistic backgrounds

- students are generally respectful to each other and the College
- students represent the College well in the broader community and are well regarded in the neighbourhood
- students have a healthy understanding of social justice and are actively involved in supporting a number of community development projects in developing countries

### Teacher Standards and Qualifications

Carey continues to attract staff who are highly committed to their vocation and to the College. Staff are selected on the basis of their qualifications, excellence in teaching skills, love of children/young people and strong personal Christian faith.

All teaching staff meet the professional requirements for teaching in WA schools.

HIGHEST QUALIFICATIONS	NUMBER OF TEACHERS	% TEACHERS
Doctorate	2	2%
Masters	11	10%
Honours/Post-Grad	4	4%
Bachelor Degree	86	76%
Diploma	10	9%
Total Number of Teachers	113	100%

### Workforce Composition

Of 179 staff members (teaching & non-teaching) 119 were women and 60 men.

### Student Attendance

The rate of student attendance for the whole school was 93.39%. The following table shows the rate of student attendance by year group.

Year Group	Percentage of Attendances
Kindergarten	93.30%
Pre-Primary	92.48%
Year One	93.76%
Year Two	94.55%
Year Three	94.28%
Year Four	93.27%
Year Five	94.04%
Year Six	94.02%

Year Seven	94.59%
Year Eight	93.33%
Year Nine	92.39%
Year Ten	92.94%
Year Eleven	92.60%

Year Twelve	91.87%
-------------	--------

### Management of Non-Attendance

The College requests parents to either SMS or advise the College in writing of the absence and related explanation. If this does not occur within a reasonable time frame then the College will follow up the student's absence by contacting the parent/s or guardian/s. Repeated or ongoing absences would ordinarily result in a meeting with the parent/s or guardians.

### Senior Secondary Outcomes

The key outcomes for the Year 12 Cohort of 2015 include:

Median Australian Tertiary Admission Rank (ATAR)	77.88
Students who attempted to enter university who received an initial offer	96%
Students on a General Pathway achieving at least one full VET qualification (Cert II or higher)	100%
Students on a General Pathway successfully completing work placements	100%
Students attaining a Western Australian Certificate of Education (WACE)	99%
English Language Competency	100%
Students receiving offer for first choice of degree at university of choice	91%
Students on ATAR Pathway achieving in top 5% WA	7.7%
Students on ATAR Pathway achieving in top 10% WA	14.3%
Students on ATAR Pathway attaining combined marks 75% or above	8.99%

### Student Outcomes in Standardised National Literacy and Numeracy Testing

The following table shows the results for the NAPLAN 2015 tests in the form of a percentage of students at or above National Minimum Standards.

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	Carey	Aust	Carey	Aust	Carey	Aust	Carey	Aust	Carey	Aust
Year 3	92	95	99	96	91	93	95	93	90	94
Year 5	90	93	98	92	88	93	89	93	93	95
Year 7	100	95	99	87	95	80	98	92	99	96
Year 9	100	92	96	80	98	90	99	89	100	96

## Student NAPLAN results in comparison to Australia wide & State results

Year Cohort	Skills	Australia	Western Australia	Similar Schools	Carey
3	Reading	426	413	398	459
	Writing	416	408	394	440
	Spelling	409	400	389	425
	Grammar & Punctuation	433	424	425	463
	Numeracy	398	388	398	431
5	Reading	498	489	505	508
	Writing	478	471	477	488
	Spelling	498	493	505	500
	Grammar & Punctuation	504	496	515	507
	Numeracy	492	485	514	503
7	Reading	546	542	556	566
	Writing	511	506	522	545
	Spelling	546	542	556	562
	Grammar & Punctuation	541	536	556	577
	Numeracy	543	538	573	564
9	Reading	580	585	590	600
	Writing	546	552	559	589
	Spelling	583	584	574	600
	Grammar & Punctuation	568	571	570	588
	Numeracy	592	596	616	612

### Parent, Student and Teacher Satisfaction

In 2012 the College initiated a parent survey. The results of the parent survey indicate a generally high level of satisfaction with the College. Anecdotal evidence, including full cohorts and significant waiting lists, also support this conclusion. The College conducted a parent survey early in 2015.

In exit interviews with Year 12 students conducted by the College leadership, students have reflected on the pastoral aspects of the College and rated the care of the staff as outstanding. The students concluded that this has a resultant outcome for positive learning environs in the classrooms.

For a number of years now the College has surveyed all staff, including teachers, to understand amongst other things, the level of satisfaction with the College. The College conducted their most recent survey in the beginning of 2015. Based upon that process, feedback direct from staff, and high staff retention rates, the College leadership is of the belief that there is a high level of satisfaction amongst teachers with the College. The College leadership has clear and high expectations for staff, desires to support staff in every way possible, aims to recognise and applaud excellence in all its forms, and works hard to deal quickly and appropriately with issues as and when they arise.

**Post School Destinations**

Based upon information available to the college it is estimated 65% of Year 12 students from the 2015 cohort entered university and 35% entered TAFE, commenced work with an employer or undertook some form of training.

**School Income Broken Down by Source**

In 2015 the College received funding from various sources in the following proportions:

Australian Government - 36.4%

Western Australian Government - 18.2%

College parents & private sources - 45.2%

Australian Government Capital Grant - 0.2%