

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

Carey Baptist College Harrisdale was established in 1998 as a mission of the Carey Baptist Church, and like the Church, was named after Professor William Carey. A man of humble origins, William 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, William Carey had influenced the social structure of India and left a legacy of colleges and universities. He re-focused 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 inspires our College motto of 'Attempt the Extraordinary'.

Carey Baptist College Harrisdale 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 2017, Carey was well-established as a K-12 co-educational College with a student enrolment of some 1463 students, representing a total of over 610 families.

Since opening in 1998 our staff numbers have continued to grow significantly. Of the original 7 foundation staff, 3 still remain.

The 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 and 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.

Characteristics of the Student Body

The College had 1463 students in 2017, 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	1%
Masters	15	12%
Honours/Post-Grad	41	33%
Bachelor Degree	60	49%
Diploma	7	5%
Total Number of Teachers	125	100%

Workforce Composition in 2017

Of 206 staff members (teaching & non-teaching) 139 were women and 67 men.

Student Attendance in 2017

The rate of student attendance for the whole school was 93.81%. The following table shows the rate of student attendance by year group.

Year Group	Percentage of Attendances
Kindergarten	93.87%
Pre-Primary	94.46%
Year One	94.65%
Year Two	94.94%
Year Three	94.44%
Year Four	93.63%
Year Five	93.85%

Year Six	94.39%
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Year Seven	94.44%
Year Eight	93.96%
Year Nine	93.80%
Year Ten	92.04%
Year Eleven	92.35%
Year Twelve	92.57%

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 timeframe 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 2017 include:

Median Australian Tertiary Admission Rank (ATAR)	79.25
Students who attempted to enter university who received an initial offer	98%
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)	98%
English Language Competency	99%
Students on ATAR Pathway achieving in top 5% WA	8.9%
Students on ATAR Pathway achieving in top 10% WA	17.7%
Students on ATAR Pathway achieving in top 20% WA	48.1%
Students on ATAR Pathway achieving in top 30% WA	73.4%

Student Outcomes in Standardised National Literacy and Numeracy Testing

The following table shows the results for the NAPLAN 2017 tests in the form of a percentage of students at or above National Minimum Standards.

	Reading	Writing	Spelling	Grammar &	Numeracy
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							Punctuation			
	Carey	Aust	Carey	Aust	Carey	Aust	Carey	Aust	Carey	Aust
Year 3	97	80	99	80	98	80	100	80	96	80
Year 5	98	80	99	80	95	80	98	80	100	80
Year 7	99	80	99	80	100	80	98	80	99	80
Year 9	99	80	100	80	98	80	97	80	98	80

Student NAPLAN results in comparison to Australia wide & State results

Year Cohort	Skills	Australia	Western Australia	Similar Schools	Carey
3	Reading	431	420	432	468
	Writing	414	410	437	443
	Spelling	416	409	405	445
	Grammar & Punctuation	439	429	471	481
	Numeracy	409	402	433	467
5	Reading	506	499	537	519
	Writing	473	469	484	488
	Spelling	501	498	494	516
	Grammar & Punctuation	499	492	482	506
	Numeracy	494	489	501	517
7	Reading	545	539	572	551
	Writing	513	509	539	534
	Spelling	550	547	561	571
	Grammar & Punctuation	542	537	570	556
	Numeracy	554	551	577	578
9	Reading	581	583	603	604
	Writing	552	556	582	602
	Spelling	582	583	595	607
	Grammar & Punctuation	574	572	594	608
	Numeracy	592	595	609	634

Post School Destinations

The 2017 cohort was made up of 79 ATAR students (65.83%) and 41 Vocational students (34.17%). Based on the information available to the College, it is estimated that 61 of the Year 12 ATAR students (77%) entered University. The remainder of the cohort entered TAFE, commenced work with an employer or undertook some form of training.

Parent, Student and Teacher Satisfaction

In 2016 the College initiated a parent survey and additional Focus Groups. The results of these indicate a generally high level of satisfaction with the College, with *school reputation* and *values* rating the highest reason families choose Carey. Anecdotal evidence, including full cohorts and waiting lists, also support this conclusion.

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.

Based upon 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.

School Income Broken Down by Source

In 2017 the College received funding from various sources in the following proportions:

Australian Government - 41.6%

Western Australian Government - 18.9%

College parents & private sources - 39.3%

Australian Government Capital Grant - 0.2%