

2014 PERFORMANCE REPORT

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 2013, Carey was well-established as a K-12 co-educational College with a student enrolment of some 1300 students, representing a total of over 700 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 Community Baptist staff including 2 Pastors, 2 Chaplains (Primary and Secondary Schools), a Youth Pastor 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 1362 students in 2014, with the characteristics of this student body summarised as follows:

- gender – 48% male, 52% 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

2014 PERFORMANCE REPORT

- 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	81	74%
Diploma	11	10%
Total Number of Teachers	109	100%

Workforce Composition

Of 170 staff members (teaching & non-teaching) 111 were women and 59 men.

Student Attendance

The rate of student attendance for the whole school was 94.24%. The following table shows the rate of student attendance by year group.

Year Group	Percentage of Attendances
Kindergarten	94.95%
Pre-Primary	92.71%
Year One	94.29%
Year Two	94.03%
Year Three	94.46%
Year Four	94.23%
Year Five	94.51%
Year Six	94.01%

2014 PERFORMANCE REPORT

Year Seven	95.07%
Year Eight	93.32%
Year Nine	93.94%
Year Ten	93.82%
Year Eleven	94.57%
Year Twelve	95.48%

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 2014 include:

Median Australian Tertiary Admission Rank (ATAR)	81.75	30th in WA
Students who attempted to enter university who received an initial offer	96%	74 out of 77
Students on a General Pathway achieving at least one full VET qualification	100%	
Students attaining a Western Australian Certificate of Education (WACE)*	100%	Achieved by 39% (64 out of 166) schools offering Year 12
English Language Competency	100%	
Students receiving offer for first choice of degree at university of choice	91%	2nd in WA
Students on ATAR Pathway attaining combined marks 75% or above	9.50%	52nd in WA
Students on ATAR Pathway attaining combined marks 65% or above	35.54%	39th in WA

* alternatively known as the graduation rate - also equates to the percentage of Year 12 students attaining a Year 12 certificate or equivalent vocational educational and training qualification, as per the regulations.

2014 PERFORMANCE REPORT

Student Outcomes in Standardised National Literacy and Numeracy Testing

The following table shows the results for the NAPLAN 2014 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	94	96	94	96	93	96	93	95	95
Year 5	98	93	100	90	100	93	100	93	100	93
Year 7	99	95	96	89	95	92	93	93	99	95
Year 9	98	92	94	82	96	90	99	90	100	94

Student NAPLAN results in comparison to Australia wide & State results

Year Cohort	Skills	Australia	Western Australia	Similar Schools	Carey
3	Reading	419	407	418	428
	Writing	402	397	400	413
	Spelling	412	403	401	418
	Grammar & Punctuation	426	413	416	450
	Numeracy	402	392	417	428
5	Reading	501	492	525	518
	Writing	468	465	465	477
	Spelling	498	492	503	506
	Grammar & Punctuation	504	495	507	518
	Numeracy	487	480	504	532
7	Reading	546	544	563	560
	Writing	512	514	509	522
	Spelling	545	543	563	545
	Grammar & Punctuation	544	543	569	552
	Numeracy	546	545	580	558
9	Reading	580	585	599	605
	Writing	550	560	579	590
	Spelling	582	582	593	597

2014 PERFORMANCE REPORT

	Grammar & Punctuation	574	574	584	595
	Numeracy	588	591	610	613

Carey was rated among the Top 50 schools in Western Australia for Year 7 and Year 9 Naplan results in a recent article (21/06/14) in The Australian newspaper. Rated #33, this is an outstanding result given we are an open-enrolment school.

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 2014 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 2014 the College received funding from various sources in the following proportions:

Australian Government - 36%

Western Australian Government - 18%

College parents & private sources - 44%

Australian Government Capital Grant - 2%