



## 2012 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 2012, Carey was well-established as a K-12 co-educational College with a student enrolment of some 1254 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 3 Pastors, 2 Chaplains (Primary and Secondary Schools), 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 work places.

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 1254 students in 2012, with the characteristics of this student body summarised as follows:

- gender – 47% male, 53% 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	1	1
Masters	11	10
Honours/Post-Grad	52	48
Bachelor Degree	36	34
Diploma	7	7
Total Number of Teachers	107	100

### Workforce Composition

Of 153 staff members (teaching & non-teaching) 95 were women and 58 men. The College has one staff member of indigenous descent.

### Student Attendance

The rate of student attendance for the whole school was 93.6%. The following table shows the rate of student attendance by year group.

Year Group	Percentage of Attendances
Kindergarten	97.51
Pre-Primary	91.38
Year One	92.02
Year Two	93.81
Year Three	93.41
Year Four	93.24
Year Five	94.04
Year Six	94.19

Year Seven	94.99
Year Eight	93.70
Year Nine	92.54
Year Ten	94.54
Year Eleven	93.00
Year Twelve	92.89

### Management of Non-Attendance

The College requests parents to either telephone 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 2012 include:

Median Australian Tertiary Admission Ranking (ATAR)	77.9
Students who attempted to enter a University who received an initial offer	100%
Students who attempted to enter TAFE who received an initial offer	94%
Percentage of Wholly School Assessed Students achieving at least one full VET qualification	34% overall achieved a VET qualification 74% WSA students achieved a VET qualification in Year 12 13% ATAR students achieved a VET qualification in Year 12 8% students also completed a VET qualification in Year 11
Percentage of Structured Workplace Learning students achieving an A grade	50%
Percentage of students undertaking vocational training or training in a trade in 2011	37% students overall 89% WSA Students
Percentage of students attaining a Western Australian Certificate of Education (WACE) *	100%
English language competency in Year 12	100%
Percentage of Year 12 students receiving offer for first choice at Uni.	83% second highest 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.

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

The following table shows the results for the NAPLAN 2012 tests in the form of a percentage of students at or above National Minimum Standards.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	94	98	98	96	98

Year 5	100	100	98	97	100
Year 7	99	94	95	99	99
Year 9	97	96	97	98	98

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

Year group	Skills area	Australian	Carey
7	Reading	542	<b>545</b>
	Writing	518	<b>518</b>
	Spelling	543	<b>546</b>
	Grammar and punctuation	546	<b>554</b>
	Numeracy	538	<b>544</b>
9	Reading	557	<b>582</b>
	Writing	554	<b>598</b>
	Spelling	577	<b>577</b>
	Grammar and punctuation	573	<b>582</b>
	Numeracy	584	<b>591</b>

### 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 plans to conduct another parent survey in 2014.

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. 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 that 61% of Year 12 students in the 2012 cohort entered university and 39% entered TAFE, commenced work with an employer, or undertook another pathway.

### **School Income broken down by Source**

In 2012 the College received funding from various sources in the following proportions:

Australian Government – 37%

Western Australian Government – 20%

College parents & private sources – 43%