



**WILLIAM CAREY  
CHRISTIAN SCHOOL**

# Annual Report

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## 2018



Build understanding  
and think creatively.



Collaborate and  
communicate.



Show respect and  
compassion.



Serve and lead for  
the benefit of others.



Make wise and  
courageous choices.

## Reporting Area 1: Messages from Key School Bodies

### President's Report

Throughout 2018, the Strategic objectives continue to define the Board's governance and thinking for the school, mapping into the five strategic priorities that guide the operations. The strategic objectives, directly linked to the company vision and motto focus on William Carey Christian School:

- Being Christ-centred;
- Providing Educational excellence;
- Growing financial surpluses;
- Being accessible to the whole community.

The strategic operational priorities are:

- Being Christ-centred, Christ-minded and Christ-modelled,
- Teaching and Learning,
- Student and staff wellbeing,
- Building capacity,
- Stewardship of resources.

This continued focus on a top-down strategic approach is driving focused decision-making in a time of uncertainty in the education sector. With ongoing discussions regarding education sector funding and changes in Federal Government leadership and Education Ministers, the Board is striving for William Carey Christian School to be adaptable and resilient to these external changes.

The School Board and leadership also continue to promote a 'Design for Learning' educational model with an encouragement for all students and staff to be 'Lifelong Learners'. The staff development week in July 2018 had a large amount of time dedicated to providing teachers and staff with the latest thinking in this area. The Board and school leadership continue to discuss how students can be supported to strive for their personal best, regardless of current results and expectations.

The focus on educational excellence, teaching and learning resulted in significant discussion regarding the school leadership structure. This discussion has concluded with the Board approving a move to a transformed High School leadership structure. From 2019, a single Deputy Principal of High School has been appointed, assisted by a Dean of 10-12 and a Dean of 7-9. This structure aligns with the Primary school structure which has successfully been running for a couple of years. These two teams and supported by a Director of Teaching and Learning who is continuing to drive thinking and activities related to quality teaching practices.

The launch of the mandatory BYOD program, at the start of the 2018 school year, was a pleasing success. As digital transformation and disruption has been widely discussed in the media, it was encouraging to watch enthusiastic ICT committee staff drive this initiative and receive positive feedback from staff and the parent community alike.

The end of 2018 also saw a change in external auditor. With the current auditor transitioning to retirement, the Board decided to go to market in search of auditors with independent sector school experience. This led to the successful appointment of Bradfield Partners as the new auditors and we look forward to working with them in the years ahead. We also wish John Salm, from Sterling & Deere all the best in his retirement after many years of loyal service to the school.

I thank my fellow Directors for their ongoing commitment to the School vision and their significant efforts serving the school through committees and Board discussions. The mix of skills, experience and knowledge of the school ensure the school culture is maintained whilst continuously seeking improvements to continue to serve the school community.

Lastly, I would like to thank the Principal, his leadership team and all the staff as they strive to 'Expect great things from God and attempt great things for God'.

In Christ's service,

Christopher Gross  
President

## Principal's Report

2018 has been a year for focussing on the learning culture of William Carey, seeking to realise the School's mission statement to transform lives by the proclamation of the Gospel and delivery of an excellent Christian education, accessible to the whole community.

The following five strategic priorities continue to shape the initiatives carried out this academic year:

- Christ centred, Christ minded, Christ modelled
- Teaching and learning
- Student and staff wellbeing
- Building capacity
- Stewardship of resources

The educational landscape is becoming a more uncertain and challenging one and the leadership of William Carey Christian School worked through 2018 to prepare for and meet these challenges.

In January SDW, staff completed the Bible studies series based on the book 'A Praying Life: Connecting with God in a distracting world' by Paul E Miller. The July SDW focussed on a biblical response to a range of current challenging topics, with talks presented by external speakers. These were:

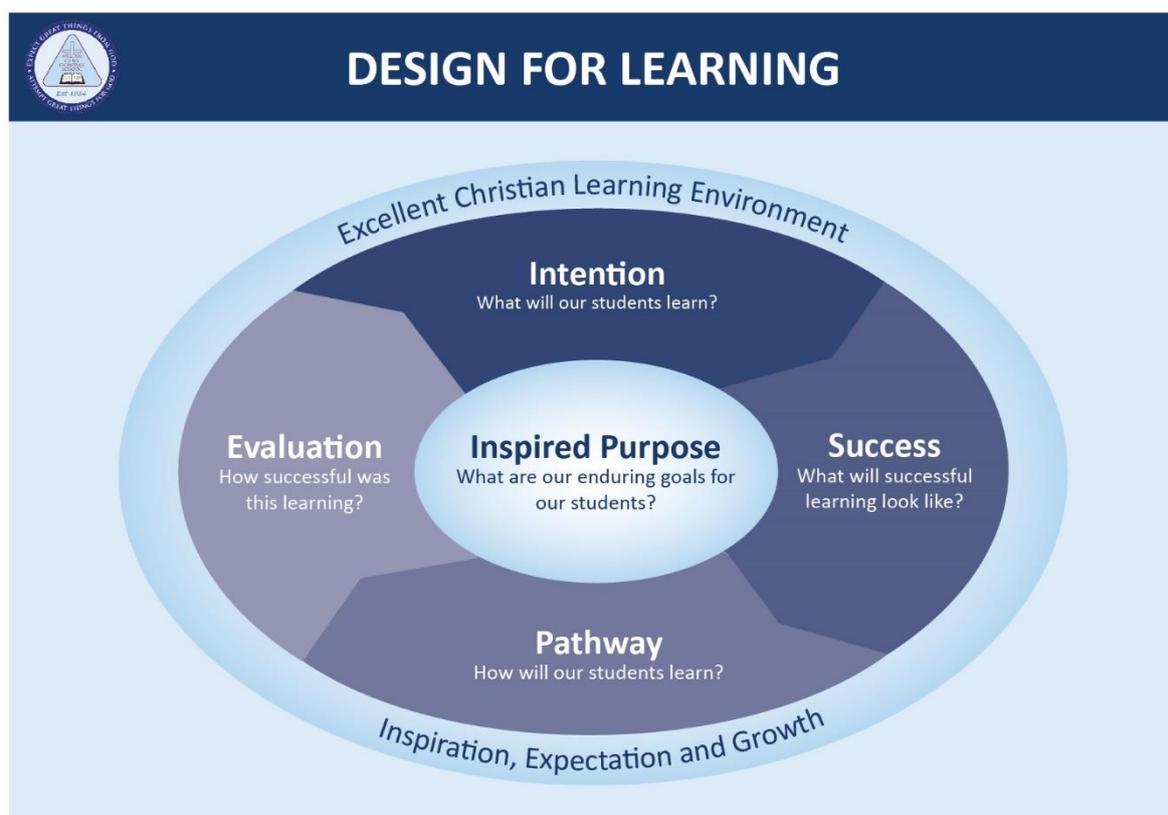
- John McClean – God's certain truth and ethics
- Kamal Weerakoon - Christ amongst the gods – Christian mission in a multifaith society
- Rob and Claire Smith - A biblical response to the transgender revolution
- Nalini Pather - Life, death and technology. A biblical response to beginning and end-of-life ethics

In the area of ICT, the Wi-Fi network upgrade for the School was completed. This upgrade was carried out to ensure effective coverage and access for the first year of the mandatory BYOD program. All teaching staff were provided with 3-in-1 laptops to provide a wider range of pedagogical options. Staff were supported in this change through dedicated professional development sessions and 'by request' support from 'teacher ICT integrators'. The increase in students engaged in BYOD (Years 5, 7 and 11) also meant the increased use of Google Suite for Education ('Classroom', 'Sites', 'Drive' and 'Team Drive' etc). The use of ICT that is wise, safe and timely continues to be an essential part of successful ICT integration at Carey.

In the July SDW, School teaching staff engaged in training in 'Design for Learning'. This model of intentional learning design was developed from numerous evidence-based sources to produce a unique and effective approach to teaching and learning at Carey. The model involves 'reverse engineering' planning to make lessons and teaching units purpose driven and clearly communicated with students.

In training staff in Design for Learning in 2018, the intention is to make it a common experience for all our students in 2019, to shape teacher ongoing professional development targets, and to become a common language and way of thinking about teaching and learning at William Carey.

Key elements and the process of Design for Learning are summarised below



From the 2018 HSC results, 8 William Carey students gained ATARs above 90. Our Dux gained an ATAR of 99.75. This is the highest ATAR gained by one of our students in the past 5 years. The next highest ATAR of 97.75 exceeded 3 of the past 5 William Carey Duxes. Our outgoing Year 12 students received 38 Band 6 results (90% or more).

These are strong results and the students, and their teachers deserve congratulation.

However, it is always the case that care should be taken not to read too much into a single year's results and the School continues to pursue strategies to lead students to experience success by gaining their own personal best results.

On the latest version of the 'My School' website, the school's NAPLAN results continue to be strong, the results showing above average results and gains in student performance in many domains and year groups.

Of particular note, was ACARA's recognition of William Carey Christian School having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN 2018. In notifying us, ACARA stated "Improvement in student literacy and/or numeracy of this magnitude, as measured by NAPLAN, is significant and worthy of highlighting and acknowledging. "

A new system of recognising positive student actions was established with progressive levels of awards (Teacher, Bronze, Silver and Gold). Teachers are encouraged to recognise and award students who demonstrate the 'William Carey Attributes' in ways that are over and above the normal expectations of students.

The William Carey Christian School Attributes are:

- Build understanding and think creatively
- Collaborate and communicate
- Show respect and compassion
- Serve and lead for the benefit of others
- Make wise and courageous choices

The establishment of the role of Community Relations and Marketing Officer has resulted in numerous initiatives for both internal and external marketing. Notable developments included the revision of the School's website to focus on providing information for prospective enrolments rather than current families, the move to an entirely electronic newsletter, development of an established style guide and 'Communications Guidelines' document for consistency in School publications. The School also ran a 'branded' bus on the Wattle Grove bus route which has provided a higher level of visibility for the School. This has led to numerous enrolment enquiries.

Development of a parent/carer application for smartphones was initiated for launch in 2019. The purpose of this app will be to provide more effective lines of communication between home and school and in turn increase the rate of parent/carer engagement.

The School returned to the tradition of running a large-scale community event in the form of a fair. In 2018, it was given a twist by combining the standard 'fair' with an evening of carols at the end of Term 4. The 'Carey Christmas Fair' event was an opportunity to share the good news of Jesus' birth and was a spectacular celebration for the end of the year.

Many people were involved in making this a wonderful day for our School, however, special thanks is given to the massive contributions of Kylie Adams, Caroline Young and their families. The addition of our Community Relations and Marketing team lead by Laura Heard helped bring carols and a fair together into one massive day.

While the World Vision ADP in Maphutseng is no longer running, our relationship with the people of Maphutseng continues through staff support of the local church worker, Joshua and the biannual visits by Julie and Ken James. William Carey fundraising meets the scholarship and uniform costs for a student throughout their High School studies, with the intention to continue this commitment with a second student in 2019. Further projects for 2018-9 include a World Vision and AUSAID (DFAT) partnership to provide funds for sustainable economic and agricultural projects in Southern Africa.

In Christ's service

Keith McMullen  
Principal

## Senior Leadership Council's Report

The SLC has once again reached the end a very productive and positive year. So many developments have been made through SLC initiatives which have allowed the students at William Carey to enjoy their school life and feel more comfortable whilst learning. These initiatives have come in the form of fundraising ideas, improved practicality of school facilities and deeper connections between students, both in primary and high school.

There have been many new fundraising ideas proposed by SLC students, in order to assist those whom William Carey supports. One of these includes the collection of eligible cans and bottles which students can put in specialised bins, where they will be collected and returned. Each eligible can and bottle earns ten cents, and all of the money raised will be put towards the postage of the Samaritan's Purse boxes made in primary. This reinforces William Carey's servant values, using money raised by families and staff to assist those who are in need.

This year in the SLC, we have also aimed to deepen the connections between students, across both primary and high school. There are many ways in which we, as a council, aim to do this each week. Our school Instagram account aims to inform, encourage and congratulate the student followers. Weekly posts inform students of what events are approaching, look back on and congratulate students on past events and encourage them as the year rolls on.. Each week, SLC members are also challenged to communicate with excluded children in the playground. Whether this is a casual "Hey, how are you", or a longer, in depth conversation, this promotes communication between students, and lets students that are excluded or struggling know that they are not alone and that there is always someone to talk to. "What's on in your year" or "WOIYY", arises every SLC meeting, and consists of the year reps updating the rest of the council on what is happening in their assigned year group. This is also where ideas regarding after school activities for the grade are proposed and planned. This year has also seen the introduction of the 'Aegis' Girls Night, which gives the opportunity for all female students from year 6-12 to meet together for one night in order to develop relationships, have fun and create memories with each other. This was created in order to increase the positive relationships throughout the girls in the school community and build self confidence. Great effort also goes into the planning of J-Walk by the SLC. The music, speakers and layout of the lunchtime sessions are planned weeks in advance to allow kids from years 7-12 to worship our amazing God and hear from his word. This is always an amazing and very looked forward to event by all, and is growing every term.

There has also been a continuation within the mentoring and tutoring programs within the student community. This has allowed for senior students to assist younger individuals that might find themselves struggling within certain areas of their school life. Personal tutoring has allowed for junior students to improve their performance in a number of subject areas with assistance from an identified capable senior student. This has created a positive relationship between a senior and junior students that has shown to increase the confidence of the students, and develop their capabilities in a number of areas including social and learning skills.

Improved practicality is also always a focus in SLC proposals. A recent proposal of placing bike racks at both the northern and southern ends of the school aims to assist those who cycle to school. Previously, bikes were stored in a cage near B-block. For people entering through the Camden Valley Way entry into the school, this proved to be quite a trek. Having bike racks at either ends is much safer, meaning bikes don't need to be wheeled through the whole school, and also is much more practical for those bike riders. This accomplishment within the SLC will also encourage a number of

other students to ride their bikes to school. There have also been proposals regarding how we, as a council, can function and work more efficiently. The idea of an SLC calendar has been proposed, to improve the efficiency of our work. This calendar will be used to organise events and to ensure that nothing clashes with major assessment tasks or exams.

2017-18 has been a very successful year for the SLC, with many new proposals aiming to create a more comfortable and supportive school environment. From the outgoing council, we wish the new council luck in their endeavours, and we pray that God can use the SLC for great things, and further use our school for greater things. As students of William Carey, it is in our name that we expect great things from God, and attempt great things for God. This is exactly what the SLC has and always will aim to do. May God bless the new, incoming council of 2018-19, and use the council and WCCS for great things.

William Burge and Leticia Monteiro

School Captains

## Carey Community Supporters' Report

2018 continued to be year of building friendships and relationships with families in our community. We praise God for William Carey and the opportunity that we have to proclaim the Gospel. We particularly pray that God will continue to raise people up to come on board and join CCS, to share the ministry within our school community.

Commonwealth School Banking remains in place for those in K – 6 (and other siblings if they wish to take part). It is managed by Heather Rushton in the Uniform Shop and continues to be a success.

The parent Bible study is a program for which we are extremely thankful. This year has seen Pat Jackson take over the leadership of this ministry. Pat recently retired as Director of teaching and Learning. She has also faithfully taught our bible programme to our students for many years. We are extremely blessed to now have her come and serve and lead our parents through the study of the bible on a Monday morning.

The end of Term 2 saw our annual pie drive take place under the direction of Melissa Wheeler. Families had the opportunity to order delicious pies from Timbertown Pie Company with funds being used to provide equipment for our school.

The Carey Christmas Fair and Carols was held on November 24th. It was such an amazing opportunity for our school to come together and celebrate with the wider community all that we have to offer here at William Carey. The Fair offered a jam-packed day full of carnival rides, stalls, student art work, animal farm, camel rides, amazing food, silent auction and much more. Our amazing friends from Outback Steakhouse joined us once again to fill the day with amazing food and service. The day didn't stop with the Fair, it continued into the evening with Carols and the opportunity to celebrate Christmas and our Saviour's birth as a school community.

The year was finished off with our Gingerbread House decorating day. Jo Barden, Kara Perez, Cara Hines and Belinda Macey again put together this event for the community. It continues to be a fun filled day where people can relax, build and decorate their houses - while listening to a brief Gospel message.

We have much to be thankful for, including the people and opportunities that God has given us to serve.

In His Service,

Caroline Young and Kylie Adams

## Reporting Area 2: The Context of the School

### Physical Context and Composition of the Students

William Carey Christian School is located in Prestons, in the Metropolitan Southwest school zone. We currently have 1,300 students from Prep to Year 12. We are situated on 17 acres, with sporting fields and a large, modern campus.

We have an open enrolment policy, welcoming students from various religious backgrounds, with academic abilities or disabilities. About half our students are EALD or NESB students from 40 different language backgrounds; we have students who have come from all six populated continents. We have students who are Muslims, Buddhists, Sikhs, Catholics, from various Orthodox backgrounds, as well as many representing a variety of Christian denominations, and some with a secular or atheistic background. We run Educational Support for students with special needs and differentiate within our classrooms for a range of students with learning difficulties as well as those who are gifted in one area or across a range of areas. We have an Advanced Learning Class that runs from Kindergarten to Year 10. We offer academic scholarships to students in Years 7, 9 and 11 (see our website for details).

We cater for students who want to pursue sporting, musical or academic achievement.

There are no financial “hidden extras”; all regular school costs, such as camps, excursions, sporting fees, textbook hire, exercise books, calculators, are covered by our school fees.

There are 16 bus routes that provide access to the school from a wide area.

### Co-Curricular Enhancements

We seek to offer a curriculum that gives a pathway to all students, whether they are globally or partially gifted and talented, average students with specific interests, or students with special needs (physical, emotional, learning related, intellectual, social or spiritual).

**Biblical Studies:** We teach Biblical Studies as a compulsory subject in its own right, from Prep to Year 12. We want students to hear the gospel, to understand the story of the Bible and to develop the skills needed to work with the text. Our aim is to promote an informed choice for students from any background.

School **Learning Support** provides specialist support services to staff, parents and students across the school (Prep to 12). Professional development to support teachers and parents is a valued contribution for those working with children with special needs. Students with special needs have access to educational assessments and counselling services which aim to provide a great foundation for learning. Disability provisions applications are submitted and allow students access to support during internal and external (NAPLAN and NESAs) exams. Life Skills Courses are provided in the High School Learning Support in Bible, English, Maths and HSIE (including Work in the Community) for students in High School with significant learning disabilities. Life Skills classes are run by specialist mainstream teachers in Science, TAS, Creative Arts and PDHPE for students with significant learning disabilities. Students with special needs are eligible to access vocational guidance to help prepare them for transition to work, including job coaching and support to determine appropriate post

school options. Students who access the HS LS attend a three-day camp, which provides them with opportunities to develop social, emotional and physical skills as they participate in many indoor and outdoor leisure activities together.

**Pastoral Care:** Pastoral Care and roll marking in the High School are done in small groups of about 12 to 15 students (same grade, same sex) with a teacher who may have them for their whole High School experience. In these comfortable groups with people who know them well, students discuss issues, learn to study, share news, pray, and support each other – as well as disseminating school information.

Pastoral Care classes also meet for a timetabled period each fortnight. These periods are known as “Wellbeing Tutor periods”. The purpose of these extended periods for Pastoral Care is to facilitate year meetings and assemblies as well as enabling the delivery of study programs and a variety of physical, social, emotional and spiritual learning programs that may be offered by the school.

**Excursions:** We send our students on many excursions. The purpose of these is to encourage experiences that will expand student understanding of units being taught. Some fulfil requirements mandated by the syllabus, while others provide practical interaction not possible in the classroom. These excursions do not incur an extra charge above our fees.

**Incursions** are used for a similar purpose. Numerous organisations (e.g. CSIRO, Musica Viva, etc.) provide resources and presenters who will come to the school and work with children studying particular units of work.

**Camps:** Students in the Primary Department attend three camps over their time in Years 4 to 6. Year 4 students attend an overnight camp during which time they study early maritime explorers of Australia. This includes a trip to the Maritime Museum, as well as an overnight stay on WCCS grounds. The second day involves a number of orienteering activities around the school grounds. Year 5 students go to Hill End to experience life on the gold fields. Year 6 students attend Teen Ranch with a particular focus on social cohesion, as they prepare to move into Year 7.

In High School, we send all students in Years 7, 9 and 11 on camps:

- Year 7 goes to Canberra for a Science camp. This excursion complements the topics studied in class, develops a greater appreciation of science in everyday life and is an integral part of the Pastoral Care program for Year 7. Each group visits the National Zoo, Geoscience Australia Education Centre, Questacon and the Tidbinbilla NASA Deep Space Communications Complex.
- Year 9 has a camp at Wedderburn with physical, emotional, social, and spiritual challenges.
- The Year 11 camp program aims to improve the study skills of the group, and challenge their thinking about being learners and leaders in the school, while allowing them to build positive relationships within their year, through tackling various challenges, away from the school setting.

Besides these, some subjects have smaller camping or field expedition units. These camps do not incur an extra charge above our fees.

**Sporting Opportunities:** On Tuesday afternoons, apart from one or two senior classes, all High School students do sport. For this, we run a three-tiered system: house sport at school, recreational sport at school or at alternate venues, and competitive grade sport at various venues. These sports do not incur an extra charge above our fees.

Students may go on a variety of sport related gala days that ensure they can compete at levels appropriate to their skill level, up to elite team sport levels. Membership of CSSA/CIS sport gives us the opportunity to compete at regional, state and national levels.

On Wednesday, all Primary School students, Years 3 to 6, participate in sport. For this, we run a two-tiered system: school sport and competitive grade sport at various venues. These sports do not incur an extra charge above our fees. The focus during school sport is the practice and use of the fundamental movement skills taught during physical education in class and the development of game sense within a variety of sports. Our competitive sport body, IPSSO, include students who have trialled for the junior (Year 3 and 4) or senior teams (Year 5 and 6) and are selected to represent the school weekly.

Primary students may go on a variety of sport-related gala days that ensure they can compete at levels appropriate to their skill level, up to elite team sport levels. Membership of CSSA/CIS sport gives us the opportunity to compete at regional, state and national levels.

Selected students and grades have the opportunity throughout the year to participate in skills days, Multiclass or Para-Athlete days, gymnastics and learn to swim programs.

## Opportunities for Advanced Learners

**Our Primary Advanced Learning Centre (ALC)** was involved in several projects that extended beyond classroom teaching:

In Term 1 students from Years 3 to 6 participated in Night of the Notables. Each student chose a notable to research, specifically trying to identify the particular habits of mind that the notable had utilised to succeed in their endeavour. The in-depth study culminated in a celebratory evening when students created a display centre about the notables, dressed up as the notables and answered questions posed by the community.

All ALC classes performed excerpts of Shakespearean plays one evening in Term 2. Year 3 studied *Twelfth Night*; Year 4, *The Merchant of Venice*; Year 5, *Julius Caesar*; and Year 6, *Much Ado about Nothing*. Term 3 saw our annual Science Fair. Students selected their own projects, researched the particular topic to come up with experiments and a hypothesis, then performed the experiments and noted their observations. The work culminated in a celebration over one evening where all projects were on view for the school community.

At the end of Term 4 all students in ALC (3 to 6) and students in advanced Mathematics groups participated in *Money, Manna or Mammon?* a unit of work in which students form businesses to create a shopping mall for one week, from recess until lunch each day. They keep business books of account, pay partners and calculate and pay tax. A team from Year 5 also ran a media unit – composing daily video news broadcasts of events from the previous day, using green screen technology.

In High School we offer several pathways for students to be extended and enriched:

- **Differentiation** in the classroom by the class teacher is the most important aspect of meeting the learning needs of all students and this is significantly assisted via streamed classes in the High School. The Advanced Learning Co-ordinator is also on hand to assist teachers with individual differentiation for certain students.

- **Mentoring** for gifted students is available and is pro-actively offered to students who benefit significantly from the individual assistance and advice.
- **Acceleration** continues to be supported in the school.
- **Extension Courses/Acceleration:** Advanced students who are looking for an academic challenge may occasionally do HSC subjects ahead of their cohort. Gifted students are encouraged to apply to the Scientia Challenge rung by GERRIC at UNSW.

**Enrichment and Extension Opportunities** exist for all students who may be interested in attempting challenging activities. The following activities were available in 2018

- **Mathematics Challenge for Young Australians - Enrichment Stage**, students were invited to participate in a program where they must face and solve 12 challenging mathematical problems.
- **Inquisitive Minds Maths Workshop** was hosted for the first time in 2018 by William Carey. The 'Problems, Patterns, Pictures, Puzzles' workshop was run by Inquisitive Minds, and organisation which provides hands on challenges and competitions for students. William Carey competed against four other schools.
- **Advanced Learning Projects (ALPs)** were available for all students to attempt. These projects are student-designed or student-selected and require students to work on their own challenging projects over an extended period of time. Students submit a written component and present to a large audience of peers and parents at a special showcase open night at the end of the year. In 2018 we had more students completing ALPs than in previous years. students completed projects on marine biology, writing a novel, psychology, movie making, creating an artwork, the physics of music and learning Japanese.
- **Tournament of the Minds** is a problem solving program for teams of students in Years 7-10 where they solve demanding and open-ended challenges. The program allowed students to develop problem-solving skills before demonstrating their creative skills and talents when competing against other schools. In 2018, our school participated in the South-West Sydney Regional final at UWS Bankstown, scoring very highly in the spontaneous challenge.
- **TAS Forensic Science Camp** is a week-long camp held at the Armidale School where students engage in complex problems solving based on forensic science, learning specific scientific techniques and skills. We had one of our students attend the camp in July 2018.
- **GATEway 8 Gala Day** is a competition in which students participate in a number of academic challenges against other teams from schools in Sydney. In 2018, our Year 9 and 10 team placed second against twenty-one other schools. This was our best achievement to date. They also came first in English and Science tasks and second in the Music tasks.
- **Evatt NSW** is a Model United Nations Security Council diplomacy competition which takes the modern of a mock session of the UN Security Council. Four students from William Carey represented the countries of Switzerland and Russia and argued their country's perspective on a range of contemporary issues.
- A **Philosophy club** in which selected students in Years 7 to 11 meet fortnightly to discuss various philosophy issues was run throughout the year.

### **Academic Competitions**

Students entered the UNSW Mathematics and Science competitions and the Australian Geography competition and the Australian History competition. These are Australian-wide competitions that gives students the opportunity to try their skills at a challenging level.

- Students also participated in a number of writing competitions such as the Dorothea Mackellar Poetry competition and the 'What Matters' competition run by the Whitlam Institute.

- Internal competitions were run in the high school including a 100 word short story competition.

## Value Added Areas:

**Year 10 Commerce** students planned, organised and operated a Coffee Cart business during the year. Students researched the coffee industry, created their own business name, logo and brand and then sold coffee at various school community events. Students gained valuable experience in operating a business and serving their local community.

**Year 10 Commerce** students also participated in an in-school community service program over four weeks. Students volunteered to serve in areas such as the school library, as teachers' aides in the Primary and Prep Schools, and as assistants to the maintenance and security teams. Students gained valuable work experience and were able to serve their local community in the process.

**Year 11 Business Studies** students participated in a school-based business simulation, which involved market research, writing a formal business plan, and operating the business at a Market Day for students in the Primary School. Students had to analyse and evaluate the strategies used to produce a marketable product for their target market. This real world experience helped students to better understand the risks and rewards of being a business entrepreneur.

**Year 8 History** students were involved in their annual Medieval Day where they participated in various activities like jousting, shield making and playing medieval games. Students also dressed up in costume, ate at a medieval feast and participated in a hands-on performance led by a medieval expert.

**Year 9-10 Elective History** students developed an interactive diorama of the opposing trench systems in World War One. Students drew up plans, moulded the terrain, created relevant features such as barbed wire and sandbags. QR codes were placed on flags that when scanned allow the viewer to access information on google slides. Information includes descriptions, pictures, diagrams and relevant videos. The diorama is now available for other students to explore and learn about WW1 history.

**Year 10-12 History** In the April school holidays, 18 students and 3 teachers travelled to Europe to visit historical sites relating to 20<sup>th</sup> Century Germany and Ancient Italy. The group visited Nuremberg, Munich and Berlin, learning about the rise of Nazism and the Cold War. Highlights included visiting Dachau Concentration Camp and Courtroom 600 where the famous Nuremberg Trials took place. The tour included the Bay of Naples, Pompeii, Herculaneum and the group also climbed Mount Vesuvius. The tour concluded in Rome, where highlights included the Vatican museum, the Colosseum and the Sistine Chapel. It was a wonderful experience for the all who attended, with many students describing it as 'a trip of a lifetime.'

**Year 11 and 12 Ancient History** Dr Estelle Lazer delivered a 1 hour lecture on archaeological site management at Pompeii and Herculaneum. Dr Lazer is an experienced archaeologist who has worked on the site of Pompeii for seven seasons. Her work is currently being studied by Year 12 Ancient History students across NSW and her textbook is one that contributes significantly to understanding of the Ancient History HSC course. Students were riveted by her lecture and thoroughly enjoyed meeting and taking a photo with her afterwards.

**Community Based Events:** Some senior students are involved in practical volunteer help at Blue Hills Retirement Village during Tuesday sport. They give foot massages and chat to the residents, who often have very few or no other regular visitors.

**Student external access to school data:** The school has external student access through a web portal to enable staff and student access to relevant information from offsite. This is done in a variety of ways through the use of G Suite for Education, WebDAV, Edumate, Online Library Catalogue, Clickview, Wheelers ebooks, email and WordPress for blogs.

**VET initiatives:** The school continued to work closely with its Work Placement Service Provider, SouthWest Connect, for structured workplace learning. Our hospitality teachers, Mrs. Kim Barry and Ms. Tiffany Thornthwaite were also presented with Certificates of Appreciation and Work Placement Awards from SouthWest Connect for their involvement with inspiring young people to engage with vocational training.

Our hospitality students were involved with the Class Chefs program, facilitated by SouthWest Connect. Students worked at Cucina 105 Restaurant in Liverpool for a day, preparing and serving a three-course meal for their families and school staff. Two of the Year 12 Hospitality students were successful applicants and attended the Kenvale College High Flyer Program.; one was a runner up scholarship recipient, receiving a 50% scholarship to attend Kenvale College. The students worked as part of a small team of 15 students from across the state to organise and prepare a three-course gala dinner for over 100 guests.

VET teaching staff continued to undertake professional development to upgrade their qualifications in alignment with new, national training packages. All VET teachers also undertook an upgrade to their Cert IV in Workplace Assessment and Training qualification.

**Study periods for senior students:** Senior students who may have periods during the day that are not scheduled for lessons are required to sign into the library for study periods. They have access to library facilities including computers, books, specialist teachers and our helpful librarians.

Senior students, in Years 10–12, wishing to access the library and its facilities after school may do so, and we have tutors who are on duty each afternoon, Monday to Thursday.

Years 1–6 also have a **public speaking** competition in Term 3. There are a variety of set topics for each grade and students can choose from these topics. A class representative is chosen to progress to the next level, then a grade representative, who presents at the end of Term 3 assembly.

## Carey Cultural Programs

### Carey Christmas Fair

After a hiatus of three years the school fair returned to William Carey in a revised guise at the Carey Christmas Fair. The Carey Christmas Fair was our key school community event for the year combining a daytime fair with an evening of carols topped off with a dazzling fireworks display. This huge undertaking was made possible through the tireless work of the Carey Community Supporters and our Community Relations and Marketing team.

The Carey Christmas Fair was a wonderful community event with a focus on celebration and thanks for a wonderful year for the School community plus a time of performance and telling of the birth of Jesus Christ. This year was made successful through the generous support of parents and staff and local business groups.

### **Grandparents Day**

A half-day P-6 activity that encompasses Literacy Week, Book Week, Grandparent's Day and a Writer's Festival. The details of each of these aspects of Grandparent's Day can be found below.

**National Literacy Week** this year was celebrated by a P-6 whole school writing challenge. Students were given a topic and asked to draft, proofread and publish a high quality piece of writing ready for the Grandparent's Day Writer's Festival. Students were encouraged to develop their editing skills, remembering that their piece of writing was for a public audience.

**Book Week** is the week in which the children's book of the year is announced. School and public libraries celebrate this week with a new theme each year. Our library celebrates Book Week with competitions for classes and students, and special activities including "the great teacher swap". Teachers dress up and Primary classes have a different mystery teacher each day for a special reading lesson. The books read are chosen by the students from a selection of award winning books. During Grandparent's Day, students were encouraged to come dressed as a favourite book character. A book character parade was held during the Grandparent's Day festivities.

**Mother's Day, Father's Day and Grandparent's Days** have been celebrated in the Primary School, with separate breakfasts and a picnic lunch on the oval with grandparents.

**National Science Week** was celebrated with a K-6 Big Ideas Challenge. Students were required to think of a need in their lives and then come up with a big ideas solution. They drew a labelled diagram of their solution and then shared it via the online platform, Flipgrid, for viewing by their peers.

**The Biblical Studies library annex**, located in B2/ B3, has been established to support staff, students, ex-students, parents and friends of the William Carey Christian School community in their deliberations with respect to the Bible and other theological issues. This facility assists community members as they prepare teaching resources, answer difficult questions, complete further studies or continue to work on the development of the Christian perspective, ethos and values of the school.

**The Careers Education** program provides High School students with individual career guidance and assessment as well as extensive information on a range of post-school options. Field trips to Careers Expos, some tertiary institutions and workplaces are also organised to allow students to make informed choices about prospective career paths. Students in Years 9-12 use a range of career assessment tools to assist them in career planning and preparation. Year 10 students are required to complete one week of work experience and all Year 12 students receive individualised career interviews to discuss their post-school career options. In addition, the Careers Resource Centre and the WCCS Careers Website provide comprehensive and up to date careers-based information and guidance to all students in developing their career plans.

**The Creative Arts Open Night** is an opportunity for all Creative Arts students from Years 7-11 to showcase their Drama, Music, Dance, Photographic and Digital Media, and Visual Arts work with technical support from Entertainment Industry students and the sound and lighting crew.

**Library:** Visits by authors and illustrators are organised for different classes from Prep to Year 12 each year.

Six hundred and one students completed the **Premier's Reading Challenge** this year. Students from Kindergarten to Year 9 participated in the challenge.

**Library Readers:** The library has a large range of graded readers and novels available for both parents and students to borrow to assist students to become proficient readers.

**Parent Information Nights:** in order to keep the parents and carers of our community up to date with what is happening at school, we have information evenings at many significant points in students' academic lives. Events include: Prep and Kindergarten Information Night; Year 6 to 7 Transition Information Night; Year 9 and 11 Subject Selection Nights; Stepping Into Senior School, VET Information Night, and HSC – Maximising our Opportunities. We conduct Year 10 student /carer subject selection reviews with parents, carers, students, and senior executive staff.

We also have Meet the Teacher Nights and Parent/Teacher Interview Nights.

Parents are always welcome at the intermittent Primary Assemblies, End of Term Assemblies (both Primary and High School), Easter and ANZAC Assemblies (which often coincide with end of term assemblies) and our Graduation Assemblies.

Parent seminars are also presented during the year in order to deliver parent-specific information on issues such as: common mental health concerns like stress, anxiety and depression; issues relating to gender identity, hyper-sexualisation and the effects of the adult world on a developing adolescent mind; cyber safety and social networking; and body image, teenage sex, adolescent relationships.

These seminars run early in the year and are designed to address the needs of parents with students in Years P–12.

The school has traditionally supported the **MS Readathon** and the **World Vision 40 Hour Famine** as our charities. The Primary students sponsor seven World Vision students through mufti days at the end of terms and class fundraising. Some High School Pastoral Care groups have joined the Primary classes in supporting Samaritan's Purse in making Christmas gift shoeboxes for distribution.

**The Maphutseng Partnership:** At the end of 2006, we launched a major sponsorship in conjunction with World Vision – The Maphutseng Partnership. Our founding principal was retiring, and we gave him a school – in Maphutseng, Lesotho. We have an ongoing commitment to build and resource a school in this poverty-stricken country. The Partnership provides an opportunity for our community to share and contribute while gaining a new perspective of themselves.

Following critical analysis of the Maphutseng Partnership in 2010, it evolved substantially from its focus as a humanitarian-based project with the sole intent of building and resourcing Bethesda High School in the Maphutseng region of Lesotho. While it still maintained this element, primarily funded through World Vision, it expanded to include a gospel-focused component working through Growing Nations and the Lesotho Evangelical Church.

Our partnership with Growing Nations began in January of 2011, with several members of the WCCS community donating the salary of Joshua Ramatlali to work as part of the Growing Nations team. This year, Joshua has successfully fulfilled his role in promoting the Gospel through teaching sustainable farming practices to local farmers and discipling a core group of students from Bethesda High School.

In addition to this, in 2011, the William Carey Christian School community raised another \$20,000 to assist in the renovations of the Bethesda High School buildings. This money was used to purchase new bookcases, install a water tank for the science laboratory and fund various other educational activities and resources.

In 2012, we sent a group of student ambassadors to visit Bethesda High School.

2013 saw the expansion of the vision to include Georges River Grammar School in collaboration with us. Our main commitment was to build a bridge so that primary students did not have to wade through unstable water to access school. Further work with orphans and vulnerable children continued.

By the end of 2014, the work on the bridge was complete, and primary students can now be safe crossing that river which was previously very dangerous, particularly during periods of flooding. During 2015, the WCCS community contributed to the final payment for the bridge and continued work on food security for orphans and vulnerable children.

In 2016, the orphans and vulnerable children program was finalised and a new larger-scale program was initiated to build greenhouses and chicken houses.

In 2017 World Visions determined the goals of the Maphutseng ADP had been met and formal support for the region would cease in its current form. As a School, we committed the a further two years of funding (2018-2019) support in the following ways. A WV and DFAT funding project for sustainable development in Southern African nations. Funds raised by William Carey would be matched 5:1 by the Australian Aid program. Secondly, the tuition costs for a limited number of Bethesda students would be guaranteed for their HS carers, through the fundraising efforts of the Primary School.

**Student Leadership Council:** *“Learning to lead through service”* is the motto of our SLC. Elected by the students and staff to serve the needs of the student body, each SLC has left their positive mark on the school. Each year group from Years 6 to 12 have a pair of representatives who work in close collaboration with the relevant Year Advisers to help meet the pastoral needs of the students in each year.

Parallel to the SLC is the Primary **PALS**. Elections are the culmination of their Year 5 unit about government, in which ruling in servanthood is espoused. Primary PALS serve while in Year 6.

**Peer Support:** Trained Year 11 students work with Year 7 Pastoral Care groups to develop resilience in our new High School students as they settle into new routines.

**Year 12:** Celebrating our graduating students involves many staff-student activities, including: breakfast; various staff-student games; a full school assembly with a light lunch provided for graduates and parents; and a formal.

## Extracurricular Opportunities

**Student WHS Committee:** Six senior students meet once a term with the Work Health and Safety Management Team. Their role is to develop WHS awareness and skills in using risk evaluation

techniques, to bring student safety concerns to the committee for discussion and to provide student perspectives in recommendations to the executive regarding safety.

In 2017 the Committee:

- Continued to liaise with staff over issues of student behaviour on buses, pedestrian access to school, and unsafe vehicle speeds on school grounds,
- Helped to identify a variety of hazards around the school, including trees presenting as hazardous,
- Helped to identify maintenance issues, and
- Assisted with the evaluation of evacuation and lockdown drills.

The **Duke of Edinburgh Award** is an enriching program inviting young people from Years 9–12 to participate in a number of activities over a set period of time. Voluntary participants design their own unique program centred on their interests and passions. They develop skills in outdoor education and leadership, and have the opportunity to provide service to both local and overseas communities.

**Sound and Lighting Crew:** This team provides valuable training and experience in setup and operation of sound, lighting and vision systems, and venue preparation – from Year 6 and through High School.

**Music Opportunities:** At William Carey, there are several different musical groups that students are welcome to join. There are options for everyone, from beginners through to experienced performers. Both Primary and High School students are welcome to join the Concert Band and the String Ensemble. We also have a Junior Band for Primary students who are just starting to learn instruments.

In Term 2, these groups stage '**A Little Night Music**' Concert, a ticketed evening performance. Students may also be involved in the **Year 1 and 2 Choir and Dance Group**.

The school offers instrument hire at a nominal fee and facilitates **music tuition** from experienced tutors, which takes place on school grounds, during school hours. Although music tutoring takes place in this way, the tutors themselves are not employees of the school and so, positions are limited and come at an addition cost that is paid directly to the tutor. Currently, there is tutoring available to both Primary and High School students for guitar, piano, violin, flute, vocals, trumpet, trombone, clarinet and saxophone.

Within the High School specifically, opportunities for students to perform arise frequently. All Year 12 Creative Arts students are involved in the **CAPA HSC Showcase**, which serves to showcase the creative talents of these students, including performances by those students who have chosen to complete a performance piece as an HSC major work. Other performance opportunities include the biennial Fun Fair, Open Days, Creative Arts Open Night, J Walk, assemblies, and information nights.

**HSIE opportunities:** Students also had opportunity to participate in national and state-wide competitions such as the Australian Geography and History competitions and the UNSW Economics.

**The Mock Trial team** is open to senior students, who learn to work together from a number of perspectives for representing a client, taking on a variety of roles including barrister, witness, solicitor and court officer.

**Debating** at WCCS in 2018 involved both Primary and High School students. William Carey competed in both the MISA and HICES competitions, equipping students with experience in both speaking and listening, as well as broadening their horizons through the debate topics and visits to other schools.

**BookCHAT:** Is a High School book club run by the Library staff. The students read and review the new books in the Library and recommend books to purchase.

**Mates** is a program that provides K–6 students with support from older High School students. It provides a time for social interaction for students with social, behavioural or emotional needs.

**The Maphutseng Ambassadors** is the student group who promote fundraising activities in school for the project outlined above. Our ambassadors are trained to become global citizens, by participating in conventions organised by World Vision, at which our students are challenged to switch their minds from those of passive listeners to generators of ideas, hope and advocates of change.

**The Drama Club** runs for students in Years 7 and 8 during lunchtime every Friday. Students are given the opportunity to share play ideas and practise acting. They perform their original devised pieces at the end of term assembly and Creative Arts Open Night.

Prep students do **gardening** with our school gardener.

**Board games lunch** runs for Years 7-12 in the Library; as well as Primary chess and device clubs.

**Bible study groups:** There are groups in the Primary and High School that are designed by and for particular students' needs or wants.

**Crusaders** have been involved in some Primary and High School groups. In 2018, selected Year 6 students have been involved in off-site leadership training done by Crusaders.

**J-Walk** is an SLC initiative that happens twice a term. It is an evangelistic event with guest speakers, often local ministers, and live music. Students are challenged to live life from a Christian perspective.

**Dances for K–2 and for Years 3–6:** Primary year groups are involved in some end of term social activities such as dances and barbecues.

**The Natural Photography Competition:** The Creative Arts department runs an annual natural photography competition open to any students in Years 5– 12, who compete in specified categories.

**Portraits Competition:** The Creative Arts department ran a portraits and short film competition open any students in Years 5– 12, who competed in specified categories.

**The Science and Engineering Challenge** is an event attended by up to 32 students from Years 9 and 10. Students were provided with a hands-on opportunity to construct items such as bridges, hovercrafts, sustainable houses and earthquake proof structures. Over the course of the one-day event, students from WCCS competed in eight events against students from other schools. The team of students won the local challenge held in Camden and went on to compete at the super challenge event held at the University of Newcastle.

***These are all opportunities students had in 2018, and most continue from year to year. However, we cannot guarantee that prospective students will enjoy all the above experiences as staff, student and curriculum interests change regularly.***

## Reporting Area 3: Educational Testing

### Basic Skills Testing: NAPLAN

In 2018 we participated in the NAPLAN basic skills testing.

NOTES:

- 1) All results are in percentages (rounded). State averages are in brackets beside our results.
- 2) Since 2018, students in all grades have been able to attain all band levels, from 1 to 10. This is a change from the previously defined band brackets for each grade.
- 3) Numeracy is no longer broken into strands but reported only as an overall score.

### Our Literacy results were:

#### Reading

<b>BANDS/YEAR</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>9</b>
10	1 (0)	3 (1)	2 (1)	7 (8)
9	1 (0)	2 (1)	11 (12)	24 (17)
8	5 (1)	18 (17)	22 (19)	39 (30)
7	14 (2)	24 (21)	30 (27)	22 (26)
6	12 (28)	29 (24)	20 (25)	5 (14)
5	31 (25)	18 (20)	13 (12)	3 (5)
4	29 (20)	3 (11)	1 (5)	0 (0)
3	4 (13)	2 (5)	0 (0)	0 (0)
2	4 (7)	2 (1)	0 (0)	0 (0)
1	0 (4)	0 (0)	0 (0)	0 (0)

## Writing

<b>BANDS/YEAR</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>9</b>
10	0 (0)	0 (0)	0 (1)	5 (6)
9	0 (0)	0 (1)	1 (4)	7 (10)
8	0 (0)	10 (5)	23 (15)	29 (25)
7	2 (2)	10 (12)	30 (21)	29 (22)
6	15 (11)	52 (27)	23 (27)	17 (20)
5	52 (36)	23 (36)	19 (23)	13 (14)
4	18 (24)	3 (12)	3 (6)	0 (2)
3	11 (18)	3 (7)	0 (2)	0 (1)
2	1 (5)	0 (1)	0 (1)	0 (0)
1	1 (3)	0 (1)	0 (1)	0 (1)

## Spelling

<b>BANDS/YEAR</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>9</b>
10	0 (0)	0 (0)	6 (1)	8 (8)
9	2 (0)	2 (0)	10 (13)	24 (19)
8	4 (0)	21 (15)	42 (23)	38 (29)
7	12 (2)	24 (23)	19 (26)	21 (25)
6	18 (26)	39 (31)	18 (22)	5 (11)
5	34 (25)	10 (18)	4 (10)	3 (8)
4	21 (21)	3 (9)	0 (6)	1 (0)
3	7 (14)	0 (4)	0 (0)	0 (0)
2	2 (8)	0 (0)	1 (0)	0 (0)
1	0 (5)	2 (0)	0 (0)	0 (0)

## Grammar and Punctuation

<b>BANDS/YEAR</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>9</b>
10	0 (0)	3 (1)	13 (1)	13 (9)
9	2 (1)	5 (1)	14 (15)	30 (18)
8	4 (1)	21 (18)	19 (15)	27 (29)
7	13 (2)	26 (18)	21 (27)	17 (20)
6	25 (31)	27 (29)	17 (22)	10 (18)
5	21 (17)	11 (16)	14 (14)	4 (6)
4	21 (23)	7 (11)	1 (6)	0 (0)
3	11 (13)	0 (5)	0 (0)	0 (0)
2	4 (8)	0 (1)	0 (0)	0 (0)
1	0 (4)	0 (0)	0 (0)	0 (0)

**Our Numeracy results were:**

### Overall Numeracy

<b>BANDS/YEAR</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>9</b>
10	0 (0)	0 (0)	7 (1)	12 (13)
9	0 (0)	5 (1)	12 (14)	29 (17)
8	2 (0)	10 (13)	23 (18)	36 (26)
7	0 (1)	21 (20)	39 (29)	15 (28)
6	24 (18)	34 (26)	17 (25)	4 (13)
5	20 (26)	26 (26)	2 (12)	4 (2)
4	29 (27)	0 (12)	0 (2)	0 (0)
3	21 (17)	3 (3)	0 (0)	0 (0)
2	4 (10)	2 (0)	0 (0)	0 (0)
1	0 (2)	0 (0)	0 (0)	0 (0)

## Senior secondary outcomes (student achievement)

William Carey Christian School is committed to the delivery of an excellent, Christian education. This is demonstrated in part, through student achievements in HSC outcomes. As a non-selective school, accessible to the whole community, William Carey is building a strong record, reflected in the results throughout our student body. It is important to remember that, HSC results are most meaningful when interpreted in the light of individual students' strengths, needs, progress and life experience.

### 2018 HSC Results

Course	WCCS Students 2018	WCCS Examination Mean 2016 (%)	WCCS Examination Mean 2017 (%)	WCCS Examination Mean 2018 (%)	State Examination Mean 2018 (%)	% in top two bands at WCCS 2018	% in top two bands in State 2018
Ancient History	14	75	82	74	73	29	36
Biology	27	75	75	76	74	26	37
Business Studies	35	78	76	73	74	26	37
Chemistry	14	75	70	81	75	64	42
Construction Examination	6	77	75	83	73	50	18
Drama	9	NA	78	78	78	56	42
Economics	12	75	75	71	76	25	47
Engineering Studies	6	NA	74	80	75	50	36
English Advanced	59	79	80	77	81	34	63
English Extension 1	8	86	81	39	42	100	96
English Extension 2	4	71	90	37	37	100	71
English Standard	43	72	70	68	69	2	15
Entertainment Industry Examination	11	69	80	75	75	27	39
Food Technology	18	NA	NA	77	73	28	33
Geography	17	72	72	75	75	29	44
History Extension	6	79	73	39	39	67	79
Hospitality Examination (Food and Beverage)	13	81	69	80	72	46	24
Industrial Technology	9	68	70	68	68	22	23
Information Processes and Technology	14	79	77	72	73	36	38
Legal Studies	18	79	79	79	75	47	45
Mathematics Extension 1	20	74	68	71	79	65	80

Mathematics Extension 2	3	79	68	73	81	67	86
Mathematics General 2	57	69	68	71	70	23	27
Mathematics	40	76	70	77	78	38	52
Modern History	10	82	78	79	74	50	42
Music 1	7	88	82	86	82	71	65
PDHPE	41	79	75	76	72	39	33
Physics	23	72	67	74	73	26	34
Senior Science	8	77	68	67	71	25	22
Software Design and Development	11	NA	NA	70	74	0	37
Textiles and Design	4	NA	NA	78	77	75	46
Visual Arts	17	79	81	80	80	41	53

### ***Notable aspects of the 2018 HSC include:***

- 112 students graduated from William Carey in 2018.
- Our students received 38 Band 6 results in 21 subjects.
- 8 of our students received ATARs of over 90.
- One of our Industrial Technology (Metal) students had their major work chosen for both the Shape Exhibition at the Museum of Applied Arts and Science (Powerhouse) and the IndTech Exhibition at the Working with Wood Show. Their major work was also selected as a Case Study piece for NESAs.
- Results in the majority of our 32 subjects offered, were above the state mean.
- 19 out of 32 courses offered had results of Band 3 and above.
- Drama, Engineering Studies, Hospitality, Music, and Visual Arts had all students scoring a Band 4 result or above.
- 29 courses had lower percentages than state proportions for Band 1-2 results

### ***Records of School Achievement***

Sixteen of our students received a RoSA in 2018.

### ***Senior Secondary Outcomes***

27% of Year 12 students undertaking a VET subject.

100% of Year 12 students attained the HSC in 2018.

## **Reporting Area 4: Teacher Composition, Standards and Professional Development**

### ***Teacher Composition and Standards***

The composition of the teaching staff mirrors our multicultural student body. The school does not hire teachers on the basis of gender, race or ethnicity and, as a result, our teachers are drawn from a very diverse range of ethnic and language backgrounds. None of our current teaching staff at WCCS identify themselves as being indigenous.

In order to maintain our Christian distinctiveness, especially the Reformed, evangelical heritage upon which we were founded, the school hires only Christian teachers who are active participants in a local church. Applicants for teaching positions are asked to affirm their theology and church participation during the interview process.

In 2018, the school employed 124 full-time and part-time teachers. All WCCS teachers, including casual teachers, have teaching qualifications from a higher education institution within Australia, or they have teaching qualifications recognised within the National Office of Overseas Skills Recognition guidelines. On average, each full-time or part-time teacher has 16.5 years of teaching experience in schools.

All teachers employed by WCCS, including casual teachers, hold active teacher accreditation with the NSW Education Standards Authority (NESA). At the commencement of 2018, 118 full-time and part-time teachers were accredited at the level of Proficient Teacher. A further six teachers were accredited at the level of Graduate Teacher. (Three of these held Provisional Teacher accreditation and three held Conditional Teacher accreditation). During 2018, two teachers progressed from Graduate Teacher to Proficient Teacher accreditation with the assistance of the WCCS Teacher Accreditation Authority.

As part of our service to the wider community, our school regularly hosts practicum placements for teachers in training, sometimes encouraging them to return as casual teachers when they are suitably qualified. The school also hires a number of ex-students to work as teachers' aides and library tutors in the High School, some of whom are themselves studying to become teachers,

### ***Professional Teacher Development***

As an independent school, the professional development of our teaching staff is essential to ensure that we continue meeting our students' needs in accordance with current educational thought and practice. Every teacher at the school is encouraged to participate in professional development activities during the year, and a wide range of professional development opportunities are made available for them.

Every teacher who is accredited with NESA is required to maintain a program of professional growth throughout his/her career. Full time teachers accredited at the level of Proficient Teacher are required to complete a minimum of 100 hours of professional development activities in each five-year maintenance period.

WCCS has been a NESA-endorsed provider of professional development since 2012. In 2018, the school's scope of endorsement was extended to include Standards 1-2 of the Australian Professional Standards for Teachers. We now provide NESA-endorsed training in all seven professional standards at the level of Proficient Teacher. This year, WCCS offered 57 NESA-endorsed courses, totalling 46.25 hours of registered PD. Our school has many highly qualified, experienced teachers to coordinate and lead this training.

The school-wide professional development focus for 2018 included the introduction of *Design for Learning* as a distinctive framework for planning and delivering excellent teaching and learning. The *Professional Growth Program* (PGP) also continued as a key strategy to support professional growth, with every teacher identifying and working towards personal goals that are consistent with whole-school goals and the goals set by their faculties (High School) or stage groups (Primary School).

WCCS runs two staff development weeks each year – one in January and one in July. These are designed to address issues of educational importance and they enable the staff to work towards a unified understanding and approach. The range of topics covered in 2018 included classroom practice, Christian theology, pastoral care, wellbeing, ICT and WHS training. Individual faculties and stage groups also address professional development issues that are specific to their own needs.

In addition to the professional development opportunities provided on site, teachers were also encouraged to access PD through outside providers. To support this, we maintain a school-wide subscription to the online provider TLN, and we frequently utilise the services of the Association of Independent Schools and other recognised providers.

The school Nurse Manager is an accredited trainer who provides first aid training at no extra cost to the school:

- Nationally Recognised First Aid Course – HLTAID004 Provide an emergency first aid response in an education and care setting
- Asthma and Anaphylaxis - Recognition and Management Training.

In 2018, WCCS spent \$278 per teacher on professional development for teaching staff. This figure does not include the cost of replacement teachers to cover any absences associated with Professional Development.

### ***NESA HSC contributions***

Many of our High School teachers assist with developing and/or marking the NESA HSC examinations and practical works:

- Supervisor of Marking – Tony Hall
- Senior Markers – Peter Ross, Katrina England (Practical)
- Judge Markers – Kim Barry, Phillip Holdsworth
- Pilot Markers – Kim Barry, Phillip Holdsworth
- Markers – Andrew Athavle, Sue Brendish, Troy Champion, Sylvia Morris (Practical), Catherine Smith, and James Wright

### ***Professional Memberships and external delivery of professional development***

The English Department are members of ACSET (Association of Christian School English Teachers), providing and receiving accredited professional development from that body. Heather Brake, the Head of English, presented two workshops for the ACSET Conference about the new Year 12 English Studies course. The English Faculty are also members of the NSW English Teachers Association (ETA) and participate in various course-specific ETA NSW Facebook groups. Heather Brake is an active participant in the ETA Southwest Sydney Assessment Network.

The Mathematics Department is a member of MANSW (Mathematics Association of NSW).

The Science Department is a member of the Metropolitan South-West Science Teachers' Association (STA) and Science teachers meet regularly with them, both giving and receiving professional development. Andrew Macaulay, the Head of Science, is a member of the Australian College of Educators (MACE), the Australian Institute of Physics (MAIP) and the Christian Educators Professional Association (MCEPA). The Science Department presented the STA in-service training called "Teaching Junior Science with Confidence".

The TAS Faculty are members of ITE (The Institute of Technology Educators) and TEA (Textile Educators Association). WCCS was selected as a pilot school for practical marking training in Industrial Technology.

WCCS is a member school of the University of Sydney STEM Teacher Enrichment Academy. In 2018, Kim Barry, Head of TAS, led six teachers from Science, TAS and Mathematics to participate in the Academy, supporting the design and implementation of a new Year 7-8 STEM Program at school.

The ICT teaching staff are members of ICTENSW (Information Communication Technology Educators of New South Wales). They are also members of the MITIE forum, an Association of ICT Directors, Managers, Technicians and Support Staff who work in Education. Matthew Burns, Linda Grinsell, Cain McCleary and Tony Hall, all members of the WCCS ICT Integrator team, delivered professional development sessions to the 2018 DigiSTEM Conference hosted by AIS (The Association of Independent Schools). Matthew Burns also delivered the professional training about Flipped Learning at the ResCon 2018 conference in Melbourne.

Emma Fenton, the Head of CAPA (Creative and Performing Arts), and Lynette Goddard are both members of VADEA (Visual Arts and Design Educators Association). Sylvia Morris, our Drama teacher, is a member of Drama NSW. In the Term 4 school holidays, Sylvia Morris was a guest lecturer on the topic of Australian Drama and Theatre to undergraduate students at Illinois State University.

Cheryl Anderson, the Head of High School Learning Support is a member of the Professional Association for Learning Support (PALS)

The WCCS Library belongs to the Australian School Library Association (ASLA) and The Australian Christian School Library Network (ACSLibNet).

The Careers staff are members of the Careers Advisers Association.

The HSIE STAFF are members of: Economics and Business Educators (EBE); History Teachers Association (HTA); Geography Teachers Association (GTA); and Legal Studies Association (LSA). Andrew Athavle is a Director of EBE and presented four professional development courses at two EBE Conferences in 2018.

Sally Rawson is a member of the NSW PDHPE Teachers Association. Tim Manuel, the Head of PDHPE, presented HSC PDHPE enrichment lectures and workshops as part of 'HSC in the Holidays' during term breaks at the University of Wollongong (Sutherland and Wollongong campuses).

## Reporting Area 5: Student Attendance and Retention

### *Student Attendance*

2018 figures extracted from Edumate:

FORM	ATT_OVERALL	ATT_MALE	ATT_FEMALE
Kindergarten	95.80%	95.50%	96.20%
Year 1	95.00%	94.70%	95.30%
Year 2	96.10%	95.80%	96.40%
Year 3	95.90%	95.90%	95.90%
Year 4	96.00%	96.30%	95.80%
Year 5	96.70%	96.50%	96.90%
Year 6	95.50%	95.80%	95.30%
Year 7	95.90%	96.20%	95.50%
Year 8	95.40%	95.40%	95.40%
Year 9	95.60%	95.50%	95.60%
Year 10	94.20%	94.50%	93.90%
Year 11	94.20%	94.20%	94.20%
Year 12	94.00%	94.60%	93.40%
<b>Total</b>	<b>95.41%</b>		

Our attendance is recorded according to the new guidelines and has been done using Edumate. The student attendance levels have remained very similar to those of 2017.

Day-to-day non-attendance is managed by the Classroom Teacher (in Primary) and the Pastoral Care Teacher (in High School) who marks the roll (using NSW attendance register codes) and collects notes from parents regarding absences. Where such notes are not forthcoming the Pastoral Care Teacher will contact the parent to ascertain whether the absence was known and to elicit a note – or parents can enter reason on parent portal or send an email. If there is a pattern of unacceptable lateness, partial attendance or non-attendance, the Year Adviser and/or relevant executive may seek a parent interview to work through the issues. If the pattern persists, the matter will be brought to the review committee and the Deputy Principal, will pursue the matter through the parents or other community agents. Students requiring long leave or exemption from attendance at school seek permission from the Principal.

### ***Student Retention Rates***

94% of students who graduated from Year 12 in 2018 were also in Year 10 at William Carey Christian School. All students who were new to WCCS in Year 11 graduated from Year 12 in 2018. Of the 123 students in Year 10, 2016, 108 (88%) went on to Year 11 at WCCS, and 96% graduated in 2018.

### ***Post School Options***

Students who left William Carey Christian School before the end of their HSC, mostly left to enter the workforce, including apprenticeships and traineeships offered to them. Some moved to other schools or moved out of the area. Some destinations are unknown to us. Out of our graduating class most students were offered places at universities. Others went to TAFEs or business colleges, or to the workplace. Some destinations are unknown to us.



**WILLIAM CAREY  
CHRISTIAN SCHOOL**

# Enrolment Management

Procedures and Guidelines

DOCUMENT LAST REVIEWED | 16/06/2017

# Enrolment Management

1. Prospective parent/carer makes enquiry.
2. Request for application form filled out by enrolments or front office staff.
3. Details are added to Edumate enquiry list.
4. Information package sent including:
  - a. Introductory letter
  - b. School Prospectus
  - c. Fees schedule
  - d. Standard Collection Notice
  - e. Uniform booklet
  - f. Application for waiting list (1 per child)
  - g. Student Health Information Form (1 per child)
  - h. Parent Questionnaire Prep –2 (1 per child relevant year)
  - i. Parent Questionnaire 3-12 (1 per child relevant year)
5. Enrolments will follow up enquiries that have not booked an interview within two weeks of the first request.
6. Parents wishing to proceed will complete the above forms and contact enrolments to book an interview time.
7. Prospective parent/s have an interview with enrolments bringing with them the completed application forms and photocopies of: full birth certificate, immunisation and last two school reports (if the child is already attending school) and are given a parent student handbook, when application fee is paid.
8. If parents are still willing to pursue enrolment application fee is paid.

**See following pages for procedures for Primary, Junior High, Senior High and intake procedures for Prep, Kindergarten and Year 7**

## Prep Intake

1. Parents on the waiting list are sent an interest letter to determine if they are still interested in prep for the following year.
2. Parent questionnaire and student health form are included in this letter, conditions of enrolment and special needs form are also sent.
3. Parents are requested to book an interview and bring to that interview the above mentioned forms as well as any other required supporting documentation to update the child's file. (The child is also required to attend this interview).
4. An interview with enrolments and Prep Director is arranged, where file is updated to most current information and the parent/s and child will meet the prep director if available.
5. If all paperwork has been received, the file is then reviewed by the prep enrolment committee who make a recommendation for offer.
6. If decision is no offer it may be because reports are missing. If this is the case these are then requested from the parents.
7. If decision is no for other reasons the file can be reviewed by the primary deputy or in some cases the principal and reasons for no offer discussed.
8. If the place is deemed appropriate, a written offer is sent.
9. Written acceptance of the offer (plus signed conditions of enrolment), along with payment of the acceptance fee, must be received prior to enrolment commencing.
10. Parents are invited to an information night in October/November.
11. Direct debit forms and current fee sheet are available at the information night.
12. Parents are invited to a prep open afternoon.
13. Uniform shop is also open during prep open afternoon for potential purchases.
14. Parents/students are sent a letter in December indicating their starting date starting time, room and teachers name.
15. Student commences enrolment at William Carey prep school. Photos of the incoming prep students are taken. Photos are then linked to the students Edumate file.

**Prep students commencing mid-year commence at point 3 continue through to point 9, skip points 10 to 14 and restart at point 15.**

# Kindergarten Intake

1. Parents on the waiting list are sent an interest letter to determine if they are still interested in kindergarten for the following year.
2. If the original parent questionnaire and student health form are deemed out of date, a new form for each is to be completed, conditions and special needs forms are also sent.
3. Parents are requested to book an interview and bring to that interview a current report from their preschool, if available, as well as any other required supporting documentation to update files. (The child is also required to attend this interview) *If a child is attending WCCS prep, they do not need to attend this interview and parents do not need to provide a preschool report.*
4. An interview with enrolments and the K-2 Coordinator is arranged, where file is updated to most current information and the child (if attending) given an activity sheet.
5. If the child does not attend a preschool, arrangements can be made to conduct further activities, to observe the child, during the interview if deemed necessary.
6. If all paperwork has been received the file is then reviewed by the K-2 enrolment committee who make a recommendation to offer.
7. If decision is no offer it may be because reports are missing. If this is the case these are then requested from the parents.
8. If decision is no for other reasons the file can be reviewed by the primary deputy or in some cases the principal and reasons for no offer discussed.
9. If the place is deemed appropriate, a written offer is sent.
10. Written acceptance of the offer (plus signed conditions of enrolment), along with payment of the acceptance fee, must be received prior to enrolment commencing.
11. Parents are invited to an information night in October/November.
12. Direct debit forms and current fee sheet are available at the information night.
13. Incoming kindergarten students are required to attend a one-hour orientation session, usually held in October/November. *If a child is attending WCCS prep they do not need to attend orientation.*
14. Photos of the incoming kindergarten students are taken prior to orientation commencing, photos are then linked to the students Edumate file prior to commencement.
15. Photos for students not attending orientation are taken in week one.
16. Year 6 students give parents a tour of the school during orientation.
17. The uniform shop is also open during orientation for potential purchases.
18. Parents/students are sent a letter in December indicating their starting date starting time, room and teachers name.
19. Student commences enrolment at William Carey.

# Primary School

## **Students Commencing Mid-Year K to 6**

1. When a placement becomes available the waiting list is examined for a potential replacement – the primary executive initially reviews the file, if a file is available.
2. Parent is contacted to determine if they are interested in their child undergoing assessments for a possible placement.
3. If parents are positive an interview with enrolments and assessment time is arranged.
4. If the original parent questionnaire and student health form are deemed to be out of date, a new form for each is to be completed.
5. Whilst the interview is occurring, the student completes the OLSAT, reading and spelling assessments.
6. Primary enrolment committee (coordinated by primary deputy/K-2 coordinator) determine the appropriateness of the placement in terms of the current vacancy position. If special needs are identified the file will be reviewed by the head of ESU/Counsellor for advice.
7. If it is decided that a place will be offered the following are sent (where appropriate):
  - a. A written offer
  - b. Term time sheet
  - c. Updated fee sheet
  - d. Direct debit form
  - e. Uniform price list
  - f. Return envelope

## **Students commencing at the start of the year skip point 8**

8. Starting date is discussed and determined by primary deputy and enrolments.
9. Written acceptance of the offer (plus signed conditions of enrolment), along with payment of the acceptance fee, must be received prior to enrolment commencing.
10. Because it has already been determined that this child is educationally appropriate for the place available, a class is determined on that basis.

## **Students commencing mid-year skip point 10a and go to point 11**

**A Primary orientation is arranged, in Term 4, for new students commencing at the start of the year.**

- 10a An invitation, to orientation, is sent to all new students Year 1 to Year 6.
11. Class teacher is notified of the prospective enrolment and a hard copy (pink/blue folder) is sent to the Primary Office.
12. Enrolments arrange to meet the child at the start of day one to take them to assembly.
13. Student commences enrolment at William Carey. Photos of the incoming students are taken. Photos are then linked to the students Edumate file.

## Year 7 Intake

1. All parents, of students on the waiting list, are sent a letter of interest to determine if they are still interested in year 7 for the following year. A Saturday assessment time, for OLSAT and English, is arranged for all to attend.
2. Prior to attending the Saturday assessment/interview, parents are to provide all completed forms (parent questionnaire, health form, special needs form & conditions of enrolment) and the most current reports from their present school, as well as any other required supporting documentation, including year 5 NAPLAN results, to update file.
3. An interview and assessment time is arranged for any student that cannot make the Saturday assessment. At this interview parents provide all completed forms – see point 2.
4. During the parent interview the student will complete an OLSAT and English assessments.
5. The student's file is then updated with all reports/forms etc along with the OLSAT and English results.
6. The file is reviewed by a High School Deputy, in some cases this may also involve the Head of ESU, Head of English and the Principal.
7. The above committee determines the appropriateness of the placement and makes recommendations to enrolments about offering a place in year 7 for the next year.
8. If more information is required, enrolments will contact parents to request this information.
9. If the decision is "no offer" for other reasons the file can be reviewed by the High School Deputy or in some cases the Principal and reasons for "no offer" discussed.
10. A written offer is sent.
11. Written acceptance of the offer (plus signed conditions of enrolment), along with payment of the acceptance fee, must be received prior to enrolment commencing.
12. Information in the student's file is forwarded to the year 7 grading committee.
13. All students entering year 7 are invited to attend a year 7 transition day and information evening, usually held in fourth term. Photos of each new incoming student are taken for ID cards.
14. Direct debit forms and up to date fee sheet are available at orientation. The uniform shop is also open for potential purchases.
15. Student commences enrolment at William Carey on day one.(Students commencing at the beginning of the year start with a Year 7 assembly.)

### **Students commencing mid-year, start at point 3 and continue through to point 12 and skipping points 13 and 14 to point 15**

16. Photos of the incoming students are taken. Photos are then linked to the students Edumate file.

# Junior High School

## Years 7 to 10

### For students commencing at any point in the year

1. When a place becomes available the waiting list is examined for a potential replacement.
2. Parent/s contacted to determine if they are still interested in a place and wish to remain on the waiting list. (Alternatively parents have made an initial enquiry regarding vacancies either current or for the following year.)
3. If parents are positive, two most current reports from their present school are requested, as well as any other required supporting documentation to update our files.(ie: latest NAPLAN) – (For new/first enquiries this information is collected at the first interview.)
4. Upon receipt of this information enrolments message English, Maths and Science head teachers (and ESU if appropriate), to review the potential student’s file. (For new enquiries this is done after the interview.)
5. This advice is used to determine whether the potential student is appropriate for the available place.
6. If the place is deemed appropriate, the parents are contacted to arrange a mutually convenient time for assessment and further interviews.(one with enrolments and one with a High School Deputy and Year Advisor.)
7. At the interview, with enrolments, the file is updated. Parents are informed at this interview of the current fee schedule.
8. If the original parent/carer questionnaire and student health form are deemed to be out of date, a new form/s are to be completed.
9. Whilst the interview with parent/s is occurring, the student completes an OLSAT and english assessments.
10. A photo is taken of the student to produce ID card.
11. A Deputy Principal and Year Adviser interview, with parent/s and student, is completed and the Deputy and Year Adviser determine the appropriateness of the placement.
12. Starting date is discussed and determined. (New Year starters skip this point.)
13. Deputy and Year Adviser complete record of enrolment interview.
14. If no immediate offer is made the Deputy will contact enrolments to discuss further requirements. (eg: additional paperwork, reports and/or assessments.)
15. If deemed appropriate a verbal offer can be given, followed by a written offer, which includes the following documents.
  - a. a written offer, specifying any probationary or other conditions
  - b. term time sheet
  - c. updated fee sheet
  - d. direct debit form
  - e. uniform price list
  - f. return envelope
16. ID card is produced.
17. Head Teachers, Deputies, Principal and Year Adviser are notified via email with a copy of the offer.
18. Year adviser arranges to meet the child at the start of day one.
19. Written acceptance of the offer (plus signed conditions of enrolment), along with payment of the acceptance fee, must be received prior to enrolment commencing.

20. Upon receiving the signed acceptance and acceptance fee, the enrolments office contact the high school deputy's secretary, who enters the student's class placement on Edumate to generate student timetable, which is then forwarded to enrolments.
21. Information regarding subjects, teachers and start date is sent to Head Teachers via email.
22. The School Nurse is advised of acceptance via email. The Nurse then reviews the student file to enable relevant medical information to be added to Edumate and possible further contact made with the family if deemed appropriate. (eg: updated action plans.)
23. Enrolments constructs package for first day of student attendance including a timetable, planner and ID card.
24. Student commences enrolment at William Carey.
25. Year adviser (or nominee, eg PC teacher) meets student, connects them with other peers and gives a brief tour of the school.

## Senior High School

1. Information regarding potential Year 11 students for the following year is taken from the waiting list on Edumate.
2. The student and family are invited to year 11 subject selection evening.
3. If the parents are interested in pursuing a position for their child, a mutually convenient time for testing and interview is arranged, where parents will provide the two most current reports from their present school, as well as any other required supporting documentation to update files. (this includes parent questionnaire, health form etc.)
4. A parent interview is held, during testing, with enrolments, where the file is updated with the most current information. During the interview, the student will complete the OLSAT and English assessment.
5. An interview is arranged with the Head of Senior Studies and Year Adviser to occur at the completion of assessments.
6. A photo is taken of the student to produce ID card.
7. On completion of the interview, the Head of Senior Studies and Year Adviser complete the record of enrolment interview.
8. If it is decided that a place will be offered, the following are sent (where appropriate):
  - a. a written offer – specifying any probationary or other conditions if appropriate
  - b. term time sheet
  - c. updated fee sheet
  - d. direct debit form
  - e. uniform price list
  - f. return envelope

**For students commencing at start of new school year go to point 18.**

**For students commencing mid-year continue:**

9. Starting date is discussed and determined either at the enrolment interview, or interview with the Head of Senior Studies.
10. Year adviser arranges to meet the child at the start of day one.

11. Written acceptance of the offer (plus signed conditions of enrolment), along with payment of the acceptance fee, must be received prior to enrolment commencing.
12. Enrolment office contacts the high school deputy's secretary, who then enters the student's class placement on Edumate to generate a student timetable.
13. Timetable is forwarded to enrolments.
14. ID card is printed.
15. Enrolments constructs a package for the first day of student attendance including, student planner, timetable and ID card.
16. Student commences enrolment at William Carey.
17. Year adviser (or nominee, eg PC teacher) meets student, connects them with other peers, and gives a brief tour of the school. Student is also given their package.
  
18. First day of the new school year is confirmed in letter of offer.
19. Enrolments arrange to meet the student at the start of day one.
20. Written acceptance of the offer (plus signed conditions of enrolment), along with payment of the acceptance fee, must be received prior to enrolment commencing.
21. Student commences enrolment at William Carey attending an assembly.
22. Timetable and planner and ID card is given to student during pastoral care on the first day.



## WILLIAM CAREY CHRISTIAN SCHOOL

### **Conditions of Enrolment**

Enrolment at William Carey Christian School is subject to the following terms and conditions.

#### **Student Participation**

Parents agree to their child fully participating in all aspects of their curriculum and extracurricular activities, as set out in the Student & Parent Handbook.

#### **Uniform**

Parents undertake to provide the child with the correct uniform as approved by the School Board, and to ensure that your child is always sent to school neatly and modestly dressed in the required uniform.

#### **Discipline**

1. Parents will encourage their child to behave in a way conformable to biblical standards.
2. Parents accept the necessity of the School to employ such discipline as seems wise and expedient for the child, and agree to uphold in every way possible, the School's authority and right to administer appropriate disciplinary measures in accordance with the policies of the School, which may involve in-school and after hours detentions, suspension and expulsion.
3. Provide your child with an approved digital device and ensure that it is fully charged before the start of each day.
4. The use of alcohol, tobacco, or other harmful drugs whilst a student of the School, or whilst travelling to or from the School is not permitted and subject to the School's discipline policy.
5. Bringing of pornographic and other dubious materials likely to cause moral harm and offence is not permitted
6. Comply with the School's policy that electronic devices (including mobile phones) must be switched off and stored out of sight at all times whilst on school premises unless expressly authorised by the supervising class teacher.
7. Comply with the School's policy on the use and protection of the School's computer hardware, software and networks, including the internet.
8. Agree that student's bags and lockers (if provided) can be searched to assist investigation of allegations of misconduct.
9. Comply with the School's exclusion of dangerous objects eg knives and forms of entertainment which compromise safety and discipline.
10. Vandalism and other deliberate or careless actions, which cause damage to the property of the school, or other students, must be paid for by families, either for repair or replacement cost.
11. The School may suspend or terminate enrolment at its discretion for failure to comply with these Conditions, or other serious breaches of the School's rules and regulations.

## **Parent Carer Handbook**

Parents should be familiar with its contents, which indicate the requirements and procedures of the school. Contents may be up-dated from time-to-time and revised.

## **Family Structure**

You are considered a family if your dependent child is living with you and is in your care and you are responsible (whether alone or jointly with someone else) for their day-to-day care, welfare and development.

## **Fees**

1. Tuition fees at WCCS are paid each term under a direct debit periodic payment plan, due within the first week the children return to school. Regular fortnightly and monthly options are available.
2. The acceptance fee, paid on offer, is non-refundable.
3. All departing student/families are required to provide 10 teaching weeks' notice in writing. If the required notice is not given, an in lieu of notice fee will be charged representing school fees for the shortfall period.
4. Non-payment of fees will result in a reminder and/or interview, and if not satisfactorily resolved, will result in the student forfeiting their place at the school.
5. All parties agree that at all times, and in the event of a family separation, signatories will remain jointly and severally liable for all fees and other monies when they fall due. William Carey Christian School is entitled to take further action in the event of a default.
6. I/We acknowledge that the School Board reviews fees payable annually and approves increases, when necessary, in line with inflation and gazetted wage increases.

## **William Carey Christian School Trust Fund** (family rate).

As part of the fees payable for the enrolment and education of the Child, you are required to pay the School Trust Fund Loan to the School Trust Fund. The amount of the Trust Fund Loan you make each year will be as set by the School from time to time. These monies represent a loan by you to the School Trust Fund on which no interest is payable to you. The Trust Fund is the fund known as the '*Liverpool/Campbelltown Christian School Fund*' (or such other trust fund as may be established from time to time), out of which the Trustee provides funding for the school's purposes. Your loan (without interest) is repaid to you if you make a written application to the Trust Fund (via the School), within 3 months of your last child leaving the school. If you do not make such an application within that time, then you are deemed to have irrevocably converted the loan to an absolute gift to the Trust Fund and it is then no longer payable.

**Enrolment and Progression**

1. All students are enrolled on the basis that the school has the right to review their needs and also the needs of the school community, on a regular basis.
2. Entry into High School from Primary is not automatic for non-serious students, and if payment of fees has been a problem without a clear solution negotiated with the school.
3. Entry into the Senior School from Year 10 is not automatic for non-serious students, and if payment of fees has been a problem without a clear solution negotiated with the school.
4. Continued enrolment in the senior year (non-compulsory schooling) for non-serious students, in performance and conduct, is not guaranteed.

**Privacy**

The *Privacy Act 1988* imposes restrictions and at times penalties on organizations if private information is divulged inappropriately. Volunteer workers at William Carey Christian School may never presume upon their position to talk about private school matters outside the school. They also may never presume, and do not have the authority, to find out information for parents of the school, as those parents must go through the proper channels.

If as a volunteer helper, you have the privilege of access to staffrooms, you may hear privileged information in there as staff, properly, discuss their concerns. It is a gross violation of this privilege to speak of these matters outside and a violation of the legislated Privacy requirements.

ALL volunteer helpers at William Carey Christian School must respect the requirement that information gained within the school staff situation NOT be discussed about outside, and breach of this could be grounds for restricting access to the school.

We/I acknowledge that the document entitled 'STANDARD COLLECTION NOTICE' (relating to the Privacy Act) has been received.

We/I accept the CONDITIONS OF ENROLMENT as set out in this document and agree to abide by these Conditions.

We/I acknowledge that we/I have received two copies of the document entitled 'CONDITIONS OF ENROLMENT' and have signed both, keeping one as a personal record.

Signature of father / guardian..... Date .....

Signature of mother / guardian..... Date .....

We/I hereby apply for my child (full name) .....

to be enrolled at William Carey Christian School in Grade ..... in 20.....

Signature of father / guardian ..... Date .....

Signature of mother / guardian ..... Date .....

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Office use only: Date completed forms received by office .....

Siblings application date .....

## STANDARD COLLECTION NOTICE

1. The School collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the School. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to enable the School to provide schooling to the pupil and to enable them to take part in all the activities of the School.
2. Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.
3. Laws governing or relating to the operation of a school require certain information to be collected and disclosed. These include relevant Education Acts, and Public Health and Child Protection laws.
4. Health information about pupils is sensitive information within the terms of the Australian Privacy Principles under the Privacy Act. We may ask you to provide medical reports about pupils from time to time.
5. The School, from time to time, discloses personal and sensitive information to others for administrative and educational purposes, including facilitating the transfer of a pupil to another school. This includes to other schools, government departments, medical practitioners, and people providing services to the School, including specialist visiting teachers, [sports] coaches, volunteers and counsellors. The School may send personal and sensitive information (which has been "de-identified" – no surname, only an initial used) regarding your child to the Association of Independent Schools of NSW (AIS NSW) for the purpose of accessing Commonwealth funding and support services. (This funding enables employment of ESL teachers, and training of Special Education teachers).
6. Personal information collected from pupils is regularly disclosed to their parents or guardians.
7. The School may store personal information in the 'cloud' which may mean that it resides on servers which are situated outside Australia.
8. The School's Privacy Policy sets out how parents or pupils may seek access to personal information collected about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the pupil, or where pupils have provided information in confidence.
9. The School Privacy Policy also sets out how you may complain about a breach of privacy and how the School will deal with such a complaint.
10. From time to time the School engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the School's fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
11. On occasions information such as academic and sporting achievements, pupil activities and similar news is published in School newsletters, magazines and on our website. Photographs of pupil activities such as sporting events, school camps and school excursions may be taken for publication in School newsletters and magazines and on our intranet. The School will obtain separate permissions from the pupil's parent or guardian prior to publication if we would like to include photographs or other

identifying material in promotional material for the school or otherwise make it available to the public such as on the internet.

12. If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose this information to third parties.

## Reporting Area 7: School Policies

All of our policies are reviewed on a regular cyclical basis. Copies of full texts of all policies needed for registration are available to current stakeholders on request and for teachers, on x-drive. Parent-Carer handbooks are sent to all new and prospective WCCS parents; the latest version is available on the parent portal. We use the AIS policy suite, adapted to our situation.

Policy Area	Changes in 2018	Access to full text
<p>Student Welfare</p> <p>encompassed within:</p> <ul style="list-style-type: none"> <li>• Child protection policy</li> <li>• Code of conduct (staff)</li> <li>• Educational assessment policy</li> <li>• Emergency guidelines and procedures</li> <li>• Playground supervision guidelines</li> <li>• Student attendance policy</li> <li>• Student counselling policy</li> <li>• Student educational profiles policy</li> <li>• Student wellbeing policy</li> </ul>	<p>Changes in formatting were made to reflect the School's style guide. This is a progressive</p> <p>The Educational Assessment Policy (Version 1.2) was updated to meet recommendations from the AISNSW LS review</p>	<p>School intranet</p> <p>Key documents issued to staff at induction</p>
<p>Anti-bullying</p> <p>encompassed within:</p> <ul style="list-style-type: none"> <li>• Discrimination Harassment and Bullying Statement</li> <li>• Student wellbeing policy</li> <li>• WHS manual Chapter 5 Managing Particular Risks</li> </ul>	<p>Biennial review of WHS manual in 2018 resulted in minor changes</p>	<p>School intranet</p> <p>Key documents issued to staff at induction</p>
<p>Discipline</p> <p>encompassed within:</p> <ul style="list-style-type: none"> <li>• Student wellbeing policy</li> <li>• Classroom courtesies and responsibilities</li> </ul>	<p>Student Wellbeing policy was reviewed to reflect currency in practice.</p> <p>This included the addition of</p> <ul style="list-style-type: none"> <li>• School awards system</li> <li>• William Carey Attributes</li> </ul> <p>And the revision of sections regarding procedures relating to students with disabilities</p>	<p>School intranet</p> <p>Classroom Courtesies in Teachers' Handbook (on intranet) and in student planners</p>
<p>Complaints and grievances</p> <p>encompassed within:</p> <ul style="list-style-type: none"> <li>• Complaints handling procedure</li> <li>• Grievance procedure for staff</li> <li>• Lines of communication</li> <li>• Parent carer handbook</li> </ul>	<p>None</p>	<p>School intranet</p> <p>Issued to staff at induction</p> <p>Modified version in student diary, teacher, and parent handbooks</p>

## Reporting Area 8: School Determined improvement targets

Achievement (in 2018) of priorities including those identified in the school's 2017 annual report:

<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Refinement of NCCD</li> <li>STEM pilot program phase 2</li> <li>Student BYOD</li> <li>Increase differentiation, and use of student data in classroom teaching</li> <li>Development of Stage 6 Preliminary English, Mathematics (Std), Science and History teaching programs for implementation in 2019</li> <li>Learning Support Review and response to recommendations</li> <li>Training and trialling of 'Design for Learning' in classroom practice</li> </ul>	<p>Ongoing</p> <p>Done</p> <p>Done (Years 5, 7, 11)</p> <p>Training completed and ongoing</p> <p>Done</p> <p>Review completed with ongoing implementation of recommendations</p> <p>Done and ongoing</p>
<b>WHS</b>	<ul style="list-style-type: none"> <li>Chemical safety, ergonomics, emergency responses training</li> </ul>	Done
<b>Privacy</b>	<ul style="list-style-type: none"> <li>Privacy updates training</li> </ul>	Done
<b>Welfare</b>	<ul style="list-style-type: none"> <li>Parent seminars on Safe IT use (Susan McClean) and Anxiety (Paul Grimmond – Moore College)</li> <li>Further development of mission/service learning program</li> <li>Implementation of student award system (William Carey Attributes)</li> </ul>	<p>Done</p> <p>Ongoing</p> <p>Done and ongoing</p>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Implementation and review of ICT strategic plan</li> <li>Create eSmart committee and work to gaining eSmart accreditation in 2019</li> </ul>	<p>Ongoing</p> <p>Done and ongoing</p>
<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>Communications survey</li> <li>AIS Learning Support review</li> <li>Endeavour Consultancy – School Communications and Customer Service training</li> <li>Update school website</li> <li>Carey Christmas Fair</li> </ul>	<p>Done</p> <p>Done</p> <p>Ongoing</p> <p>Done</p> <p>Done</p>
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>Book studies on 'A Praying Life'</li> <li>Presentations - Biblical worldview on current issues</li> <li>Professional Growth Program</li> <li>Training for ICT and BYOD (inc ICT Integrator support eg Techie Breakies)</li> <li>Literacy Progressions training</li> <li>Design for Learning framework</li> </ul>	<p>Done</p> <p>Done</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

<b>Board</b>	<ul style="list-style-type: none"> <li>Refinement of strategic plan for school</li> <li>Revision of association membership processes</li> <li>Revisions of delegated authority and director's manual/code of conduct documentation</li> </ul>	<p>Done</p> <p>Ongoing</p> <p>Ongoing</p>
<b>School wide</b>	<ul style="list-style-type: none"> <li>Implementation and refinement of School Improvement Plan</li> <li>Development of maintenance register for ongoing school facility upkeep and improvement</li> </ul>	<p>Ongoing</p> <p>Done</p>

### Priorities for improvement in 2019:

<b>Area</b>	<b>Priorities</b>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Refinement of NCCD focusing on collection of evidence</li> <li>STEM program implementation in Year 7 (pilot continues in Year 8)</li> <li>Student BYOD (Years 5-8, 11-12)</li> <li>Review of assessment and reporting and the use of student data</li> <li>Implementation of HSC English, Science, History and Preliminary Mathematics (Adv, Ext1) teaching programs</li> <li>Development of K-10 PDHPE, Mandatory Technology, Italian programs and HSC Mathematics (Adv, Ext1) for implementation in 2020</li> </ul>
<b>WHS</b>	<ul style="list-style-type: none"> <li>Chemical safety, ergonomics, voice care, manual handling</li> </ul>
<b>Privacy</b>	<ul style="list-style-type: none"> <li>Privacy updates training</li> </ul>
<b>Welfare</b>	<ul style="list-style-type: none"> <li>Parent seminars on safe ICT use</li> <li>Further development of mission/service learning program</li> <li>Implementation of student award system</li> <li>Implementation of 'Dean of Student' roles in High School and referral system</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Implementation and review of ICT strategic plan</li> <li>Gain accreditation as an 'eSmart School'</li> </ul>
<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>School communications development including expansion of MyEdumate functionality</li> <li>Endeavour Consultancy – Marketing and Community Relations</li> <li>WCCS (Edumate) App</li> <li>School Musical</li> <li>AISNSW Perspectives community survey</li> </ul>
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>Professional Growth Program (inc Pivot survey pilot)</li> <li>Ongoing Techie Breakies</li> <li>Literacy and Numeracy Progressions</li> <li>Ongoing implementation of Design for Learning framework</li> </ul>
<b>Board</b>	<ul style="list-style-type: none"> <li>Refinement of strategic plan for school</li> <li>Revision of association membership processes</li> <li>Revisions of delegated authority and director's manual/code of conduct documentation</li> </ul>
<b>School wide</b>	<ul style="list-style-type: none"> <li>Implementation and refinement of School Improvement Plan</li> </ul>

## Reporting Area 9: Initiatives promoting respect and responsibility

### ***Within the classroom***

Our discipline policy includes a statement about the rights and responsibilities of teachers and students to ensure a good, working classroom – please find attached at the end of this section. It forms one of the main bases for discussion of behaviour, as we point students towards respectful and responsible behaviour, which teachers must model too. We expect students to respect the properly exercised authority of the school staff, respect the right of others/self to learn and to respect and care for the property of others and of the school. In so doing they also learn to respect God. As students mature, they find they have both more liberty and more responsibility.

Early Stage One (K) students are taught how to present a talk, how to listen to others when a talk is presented and how to ask questions.

Year 5 run a class parliament in which the party that wins runs things during the year for their own class. Year 3–6 ALC students complete an integrated unit on money where they set up businesses and buy and sell various goods and services for which they are responsible.

Year 6 have Kindergarten buddies to help them to understand the problems of Kindergarten students and to show them that being the bigger students involves the responsibility of looking out for those younger.

Students in Hospitality run the coffee cart for many school events throughout the year along with providing catering support for a range of school community events. The opportunity to work hands-on with experts in the field elicits both respect and responsibility as they carry their portion of the load under new pressures.

English students do units of work that include discussions on listening to, understanding, and respecting people from other cultures (i.e. Racism and Prejudice in Year 10, Other Worldviews in Year 9, and Other Cultures and the Refugee Experience in Year 8).

### ***Co-curricular activities***

We run a Wellbeing Tutor Period for all high school students. Included within the program are periods that promote respect and responsibility, such as building peer relationships and service challenges.

As part of reinforcing our anti-bullying strategy, the Year 7 PDHPE course required students to submit an anti-bullying poster as part of an assessment. The year group decides which are the most effective in terms of delivering an anti-bullying message and these are displayed around the school for the remainder of the year.

Senior students elect areas where they can help at swimming and athletics carnivals.

High School students serve the school community by refereeing/umpiring IPSSO sport as well as providing assistance in running the Primary swimming and athletics carnivals.

Year 10 students do work experience with a minimal amount of scaffolding.

The Reading MATES program was established to support K–2 students experiencing low literacy. Some of these students come from NESB families where English literacy support at home with reading and homework is challenging. The program was extended to include many young students

who would benefit from extra practice of phonics and sight words. Year 10 students volunteer one lunchtime per week to help a student in K–2 practise their basic reading skills

Both the Year 10 students and their little mates look forward to these sessions and already some K–2 students are increasing in their reading competency

### ***Extracurricular Activities***

Student Leadership Council students work pastorally in pairs with a year - they speak at year assemblies, run social activities, work with pastoral care groups. When their assigned year is having a camp, some SLC students attend evening sessions, and often present personal stories at that time. As a council, they lead fortnightly assemblies, field concerns from students, oversee ad hoc committees, emcee events and occasionally attend formal functions such as funerals.

Their Primary equivalent, Primary Pals, learn to respect the ideas of students in their grade and take responsibility for planning and advertising events.

On Tuesdays, a service learning option during Tuesday sport activities is service at a retirement village within walking distance of the school. Senior students who elect to do this spend their afternoon taking an interest in and learning about the residents' lives while sharing some of their own, showing them respect as they read to them and give foot massages.

Some of our trained senior students adopt a Mate who is a student from the Primary School with identified social/emotional needs, and work with their social skills during lunch hours. Other senior students are involved in peer tutoring of junior students in the library. In 2015, a student code of conduct was developed to articulate student responsibilities for those high school students who adopt a service role with younger students (for example, MATES, Peer Support and student tutors). This code forms part of the induction process these students undergo and embodies the care and respect we want our student helpers to display. This document continues to be used in 2017.

Primary and High School students go to their relevant Global Leadership Conferences with World Vision to give them a vision for compassionate living. They then come back as part of a World Vision committee here and facilitate the running of 40 hour Famine and other World Vision projects. This may entail being part of leading assemblies, talking about children in other countries, and spending a lunch or two showing videos.

Students involved in extracurricular activities are given the responsibility of being where they need to be, when they need to be there, and are trusted to behave appropriately.

Debating teams learn to respect others' points of view by listening and arguing thoughtfully without making the argument personal. They need to take responsibility for being part of a strong and functioning team and for contributing ideas.

Our Sound and Lighting Team members take responsibility for serving at many events around the school.

Students in Years 5 and 6 may volunteer to work as Library monitors.

Some of our High School students work with the Salvation Army in doing the Red Shield Appeal.

Senior students have been given their own area, including a kitchen. It is their responsibility to run rosters to keep it clean and in good order.

The school has taken on a school-to-school project with World Vision, in which have helped develop a school in Maphutseng, Lesotho, one of the poorest countries in the world. We fundraise for this community because we respect these people who have limited opportunities and we can responsibly address some of their needs, particularly in setting up programs that can jumpstart ongoing improvements run by local people.

## ***William Carey Attributes and Awards System***

As students learn at William Carey Christian School, our desire is to provide experiences that will allow them to develop and flourish throughout their lives. The culmination of this is to see our students with attributes that are pleasing to God and beneficial to them and the broader community.

The five William Carey Attributes and the accompanying positive awards system was launched in 2018 as a common practice K-12.

The William Carey Attributes (K-6 version) are:

- Build understanding and think creatively (Be a learner)
- Collaborate and communicate (Be a team member)
- Show respect and compassion (Be respectful)
- Serve and lead for the benefit of others (Be leaders and helpers)
- Make wise and courageous choices (Be wise and brave)

There will be a range of behaviours that will exemplify their development in each attribute. All facets of school life should be related to such recognition. Staff are encouraged to give teacher awards when students demonstrate attributes that exceed or are 'over and above' usual student activity.

Awards are cumulative throughout students' schooling at William Carey which build to Bronze, Silver and Gold levels.

## ***Rights and Responsibilities***

These are outlined in the document "Pastoral Care and Discipline, Working Practice", an extract from which is reproduced below.

### **Teachers are expected:**

- to present a well-prepared and interesting lesson.
- to be courteous to and to engender co-operation from students.
- to create an accepting, encouraging, consistent and safe environment.
- to provide experiences which facilitate meeting students' needs for their spiritual, academic, physical, social and emotional development.

### **Teachers can expect:**

- to deliver the lesson unhindered.
- to receive courtesy and co-operation from students.
- to teach in an accepting, encouraging, consistent and safe environment.

- to provide experiences which facilitate meeting students' needs for their spiritual, academic, social and emotional development.

**Students are expected:**

- to participate in the lesson according to the teacher's directions.
- to be courteous towards, and co-operate with, the teacher.
- to help create an accepting, encouraging, consistent and safe environment.
- To actively participate in the experiences provided to facilitate meeting their spiritual, academic, physical, social and emotional development.

**Students can expect:**

- to receive a well prepared and interesting lesson.
- to be treated with courtesy.
- to learn in an accepting, encouraging, consistent and safe environment.
- to have provided experiences which facilitate meeting their needs for spiritual, academic, physical, social and emotional development.

## Reporting Area 10: Parent, Student and Staff Satisfaction

Parents report to us about incidents in which senior students have solved issues arising with junior students, escorting them home, solving bus issues and the like.

The School in partnership with AISNSW undertook a review of Learning Support from year 5 through to Year 12. This review involved the surveying of students and parents who both benefit from learning support and those who do not. The information was received by the School as a report listing findings and recommendations. The recommendations of the report were progressively implemented during the remainder of 2018 and into following years.

We continue to have a stable staff, with only a few teachers leaving at the end of the year. Many of our staff send their children to the school.

Graduating students, who are interviewed after their examinations, express their satisfaction with the school and say they would recommend it to others. Many ex-students send their children to the school.

## Reporting Area 11: Summary financial information

