

Carey

Baptist Grammar School



Parents and children will form a relationship with whichever school they choose; it is a relationship of utmost importance. It will probably endure for a long time, and it should be carefully considered.





Welcome

Carey stands out among the number of excellent schools in Australia, each of which has its own distinctive character:

The distinctive qualities which characterise Carey are too diverse and numerous to mention in this Prospectus, however, the following pages will illustrate what we can offer your child.

Carey is an exceptionally well-resourced, independent, co-educational and international community, founded on Christian principles and guided by the Christian ethos. The range of curricular and co-curricular choices is wide and the pastoral network extensive and effective. High academic standards are set, resulting in first class Year 12 results.

The educational process is viewed as one of equal partnership between students, their parents and the School staff. All have a vital and interdependent role to play. It is imperative that communication is always reciprocal, free flowing and mutually honest.

This holistic education extends beyond classroom, music room and the sports field to the core of life and living. Students will be encouraged to explore their own spirituality and to formulate a values system that

will inspire them to contribute creatively to the local and global communities of which they are citizens. They will leave Carey with an awareness of the world in which they live and a sense of responsibility towards those with whom they share that world.

We believe the welfare of every student is of paramount importance to every member of staff. This commitment underpins all our activities. Classroom teachers in the Junior School and House staff in the Middle and Senior Schools are complemented by a pastoral care team of psychologists, counsellors, trained nurses, chaplains, School officers and advisors. A Learning Skills Unit is available for those needing further help or those who are ready for extra challenges.

We aim to ensure that no student is overlooked and that each boy and girl has the opportunity to achieve his or her full potential. The School is structured to help us achieve this aim.

The four major sub-divisions at Carey are: the two Junior Schools at Kew and Donvale, each with classes from three and four year old kindergartens to Year 6, after which all Donvale students transfer to the Kew campus for Year 7; Middle School, with Years 7, 8 and 9; and Senior School with Years 10, 11 and 12. Within each sub-division smaller groups allow for personalised contact and the development of meaningful relationships between staff, the students and their families.

The spiritual heart of the School is The William Carey Chapel at the Kew campus, honouring the man after whom the School was named. Baptist missionary, oriental scholar, botanist and social reformer, William Carey's remarkable life and work had a profound influence around the world and his courage and faith inspired the School's motto, *Animo Et Fide*, by Courage and Faith.



Because boys and girls learn differently, the presence of both genders adds to the richness and diversity of thinking and learning.





Our Early Childhood Centres and Junior Schools are secure, homely environments...

Since its establishment under the auspices of the Baptist Union of Victoria in 1923, our School has responded to changes in society and the educational expectations that follow from those changes. For example, Carey was one of the first of the major independent schools to embrace co-education more than 30 years ago and has implemented it comprehensively. Our gender balance is almost 50:50 and our Year 12 results consistently provide empirical evidence of the success of the co-educational environment. In 1998, in response to what is now generally referred to as 'globalisation', Carey introduced the International Baccalaureate Diploma course, which not only provides studies with additional depth and a global perspective, but also facilitates entry to tertiary institutions around the world.

Because boys and girls learn differently, the presence of both genders adds to the richness and diversity of thinking and learning. In a co-educational environment they can work collaboratively, exchange ideas and debate issues. At Carey all classes are co-educational and co-curricular activities are available equally to boys and girls, as are all leadership opportunities. The result is an ease of interaction between the genders and a social and learning environment that is enriched by the differences between them.

Our Early Childhood Centres and Junior Schools are secure, homely environments in which our youngest students begin their schooling by building a solid foundation of confidence. The Middle School's discrete environment allows adolescents to explore their own interests and abilities at a time in their lives when they are undergoing rapid emotional, intellectual and physical changes. Senior School's pre-tertiary environment encourages research skills and self-directed learning while



accommodating social interaction and the need for young adults to balance study with recreation and physical activity.

Facilities in each section have been purpose built to cater for the needs of the age group for which they are intended and are of the highest standard. All are regularly reviewed and upgraded to keep pace with the changes in education each of them must accommodate and to ensure the comfort and safety of our students and staff. Information Communication Technology has high priority at all year levels. Classrooms are well-resourced in IT facilities, the School is fully wireless networked and all staff undertake professional development in ICT on a regular basis.

Each of our four sections is discussed elsewhere in this Prospectus, and detailed information is readily available from the School.



The Carey community is inclusive, supportive and welcoming. It includes past and present students and their families and past and present staff. It offers a range of opportunities for you to involve yourself in the life of the School, should you choose to do so, and our pastoral care team and our chaplains are there to help and support you in times of need. We are a cosmopolitan community, with families from more than 30 countries, of all faiths and cultural traditions and the richness they bring to our community is a distinctive feature of the School in which we take pride and pleasure.

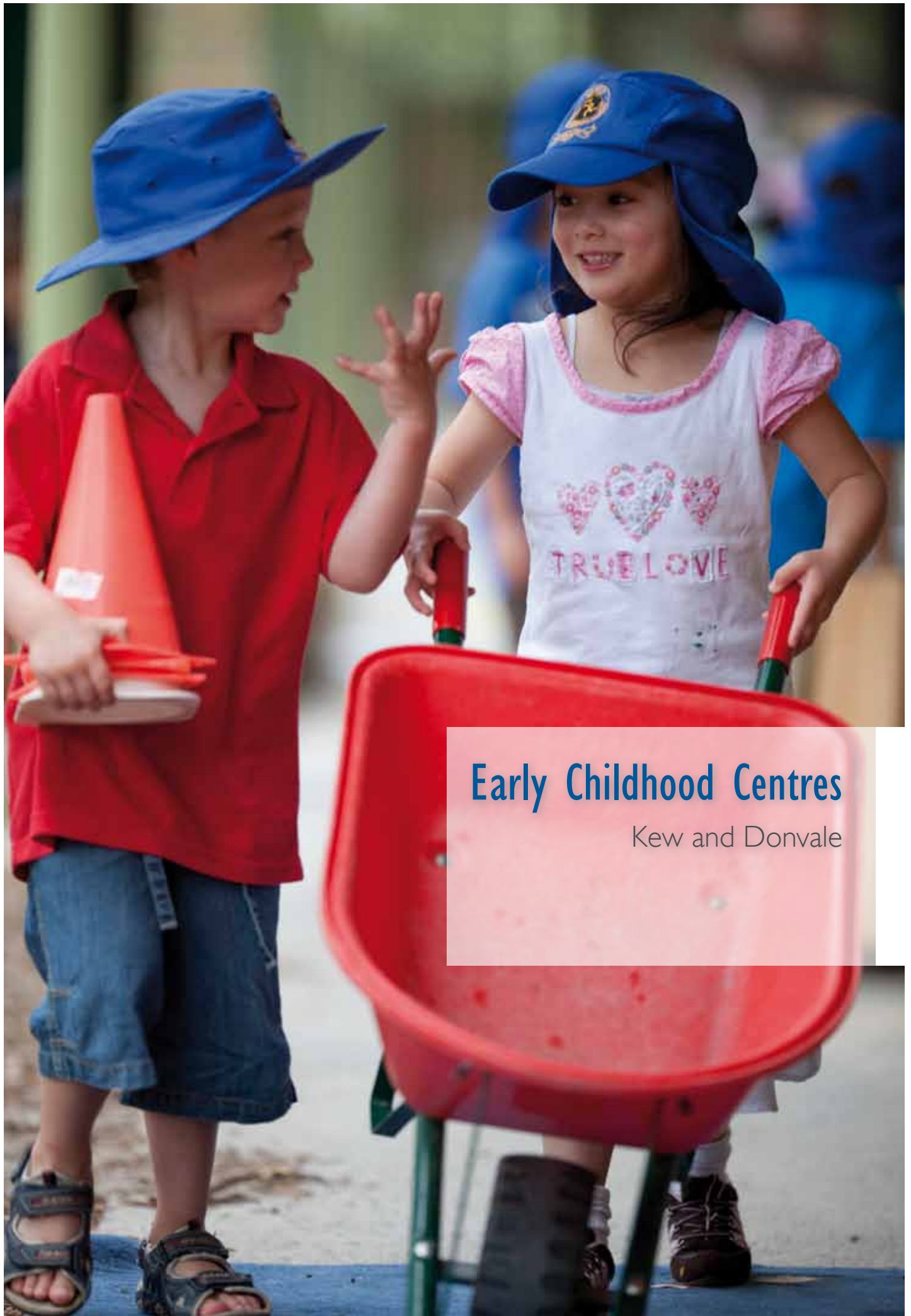
This Prospectus is a useful starting point for getting to know us, and there are several additional avenues for discovery. We hope you will take advantage of the many means by which we provide information on our programs and curriculum. We have an annual Open Day, a website carey.com.au, many publications, and countless functions which parents and friends are encouraged to attend. But we also welcome more personalised contact and are at our happiest when parents and prospective students pay us a visit to have a look around. You will find we are friendly and singularly focused on the goal of providing the best possible education we can for the children in our care.

In the end, Carey Baptist Grammar School will be the right school for you if you feel confident that the parents, students and staff can communicate effectively and harmoniously, and if our School environment is one in which you feel children will be happy.

We look forward to meeting you in person.

Philip Grutzner

B For Sci. Dip Ed. MBA MACE



Early Childhood Centres

Kew and Donvale



The Early Childhood Centres at Kew and Donvale nurture the individuality and unique competencies of each child with respect and understanding.

Each child is valued for who they are and for what they know. We welcome the differences in development, personality and ability that every child brings to the school setting.

Our Early Childhood Centres housing three and four year old kindergartens are designed and furnished to provide environments that are comfortable, secure and stimulating. They are 'home away from home' for these youngest members of our community and we want them to feel as secure at School as they do at home.

We are conscious that families and parenting styles are as unique as the children themselves, and we work with our families to ensure trust, open communication and consistency in approach to the developing child.

Published information about many aspects of raising young children is available through small libraries at each campus and staff are always available for discussion and support

when necessary. Parent Representatives from each group in the Early Childhood Centre bring families together for social occasions or information sharing sessions and ensure the flow of information includes invitations to special events at School.

The children in our Early Childhood Centres are encouraged to be co-constructors of their learning; that is, the journey of discovery follows the interests and enthusiasms of the children, rather than following a pre-determined syllabus, and several learning areas are drawn together to explore ideas presented by the children.

Teachers observe and document the children's learning and play through a variety of medium. It is often displayed in the classrooms before being filed in individual folders for each child.

For example, a group may plant a batch of sunflower seeds. As the plants grow the children come to understand the life cycle of the plants and observe the changes in the seedlings, the development of the flowers, and the seeds with their potential for new plants. Then again, perhaps the seeds won't germinate. That too is a learning experience to be documented in drawings of empty pots and the recording of theories on what went wrong and how it could be done better next time. Each child's observations, comments and drawings are valued equally. At the end of the year, the record of the educational journey is passed to parents for safe keeping



Each child's observations
comments and drawings
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and allows parents and children to take pride in what has been learned and the progress made.

Emotional literacy helps children identify their own feelings and acknowledge the feelings of others and is encouraged through role play using props and shared reading experiences. Social development and familiarity with a peer group not only fosters friendships but, with support and guidance from staff, children learn strategies for entering play, expressing their ideas and solving social challenges as they arise.

At both campuses, the children have the advantage of proximity to the rest of the School population and enjoy the benefits of sport, music, drama and the creative arts that would be beyond the scope of most kindergartens.

Music is an important part of the ECC programs and takes in all areas of development - social, physical, emotional, psychological and intellectual. The program combines elements of the Orff and Kodály methods of music education in which young children make music using their voices and simple percussion instruments. Chants, songs, movement games, integrated drama and music are carefully chosen to suit the children's educational needs and their developmental stage. Our kindergarten children have access to Art Studios that are exceptionally well-resourced and allow them to undertake open-ended experiences. The learner is free to experiment using a range of media. Completed works are presented to the wider Junior School community in display areas around the School. Fine motor skills - that is, movements that co-ordinate fingers and eyes - are developed through drawing, painting, construction and puzzles. It is these skills that are needed to tie shoelaces

and fasten buttons or zips. Gross motor skills (movements that use the large muscles of the body) are developed through balancing, crawling and climbing and make use of the equipment in the wonderful adventure playgrounds at Kew and Donvale.

The importance of taking care of the body is emphasised at morning tea and lunch where healthy eating habits are fostered, along with an understanding of the social aspects of sharing food. Baskets of sunscreen are in each classroom and application is strictly supervised; wearing of hats is mandatory. Yoga sessions and guided meditation encourage habits of relaxation and help the children identify a peaceful place within themselves.

Management of the transition from one section of the School to another has a high priority at Carey. For Early Childhood Centre children, familiarity with the rest of the School allows the future years of schooling to be anticipated with enthusiasm, making the transition to Prep and beyond a smooth one that is managed with care by Early Childhood and Junior School staff.

During Term 4 of the preceding year, children in the four year old kindergarten visit the Prep classrooms. There they meet the Prep staff and discuss what will be the same and what will be different when they move from kindergarten to Prep.

Physical Education, Music, Art and Library visits are arranged with subsequent free ranging discussions taking place.

Emotional literacy helps children identify their own feelings.





Junior Schools
Kew and Donvale



The classrooms and display areas of our two Junior Schools are eloquent expressions of the diverse talents of our children and of the exciting journey that is an education at Carey.

Both our Junior Schools follow the same curriculum and educational philosophy but each School has its own distinctive character. Teaching and learning is fun - fun for both the students and their teachers. It is balanced in its approach using both inquiry and explicit methods in responding to the needs, ideas and interests of the children. Learning is often integrated. For example, a study on the human body may utilise technology for research in a variety of ways, and incorporate measurement tasks, art projects, written work, movement, research and presentation skills.

Our core business is helping our students to become literate and numerate. Literacy and numeracy blocks are planned for each day in which whole class, small group and individual teaching are conducted. The curriculum is differentiated within the classrooms to cater for the abilities of all students. Children and their teachers are also supported by our Learning Skills Unit to meet individual children's needs.

The program is enriched with opportunities to learn beyond the walls of the classrooms. Excursions take the children off campus to learn about community, into the environment to explore ecosystems, to Canberra to see how our Government works, into the past at Sovereign



Hill and virtual journeys into the future and around the world. In classrooms the World Wide Web brings the children into the global community.

Both Junior Schools operate a MacBook program with class sets being available at all year levels. This has transformed the way that teachers and students interact with technology on an everyday basis. It allows students and teachers to be more creative. Rather than just interacting with software or websites, students create stories, presentations, comic strips and podcasts. Helping our students develop a strong moral compass in all they do is an important goal. This includes navigating the digital

world where students are supported to be both safe and ethical in their use of digital communication tools.

Creativity and intellectual character are fostered in a broad curriculum delivered by Specialist teachers in Art, Music, Library, Physical Education and LOTE (Mandarin Chinese). Well-being, a sense of service and spirituality are explored and nurtured through the House program, Community and Religious Education, Chapel Services and Assembly.

In Community and Religious Education the basic tenets of the Christian faith are presented and given a practical application. Community service and social justice projects improve the quality of life for others and help the students to understand national and international issues while giving them awareness of, and respect for, social, economic and cultural differences. The values of respect, tolerance, understanding, inclusion and freedom are fostered through activities that help the students learn about our multicultural society, the global community and our role in it, and the interdependence of nations. Through a variety of activities, guest speakers, cultural exchanges, excursions and subject-specific lessons, the students learn that often their individual actions have an effect beyond their local community.

Understanding self and others is developed through our Outdoor Education program. The program commences in Year 3 with an overnight camp, which prepares the children for longer camp experiences, many of which are at Camp Toonallook, our Outdoor Education facility in Eastern Gippsland.



Junior School Kew

Years Prep – 6.



In Carey's Junior School at the Kew campus, children from Prep to Year 6 have the best of both worlds: their own discrete area where they can feel confident and secure as they grow, as well as access to many of the facilities, staff and special events in our Middle and Senior Schools.

Facilities and programs in the Junior School are continually upgraded and maintained to the highest standard. Prep children commence their formal education in their own designated Prep Centre. The purpose-built environment allows them to learn, discover and explore together without being overshadowed by the older children. Classrooms in the purpose-built S.L. Hickman building open onto broad corridors where artwork by students is displayed, and the L.H. Evans Library comprises the best in children's literature and the latest resource technology. Staff encourage students to become independent researchers and recreational readers, and arrange special events and visits from authors and illustrators that bring literature to life.

Equipping our students with the skills and understandings to be confident problem-solvers and contributors to the 21st Century drives the educational journey at the Junior School. Prep is a special year as it marks the beginning of the child's formal education and is the start of what we call the foundation years that include Prep to Year 2. During these years the focus is on laying strong foundations in literacy and numeracy, which underpins all learning. This is built on and refined in the middle and upper primary years with an emphasis on developing creativity and thinking skills. In Year 3, 'From the Garden to the Table; Understanding Sustainability' focus provides opportunities for our students to experience what it means to live sustainably. They grow and maintain a



beautiful vegetable garden, cook their produce and are responsible for the recycle program across the Junior School. They monitor the School's use of power and paper and report regularly to Assembly on excellent supporters of sustainable practice and on 'hot spot areas'. In Year 4, 'Using Technology To Communicate' students explore and develop skills in using and understanding how digital technologies can enhance communication, manipulate and persuade. In Year 5 as part of 'Understanding The Past And What Makes Community', the students investigate how our history shapes what we are today. They look at economic forces that create a community market and actually run their own market. In Year 6, 'Creating Tomorrow's Leaders,' students explore leadership historically, in government and most importantly through personal development in preparation for Middle School.

Community Service is an important a part of life in the Junior School Kew, as it is in other sections of the School. Students regularly visit nursing homes and other institutions where they can bring pleasure and friendship. Collections of books, computer equipment and other valuable learning materials have improved the learning experience for a community far less well-resourced than our own through a relationship with an Aboriginal community at Robinson River in the Northern Territory. This on-going relationship, including a series of very successful reciprocal visits, has yielded vital understanding of Australia's indigenous people.

Many House activities focus on community service. It also provides a structure for intra-school sporting and other competitions and fosters a sense of belonging to a group that includes children across age groups. A House-

based 'buddy' system allows Year 6 students to support and encourage Prep students as they begin their journey through the Junior School.

A major musical theatre production is presented biennially, making use of the state-of-the-art theatre facilities in our magnificent Memorial Great Hall. Concerts throughout the year present the talents of instrumental and choral groups, some of which are offered as optional co-curricular activities. String orchestras and bands engage children from as early as Year 2, or even from kindergarten.

A formal transition program introduces Year 6 students to life in Middle School and supports them as they embark on the next important stage in their education.



Junior School Donvale

Years Prep — 6.



There are many special things about our campus at Donvale, where boys and girls from kindergarten to Year 6 enjoy an exceptional education in an exceptional setting. The first thing a visitor notices at Carey Donvale is the environment: beautiful, natural, native bush adjoining the Mullum Mullum Creek, and school buildings that blend into the landscape.

It is a peaceful setting, enhanced by many large artworks and installations produced communally by students, staff, parents and friends of the School. These artworks are evidence of one of the remarkable characteristics of Carey Donvale: its sense of community. Small class sizes and activities shared across age levels contribute further to what has become a defining characteristic of the School.

The commitment to the local community extends well beyond the School's boundaries. The City of Manningham and its residents have benefitted greatly from projects driven by Carey Donvale Art staff to which students from other local schools and community groups have been invited to contribute. The Gold Rush History Pathway and tiled fountains in the Federation Playspace at Warrandyte are examples, as is the Pinorchen sculpture at The Pines Shopping Centre, and the fabulous Wombat Bend Playground in Templestowe.

At Carey Donvale we do more than admire our beautiful surroundings. We care for them and learn from them and in return they provide us with

an ever-changing landscape and native animals to observe and enjoy. Year 4 students' Environmental Program allows them to lead the rest of the School in managing worm farms and recycling and composting systems, and the entire Carey Donvale community regularly takes part in planting trees and shrubs inside and outside the School grounds. The School community takes great pride in having been awarded a 5 Star Sustainable School accreditation for their work in minimising the School's impact on the environment in a number of areas. The linear park along Mullum Mullum Creek provides a unique opportunity for studying the landscape and all that lives in it, and staff shepherding groups of children clad in gumboots and gloves can often be seen examining the wetlands, collecting samples and recording their findings.

Familiarity with the latest educational and research technology is an important component of all studies. Students from Prep onwards make use of computers, digital cameras, scanners, the internet, email and software that is continually upgraded. Contact with schools in other countries has led to a reciprocal program of art exchanges and correspondence by students, and visits to and from the partner schools by staff.

Carey Donvale also has a very strong focus on science studies which is celebrated with a whole school Science Fair each year. We have been



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Carey Donvale's artworks are evidence of one of the remarkable characteristics of Carey Donvale: its sense of community.

awarded the top school in the State Science Talent Search Competition on numerous occasions.

Every two years a major musical production is performed for the community involving all children from pre-school to Year 6. These productions are staged in the Memorial Great Hall at the Kew campus and provide all children with an opportunity to demonstrate their talents in singing, dancing and theatre. A Carey Donvale musical is truly an event not to be missed with over 250 children taking the stage to perform and showcase their talents in the performing arts arena.

Carey Donvale parents feel the benefits of the School's community spirit, and are welcome to become involved with the many groups that support activities through planning, visits to the classroom to help with reading, in Learning Centres and in the Perceptual Motor Program, or to help staff taking groups on excursions outside the School.

A Carey Donvale Junior School Council operates within the School with each class represented by one elected child. The Council meets fortnightly and allows students to have input into what happens in their school. The Council is chaired by the School Captains with support from a staff member.

When the time comes for Donvale's Year 6 students to make the transition to the Kew campus for Year 7, a carefully planned transition program prepares them for the Middle School and membership of a more extensive School community at Kew.



Middle School

Years 7, 8, and 9.





Middle School is an exciting time of discovery and exploration, when the foundations for future life and learning are laid. Everything is possible.

The Middle School's motto is 'Challenge and Choice'. The teaching and learning environment offers an exceptionally broad range of study options to inspire and encourage students as they discover themselves, and provides support, guidance and caring concern for each one of them. The physical environment is discrete but not isolated from the Junior School and the Senior School, allowing for cross-age activities with younger and older students. The co-educational environment allows for the development of friendship, respect and trust between the genders at an important time in the social maturation process.

The result is a Middle School that has earned a justifiable reputation as a leader in middle years education.

Year 7 is a mix of students from schools other than Carey, plus those moving into Middle School from the Junior Schools at Kew and Donvale. This is an exciting new stage in their education; for most of them, it is a return to being one of 'the little kids' after a period of being 'the big kids' in Year 6 in their respective primary schools. For some of them it can be almost overwhelming.

Fundamental to a smooth and happy transition is the need to feel secure in new surroundings, with new routines, faces, friends and learning experiences, all of which must be assimilated.

The implementation of our comprehensive Transition Program is an important task, which begins early in the year prior to entry. Incoming students and their families



Our programs accommodate all levels of ability and interest, and allow students to explore new areas of endeavour.

are invited to several of the major events towards the end of the previous year. By arrangement with parents and the Principal of the relevant school, Year 6 students transferring to Middle School from outside Carey are visited at their primary schools by a Middle School staff member. The Carey staff member is accompanied by one or two current Year 8 students who, as Year 9 students, will have a role as 'buddies' helping the new Year 7s settle in. Orientation Day is held late in the preceding year. This is an important day in the lives of our new students, because it is here that they attend their first Middle School Assembly and meet their new classmates and their Head of House and House Mentor who will be their primary point of contact for the next three years.

An Information Technology session for parents and students explains the notebook computer policy and how it is used and supported, and provides an introduction to our online learning system, which is utilised by students, staff and parents in Middle and Senior Schools.

Our aim is that by the time the first day of school arrives, incoming students will already feel part of the Carey Middle School community.

We are conscious of the need for Year 7 students, particularly those new to Carey, to establish or expand friendship groups in their new environment and our primary concern is that no student is overlooked. To support this process, we divide Year 7s into smaller groups.

Most Year 7 classes are held in home rooms to enhance a sense of security and familiarity, balanced by specialist classes held elsewhere, which allow students to become confident in the wider School community. Mentor groups, under the care of House Mentors and the Head of





House, comprise students from each of the three Middle School levels. Mentors move through the Middle School with their group, facilitating the development of meaningful relationships. An Outdoor Education camp at Camp Toonalook on the Gippsland Lakes early in the year is another avenue for the formation of friendships as the students undertake water-based activities and expeditions - and have great fun.

It would be hard to overstate the diversity of the optional units that enhance the traditional academic studies. For example, options in Art and Design include Food Studies, Fashion, Fabrics, Wood and Metal; the Science Learning Area options include CSI (Carey Scientific Investigation) and Extreme Survival; the English Learning Area offers Write On! and Any Book Will Do with an interdisciplinary unit – Follow Your Interests.

Our programs accommodate all levels of ability and interest, and allow students to explore new areas of endeavour. Then there is the opportunity for 'real world learning'. This is realised in several ways, including interdisciplinary units supported by extended excursions in which the students spend time beyond the boundaries of the Kew campus.

Various activities are undertaken but generally include research, visual art and creative writing, scientific observation and recording and interaction with those who live or work in the area visited.

The Environment Unit in Year 7 engages students in two days of learning on campus followed by a three-day field trip in a selected environment: Coasts, Mountains, Oceans, Peninsulas, Rainforests and Rivers. Year 8's Rural Unit provides a deeper understanding and appreciation

of life beyond our state capital, through direct contact and experience with rural Victorians in a choice of several districts.

The Human Rights Convention is a five-day Year 8 program, designed to give students an understanding of fundamental Human Rights and foster an awareness of current and historical Human Rights issues both internationally and in Australia. Activities aim to empower students to contribute positively to the global protection of Human Rights.

Gaining an understanding of the rights and responsibilities of citizens in an active democracy is an important part of Year 9 learning. A week of activities at the end of Semester 1 introduces students to the history of democracy and what it means to be an Australian citizen in the 21st Century. Students are exposed to the processes of forming political parties, developing a platform of values, campaigning and participating in the democratic process.

In the Year 9 Urban Experience, students experience directly the daily life of Melbourne: the richer and the poorer parts of town, Melbourne during the day and after dark, and the important structures that keep our city functioning. One of the expected outcomes is increased independence and an awareness of personal responsibility. Strategies are in place to ensure the safety and security of students at all times.

In order to ensure individual differences in ability are accommodated, and that each student reaches their potential, the Learning Skills Unit provides for those students needing additional guidance or assistance, and for those of exceptional ability who may need additional intellectual stimulation if they are to retain their motivation

and sense of curiosity. Carey's Leonardo Links sessions offer extension and enrichment activities for these able students, who may nominate themselves for inclusion or staff may identify them as candidates. Involvement is voluntary and sessions for individuals or groups in a withdrawal setting are rotated to minimise disruption to timetabled curricular studies.

Students have opportunities to develop leadership skills through positions of responsibility such as School, Music or House Student Leaders or in sports teams. Each year approximately 50 Year 8 students are selected for leadership positions in the following year:

Training programs take place in Term 4 for all Year 8 students as all are considered to be role models when in Year 9. Students are formally and informally coached to help them to develop their leadership skills.

All students in Middle School use notebook computers to support their learning. Students have their own notebook computers and access to the staff in the ICT Support Centre for assistance. The latest technology has been installed in classrooms to allow for the integration of resources in a variety of media. Wireless access to the internet and intranet is available throughout the School.

During Term 3, Year 9 students will make their subject choices for Year 10. Carey staff and a range of publications and information sessions at the School provide assistance and advice on these choices, which include a decision on whether to study for the International Baccalaureate Diploma or the Victorian Certificate of Education, and whether to undertake an accelerated study of a Year 11 subject in Year 10.

Students have opportunities to develop leadership skills through positions of responsibility such as School or House Student Leaders, sports teams, or in music and drama.





Senior School

Years 10, 11, and 12.



Senior School at Carey is a dynamic and stimulating environment for young men and women.

While the School is built on the traditions of the past, it is also geared towards providing the best possible preparation for tertiary study, the 21st Century workplace, and life beyond School.

As is the case throughout Carey, the Senior School boasts outstanding curricular, co-curricular and pastoral programs designed to accommodate individual interests and abilities.

A Year 10 program caters for the range of skill levels, academic, co-curricular, vocational interests and social development for students moving into Senior School from Year 9 at Carey and elsewhere. There is flexibility in the program which enables us to personalise the learning experience to ensure that individual needs and interests are met and pathways for senior years are mapped out. All students in Year 10 and in selected Year 11 and 12 subjects use notebook computers to support their learning and curriculum and have access to ICT support staff.

In the core curriculum at Year 10 students undertake studies in English, Mathematics, Science, Physical Education (practical) and Religious Education. Electives are offered in LOTE, Humanities, Art and Design, Business Studies, Music, Drama, Physical Education and Information Technology. In addition, eligible students may choose to take a subject at Year 11 level by anticipating an International Baccalaureate subject or accelerating into a VCE subject at Units 1 and 2 standards. Some students' needs are catered for through programs offered by the Learning Skills Unit.

Enrichment forms a key part of Year 10 and offerings within the program include a choice of Outdoor Expeditions, Enrichment Week, a study skills "Learning to



Learn' series of seminars and the 'Learning for Life' service program. All Enrichment programs are run by Carey staff and experienced, expert external providers, and these activities combine to realise values education through personal experiences in a supportive, safe and extending manner. The Enrichment program embodies the core of the Carey model for Learning: Learning, Well-being, Service and Spirituality and is forward looking in seeking to help prepare students for their adult life at School and beyond. Enrichment Week activities focus on driving skills, careers planning, relationships, interfaith and intercultural dialogue, community service and safe partying.



Each year approximately 50 new students join Carey at Year 10 and they, along with the other Year 10 students, attend a one-day retreat accompanied by their Head of House, House Mentors and other members of staff including members of the Chaplaincy team and the Student Services department. This retreat provides a unique opportunity for new students to meet their peers and begin their special relationship with House staff.



Image courtesy of Gavin D Andrew

Carey takes great pride and pleasure in welcoming students from around the globe. Approximately 60 international students form part of our Senior School, bringing a cultural richness to the student body. The annual international student week captures the healthy embrace across the whole School.

Students in Year 11 and 12 study for either the International Baccalaureate Diploma (IB) or the Victorian Certificate of Education (VCE). The IB is a two year qualifying diploma which provides the intellectual challenge of an Extended Essay and Theory of Knowledge subject. Alternatively, they may choose to study a wide range of VCE subjects,

which can be completed over two or three years and can include the Vocational Education and Training (VET) studies and the University Extension program. Carey is a member of the Inner Melbourne VET Cluster of schools, which allows students from schools within the Cluster to undertake VET studies as part of their VCE program. The University Extension program caters for Year 12 students with a passion for learning and the desire to extend themselves beyond what can be achieved through the normal Year 12 program. The program has a number of benefits: an increment on the ENTER Score of up to 5.5

points; inclusion in a special category that may draw the attention of selection officers for tertiary institutions. Both the IB and VCE program offer entry to national and international universities.

Carey's Year 12 classes regularly record results that place the School among the top Victorian schools with close to half the students achieving ENTER Scores equal to or more than 90 (that is, in the top 10% of the State). The fact boys and girls are equally represented among our highest achieving students should dispel any doubt that co-educational schools produce sensational outcomes.

All students are expected to select a summer and winter activity from a breadth of offerings; interschool sporting competitions, dynamic music groups, plays, musicals, and debating are delivered by specialists in their field. Add to this an exciting Outdoor Education program in Year 10 and the opportunities are limitless. These programs are an important ingredient in a rounded education, with studies suggesting that a keen involvement in these structured programs beyond the classroom will complement the academic progress of the individual.

The welfare of each and every student is of paramount importance and our House system has been devised to ensure that the well-being of every individual is carefully monitored. Students belong to small Mentor groups, overseen by a Head of House. The House Mentors are supported by a dedicated pastoral care team that includes chaplains, learning skills and careers advisers, counsellors, nurses and psychologists. At all times, we strive to encourage connectedness to the House and a sense of belonging that develops self-esteem and resilience in our students.

All students have an opportunity to experience leadership during their time in Senior School. Formal and informal training is provided to help Student Leaders, House Vice-Captains, Captains of co-curricular activities as they assume their positions of responsibility. The newly inducted Students Leaders attend seminars where they explore leadership styles, how to run meetings, what makes a good leader and begin working as a team. Discussion groups or community service projects devised by students demonstrate initiative and leadership and are acknowledged by the School through awards and formal recognition.

New students in Year 11 and 12 are formally welcomed a day before normal classes commence and have the opportunity to meet fellow students and key staff members.

By the time our young men and women are ready to leave Carey, they are self-assured, self-reliant, self-directed learners with an awareness of the local and global communities of which they are a part. They are ready to meet the future – whatever it may hold.



Co-curricular



Image courtesy of Gavin D Andrew



A Carey education is about more than academic studies. Preparation for future life must include an awareness of the importance of maintaining a balance between intellectual and physical stimulation, 'left brain' and 'right brain' activities, study and recreation.

Under the co-curricular umbrella, Carey students involve themselves in music, drama, community service, debating, theatre production, outdoor education, sport and several other activities promoting physical activity such as yoga, dance and bike riding.

All students in Middle and Senior Schools must elect a summer and winter activity, although most will explore well beyond the minimum requirement. It is not unusual to continue a year-round participation in aspects of the performing and creative arts, and to balance this with an involvement in a diverse range of sporting activities chosen from a list of more than twenty. As a member of the Associated Public Schools of Victoria, Carey competes in Saturday fixtures in many sports. The boys teams compete against schools in the APS, while the girls teams compete against schools in both the APS and the Associated Grammar Schools. Coaching and training take place either at the Kew campus or at our Carey Sports Complex at Bulleen.

The Carey Sports Complex is magnificent. Set on 14 hectares close to the Eastern Freeway, it comprises a 25-metre indoor swimming pool and separate diving

pool with seating for 250 spectators, a gymnasium, weights training room, four ovals, three turf wickets, two soccer fields and a rugby field. The Complex regularly wins awards for its water quality and the standard of its grounds.

Performance opportunities come in many forms at Carey, where music and drama are a part of curricular studies as well as being an important component in our co-curricular activities.

The De Young Centre for Performing Arts at the Kew campus includes practice and tuition spaces, classrooms, rehearsal areas and an extensive auditorium. These spaces complement areas such as the Memorial Great Hall and the Costello Lecture Theatre. Our Memorial Great Hall is a fully equipped theatre with seating for an audience of 800, a flytower for sets, the latest in sound and lighting technology, an orchestra pit, and a stage that is larger than that of several of Melbourne's commercial theatres.

Students perform from a very early age, and our choirs and orchestras feature at many celebrations in and beyond the School.

The Performing Arts have a high profile at Carey and we are proud of our extensive and highly regarded range of music and drama programs within the curriculum and as co-curricular activities.

Our programs offer classroom music, private tuition and an exceptionally broad range of co-curricular events. Music



groups cover the spectrum of music styles from rock and jazz to the Symphony Orchestra and Show Band. Opportunities for involvement in choral groups begin in the Junior Schools and continue to Year 12, in groups of differing sizes and repertoires.

Drama productions also cover a variety of styles. Theatre has long been a Carey tradition and has earned a reputation for productions of great professionalism. Involvement in the Middle School Musical and the Senior School Musical are open to students as performers or musicians. Those who would rather work behind the scenes are well catered for too, and have the benefit of excellent technical facilities and advice.

Two more major productions are the Senior School and Middle School Plays, and both VCE Theatre Studies and IB Theatre Arts students present productions as part of their course work. As our young people grow so do the opportunities for them to quench their thirst for adventure, challenge and new experiences.

Outdoor Education is part of the curriculum for students from Year 4 to Year 10. It is a holistic study combining education of the mind, body and soul - and it is also great fun. Camps at a variety of sites at different times of the year ensure as wide a range of experiences as possible as the programs introduce students to, and progressively develop, skills in camping, adventure activities and social interaction.



Personal development through interaction with others and responsible use of the natural environment are important components of the Outdoor Education experience. Structured outdoor experiences promote aspects of personal development, such as self-esteem, resourcefulness, interdependence, independence, leadership, judgement, co-operation, tolerance and determination. In keeping with Carey's awareness of environmental issues, our Outdoor Education activities include practical work to assist in the preservation of natural resources and the reversal of detrimental human impact on areas we visit. Students become more aware of the effect of 21st Century living on the planet and we encourage them to develop and implement more ecologically sound living principles.

The Outdoor Education experience begins in Year 4 with a four-day camp at Toolangi. In Year 5 students are introduced to Camp Toonalook, the Carey site at the



Gippsland Lakes where they will spend five days in Years 5, 6 and 7. These camps are about having fun, enjoying the outdoors in a safe and environmentally sensitive manner; forging friendships and discovering qualities and strengths within themselves.

In Year 8 they head to a more remote location for six days, currently Lake Hattah National Park, and in Year 9, seven days are spent in the Wabonga Plateau area. Both these programs increase the opportunities for decision-making, responsibility and ownership of a range of initiatives through activities that include rafting, bushwalking, cooking, tenting, sailing, navigation / orienteering and canoeing.

In Year 10 students choose an eight-day program from a range of 12 activities. It is here that our young people have the chance to specialise and develop a reasonable level of skill in an activity of their choice. By the end of this experience they should be in a position to design and manage their own expedition if they so choose.

Year 11 students may apply for a leadership position with one of the younger year level groups via a training and selection camp run by the Outdoor Education staff in conjunction with other Carey staff.

Outdoor Education brings many important and fun-filled experiences to the students as they grow from children to young adults. They will make decisions, learn new skills, discover the link between action and consequence, be immersed in the beauty and importance of the natural environment, struggle now and then, and relish the chance to spend time with peers and adults in different and often challenging circumstances.





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