



**WILLIAM CAREY
CHRISTIAN SCHOOL**

2024 ANNUAL REPORT





*Expect great things from God,
attempt great things for God*

WILLIAM CAREY (1761-1834)



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Theme 1 - Key School Bodies

MESSAGE

FROM THE PRESIDENT

2024 saw the celebration of the 40th Anniversary of our school, so I thought that it would be good to look back in history. The following is from our school website and gives a brief history of some of our school milestones.

William Carey Christian School began as a vision by a group of families who desired a biblically grounded Christian School to serve and educate families in the Liverpool area. This vision endures today, as the School continues to educate approximately 1300 students each year from Prep to Year 12.

In the 1970s, a group of parents began to meet to discuss their desire for a Christian parent-controlled school in the local Liverpool area, if not for their children, then perhaps for their grandchildren. This group held on to this vision through many difficulties and challenges. Their vision spread to more people in the area from a range of denominations and on the 8th August, 1980, this group, fondly called our founders, were officially registered under the name of "Campbelltown Christian School Association Limited", later the word Liverpool was added in order to reflect the wider area in which the school was to operate.

The school finally opened for lessons on 9th February 1984, with only four students enrolled. Enrolments grew rapidly, and the search for approximately 10 acres of land then began in earnest, until finally a block of land at Prestons was purchased and construction began in 1988.

William Carey commenced classes at the present site on the 10th of October 1988. The establishment of the school at a permanent site, which the school owned, and the significant increase in student numbers, laid the foundation for further growth and the establishment of the High School in 1990.

In 2009, government funding enabled WCCS to build a Prep School, which has brought the total number of students from Prep to Year 12 to approximately 1,300.



May we as Directors, Association Members, Staff, Parents and Students

Expect Great Things from God and Attempt Great Things for God



God has certainly used and blessed our school over those 40 years in so many ways. We have seen the site develop from being a chicken farm to the school that it is today with great buildings and facilities, with planning underway for additional buildings over the next few years. We have seen our student numbers increase from four to our current enrolment at the end of 2024 being 1274 in primary and high school and 71 in prep. Our anticipated enrolment to commence the 2025 school year will be 1331 in primary and high school and 69 in prep. Our staffing has also increased to now being over 200. Praise be to God.

The 40th Anniversary year saw many events, including a Thanksgiving Service, Board and Staff Dinner, Fun Fair and Carey Carols. I want to personally thank all those who organised and were part of each of the events. The amount of work and effort that each person put into each event certainly showed as the events were very professional and of high calibre.

It is great to see that our enrolments are continuing to increase with smaller Year 12 finishing their education and full Kindergarten and Year 7 cohorts. While this is great, it has also led to a shortage of classroom space which the Board and school have been working through and developing short- and longer-term plans for our buildings and facilities. Expect to see next year, a new toilet block at the end of R-Block, a couple of temporary buildings at the end of S-Block. Plans are also well underway for a 6-classroom building in the G-Block quadrangle, a covering of the basketball courts and significant changes to the carpark. Unfortunately, we have needed to postpone the work on the Sports Centre and additional classroom due to the major increase in cost of this proposal, but the good news is that it is not cancelled, it is just postponed for the time being.

There have been other building and improvement work happening also, including revamped toilet facilities in the Hall and Primary buildings (Other toilet facilities will be upgraded over the next few years also) and many other smaller improvement and maintenance projects to the buildings and grounds around the school. Thank you to our building, maintenance and support staff for undertaking and overseeing these developments.



During the year, our Senior Executive Team engaged in a High-Performance Teams program, which allowed them to develop together, build trust in each other, give and receive feedback and examine managing styles. The program did touch some raw points but resulted in a team that can trust and support each other. This program will be rolled out to the High School Department Heads in 2025.

The school has also implemented a Staff Wellbeing Team who will be developing programs and activities to further develop support and care for all staff. The school celebrated RUOK day with every staff member receiving a “RUOK KitKat”, asked RUOK and encouraged to ask others if they were OK and actively listening to the responses and providing support. This led to many worthwhile discussions.

During 2025, the Board and Senior Executive will be developing a Strategic Plan for the school for the next 3 to 4 years. The plan is to gain input from staff, followed by more detailed discussions with a smaller group including staff, students, parents, Senior Executive and Board to develop five key objectives. The Board and Senior Executive will then develop goals and strategies for each of these objectives.

During the year, two of our long serving Directors stepped down and I would like to thank Victor Smith and Chris Gross for their time on the Board and their significant contributions over many years of faithful service to the school.

It has been another hard and busy year, and I would like to thank Keith McMullen for all that he has done as Principal. Also, to Greg Eyears for all that he has done as Business Administrator and Company Secretary. Thank you also to all staff for their commitment to the school and the effort they put into their respective jobs. Thank you also to my fellow Directors for their commitment to the school.

William Carey Christian School has always been seen as a LIGHT in the community with one aim of the school to be an outreach, to bring people into God’s Kingdom and grow and disciple them. We continue to “Expect Great Things from God and Attempt Great Things for God.” Please continue to pray for the School, Our Staff, Our Students, Our Parents, Our Board and our outreach and support to the community.

PHILLIP HARMAN *President*

MESSAGE

FROM THE PRINCIPAL

2024 was an important year for William Carey Christian School as our community celebrated its 40th anniversary.

This milestone was acknowledged throughout the year with the Thanksgiving Service, Board and Staff Dinner, Fun Fair and Carey Carols. A particular highlight was the video recollections from Staff and Association members who were instrumental in the early, mid and recent history of the School. The vision and conviction of founding members was a great encouragement and reminder of the importance of the School's vision and mission. From such a small and humble start the School has grown and served so many children and families and we give thanks to the work of so many committed staff and parents and give thanks to God for his faithfulness and ongoing provision to the School. So, by his grace, we prayerfully seek to bring glory to his name and serve our community for many years to come.

Student enrolment for (K-12) between 2023 (1231) and 2024 (1277) census dates continues the trend of year-on-year increases with strong intakes in the Kindergarten and Year 7 cohorts. Enrolment in the Prep School remained steady.

NAPLAN testing for 2024 resulted in achievement outcomes shown in this report, comparing our students with those in schools with similar socioeconomic status. In 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means NAPLAN progress for 2021-2023 cannot be determined. The next time NAPLAN progress will be reported on the My School website will be for 2023-2025 years.

The 2024 HSC results were stronger on average than the previous year, and our 3-year average for proportion of students gaining over 90% is comparable to local independent schools. Of the 80 HSC students in this cohort, 7 gained an ATAR over 90 (8.75%) and the Dux gained a rank of 98.85. A particular highlight was in the Science Extension



Mr Keith McMullen

PRINCIPAL

course in which WCCS students placed 1st and 3rd in all of NSW. Further, 6 students from Industrial Technologies gained nominations for inclusion in the NESA SHAPE exhibition. Courses which exhibited consistently high performance include Biology, Science Extension, Food Technology, VET Construction, and VET Hospitality. The proportion of Band 1 and 2 results (marks of less than 60%) for the cohort continue to remain well below NSW average.

Curriculum reform has been a significant focus for schools in NSW as new English and Mathematics syllabi were implemented for K-10, while familiarisation and planning were the focus for other Key Learning Areas. This provided a good opportunity for teachers to review the incorporation of biblical perspectives to be implemented into programs as they are being written. Following the professional learning based on David



Smith's On Christian Teaching: Practicing faith in the classroom, teachers undertook training in the use of the biblical curriculum resource, Transformation by Design. The 'threads' of Transformation by Design provide a range of perspectives for developing enduring understanding of biblical themes in combination with the content and skill outcomes of the NESA syllabi.



Left: Past Principals Mr Ian Wake (2007-2015) and Mr Warwick Wilkie (1988-2006) together with our current Principal, Mr Keith McMullen (2006-Present) at the School's 40th Anniversary Thanksgiving Service.



Above: A Kindergarten class visiting Mr McMullen's office in their first week of school

Senior Executive participated in professional learning with the 'Leading Teams' consultancy group in 2024. This program was both challenging and highly beneficial for the team in clarifying the purpose of this leadership team and focusing on relationships and expectations of one another. Anecdotal feedback indicates that other members of staff are noting the positive outcomes of this training. Further training is planned for 2025, extending the opportunity to the leaders of High School faculties.

Under the leadership of our People and Culture Manager, a Staff Wellbeing Management Team was established. This team undertook the task of researching best practices and initiatives for the wellbeing of school staff. For a staff of over 250 this is a large undertaking, however, the training and regular information along with special events have been positively received.

Recruitment of Christian staff continues to be challenging in a climate of general shortages and your prayers for God's provision is critical and greatly valued. WCCS continued as a member of the Sydney Christian Teaching Schools Hub increasing the number of trainees in 2024. Both

trainees and mentor teachers report the benefits of this apprenticeship model for preparing future Christian teachers well for the mission work of our classrooms.

As part of the 40th anniversary celebrations, the School held its first Fun Fair since 2018. This delightful day was the centrepiece of the Schools' community calendar and proved to be a great success through the hard work of a committed team of staff and community members. The Carey Community Carols were held at the end of the year again and while the weather forecast kept the event indoors, the evening was a great time together celebrating Jesus, our saviour's birth and ended with an impressive fireworks display, funded through community donations. I wish to acknowledge and thank the CPC team for their vision, organisation and hard work on these and other community events throughout the year.

To meet the needs of growing demand for places at WCCS, planning for additional learning spaces and confirmation of lifting the enrolment cap was a key priority for capital development. The original plans for a new multi-purpose sports facility with 8 classrooms, became unfeasible due to the requirements of Liverpool Council for expansion of parking provisions and



Above: Fun Fair 2024

rapid escalation of building costs. With the assistance of AISNSW, the Education Infrastructure Fund grant from the NSW government was reviewed and will be redirected to support the construction of additional parking, additional modular classrooms (including two science laboratories) and redevelopment of the B Block basketball courts area, including a covered outdoor area.

The School site has benefited from many ongoing small and medium capital works in many areas, creating an overall lift to the school grounds and improved function of facilities. The restructure of grounds, maintenance and cleaning teams and contracting of cleaning and landscaping services have made upkeep manageable and current.

Again, I would also like to acknowledge the leadership of the Board and Association President. It has been a great blessing to work with the Board, being most mindful of their prayer support.

Keith McMullen
Principal



MESSAGE

FROM THE 2024 CAPTAINS

The 2024 school year was filled with service and exciting initiatives for the Student Leadership Council (SLC). Under the guidance of Mrs Clisdell and with continued support from Ms Morphett, this year's council was led by Captains Sofia Melo and Elijah Mani.

Building on the structure introduced in 2023, the SLC continued to work closely with the Student Year Leader Program (SYLP), allowing students from Years 6 to 10 to step into leadership roles within their grades and grow in confidence and character. This structure allowed for greater student representation across the school and created valuable leadership pathways.

A number of new initiatives were introduced throughout the year, including Student Awards to recognise and encourage positive contributions within the student body, and Reading

to Kindy, created to build connections between Year 12 and Kindergarten students. Other highlights included the student-led J-Walk outreach events, participation in RU Ok Day, and Multicultural Day, which brought colour and community spirit to the school in Term 3. SLC members also partnered with Tearfund through the Big Red Couch initiative, demonstrating their heart for social justice and global service. Grade-specific events, camp involvement, and personalised initiatives like PC group visits and farewell gifts demonstrated the creativity and care each SLC member brought to their role. This year's SLC exemplified what it means to serve with humility, faith, and perseverance, navigating challenges while remaining focused on building up their grades and making a positive impact. Their legacy will no doubt inspire the next generation of leaders at William Carey Christian School.

2024 SLC

Year 12: Sofia Melo & Elijah Mani (Captains)

Year 11: Mia Delic & Joshua Perez

Year 10: Charlotte Macey & Nicholas Alexander

Year 9: Alexis Low & Sebastian Ly

Year 8: Simone Wong & Jacob Ward

Year 7: Caroline Nguyen & Matthew Tran

Year 6: Evangeline Sing & Benjamin Venevongsos





Left: Multicultural Day 2024

PROJECTS

Student Awards – The initiative of ‘Student Awards’ was introduced and implemented in Term 1 to help promote student voice and action, and to recognise students’ attributes. These awards are able to be given by the SLC to other students.

J-Walk – This is an outreach program, run by students during lunch. Three events were held throughout the year, with students from many grades attending.

Big Red Couch Day – As part of our partnership with TearFund, members of the SLC were interviewed on a Big Red Couch about matters of Social Justice.

RU Ok Day – During grade meetings, the High School SLC members gave tailored presentations to their grades about RU Ok Day to help raise awareness and advise on steps everyone can take to help their classmates.

Multicultural Day – This was held during Term 3 and involved a school-wide parade during lunchtime where students were able to showcase their cultural outfits and flags. Going forward, this will be held every second year to enable a larger focus and higher engagement.

Reading to Kindy – the Captains and Mrs Clisdell initiated a new tradition for WCCS, where the outgoing Year 12 students read a book with the new Kindergarten students. The Year 12 students wrote a personalised message to their Kindergarten student, and the book was presented to the Kindergarten student at the end of the year. This initiative serves to create a meaningful connection between the oldest and the youngest students. This event went wonderfully and received positive feedback from both students and teachers.

GRADE SPECIFIC

Year 12:

Sofia and Elijah worked on creating a memorable final year for their grade. They worked with the office staff and Mrs Clisdell to provide everyone care packages in Term 4 which was well received. They organised a grade afternoon event in Term 1 to which there was a larger than expected turnout and the afternoon involved sports, Goosechase and ‘never have I ever’. They provided Easter eggs to their grade (handing out the leftovers to any students they came across). They, along with Mrs Clisdell, established the ‘reading to kindy’ event which year 12 participated in Term 3. Sofia and Elijah organised a pyjama day for year 12 in Term 2 where everyone dressed up, and the SLC pair with the help of the PC teacher - provided morning tea of muffins, fruit and poppers. In Term 3, they organised a grade event that had a large turn-out and involved sports, painting, games and a physical QR scavenger hunt. This event was very well-received (having the largest participation rate compared to the previous) and enjoyed by their grade who were able to bond and make lasting memories in their last Term together. They organised for ‘dress-up day’ to occur where the grade got to dress up as their favourite on-screen characters which was played out in a respectful and fun manner. Lastly, they helped organise the tradition of ‘student vs staff’ sports lunches and afternoon events where the students dominated in Oz-Tag and ultimate frisbee. Sofia and Elijah tried their best to make a meaningful end to year 12’s schooling at WCCS.



Left: Year 12 Breakfast 2024

Year 11:

Mia and Josh served year 11 in numerous ways throughout the year. They were able to encourage year 11 to attend their luncheon in 2023, to which the SLC pair also joined to support their grade. They assisted the year 11 year advisor by helping promote and remind the grade about their 'vision'. Mia and Josh occasionally did motivational speeches and Bible verses to the PC groups. They handed out Bible verses and Easter eggs during Easter to remind their grade about the importance of Easter. They attended year 11 camp where Mia was able to bond with the girls and Josh got to play sports with the boys and have meaningful conversations at dinner- and they both learnt more about their grade's dynamics. As a final farewell to their grade, they provided breakfast and encouraging prelim-study packages. Mia and Josh faced many setbacks that were out of their control, but they never gave up and tried their best to serve their grade with passion and kindness.

Year 10:

Charlotte and Nic consistently worked hard to connect with their grade and organise events throughout the year. They often offered festive treats such as candy canes and Easter eggs to promote bonding with their grade. They sought to know their grade by doing regular PC visits and providing Zooper Doopers and soft drinks on hot days. They were able to run a barbecue at lunchtime to gather the grade in one location and chat with them. Upon request to remind the year leaders about their role, Charlotte and Nic spoke with them and offered some advice and wisdom. Lastly, Charlotte

and Nic provided a food event for their grade (lollies and popcorn) which occurred on two occasions due to interruptions. Charlotte and Nic had difficulty in coordinating events with year 10's year advisor, however, they are commended in their diligence and their perseverance as they tried to do the best they could.

Year 9:

Alexis and Seb worked on improving the culture of year 9, particularly by helping strengthen their faith, find their identity (in Christ) and to speak kindly of one another. They attended year 9 camp to best achieve those goals, with Alexis talking at the grade meeting and Sebastian running Capture the Flag with them, which was well-received by the grade (both the talk and game). Alexis and Seb worked hard to organise events for their grade, however, it proved to be tricky with the coordination of year advisors and assistants.

Year 8:

Simone and Jacob spent another year on their grade, and it was a year well spent. They attended many year meetings where they included the year leaders and sought to entertain their active grade. They supported the new kids in their grade by attending a lunchtime event where they got to know these students better and occasionally checked up on them. They meaningfully worked with the year leaders to provide an engaging short Bible talk about the importance of Easter (and handed out Easter eggs). Upon request to include the year leaders more, Simone and Jacob interviewed the year leaders about leadership and Biblical thinking to encourage the grade about the importance of year leaders. Lastly, they provided



a farewell gift to the grade after 2 years of serving them. Overall, Simone and Jacob attended many of the grade initiatives and served their grade to the best of their abilities alongside the year 8 year advisor who was proactive into coordinating and assisting Simone and Jacob for events.

Year 7:

Caroline and Matt worked together on their large, energetic grade. They were first introduced to their grade when they co-hosted a grade activity (Hudson ball) in Term 4 2023 with Sofia and Elijah (previous year 7 SLC). Caroline and Matt were able to meet and interact with their grade so that they would be familiar with them before 2024 to enable an easy transition. This SLC pair was able to talk to many students and parents at the year 7 transition day. They had many year meetings with their grade throughout the year where they were able to help the new kids transition, bond with their grade and run a Kahoot. They also attended the year 7 camp which was slightly chaotic due to their scavenger hunt, but it was a time well-spent as the pair got to bond with their grade better. Caroline and Matt generously made PC gift bags, ran a fun Easter egg scavenger hunt and organised a pizza lunch for their grade. We look forward to the work they continue to do for year 12 in 2025.

Year 6:

Evangeline and Ben took on the trickiest grade to coordinate with - year 6 - and they did so brilliantly. Despite the initial communication issues, Evangeline and Ben worked well and put in lots of effort to organise a scavenger hunt and movie afternoon for their grade, along with a couple of other events and talks. Their persistence and commitment they displayed is one to be noted. These two used their creativity and leadership to try and help year 6 have some memorable events to look back on.

PARTING MESSAGES

To the SLC:

Congratulations on making it onto the SLC! It's a role that requires having a servant-heart, a caring nature and leadership skills - which all of you have. Best of luck as you help guide your grades throughout the next year, juggling your service with academics. We know it can be stressful and difficult to achieve everything you want with your grade - it takes a lot of effort and time - but remember you can rely on each other, share ideas and talk with Mrs Clisdell and Ms Morphett about these things (They are the best) Always remember to enjoy school, never take the time you have with your friends and teachers for granted, and with

everything attempt great things for God. Best of luck :)

To the final four (Caroline, Evangeline, Matthew & Ben)

Thank you for working alongside us in 2024 and for all of your passion and dedication to serving our school. We wish you the best of luck as you enter your second and final year of being an SLC member. We pray that you'll continue to serve WCCS with a humble and caring heart.

To the future school captains (Caroline and Matt)

We'll be praying for you two as you take on this role with grace and humility. Sometimes it can be challenging, and you will have to step out of your comfort zone. Yes, you will hear a lot of "you're a captain- you can't do that." But know that you weren't chosen for no reason- you will overcome every challenge and obstacle that you'll face. We can't wait to hear about all the amazing things you'll accomplish at WCCS as you serve in this role. You both have incredible hearts with a solid Christian faith and dedication to helping others. We know you'll do great! Your grade will listen to and respect you guys as you try your best to help year 12 have a memorable year. Just keep doing what you do best and everything will go great!

To WCCS:

Thank you for being our school for the past 14 years. We've been able to grow both as academic students and as people because of the support and community at WCCS - particularly from the staff. Thank you for allowing us (the 2024 year 12 SLC's) to be able to serve back to the school that has helped raise us - we'll miss our time here at some point or another. We'll be praying for the new SLC and our school as God's plan happens.

Sofia Melo & Elijah Mani, 2024 Student Leader Captains

Outgoing Captains of 2024



**ELIJAH
MANI**



**SOFIA
MELO**



Theme 1 - Physical Context of the School and Composition of the Students

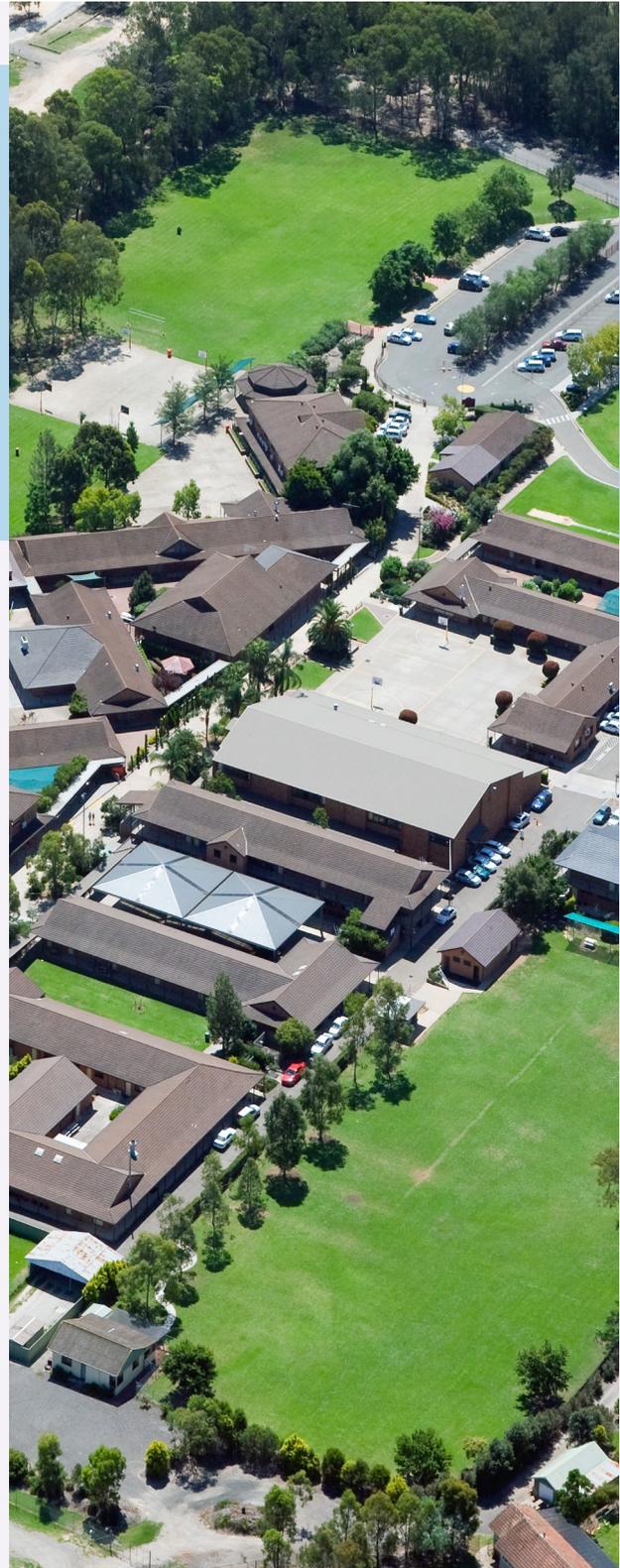
ABOUT WILLIAM CAREY CHRISTIAN SCHOOL

William Carey Christian School (WCCS) is a co-educational school providing education from Prep to Year 12. We are a non-denominational Christian school located in Prestons, within the Metropolitan Southwest school zone of Sydney. As of the August 2024 Census, the school had 1278 students enrolled.

WCCS is situated on 17 acres and is home to a wide range of high-quality facilities that support both academic and co-curricular learning. Our school hosts many technology-equipped traditional classrooms, as well as a variety of specialised learning environments. These include commercial-grade industrial kitchens, science laboratories, Creative and Performing Arts studios, visual art rooms, and purpose-built spaces for woodwork, metalwork, textiles, and vocational education through our Trade Training Centre. The school also features a large hall, a well-resourced library, multiple sports courts, playing fields, and onsite OOSH and Vacation Care services.

The school has an open enrolment policy and welcomes students from diverse religious, cultural, and linguistic backgrounds. Approximately half of our students are EALD (English as an Additional Language or Dialect) learners, representing around 40 language groups and all six populated continents. Our students come from a wide range of faith traditions, including Christian (across many denominations), Muslim, Buddhist, Sikh, Hindu, as well as non-religious backgrounds.

WCCS is committed to supporting the individual learning needs of all students. Our Educational Support team assists students with additional learning needs.



1278
Total Students

Situated on
17 ACRES

DIVERSE
student population

Located in
PRESTONS

Our Advanced Learning Class program is offered from Kindergarten through to Year 10 and caters to students who are gifted or need academic extension. Academic Scholarships are also offered to students entering Years 7, 9 and 11.

A broad range of programs is available to encourage excellence in academic pursuits, sports, and the arts. WCCS aims to ensure education remains accessible to families; all compulsory school costs, including camps, excursions, sporting fees, textbook hire, and stationery, are included in the annual tuition fees, with no hidden charges.

The school is serviced by a network of bus routes, with a total of 35 services operating across morning and afternoon runs. This allows students from a wide geographical area to attend.

William Carey Christian School continues to serve its community with a strong commitment to high-quality education, inclusive support, and foundational Christian values.



Year 12 Graduation 2024

PARENTS, COMMUNITY AND EVENTS

CAREY PARENTS & COMMUNITY (CPC)

The school has an active community of Parents, Carers and community members who enjoy supporting the school in a variety of ways.

The highlight of the year was the **Fun Fair** held in August, which saw over 3,000 people attend. It was a fantastic day with rides, food, markets and activities. The Fun Fair will be held every second year; on the alternate year, CPC assists with the **School Musical**, running the concession stands.

CPC also runs a weekly bible study for parents and carers, a fortnightly prayer meeting, a cheese toastie BBQ breakfast once a Term and **Carey Carols** at the end of the year with 1,500 school and community members in attendance.

On the first day of school, we run a morning tea for our new Kindy parents, called **'Tea and Tissues'**. CPC also runs a Mother's and Father's Day stall for Prep - Yr 12 students, with over 600 gifts being sold at each stall to help celebrate these days.

Mother's Day was celebrated by Prep - Year 6 with an afternoon tea for mothers, grandmothers and students, and CPC hosted a Mother's Day breakfast for high school families. Both celebrations were well attended and were an opportunity for students to perform for the guests.

A Prep - Year 12, whole school **Father's Day** breakfast was run on the Primary oval and was an opportunity for dads, grandads and their children to enjoy breakfast and play games together. The dads were also inspired by a guest speaker.

Grandparents' Day was again held in conjunction with the **Book Week** Character Parade. Grandparents and parents were invited into the classrooms to enjoy the learning spaces and were given an opportunity to view the character parade and Scholastic Book Fair hosted by the library, as well as enjoy a BBQ lunch together hosted by CPC.

Parent Information Nights

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 7 Information Evening, and Year 11 Subject Selection Night.

We conduct Year 10 student /carer subject selection reviews with parents, carers, students, and Senior Executive staff. Parents are provided with video links to other recorded information on the topics of Year 9 Subject Selection, Stepping into Senior School and VET Information.

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

We hold **Parent Seminars** early in the year, and these are designed to address the needs of parents with students in Years P–12, delivering 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,
- Body image, teenage sex, adolescent relationships.



Above: Book Week & Grandparents Day 2024



Above: Carey Carols 2024

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, students with disabilities or additional 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. Our aim is for students to hear the gospel, understand the story of the Bible and develop the skills needed to work with the text. This allows students of all backgrounds to make an informed choice.

CAMPS

Primary School

Students in the Primary Department attend three camps over their time in Year 4, Year 5 and 6. Year 4 students went to Wedderburn for a one-night experience away from home. They enjoyed socialising together and challenging themselves by completing unfamiliar activities. Year 5 students went to Teen Ranch which has a particular focus on social cohesion. This helps support their beginning journey into Stage 3 and the need for increased independence. Year 6 students travelled to Canberra for a camp focused on reinforcing the material they have learnt in HSIE about Government in Australia.

High School

In High School, we send all students in Years 7, 9 and 11 on camps. The focus for the Year 7 and 9 Camps is on building teamwork, resilience, social cohesion, and serving each other. There is also an extensive focus on the Gospel of Jesus Christ throughout these camps. This year, Year 7 attended Teen Ranch and Year 9 attended Wedderburn Christian Campsite for their camps. The Year 11 Camp has a greater focus on connecting together as a Christian community, looking at problem-solving, decision-making, resilience and their future. This camp takes place at The Cru Site, Galston Gorge.

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 provide resources and presenters who will come to the school and work with children studying particular units of work.

CAPA Camp 2024



Year 12 Visual Arts Excursion:
Campbelltown Art Centre Workshop



LIBRARY

The Biblical Studies Library Annex: This is located in the B3 and B4 classrooms and supports staff, students, ex-students, parents and friends of the William Carey Christian School community in their deliberations about the Bible and theological or pastoral issues. It has a wide range of books including commentaries, theological texts, biographies and pastoral resources.

Library Readers: The library has a large range of phonics-based and graded readers, as well as picture books and novels available for both parents and students to borrow, to assist students in becoming proficient readers.

700 students completed the **Premier's Reading Challenge** in 2024. Students from Kindergarten to Year 9 participated in the challenge.

SPORTING OPPORTUNITIES

Primary School

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, includes 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 zone, state and national levels.

Selected students and grades have the opportunity throughout the year to participate in skills days, Multiclass or Para-Athlete days and gymnastics. Students are also offered extracurricular sporting opportunities in soccer, volleyball, tennis and basketball through a range of before and after-school programs.

High School

High School students participate in compulsory sport on Tuesday afternoons, this may consist of inter-school sporting opportunities in the MISA competition or a range of school sports on WCCS grounds. Students may also elect to represent WCCS in a wide variety of gala days at Zone and State levels in the CSSA competition. School carnivals occur in Swimming, Cross-Country and Athletics to qualify for elite levels. Membership in CSSA/CIS sport presents an opportunity to compete at Zone and State levels and also a pathway to National level.

BOOK WEEK

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. P-6 students dressed as their favourite storybook character and participated in a character parade held at school. The community, particularly grandparents, were invited to view the parade in our school hall.

NATIONAL LITERACY WEEK

This year, National Literacy Week was celebrated with students conducting interviews of their grandparents and completing creative writing pieces on Grandparents Day. In class, students wrote descriptions about what they would be like as a grandparent. Students also played “Hot Seat”, where they were asked questions about the Book Week character they had come dressed as.

NATIONAL NUMERACY WEEK

National Numeracy Week was incorporated into our Book Week and Grandparents Day celebrations. With the help of their grandparents, students created a timeline to reflect the life of their grandparents.

PUBLIC SPEAKING COMPETITION

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.

CAREER EDUCATION

Students were able to access a number of career-related programs during 2024.

Students in Year 9 commenced a fully interactive online careers program, which helped them to develop a range of skills to get them started on their career journey. Activities included learning about their skills and abilities, exploring possible careers and preparing for the workplace. They also completed a resume writing workshop delivered by Elevate Education, which helped them create a job-ready resume for future employment.

Year 10 students completed a careers-related diagnostic test, which helped them think more clearly about the types of work they would enjoy doing in the future. The test results helped them to identify a range of suitable

careers to investigate. They also participated in a work experience program for one week during the school holidays. The program helps students get first-hand experience in the workplace.

Year 12 students attended the University of Wollongong’s “Discovery Day” program to gain insight into tertiary education. They also had the opportunity to attend regular career-related presentations and a one-on-one Careers interview with a careers adviser to assist them with post-school planning. Finally, Year 12 students attended a Careers Expo, which exposed them to a range of tertiary institutions and industry professionals.

The Careers Centre is open every recess and lunchtime for students to get assistance with their career enquiries.



Year 6 prepare gift packages for ‘Operation Christmas Child’ by Samaritan’s Purse



VALUE ADDED AREAS

Year 9 Commerce students planned, organised and created a home-based business during the year. Students researched the industry, created their own business name, logo and brand and then presented their ideas to potential investors. Students were able to develop the knowledge and skills required to plan and run a home-based business.

Year 11 Business Studies students participated in a business simulation, which involved market research and writing a business plan for a business that operated for one day in the Primary school playground. Students had to propose business strategies that might appeal to their target market. This real-world experience helped students to better understand the risks and rewards of being a business entrepreneur.

The **CAPA Open Night** ran in Term 4. It is an opportunity for all CAPA students from Years 7–11 to showcase their Drama, Music, Dance and Visual Arts work with technical support from Entertainment Industry students and the sound and lighting crew.

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. This was held early in Term 3.

VET INITIATIVES

The school continued to work closely with its Work Placement Service Provider, SouthWest Connect, for structured workplace learning. They also worked with Nikki Heald from Corp Training Pty Ltd, who presented the work-readiness program to students.

Below: Year 12 Dance performance at the CAPA HSC Showcase



Above: Primary students attending Year 11 Market Day

EXTRACURRICULAR OPPORTUNITIES

BIBLE STUDY GROUPS

There are groups in both the Primary and High School which provide opportunities for students to hear and discuss the Bible with peers. The High School groups are led by students and also provide training in preparing and leading Bible studies. We receive assistance with material and training from CRU.

CAPA OPPORTUNITIES

Our annual 'A Little Night Music' Concert ran in Term 2 and was well attended. Students from K-12 performed a diverse range of repertoire with both solo and small group items.

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. Guitar ensemble and String Ensemble ran, as did primary vocal groups.

The school offers 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; positions are limited and come at an additional cost that is paid directly to the tutor. Currently, there is tutoring available to both Primary and High School students for guitar, piano, violin and vocals.

The Natural Photography Competition

The CAPA department runs an annual natural photography competition open to any students in Years 5– 12, who compete in specified categories.

Portraits Competition

The CAPA department ran a portraits competition open to any students in Years 5– 12, who competed in specified drawing and photography categories.

CLUBS IN THE LIBRARY

- **Board games** run for K-6 in the Library once per week.
- **Chess** is available for Years 7-12 to play every day.
- **Minecraft Club** is run each Monday at lunchtime for high school students.
- Craft activities, card games, Lego and online stories are also available on a rotating roster for Primary students during lunchtimes.



DEBATING

Debating at WCCS in 2024 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 debate topics and visits to other schools.

SCHOOL MUSICAL

At WCCS, we stage a musical production every second year. As such, no musical production was presented in 2024, and we look forward to presenting "The Little Mermaid" in 2025.



SPORTS OPPORTUNITIES (BEFORE & AFTER SCHOOL)

William Carey offers a range of before and after school programs for our students to encourage them to be active and compliment their academic outcomes. Tennis, Cricket, AFL, Basketball, Soccer, Dance activities are available to students before or after school. Some of these occur in a four week block, some occur each week.

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 DUKE OF EDINBURGH'S INTERNATIONAL AWARD

The Duke of Edinburgh's International 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.

J-WALK

J-Walk is an SLC initiative that happens once a Term. It is an evangelistic event with guest speakers, often local ministers or youth leaders, and live music. It is an opportunity for Christian students to invite their non-Christian friends to hear the message of the Gospel. Students are challenged to live life from a Christian perspective.

HSIE OPPORTUNITIES

Hayden Menteith (a year 10 Commerce student) participated in the UNSW "Playconomics" Step-Up Competition. This is designed by the Department of Economics at the University and is designed to extend student economic and business literacy, planning, analytics and decision-making skills. Hayden was awarded a monetary prize for his high level of achievement in the game, which simulates real-world economic scenarios.

SOUND AND LIGHTING CREW

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

STUDENT LEADERSHIP

Student Leadership Council

The SLC aims to embody our student attribute, to "serve and lead for the benefit of others". Humility and integrity are the hallmarks of the character we wish to see in our SLC representatives. Elected by the students and staff to serve the



needs of the student body, each SLC member has left their positive mark on the school as they have adopted an "eyes down" approach to their role, which is modelled on Jesus, the Servant King. 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. This has included activities such as organising and attending year events, preparing and presenting Bullying No Way Day talks and speaking at camps. Integrity, humility and servant-heartedness are attributes of students on the SLC. Its members endeavour to embody these in all their dealings with the school community.

Primary Leadership Council and Global Student Leaders

Parallel to the SLC is the Primary Leadership Council and Global Student Leaders. Students in Years 4 and 5 nominate themselves at the end of the school year and then sit with a member of staff to talk about their ideas and why they should be considered as a member of the PLC or GSL. Peer voting occurred at the end of the year. The 8 PLC (four each from Years 4 and 5) and 8 GSL (four each from Years 4 and 5) for 2025 are introduced to the student body at the End of Year Presentation Assembly.

Our Primary Global Student Leaders are trained to become global citizens, challenged to switch their minds from those of passive listeners to generators of ideas, hope and advocates of change. They raise awareness of the TearFund project and promote fundraising activities to support the project.

Student WHS Representatives

Six senior students meet with the Work Health and Safety Management Team once a Term. Their role is to develop WHS awareness and skills in using risk evaluation techniques, to bring student safety concerns to the meeting for discussion and to provide student perspectives in recommendations to the executive regarding safety.

In 2024 the Representative Group:

- Continued to liaise with staff over issues of student behaviour on buses and pedestrian access to and around the school, and
- Helped to identify a variety of hazards around the school, including hazards in the front car park area, and
- Helped to identify maintenance issues, and
- Assisted with the evaluation of evacuation and lockdown drills.



Above: P-6 Dance 2024



WELLBEING AND SERVICE LEARNING

SERVICE LEARNING PROJECTS

In 2024, as a whole school, we continued a partnership with TearFund to support Water and Sanitation projects in schools in Zambia. Primary and High School students participated in mufti days to raise funds for these TearFund projects in Zambia. Our Primary Global Student Leaders organised and promoted a Talent Quest, the Walk for Water and a Lunchtime Movie event to raise awareness and funds for the project.

Prep visit Preston's Lodge Aged Care Facility



In 2023, the school implemented the newly developed Service Learning Framework with the aim that every student P-12 would have an opportunity to serve others at either a local, school, community, or global level, and this framework continued in 2024. Students first learnt about a need or area of injustice and then worked to serve either individuals or organisations. In Primary students, served other classes, cleaned up the school and 'Walked for Water' for TearFund. Year 7 cleaned up the border of our school, which backs onto a local creek, to reduce waste in our waterways. Year 8 students ran a lunchtime fair to support TearFund. Year 9 raised funds for Anglicare Toys'n Tucker. Year 10 students learned about poverty and homelessness in Sydney and participated in a day off-site serving organisations such as Anglicare and Salvation Army Streetlevel. One Year 10 Pastoral Care group also spent a morning at Prestons Lodge Aged Care Facility. Year 10 Pastoral Care groups joined Year 6 Primary classes in supporting Samaritan's Purse Operation Christmas Child in creating Christmas gift shoeboxes for distribution. Some Year 10 students then served at the Samaritan's Purse Processing Centre. Years 11 and 12 served the school community in a variety of ways.

MATES

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

COMMUNITY-BASED EVENTS

Blue Hills Retirement Village

Some senior students are involved in a service learning program in the nursing home 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. The residents who benefit from this program are often people who have limited other social interaction and very few, if any, visitors. Although they only have a limited time together on a Tuesday, the students and residents form deep connections, and it is the highlight of the week for many of the students to go and spend time with their special friends.

Prep Visits to Prestons Lodge

In 2024, Ms Sarah Taylor, one of the Prep Teachers, together with Brom Morphett, worked in collaboration to launch the Prep to Prestons Lodge project, involving a small group of Prep students visiting the residents of Prestons Lodge Retirement Village fortnightly. The program involved the children engaging with the residents and building relationships through activities including games,

craft, stories and songs. The goal of the project was to build strong community connections between the School and local external community services; to offer opportunities for students to engage in genuine service learning opportunities within the local community; and to enhance the learning outcomes for Prep students as they developed language, social and emotional skills through this program. Focus children were selected as class teachers observed children who demonstrated a capacity to be able to interact with a level of confidence in a new environment, as well as in partnership with these families. The program was received favourably by the residents and their staff. A culminating event was the invitation to the residents and staff to attend the Prep End of Year Celebration and Art Exhibition, where Prestons Lodge was gifted a collaborative Prep artwork. The success of this program has led to the staff at Prestons Lodge extending a strong desire to continue the program in 2025.

HIGH SCHOOL PASTORAL CARE

Pastoral Care and roll marking in 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 disseminate school information.

Pastoral Care classes also meet for a timetabled period each Thursday. 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.

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. This is in Term 1 to help Year 7 settle into senior school.

Year 12

Celebrating our graduating students involves many staff-student activities, including: high achievers breakfast; various staff-student games; a farewell assembly, a graduation assembly with parents in attendance, and an end-of-year formal.



Above and left: Year 12 PC Classes

EDUCATIONAL SUPPORT

LEARNING SUPPORT

School Learning Support provides specialist support services to staff, parents, carers 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 learning challenges and disabilities. Students with learning challenges and disabilities have access to educational assessments and counselling services that aim to provide a great foundation for learning.



Above: Primary students in The Learning Centre



Above: Primary students with our school support dog, Dobby.

PRIMARY LEARNING SUPPORT

At WCCS, we provide support for the whole child, acknowledging the importance of the brain and body for readiness to learn.

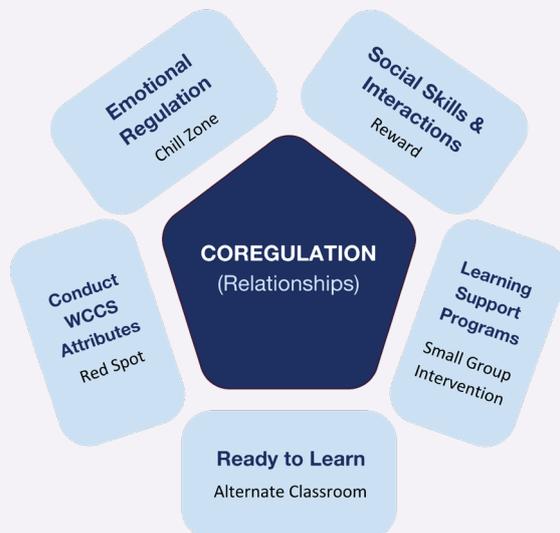
The Learning Centre is a place where all our primary students have the opportunity to access support for their individual needs.

In The Learning Centre, our learning support staff are equipped to facilitate learning, co-regulate emotions, listen and provide feedback. Students are provided with time, space, tutoring and/or mentoring, along with some Tender Loving Care. In time, students will develop the skills to learn academically, socially and emotionally within their classrooms, with less support.

The Learning Centre is open every day from 8:40 am - 3:00 pm, including recess and lunch.

- Students learn in small groups, one-to-one or independently.
- Students may engage with intervention programs or require access to an alternative environment to complete their work.
- Students may need time and space to calm or rest and ready themselves for learning, or be reminded how to be safe, respectful, and responsible at school.

The Learning Centre is facilitated by our primary learning support team and led by Mrs Melissa McCleary (ADP - Student Wellbeing and Learning Support), in partnership with Mrs Sarah Costa (Learning Support Teacher).



In-class support is provided by functional support and/or early intervention programs. As our NCCD collection illustrates, we have students enrolled at an extensive, substantial and supplementary level of adjustment for cognitive, social/emotional, physical and sensory needs. As students develop their independence, these adjustments may change in frequency, intensity and range. A small number of students with extensive adjustments require support for toileting, mobility, to maintain safety, and to access the curriculum.

A team of LSAs are trained to support students to access the mainstream learning environment under the direction of classroom teachers. They may run small group interventions, 1:1 support and/or prompts to remain engaged in whole-class activities. The LSA role includes providing the adjustments determined in Individual Planning meetings with the student's parents/carers, and at times, specialists. Classroom teachers design the Individual Plan, and regular meetings are held collaboratively with ADP-Learning Support and Student Wellbeing and the student's classroom teacher to monitor progress and review goals.

HIGH SCHOOL LEARNING SUPPORT

Disability provisions applications are submitted and allow students access to support during internal and external (NAPLAN and NESA) exams. Life Skills Courses can be accessed by students in mainstream classes where appropriate, as well as by students in High School Learning Support (HSLs). HSLs runs Life Skills courses in Bible, English, and Maths specifically for students in Years 7 to 12 with significant learning disabilities, and Life Skills Work in the Community, especially for senior students in Years 11 and 12. Life Skills classes are run by specialist mainstream teachers in HSIE, Science, TAS, Creative Arts and PDHPE for students in HSLs. Students with disabilities receive support in transitioning to appropriate post-school options. Students who access the HSLs attend a two-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.



OPPORTUNITIES FOR ADVANCED LEARNERS



Above: One of our Primary students, Ari, presenting his project at the 'Night of the Notables'.

Primary Advanced Learning Centre (ALC)

Our Primary Advanced Learning Centre (ALC) provides enrichment and extension through differentiated lessons and programs planned by the classroom teachers. The ALC was also 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 notable, dressed up as the notable and answered questions posed by the community.

All ALC classes studied and performed excerpts of Shakespearean plays in Term 2. Year 3 studied *The Taming of the Shrew*; Year 4, *The Merchant of Venice*; Year 5, *Julius Caesar*; and Year 6, *Much Ado About Nothing*.

Term 3 saw our annual **Science and STEM Fair**. Year 3 and 4 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. Building upon this foundation, Year 5 and 6 students were tasked with an even more challenging endeavour. They were required to identify real-world problems and apply their STEM skills to propose innovative solutions. Through rigorous research, hypothesis formulation, design development, and experimentation, these students demonstrated a deeper understanding of the practical applications of STEM principles. The event was held in the school hall for parents to attend.

At the end of Term 4, all students in the Advanced Learning Centre (Years 3–6), along with students in Advanced Mathematics groups, participated in a week-long enrichment experience titled **Maths: Madness and Mayhem**. This event replaced the previously run commerce unit "Money, Manna or Mammon?".



Above: Primary students with their project at the 'Maths: Madness and Mayhem' event.



Above: Students at the Kids Lit Quiz 2024 event

Maths: Madness and Mayhem was a dynamic and engaging program designed to stretch students' abilities across Mathematics, Science and Technology, and Problem Solving. Each day involved a different challenge:

- Monday (STEM Day): Students undertook hands-on engineering and physics challenges, including building straw towers to support eggs, creating balloon-powered vehicles, designing egg parachutes, and launching Alka-Seltzer rockets.
- Tuesday: A fast-paced Math Game Show allowed students to compete in mathematical problem solving and trivia challenges, culminating in finals at the end of the session.
- Thursday: Students rotated through a series of collaborative board games and escape rooms to apply critical thinking and logic skills in an interactive format.
- Friday: The week concluded with the design, construction, and demonstration of Rube Goldberg machines, with a focus on teamwork, creativity, and sequential problem-solving.

This event was a highlight of the year and successfully integrated mathematical reasoning, scientific inquiry, and collaborative design, while engaging students in a meaningful and joyful learning experience.

- Other opportunities provided for enrichment and extension in primary for 2024
- 'Enrichematics' mathematics problem-solving program
- Maths Olympiad – Years 3, 4, 5 and 6 Advanced Mathematics
- Levelled Spelling and Mathematics groups (Years 3-6 with advanced work for the highest group in each grade group)
- ICAS Mathematics and English Competitions
- HICES debating training sessions and competition (Semifinalists in 2024)
- Tournament of Minds competition (State finalist 2024)
- KidsLit Quiz (State Finalist)



High School Advanced Learning

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

- Support through monitoring the progress of the students, particularly the high achievers and underachievers.
- Differentiation in the classroom to stretch the thinking and creativity of our students.
- Enrichment through providing numerous co-curricular and extracurricular activities.
- Extension through the offering of Advanced Learning Projects and the CS Lewis Program.

CS LEWIS ADVANCED LEARNING PROGRAM

The **CS Lewis Advanced Learning Program**, a withdrawal class for high-potential and gifted students in Years 7-10, ran for a sixth year in 2024. The program aims to develop critical thinking, research, and problem-solving skills by providing them with a differentiated and challenging learning environment that goes beyond the curriculum.

In Term One, students completed a 'Zombie Apocalypse' interdisciplinary challenge (a repeat of a very popular 2020 challenge!) The students were placed in teams representing the countries of Germany, Australia and the USA and were presented with a fictitious scenario where they were survivors of a zombie pandemic that had infected 99.95% of the world. As the leaders of their countries, they needed to complete a number of challenges to ensure their survival. The students were provided with the tools to complete the challenge and nothing else, using their smarts, teamwork and creative and critical thinking skills to solve them in time!

In Term Two, the students also participated in the NRMA Future of Transport Challenge, a design thinking challenge aimed to encourage young people to follow their natural curiosity to solve real-world issues by innovating and thinking like entrepreneurs. In small teams, students worked together to creatively address Australia's transport problems by identifying an issue, brainstorming solutions, prototyping a solution and pitching their solution to a panel of judges.

There were many creative ideas pitched by our students, and one of our Year 7 teams was chosen as finalists. They attended the state final at Sydney Olympic Park and had to present their solution, Shark Tank-style, to a panel of judges and a room of attendees.

Their solution was 'Road Repel', a system of solar-powered poles that repel wildlife from highways. Their presentation was polished and well-received by the judges. Although they



Above: CS Lewis Program students participating in the da Vinci Decathlon

did not win their stage, they did a fantastic job representing their school.

In Term Three, the Year 9 and 10 class examined issues relating to philosophy, exploring the topics of epistemology and ethics, and participated in university-style discussions. The Year 7 and 8 class students investigated cryptography and its development over time, completing a number of code-breaking challenges.

Lastly, the students in the CS Lewis Program spent several months working on 'The Synthesis Project,' selecting and researching two different academic disciplines before combining the disciplines to create a new area of study. They also had to design a creative product through which to share their new area of study with Australians.

Some of the best project ideas included:

- 'Philosophy of Pain' and the history of the Catholic church to create an app designed to help individuals reflect on the lives of individuals in the Catholic church to help them work through their own pain and suffering.
- Theism and Artificial Intelligence to create an AI chatbot designed to engage users by debating with them on theism and philosophical arguments supporting the existence of God.
- Quantum physics and sociology of social interaction to create a TED talk that uses social interactions to teach physics.

Enrichment and Extension Opportunities exist for all students who may be interested in attempting challenging activities. The following activities were available in 2024.

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. 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. This year, ten students completed a project. Project topics included crochet, creative writing, resin & sculptural artwork, musical composition and an illustrated children's book.

William Carey participated in the **Illawarra da Vinci Decathlon**. Our Year 9/10 team came 3rd in Science, 2nd in Ideation and 2nd in Creative Producers. Our Year 7/8 team achieved 1st place in Art and Poetry.

We also participated in the **Gateway 8 Academic Gala Day**, a competition hosted by Macarthur Anglican School, where teams from around Sydney complete academic challenges based around a theme.

In Term three, a group of students from Years 7-9 participated in the **NSW Regional Final of the Tournament of the Minds**. The group had six weeks to create and design a solution to a Social Science challenge. The challenge required the students to creatively describe a continent-moving event and its impact on the world. They also had to create their props and write a ten-minute script.

While they didn't win a place on the day, the group received full marks for their explanation, their 3D model that represented the changes to Earth, their teamwork and their ingenuity. They also received full marks for their teamwork and thinking processes in the spontaneous challenge.

Homework Club

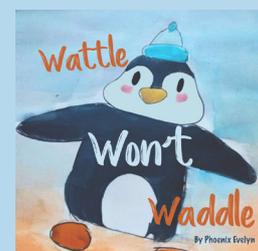
Homework Club was established in 2019 to provide students in Years 7-9 with a settled and supportive study environment after school and on-site. Held in the library, this school service was supervised by a WCCS staff member to provide fundamental support for students completing homework and assessments.

Study periods for senior students

Senior students who have periods during the day that are not scheduled for lessons are required to sign in to the library for study periods. They have access to library facilities including books, study guides, databases, specialist teachers and librarians.

Students in Years 10-12 wishing to access the library and its facilities after school may do so. Tutors, experienced in most senior courses, are on duty each afternoon, Monday to Thursday.

While the students of 2024 enjoyed these opportunities, we cannot guarantee that each of these will be available in the coming years as changes to staff, students, and curriculum affect the wide range of opportunities on offer.



Above: One of our High School students, Phoenix, presenting her Advanced Learning Project to Year 2. Her book 'Wattle Won't Waddle' has now been published and is available for purchase in book stores.



Above: CS Lewis Program students participating in the Tournament of the Minds



OUTCOMES AND RESULTS

2024 NAPLAN RESULTS

	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	429 412 - 439	433 421 - 444	443 430 - 455	447 432 - 461	423 411 - 435	
	SIM 436	ALL 404	SIM 429	ALL 401	SIM 429	ALL 404
Year 5	502 490 - 515	500 488 - 512	520 508 - 531	498 484 - 512	504 493 - 515	
	SIM 517	ALL 492	SIM 509	ALL 486	SIM 524	ALL 498
Year 7	557 547 - 568	572 560 - 584	572 561 - 583	563 550 - 575	569 559 - 580	
	SIM 573	ALL 535	SIM 577	ALL 540	SIM 579	ALL 537
Year 9	596 586 - 606	628 614 - 641	601 589 - 612	595 583 - 607	603 593 - 613	
	SIM 602	ALL 565	SIM 614	ALL 574	SIM 592	ALL 567

KEY

457	Average WCCS student result
444 - 470	90% WCCS students score within this range
SIM	Score type (see below)
ALL	Average for similar schools and all Australian Schools

	Indicates WCCS average is ABOVE
	Indicates WCCS average is WELL ABOVE
	Indicates WCCS average is CLOSE TO

SIM	Students with similar background
ALL	All Australian students

No student progress results available as the scale has been reset.

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.

Notable aspects of the 2024 HSC

100%
of students were awarded their HSC and graduated from William Carey Christian School

25/35
courses achieved higher than the state average for bands 4-6

18
Students achieved
40
Band 6/E4 Results in
23
Subjects

In all 32 courses, WCCS recorded **fewer band 1-2 results than the state average**

7
of our students received ATARs of 90 (rank value) or over

100%
of Students across
10 courses
received a **Band 4-6**

Band results		
<i>2 Unit Subjects</i>		
Band 6	26	7%
Band 5	116	30%
Band 4	161	42%
Band 3	73	19%
Band 2	5	1%
Band 1	0	0%
<i>Extension Subjects</i>		
Band E4	12	40%
Band E3	12	40%
Band E2	6	20%
Band E1	0	0%

SENIOR SECONDARY OUTCOMES

- 7 of our students received ATARs of 90 (rank value) or over.
- In 2024, 28% (23 students) of the Year 12 cohort completed a vocational education course as part of their HSC pattern of study.
- In 2024, 100% (80 students) of the Year 12 cohort attained the Higher School Certificate.

POST SCHOOL DESTINATIONS

- 61% of the graduating class of 2024 received University placement offers into a variety of courses in the faculties of: Education, Business, Nursing, Psychology, Science, Arts, Engineering, Health Science, Cybersecurity, and Law.
- 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.
- Out of our graduating class, most students were offered places at universities. Others went to TAFEs or business colleges, or to the workplace.



HSC COMPARISON

Course Name	2024 HSC Results			% of band 4-6 results		
	WCCS Students	2024		2024	2023	2022
		WCCS Exam Mean (%)	State Exam Mean (%)	Band 4-6 (%) WCCS (State)	Band 4-6 (%) WCCS (State)	Band 4-6 (%) WCCS (State)
Ancient History 2 Unit	3	80	73	100 (65)	58 (61)	71 (64)
Biology 2 Unit	16	80	74	94 (70)	82 (64)	66 (53)
Business Studies 2 Unit	31	76	73	74 (64)	56 (64)	82 (65)
Chemistry 2 Unit	9	78	74	78 (67)	38 (66)	73 (55)
Community and Family Studies 2 Unit	15	75	74	87 (72)	71 (72)	90 (71)
Construction Examination 2 Unit	5	88	78	100 (80)	82 (77)	86 (76)
Dance 2 Unit	5	76	82	80 (90)	100 (92)	100 (66)
Economics 2 Unit	7	81	77	100 (78)	75 (77)	91 (76)
Engineering Studies 2 Unit	5	72	74	60 (68)	43 (69)	67 (62)
English Advanced 2 Unit	34	79	82	94 (97)	85 (95)	100 (93)
English Extension 1 1 Unit	5	44	42	100 (96)	75 (94)	89 (93)
English Extension 2 1 Unit	3	39	41	100 (87)	100 (86)	100 (85)
English Standard 2 Unit	37	71	71	68 (67)	50 (60)	53 (56)
English Studies Examination 2 Unit	4	68	57	25 (11)	0 (10)	50 (8)
Entertainment Industry Examination 2 Unit	5	79	77	100 (77)	86 (78)	-
Food Technology 2 Unit	6	83	73	100 (62)	-	83 (57)
Geography 2 Unit	16	72	75	75 (73)	57 (78)	92 (73)
History Extension 1 Unit	7	37	40	71 (86)	60 (85)	100 (84)
Hospitality Examination (Food and Beverage)	11	78	75	91 (75)	100 (66)	100 (72)
Industrial Technology 2 Unit	11	79	71	91 (55)	30 (55)	43 (51)
Legal Studies 2 Unit	20	74	76	70 (69)	69 (69)	88 (66)
Mathematics Advanced 2 Unit	25	77	78	80(77)	61 (75)	71 (76)
Mathematics Extension 1 2 Unit	10	77	80	70 (80)	60 (72)	77 (74)
Mathematics Extension 2 2 Unit	2	74	83	50 (86)	100 (86)	100 (85)
Mathematics Standard 1 Examination 2 Unit	15	74	71	73 (58)	100 (62)	100 (65)
Mathematics Standard 2 2 Unit	29	77	72	69 (59)	66 (58)	62 (54)
Modern History 2 Unit	11	78	75	91 (72)	44 (64)	72 (68)
Music 1 2 Unit	8	85	81	100 (90)	80 (90)	100 (89)
Personal Development, Health and Physical Education	35	73	74	66 (67)	93 (83)	53 (50)
Physics 2 Unit	9	79	74	78 (65)	63 (67)	45 (68)
Science Extension 1 Unit	3	47	38	100 (82)	100 (78)	100 (79)
Visual Arts 2 Unit	9	83	82	100 (94)	100 (91)	100 (93)

HSC marks for non-Extension courses are divided into 6 bands:

- Band 6 = 90 - 100 marks
- Band 5 = 80 - 89 marks
- Band 4 = 70 - 79 marks
- Band 3 = 60 - 69 marks
- Band 2 = 50 - 59 marks
- Band 1 = 0 - 49 marks

KEY	
	Well above stage average/percentage
	Above state average/percentage
	Close to State average/percentage
	Course not offered

For a 2-Unit course, Band 6 indicates the highest level of performance. The minimum standard expected for a course is 50. Band 1 indicates that a student has not met enough of the course outcomes for a description to be made, as performance is considered to be below the minimum standard expected. There is no pre-determined distribution of students to particular bands.

Each Extension course is divided into 4 bands:

- Band E4 = 45 - 50 marks
- Band E3 = 35 - 44 marks
- Band E2 = 25 - 34 marks
- Band E1 = 0 - 24 marks

2024 HSC HIGH ACHIEVERS



2024 HSC HIGH ACHIEVERS BREAKFAST

HSC High Achievers Breakfast celebrated students who achieved an ATAR above 90, received a Band 6 in their course and/or for achieving a nomination for an HSC Showcase for a major project.

Our 2024 High Achievers were (in alphabetical order - first name): Alexis Low, Angelina Todorovic, Bharatveer Singh, Caitlin Hanratty, Charlotte Macey, Darian Djakovic, Dorothy Koo, Elijah Naidu, Emali Nawaqatabu, Emily Gasovski, Jacob Ward, Javish Nadan, Joshua Perez, Mia Delic, Milica Trifkovic, Nicolas Alexander, Rachel Lean, Sharvi Shetty, Simone Wong, Sofia Melo, Sophie Miners, Stephen Mendieta and Yeshaya Ram.

NOTABLE ACHIEVEMENTS

Yeshaya Ram was awarded 1st in state for Science Extension

Dorothy Koo was awarded 3rd in state for Science Extension

Both students also received Young Scientist Awards. Dorothy was awarded 4th place as 'Young Scientist of the Year' and awarded 1st place in the Year 11-12 Chemistry Investigation Category for her project 'Unreinforced perfluorosulfonic acid ion-exchange membranes and lower brine concentrations in chlor-alkali electrolytic cells'. Yeshaya was awarded 3rd place in the Year 11-12 Biology Investigation Category for her project 'Comparing the Consumption and Depolymerisation of Expanded Polystyrene, Low-Density Polyethylene and High-Density Polyethylene by Tenebrio Molitor'.

Yeshaya was awarded 3rd place in the Year 11-12 Biology Investigation Category for her project 'Comparing the Consumption and Depolymerisation of Expanded Polystyrene, Low-Density Polyethylene and High-Density Polyethylene by Tenebrio Molitor'.





STAFFING AND WORKFORCE COMPOSITION

TEACHER COMPOSITION AND STANDARDS

When hiring teachers, the school does not discriminate on the basis of gender, race or ethnicity. As a result, teachers are drawn from a very diverse range of ethnic and language backgrounds. None of the current teaching staff at WCCS have identified as an Aboriginal person or Torres Strait Islander person.

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.

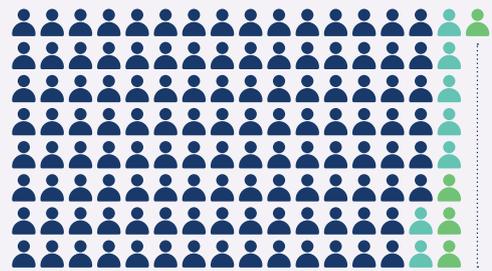
As at the end of Term 4 in 2024, the school employed 129 full-time and part-time teachers. All WCCS teachers, including casual teachers, have teaching qualifications from a higher education institution within Australia, or they have teaching qualifications recognised within the National Office of Overseas Skills Recognition guidelines. On average, each full-time or part-time teacher has 14.68 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). As at the end of Term 4 of 2024, there were 118 full-time and part-time teachers accredited at the level of Proficient Teacher. A further 11 teachers were accredited at the level of Graduate Teacher, with 4 of these holding Provisional Teacher accreditation and 7 holding Conditional Teacher accreditation.

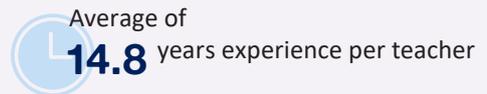
During 2024, 4 teachers achieved ISTAA Experienced Teacher Accreditation, and 2 teachers also progressed from Graduate Teacher to Proficient Teacher accreditation.

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. This included two trainee teachers from the Sydney Christian Schools Teaching Hub. The school also hires a number of ex-students to work as library tutors in the High School, some of whom are themselves studying to become teachers.

129 Teachers



Proficient Conditional Provisional



Average of 14.8 years experience per teacher

PROFESSIONAL DEVELOPMENT TEACHER

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 NESAs is required to maintain a program of professional growth throughout their 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 offered a range of PD courses to its own teachers, in order to assist in meeting NESAs requirements. In 2024 the school delivered 6 courses totalling 35.5 hours of additional PD. Our school has many highly qualified, experienced teachers with the capacity to lead further accredited training in the future.

School-wide professional development continued to focus on Design for Learning as a distinctive framework for planning and delivering excellent teaching and learning, whilst also embedding the Christian Teaching Framework.

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 2024 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 (Teacher Learning Network), and we frequently utilise the services of the Association of Independent Schools and other recognised providers.

The school employs an accredited trainer and assessor to provide the following training at no extra cost to the school: CPR, Asthma and Anaphylaxis – Recognition and Management Training.

In 2024 WCCS spent \$469.18 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 NESAs HSC examinations and practical works:

- Senior HSC Markers – Katrina England (practical marker Textiles & Design)
- Pilot Practical Marker – Emma Fenton (Visual Arts)
- Pilot Markers – Tanya Ayoub (Geography).
- HSC Markers – Nelson Gabin (Business Studies), Daniel Miller (Business Studies), Beth Fuller (English), Emma Fenton (corporate and itinerant practical marker Visual Arts). Pollyanna Doyle (Maths Standards 1 & 2)





PROFESSIONAL MEMBERSHIPS AND EXTERNAL DELIVERY OF PROFESSIONAL DEVELOPMENT

Creative and Performing Arts (CAPA):

No CAPA staff were members of professional bodies in 2024.

English: The English Faculty are members of the NSW English Teachers Association (ETA) and participate in various professional forums specific to English.

Human Society in its Environment (HSIE):

HSIE teachers are members of the Economics and Business Educators (EBE); History Teachers Association (HTA); Geography Teachers Association (GTA); and Legal Studies Association (LSA). The head of HSIE was part of the NESA exam setting process.

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

Science: Science faculty members belong to professional associations and forums that collaborate on NESA

syllabuses. These include STANSW (Science Teachers Association of NSW), Science Extension Teachers NSW, Biology Teachers NSW, Chemistry Teachers NSW and Physics Teachers NSW, Awesome Science Teachers NSW.

Personal Development, Health and Physical education (PDHPE): The Head of PDHPE is a member of the NSW PDHPE Teachers Association.

Technologies and Vocational Education and Training:

The Technologies faculty are members of ITE (The Institute of Technology Educators); TEA (Textile Educators Association); ICTENSW (Information Communication Technology Educators of New South Wales). The Head of Technologies also represents the school on the SouthWest Connect VET Reference Group.

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

Our **Careers Advisers** are members of the Careers Advisers Association.

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





STUDENT ATTENDANCE

In 2024, 91.4% of students attended school on average each school day. The student attendance level in 2024 was lower than 2023 and may be accounted for by a rebound in overseas travel (an increase on 2023).

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.

Student punctuality to school is monitored by Primary and High School student offices. 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.

2024 figures extracted from Edumate (DEST Attendance report):

Year	Attendance Percentage
Kindergarten	92.3%
Year 1	92.0%
Year 2	92.0%
Year 3	91.9%
Year 4	92.0%
Year 5	91.5%
Year 6	92.8%
Year 7	92.3%
Year 8	91.4%
Year 9	90.6%
Year 10	89.3%
Year 11	90.5%
Year 12	89.6%
TOTAL	91.4%



SCHOOL POLICIES

William Carey Christian School prioritises the implementation of a comprehensive array of policies and procedures to not only align with legislation and current best practice but also to ensure a secure and enriching learning environment for our students and a supportive working environment for our dedicated staff.

Policies and procedures are reviewed and updated regularly to meet regulatory requirements and uphold exceptional standards of practice. Through this ongoing process, we strive to adapt swiftly to evolving educational needs and emerging challenges, thereby reinforcing our dedication to continuous improvement.

Various policies are readily available through multiple platforms, including the School Website, Family Portal and Staff Portal. The Parent Carer Handbook is provided to all new and prospective WCCS parents and is accessible on the Family Portal. The following policies are publicly available on the School website and can also be accessed via this link - [WCCS Key Policies](#).

- Anti-Bullying Policy
- Child Protection
- Student Behaviour Policy
- Enrolment Policy
- Complaints Policy



Theme 6 - Stakeholder Satisfaction

STAKEHOLDER SATISFACTION

The establishment of the Staff Wellbeing Management Team provided for an increase in pathways for staff to raise matters of concern along with the range of appreciation days to recognise the work of staff. The SWMT undertook a survey in Term 4 which collated feedback on wellbeing initiatives and areas for ongoing improvement.

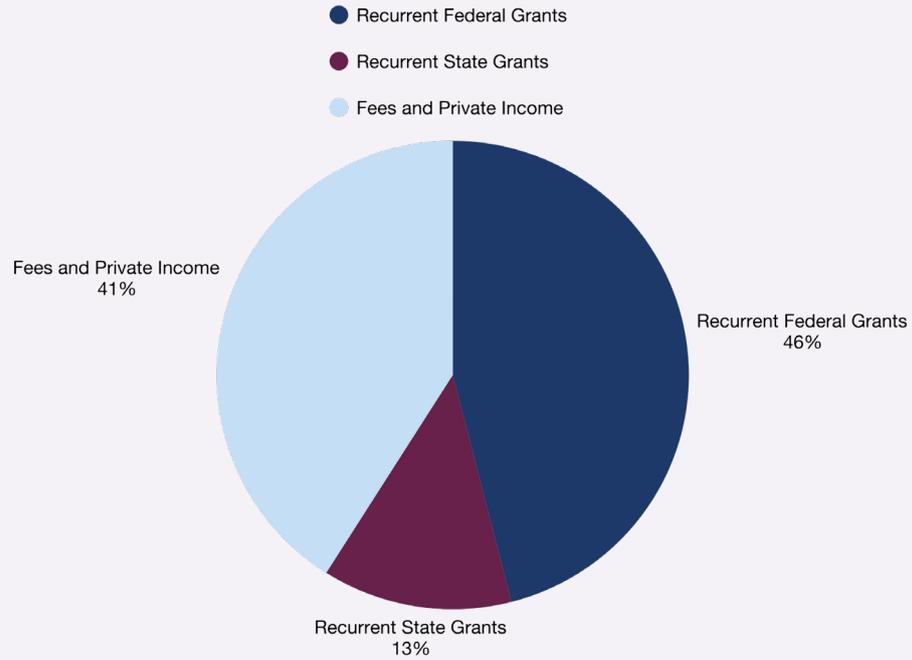
The School provides a variety of pathways along which students can provide feedback. Ongoing pathways include the Student Leadership Council and the new in 2024 Year Leaders team, made up from students in Years 6 to 10. Feedback from these forums contributed to a number of student wellbeing events, the selection of a new TearFund project for the coming two years, and improvements to the school environment.

Parents were provided with avenues to contact staff to discuss matters regarding their children's school lives both electronically and in person. The range of community events, including co-curricular and extra-curricular activities was positively received by parent bodies. The number of Parent volunteers for events continues at a positive level.

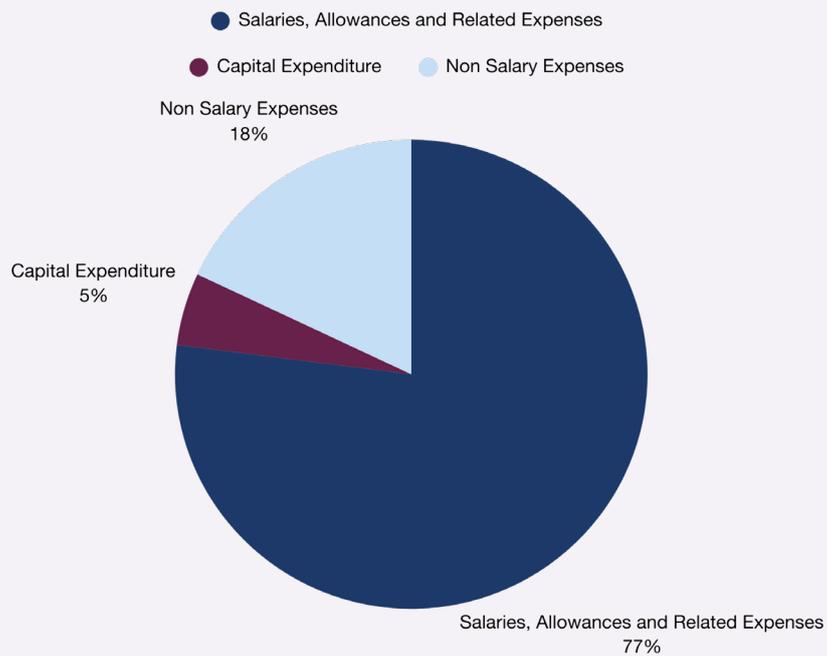


FINANCIAL INFORMATION

Income:



Expenses:





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