

Carmel Adventist College Primary Annual Report 2018

Janine Taylor



History and Overview

In November 1907, a small college of eight pupils and one teacher was opened in Bickley Valley. It took the name of the district for those times and was known as the Heidelberg School. After a few years operation at the bottom of the valley, the college was transferred to the Bickley Seventh-day Adventist Church site in Heidelberg Road.

The College operated for approximately three decades adjacent to the church until 1935 when it was transferred to its present site in First Avenue. For many of those early years the college ran as a secondary college as well as a primary institution with studies extending to Year Ten. It is now reported to be the oldest continually operating primary school run by the Seventh-day Adventist Church in Australia.

The beautiful rural setting makes it an ideal location for a primary campus. All current buildings have been erected in the last forty years, with the most recent addition being a new block incorporating Year 5 and 6 classrooms and a senior primary toilet facilities. These rooms were completed January 2018, just in time for the new school year.

In October 2000, the college changed its name to Carmel Adventist College Primary to reflect its partnership with the secondary campus which is situated just down the road. Carmel Adventist College Primary is part of a worldwide Christian Education system that has over 1.6 million students worldwide and 84 000 teachers. Across Australia there are 50 Adventist colleges educating more than 13 000 students, providing a network of resources to give your child an education of the highest quality, in an ideal learning environment.

Class sizes are approximately 20-25 students. The College has a warm and friendly family atmosphere. Carmel Adventist College Primary is a place where students, teachers and parents can develop values, character and personality based upon love for God, unselfish concern for others and personal self-respect. The educational activities are designed to provide opportunities for all students to achieve their maximum development intellectually, spiritually, socially and physically.

Contextual Information

Carmel Adventist College is a co-educational day school for students from 3 Year old Kindergarten to Year 6. The High School Campus is just down the road.

Carmel Adventist College Primary is owned and operated by the Seventh-day Adventist Church. Situated in Western Australia.

Enquiries are welcome for all students who wish to study and learn within an environment shaped by Christian beliefs, values and lifestyle. We are intentional in our desire to help students grow academically, physically, emotionally and spiritually, to enable them to make the right choices in life.

We provide a family atmosphere where students are provided with personal and academic challenges and individual attention is given to each student.



Mission and Values

Mission Statement

To provide a caring Christian environment in which children can work, learn and play whilst endeavoring to achieve their full spiritual, social, emotional, mental and physical potential.

Values are often described as the glue that holds a society together. In Adventist schools, values are also seen as a reflection of God’s character and a way of learning to know God. Values are taught intentionally and incidentally across the curriculum and at all stages of education. There are 9 value clusters, each cluster being represented by a core value. Values for Adventist schools reflect a loving God that are taken from 1 Corinthians 13. These values are motivated by the overarching value of love and are evident in acts of service.

Values

| | | |
|------------------|----------------|---------------------------------|
| L O V E | Excellence | S E R V I C E |
| | Compassion | |
| | Humility | |
| | Respect | |
| | Integrity | |
| | Justice | |
| | Discernment | |
| | Responsibility | |
| | Hope | |



The Carmel Team



Carmel Adventist College Primary **Staff**



- Front Row:** Daneka Brooks, Wennie Habekost, Stephanie Watson, Narelle Duncan, Janine Taylor, Holly Gunter, Candice Keating, Tanya Hort
- Second Row:** Raeanne Fehlberg, Elodie Dauguenette, Karyn Stanton, Jodee Walker, Janine Beck, Glenys Blagden, Jeff Wallis
- Third Row:** Joanne Pearson, Nicola Warchol, Jonathan Hughes, Matthew Corker, Brydon Eaton
- Principal:** Mrs Janine Taylor



Carmel Adventist College Primary Teaching Staff

| Name | Role | Qualification | Years of Experience |
|--------------------------|--|---|---------------------|
| Janine Taylor | Principal | B Ed Primary | 32 years |
| Karyn Stanton | Year 6 Teacher | B Ed Primary & M Ed Primary TESOL | 24 years |
| Candice Keating | Year 5 Teacher | B Ed Primary | 7 years |
| Jonathan Hughes | Year 4 Teacher | B Ed Primary | 15 years |
| Glenys Blagden | Year 3 Teacher | B Ed Primary | 33 years |
| Wennie Habekost | Year 2 Teacher FTE 0.6 | B Ed Primary | 9 years |
| Jodee Walker | Year 2 teacher 0.4 FTE & Year 5 0.1FTE | B SC Dip Ed | 2 years |
| Jeff Wallis | Year 1 Teacher | Dip Ed. Early Childhood | 18 years |
| Tanya Hort | Pre Primary Teacher | Dip Ed Primary | 29 years |
| Raeanne Felhberg | Kindy Teacher | B Ed Primary | 18 years |
| Elodie Daugenette | French Teacher | Bachelor Degree in French (Mauritius) Post-Graduate Certificate in Education (Mauritius) | 3 years |
| Brydon Eaton | Music and Sport Teacher | B Ed Secondary | 3 years |
| Nicola Warchol | Chaplain | B Ed Primary | 18 years |

Professional Learning and Teacher Standards

PROFESSIONAL STANDARDS: Align performance and development to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards.

All staff self-reflect on their professional practice for continuous improvement (e.g. AITSL professional standards and evidence-based research).

The Schools' Performance and Development process aligns with AITSL professional standards.

Our Performance and Development process consists of:

- Reflection and goal setting;
- Professional practice and learning;
- Feedback and review.

All staff reflected on their practice against the National Professional Standards in addition to the Quality Adventist Schools Improvement Plan.

In 2019, the goal is to continue to promote, discuss and refine peer teacher observation so that it is an ongoing, natural and celebrated part of self-improvement.

Professional Development – 2018

Life-long learning is integral to the operation of Carmel Adventist College Primary. As such we are committed to ensuring that all our teachers remain up-to-date with the most current teaching practices and resources.

To this end, all teaching and non-teaching staff attend and report on in-service programs throughout the year. The knowledge acquired during these programs is then incorporated into their daily teaching practice.

This includes contributions to the Advanced study budget which supports teachers at Carmel Primary who are involved in further study in the field of education. Much of the professional learning at Carmel Primary has been done onsite and in the staff members' own time., this PD is not included as much of it is provided by AISWA or staff within our school system. We had two teachers who continued work in a Doctoral study programme in 2018.

The following is a list of some of the Professional Development Training completed by staff during 2018. It does not include the inhouse Professional Development undertaken, the sharing sessions when staff present to the team the PD they have completed and other minor PD sessions of an hour or so included during Staff Meetings. However, it does give an overview and show that PD is something that all staff undertake at Carmel Adventist College Primary

- Jonathan Hughes and Karyn Stanton – **Brightpath's Professional Learning workshop** – Using Brightpath to improve student learning. 23rd August.
- NoTosh Zoom Meeting – **Introduction to Design Thinking Programme;** Jeff Wallis, Jodee Walker, Tanya Hort, Rae Felhberg, Janine Taylor
- **SEQTA PD** – Carmel Primary Staff – run by Jonathan Hughes and Amanda Lobegeiger, Brydon Eaton, Jodee Walker, Karyn Stanton, Candice Keating, Wennie Habekost, Tanya Hort, Daneka Brooks, Janine Taylor, Jeff Wallis, Glenys Blagden.
- Karyn Stanton, Candice Keating, Jonathan Hughes and Glenys Blagden have completed another session with the **Scitech/ Alcoa Maths Extension** leader Shyam Drury.
- Janine Taylor – **Gender Symposium** – Christian Schools Australia.
- Janine Taylor, Karyn Stanton, Candice Keating, Jonathan Hughes, Glenys Blagden, Wennie Habekost, Jodee Walker, Jeff Wallis, Rae Felhberg, Tanya Hort, Daneka Brookes – **SHARP Reading Update with AISWA Consultants** – Jill and Chris
- Teams of staff have also been working on **QASF components and the NQS Audit.**
- Teaching staff, chaplain and principal also met with Barry Hill and Phil Fitzsimmons to discuss **Encounter Curriculum.**
- Parents and Students: **SCITECH/ALCOA Maths** enrichment evening. **Criminal Calculations**
- Janine Taylor, Karyn Stanton, Candice Keating, Jonathan Hughes, Glenys Blagden, Jodee Walker, Wennie Habekost, Jeff Wallis, Raeanne Fehlberg, Nicola Warchol, Brydon Eaton, Narelle Duncan, Matthew Corker, Stephanie Watson, Joanne Pearson, Janine Beck, Holly Gunter : **Attended ACSWA system PD – Child Protection and Mandatory Reporting and Staff Code of Conduct.**
- Teaching Staff, Education Assistants and Chaplain also attended a full day PD with Nathan Hulls - **focus was on student and teacher well-being.**
- Jodee Walker – **SDA Distinctives Training** with Lyndon Chapman (ASA).
- **Inductee PD** for new employees with Rhonda Belson
- Janine Taylor, Karyn Stanton, Candice Keating, Jonathan Hughes, Glenys Blagden, Wennie Habekost, Jeff Wallis, Raeanne Fehlberg, Nicola Warchol, Brydon Eaton, Narelle Duncan, , Janine Beck, Holly Gunter : **Fire Safety and use of Fire Extinguishers**
- Jonathan Hughes and Candice Keating – **Stephanie Alexander Kitchen Garden Programme Training.**
- Wennie Habekost and Jodee Walker – **Working with students with Speech difficulties**

- Wennie Habekost - [SHARP Reading - Decoding](#)
- Karyn Stanton - [STEM - AISWA Workshop](#)
- Glenys Blagden, Tanya Hort, Candice Keating, Wennie Habekost - [Scitech Maths](#)
- Janine Taylor - [NQS - Leaders Update on Policy](#)
- [Cultural Competence PD - 8th October:](#) Janine Beck, Glenys Blagden, Daneka Brooks, Narelle Duncan, Brydon Eaton, Raeanne Fehlberg, Holly Gunter, Wennie Habekost, Tanya Hort, Candice Keating, Joanne Pearson, Janine Taylor, Jodee Walker, Jeff Wallis, Nicola Warchol, Steph Watson, Mia Illiano (Prac Teacher)
- [Stephanie Alexander Kitchen Garden Training Course](#) Jodee Walker and Raeanne Fehlberg
- [NOTOSH Training Webinars, onsite workshop and Development Day](#) Jodee Walker, Raeanne Fehlberg, Jeff Wallis, Janine Taylor, Tanya Hort
- [Cyclic Review Team at Auburn Primary Sydney](#) Janine Taylor
- [READING PD - SCHOLASTIC \(at CACP\)](#) Tanya Hort, Glenys Blagden, Jonathan Hughes, Janine Taylor, Wennie Habekost.
- [READING PD - SCHOLASTIC](#) Tanya Hort and Glenys Blagen
- [Doctoral studies study block \(4 weeks during term 3\)](#) Karyn Stanton
- Carmel Primary has continued its journey with the [NoTosh, Design for Thinking](#), Professional Development. Jeff Wallis, Jodee Walker, Rae Fehlberg, Tanya Hort and Janine Taylor have been involved in a series of workshops coordinated by AISWA, with the NoTosh team, and online webinars with consultants.
- [Curriculum Master Class](#) Jeff Wallis and Candice Keating participated in a Curriculum Masterclass. This focused on Capabilities – why they matter, how to embed them and how to assess.
- [Completion of Cert 111 – Education Assistant.](#) Janine Beck has completed her Certificate 111 – Education Assistant.
- Janine Taylor [Schools that Deliver](#) with John Edwards & Bill Martin (International speakers and authors) *Schools that Deliver: Filling the Gap between Intention and Delivery* 24 July 2018 Bill looks at encouraging productive cultures of learning, recognising the trajectories, hierarchies, and sequences of this growth
- Karyn Stanton SCITECH Maths update and report on progress with the [Maths Enrichment Program](#) that our Years 3-6 teachers have been involved with over the last two terms.
- Jonathan Hughes, Tanya Hort, Wennie Habekost - [SEQTA PD](#) with Steven Cowley from Brisbane Adventist School - 9th of August
- Jonathan Hughes - [SEQTA PD](#) with Rod Cassie - 7th of August
- Jonathan Hughes - [SEQTA PD](#) with SEQTA Team 6th August
- Jeff Wallis - [Humanities and Social Sciences PD at the Museum](#) - 3rd of August
- Jeff Wallis, Jodee Walker, Rae Fehlberg, Tanya Hort and Janine Taylor - [NoTosh – Design Thinking Pd – Incubation Day](#). 30th July.
- Candice Keating continues to take 1 day per fortnight to work on her [Doctoral Studies Program](#)
- Glenys Blagden, Karyn Stanton and Tanya Hort - [Reading PD Building classroom environments that develop strong reading relationships and inspire a love of reading](#). Donalyn Miller, is a dedicated teacher and US author of [The Book Whisperer](#) and [Reading in the Wild](#). Donalyn will discuss sustainable and evidence-based methodologies for developing authentic reading

behaviours in students, challenge conventional literacy practices, and explore new pathways towards building strong reading communities within our schools - with the ultimate goal to achieve academic success for students of every level.

In 2018 the average expenditure estimate on professional development per teacher was \$1544. Note that there are also professional development activities over and above what is represented by this figure, which include activities such as teachers working as mentors to new teachers; induction processes for new staff; mentoring of student teachers; out-of-school-hours meetings to review curriculum and assessment; professional development with a focus on the improvement of teacher craft that is scheduled regularly in staff meetings; and training sessions for developing expertise with technology for learning. The figure indicated does not include privately funded professional learning activities undertaken by a number of teachers who are engaged in post-graduate studies and other courses.

In 2018, Carmel College teachers participated in a review process on school operations based upon the Quality Adventist Schools Framework (QASF). The QASF has been developed by Adventist Schools Australia to ensure that all Seventh-day Adventist schools have a focus on maintaining and improving high standards.

Teaching and Learning

Teacher Attendance

Staff attendance was 96.3 % for 2018. This was slightly down on the last few years and primarily because of one teacher required some weeks of sick leave and two others needed leave due to the loss of a parent during the year.

To strive for academic excellence we have focused on the following:

- *On-Entry data to plan targets for Pre-Primary Students*
- *Conducted PAT-R Standardised Testing for Maths, Reading Comprehension, Vocabulary and Punctuation & Grammar. Class teachers from Year 1-6 then used this data to analyse strengths and weaknesses and also to prepare a report for the 2019 class teacher*
- *Individual Education plans created for Inclusive Education Students and other students who were identified as being at risk*
- *NAPLAN performance was monitored by staff*
- *Created a Professional learning timetable to cater for school needs and requirements utilising internal and external expertise including network groups to deliver workshops identified in focus areas*
- *Goals were set and discussed with school principal and plans for future professional development discussed*
- *Class teachers worked with the relevant teachers to complete a student handover prior to the start of 2018*
- *Reviewed Carmel Primary school policies and curriculum documents*
- *Early Years Teachers engaged in audit of National Quality Standard and improvement plan*
- *All teachers engaged in the Quality Adventist Schools Framework and improvement plan.*



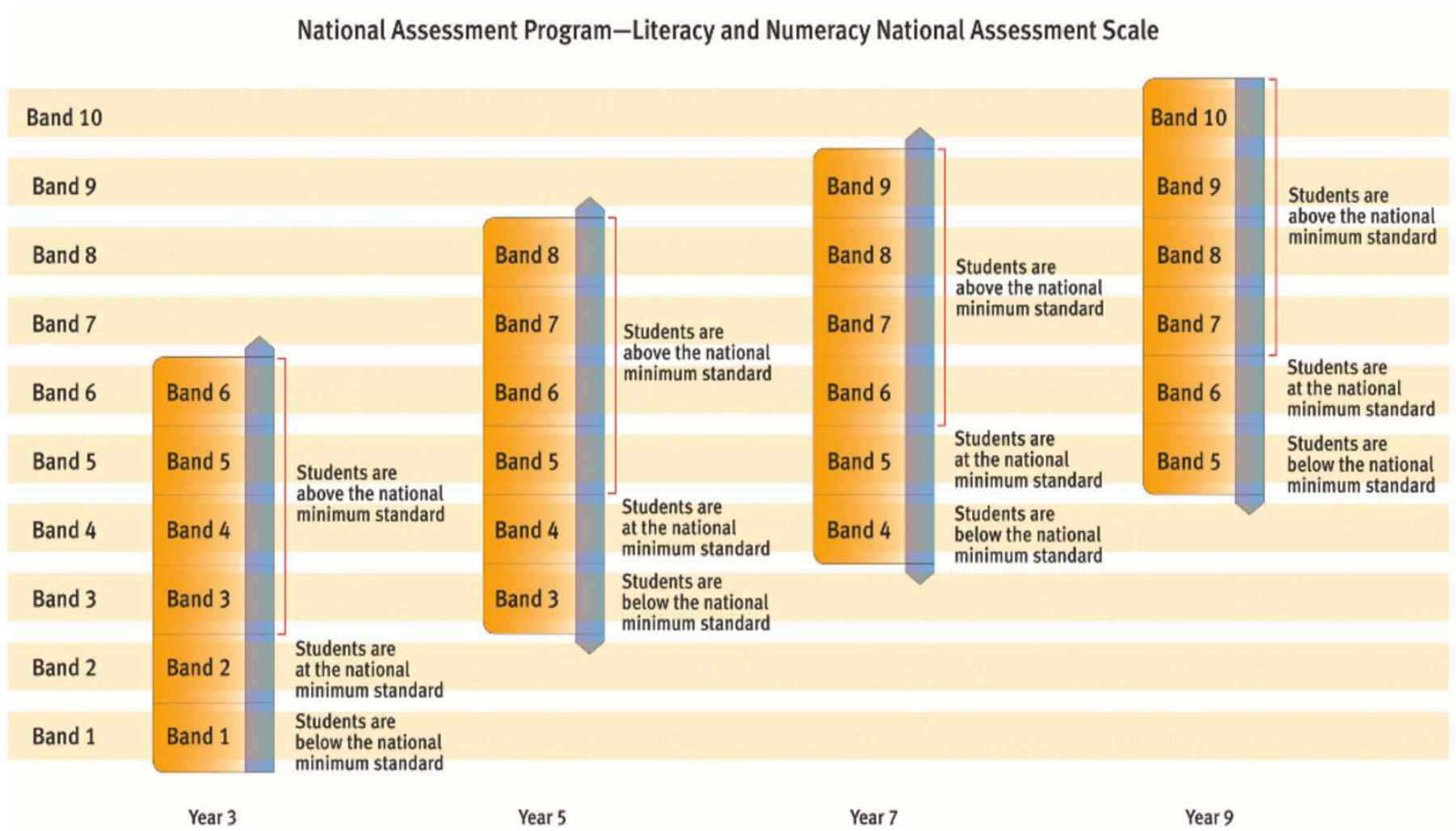


Student performance in National and State-wide tests and examinations

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading, Spelling, Grammar and Punctuation, Writing and Numeracy.

NAPLAN

The minimum standards and common scales for NAPLAN results across all year levels are illustrated in the picture below:

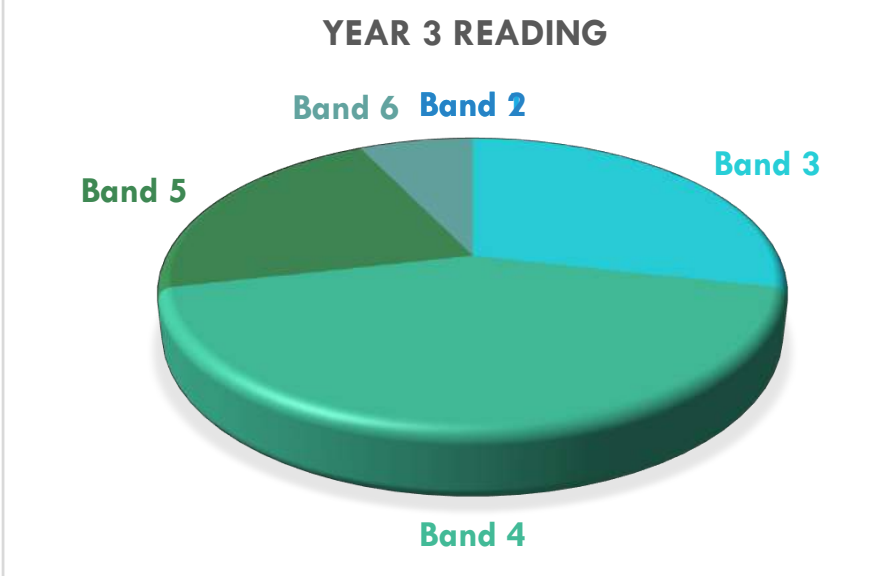
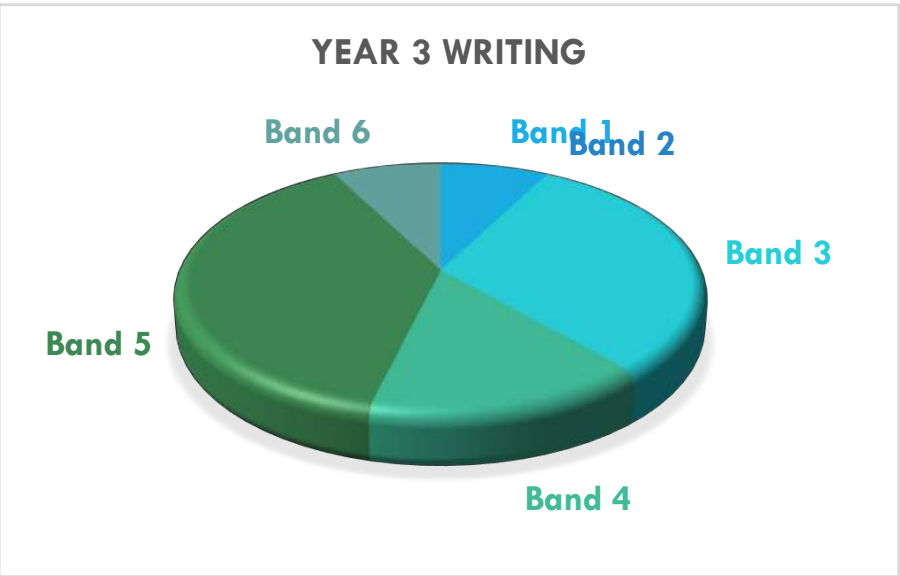
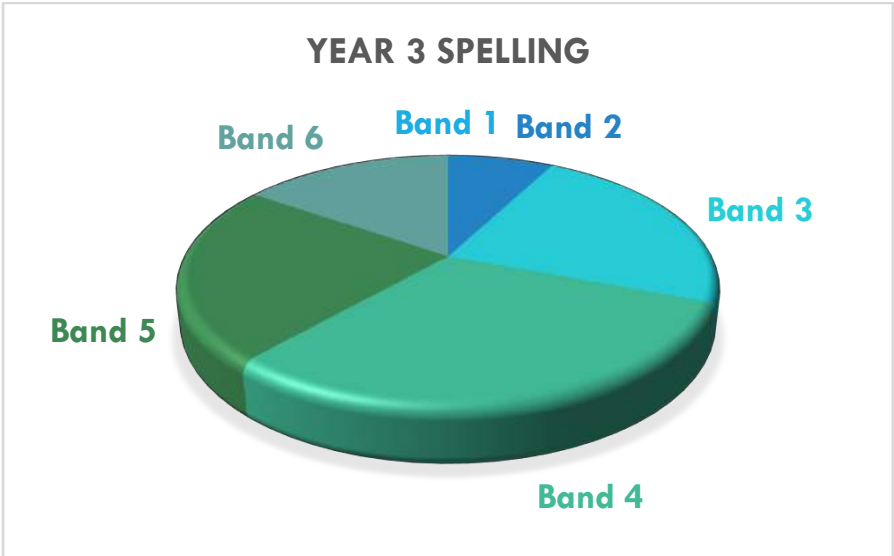
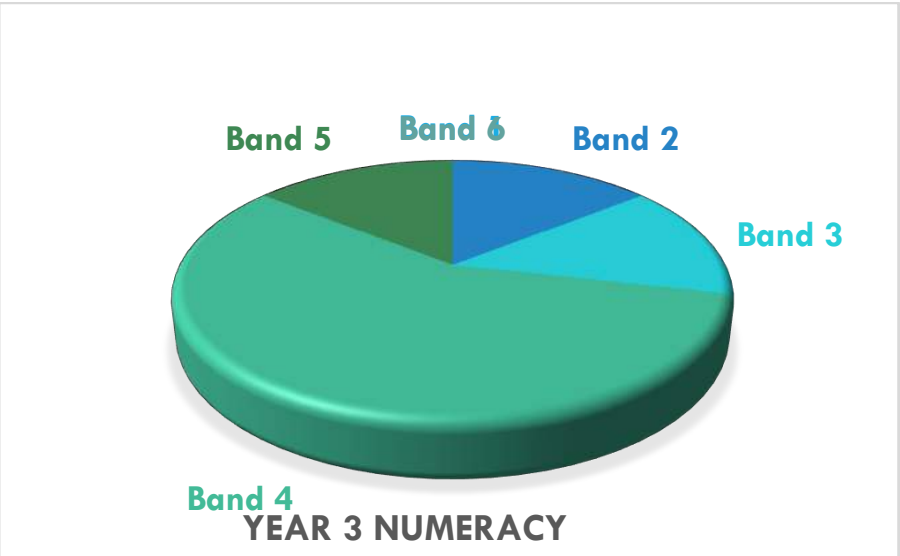


Student performance in National and State-wide tests and examinations

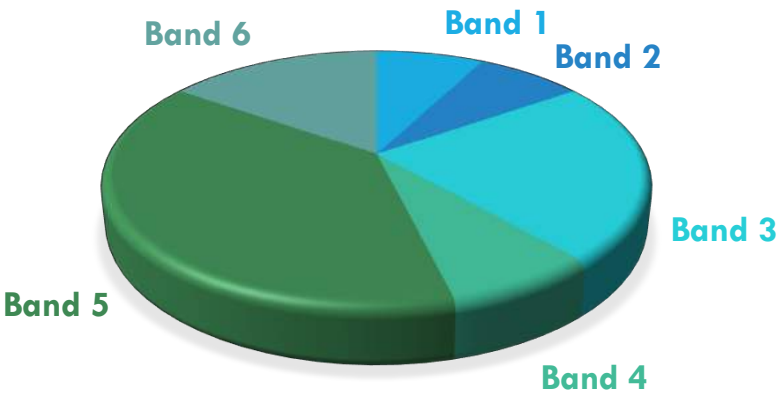
The percentage of students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading, Spelling, Grammar and Punctuation, Writing and Numeracy.

| Reading | | | |
|-------------------------|---------------------------------|------------------------------|---------------------------------|
| | below national minimum standard | at national minimum standard | above national minimum standard |
| Year 3 | 0 | 2 | 16 |
| Year 5 | 0 | 4 | 19 |
| Writing | | | |
| Year 3 | 1 | 1 | 16 |
| Year 5 | 2 | 7 | 15 |
| Spelling | | | |
| Year 3 | 0 | 1 | 17 |
| Year 5 | 1 | 2 | 23 |
| Grammar and Punctuation | | | |
| Year 3 | 1 | 1 | 16 |
| Year 5 | 1 | 2 | 20 |
| Numeracy | | | |
| Year 3 | 0 | 2 | 16 |
| Year 5 | 1 | 6 | 16 |

Whilst considering these statistics, please remember that Carmel Adventist College is a non-selective school and enrolls students from a variety of backgrounds and levels of academic achievement. Therefore, each individual student could potentially begin their time at Carmel College with a benchmark level below the Australian benchmark levels. Carmel College teachers work hard to ensure that each student makes strong academic progress regardless of their initial academic level. The school works to help every student attend every possible learning experience because this helps to ensure student academic success. Such an approach also works to help students develop positive attitudes and characteristics such as reliability, thoroughness, dependability, and diligence.

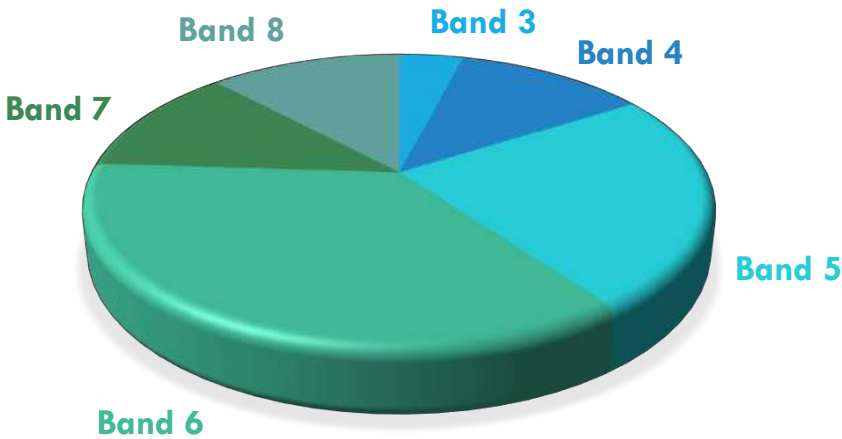


YEAR 3 GRAMMAR AND PUNCTUATION

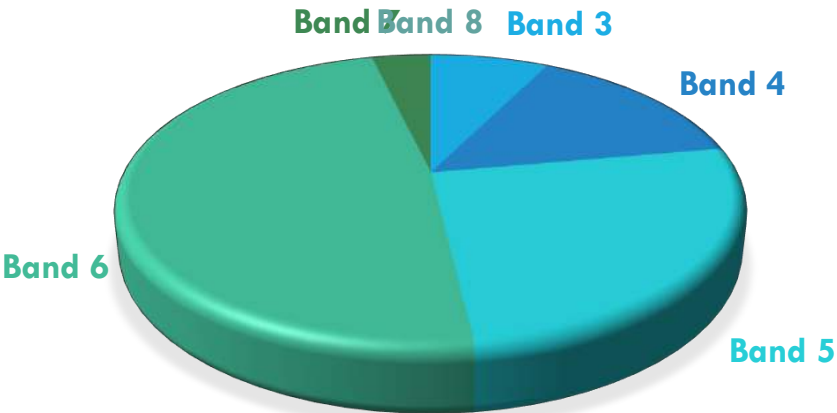


The Year 3 cohort has been quite strong cohort and scored well above national average on 4 of the 5 areas tested and at national average for the fifth area.

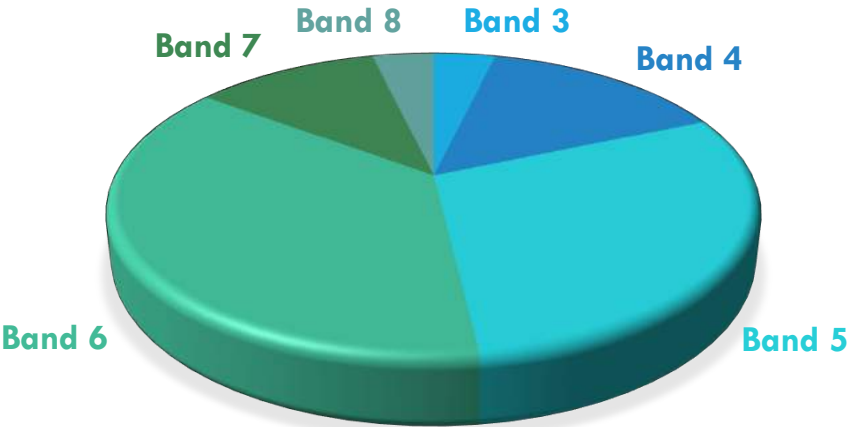
YEAR 5 SPELLING



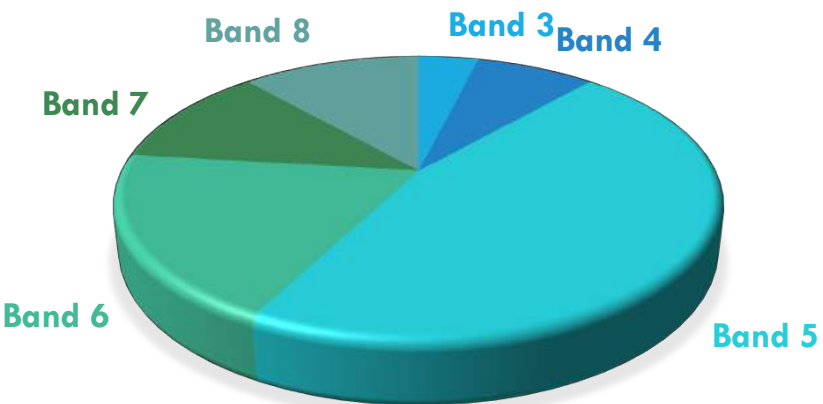
YEAR 5 WRITING



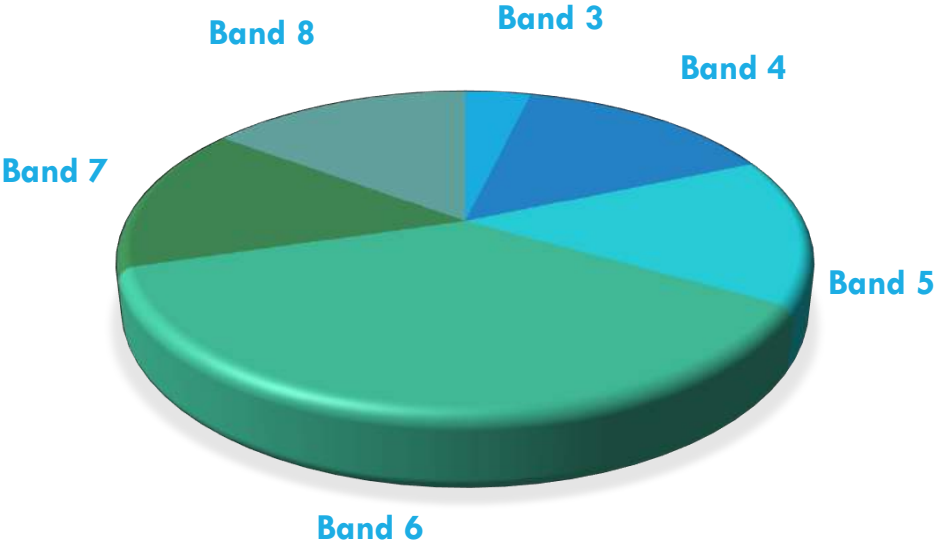
YEAR 5 NUMERACY



YEAR 5 GRAMMAR AND PUNCTUATION

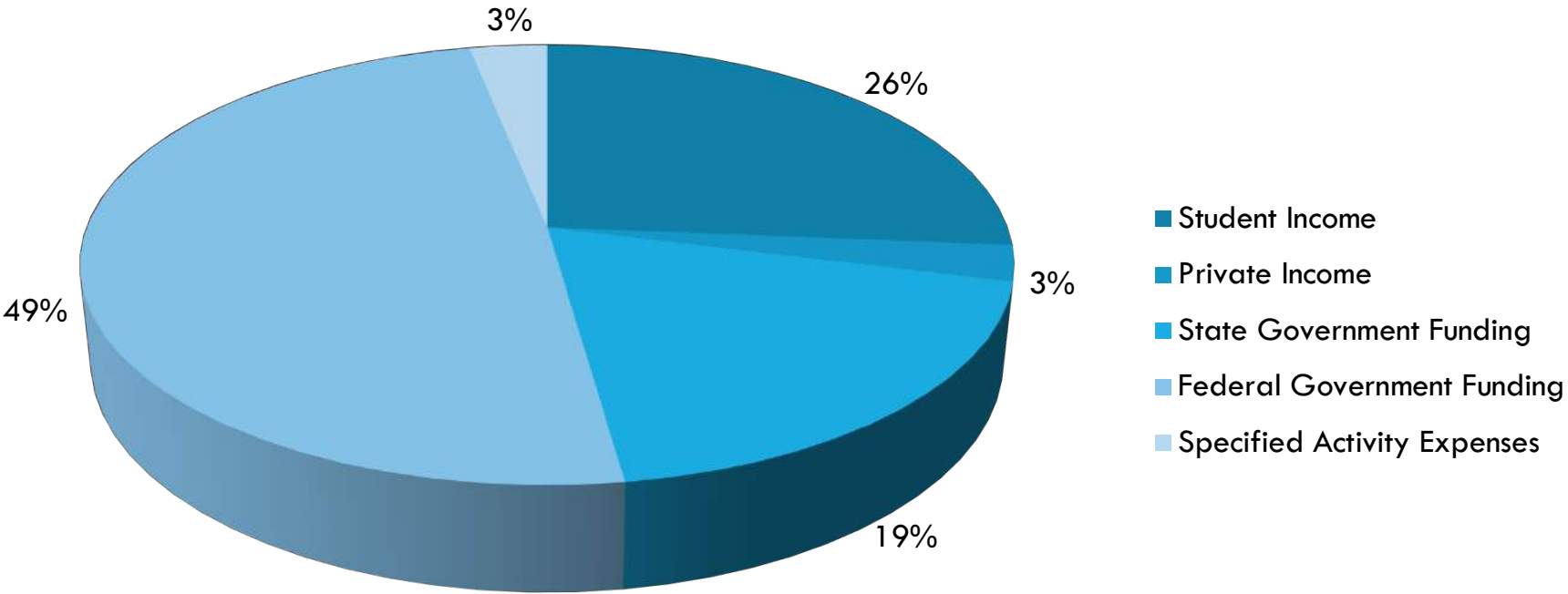


YEAR 5 READING

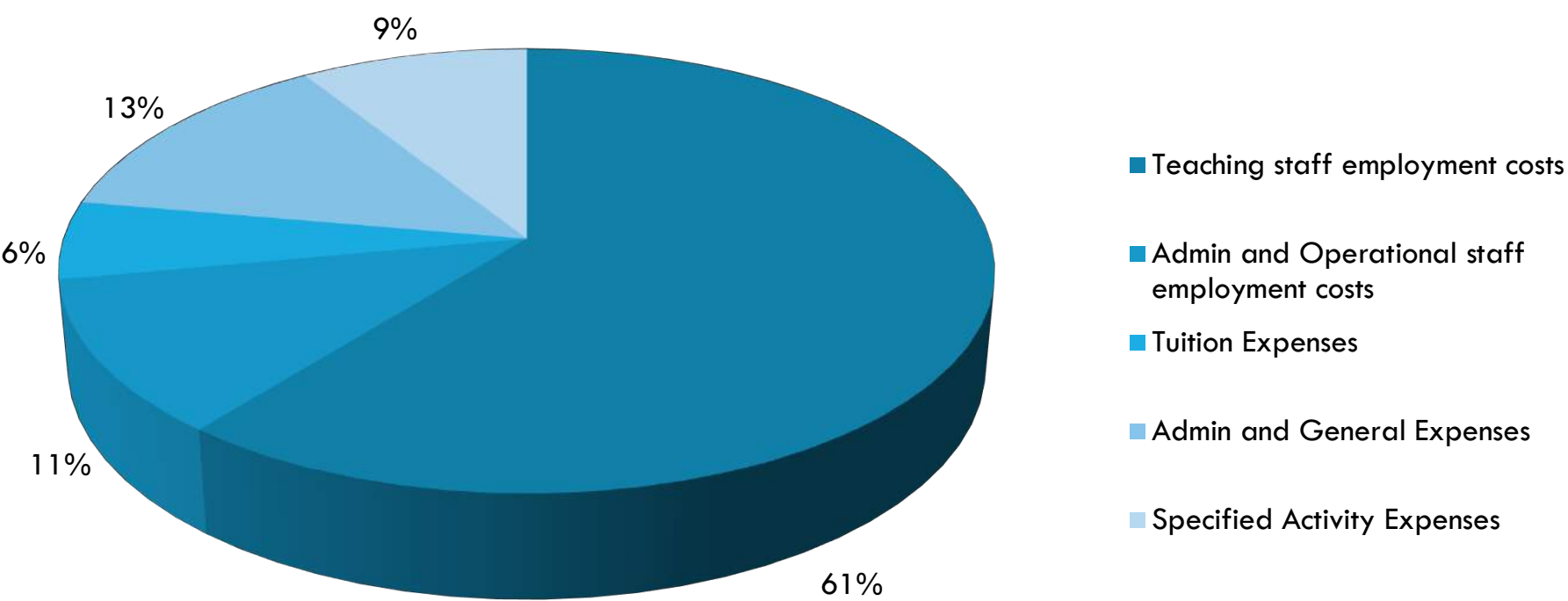


At a glance, the Year 5 overview does not appear to be quite so positive as the Year 3 data, however looking at the collective data of this group does not tell the full story. Two students in this class are funded students with difficulties, and their scores bring the averages down, however, both have made very significant gains on an individual level and this is something which is very encouraging. Four other students who have not performed so well were new to Carmel in 2018, however, we have recent evidence that indicate that these students have already made significant improvements. This data shows that there are some very strong performers in this class who are achieving in bands 7 & 8.

**Carmel Adventist College Primary
2018 Income Sources**



**Carmel Adventist College Primary
2018 Expenses**



Value Adding

Carmel Adventist College Primary exists to add value to the education experience of our students and the experience of the wider school community. Value is added by extending the statutory curriculum requirements imposed on schools, by our ethos, culture and environment, and by additional experiences provided by the school.

Curriculum Related Activities

- Standardised PAT-R Testing for Reading, Maths, Vocab, Spelling, Grammar and Punctuation
- Typing Tournament – teaching keyboarding skills
- Stephanie Alexander Kitchen Garden Programme
- On Entry Testing – Pre Primary – Year 2
- Lexile Pro Reading Programme
- Book Week Activities and Parade
- Science Focus Week
- Service Groups – Media, Music, Environmental Projects, Speech
- Excursions such as:
 - Kings Park
 - Kelmscott Farm School
 - Kalamunda History Village
 - Tranby House
 - Scitech
 - The Zoo
 - Fire Education Centre
 - Reptile Park
 - AQWA
 - Constable Care Incursions
 - Mundaring Weir
 - Fremantle Prison
 - Parliament House

Co Curriculum Activities

- Year 6 Camp
- Music tuition – private. Guitar, Piano, Violin
- Year 6 Student Leaders Group
- Intern Swimming Lessons
- Choir
- Combined Schools Athletics Day
- Cross Country
- Mountain Bike – Cross Country
- After Schools Sports Clinics
- Music/ Drama Productions both Junior Primary and Senior Primary
- Mud Day
- Year 5 Market Day
- Kindy/ Pre-Primary Bush Nativity Evening

Community Events and Involvement

- Flanno Friday – Father's Day event for our dads
- Mother's Day Morning Tea
- Working Bees
- Meet and Greet – Term 1
- Book Week Parade
- Parent Information Evenings
- Parents and Friends Association
- Weekly Chapel/ Assembly
- NoTosh – Design for Thinking involvement
- Scitech Alcoa Maths Enrichment Programme

Buddies

Senior students work with our Early Childhood group and this helps to promote friendship and fosters a greater sense of belonging and a more inclusive school community.





Science Week

Two days of Scitech Workshops in our school for all age groups was a feature of Science Week in 2018

Year 6 STEM Challenge Event – with Local Schools





Scitech-Alcoa Maths Enrichment Evening when parents and students spent time together solving all types of Maths challenges.

Teaching and Learning





The Stephanie Alexander Kitchen Garden Programme in Action



Excursions – creating memories and valuable learning experiences

Student attendance rate and procedures for non-attendance

Semester One – 96%

Semester Two – 93%

In accordance with Government requirements, the school maintains records of student attendance. During 2018 the average attendance rate was approximately 94.5 %. This is a very similar figure to the past four years but does show a half percent improvement overall which was pleasing

Regular school attendance is actively encouraged by teachers and administration. When a child is absent from school and the school has not been notified, a phone call to a parent or guardians is made. This is to ensure that the student is absent with parent/guardian knowledge. A note or phone call from parents is required and if this is not received, a follow up note or phone call from the school will ensue. Parents are discouraged from taking students out of school for holidays and trips, this is an area we will continue to focus on.



Graphs Showing Summaries of Survey Results

Adventist Christian Schools Australia has elected to participate in an extensive, independent survey of parents, staff and students each year for five years, and then every second year once baseline data has been established. Carmel Primary is very happy to work with this schedule and looks forward to receiving and reviewing this data each year. The 2018 survey was conducted in May.

It should be noted that there are other opportunities for less formal parent surveys as part of the School Registration Process. Parents, teacher and students are interviewed by the visiting panel. Parents have the opportunity to share their level of satisfaction through School Council representatives and also through parent representatives for each class in the Parents and Friends Committee forum.

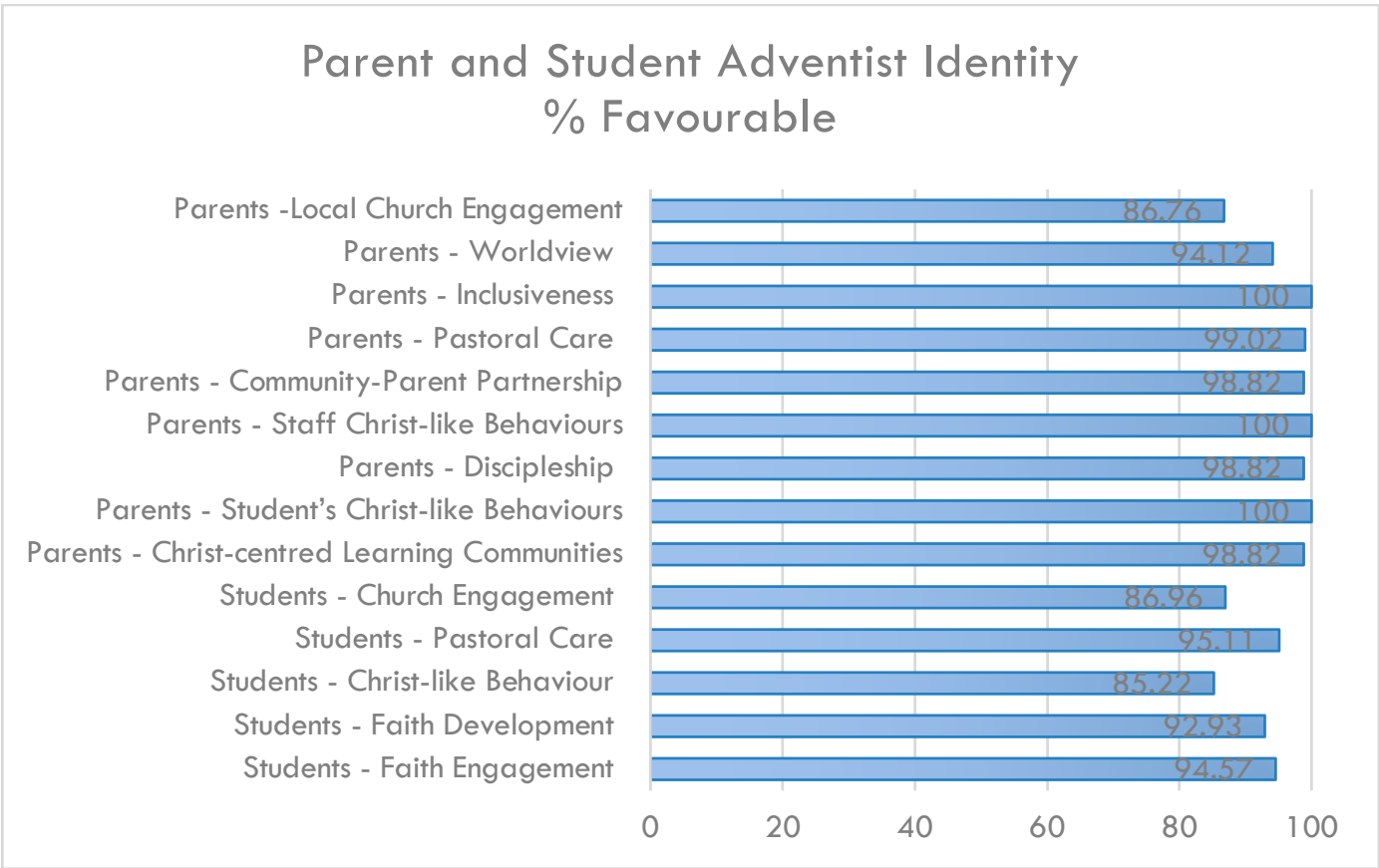
In 2018 the School Community, Students, Parents and Staff, completed SRC Insight surveys on School Culture. This was a repeat of the survey conducted in 2013 and 2016.

The survey covered the following areas:

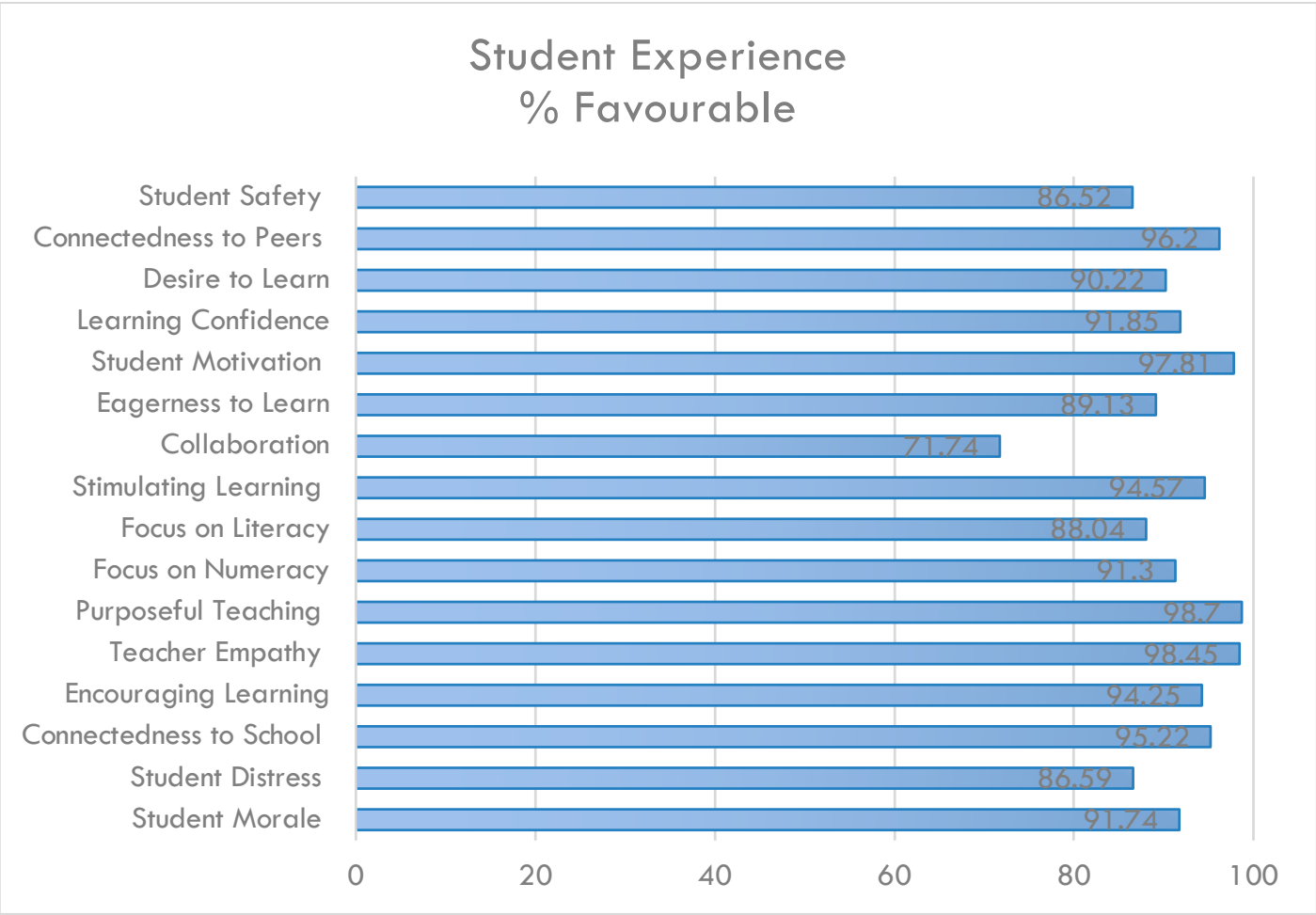
- Staff Well-being
 - Empathy
 - Clarity
 - Engagement
 - Learning
 - Outcomes - work demands
- Student Behaviour
 - Team based practice
 - Teaching and Learning
 - Resources
 - School Support.

Within these 11 areas there are 26 sub-strands. Carmel Adventist College Primary's data showed consistency in each area and further improvement in 9 sub-strands.. Some very affirming information gleaned from this survey was that student responses indicated growth in 24 of the 26 areas. I believe this is testament to the staff and school community commitment to improvement. The survey data is reviewed by the School Council and Staff and used to set target areas for improvement.

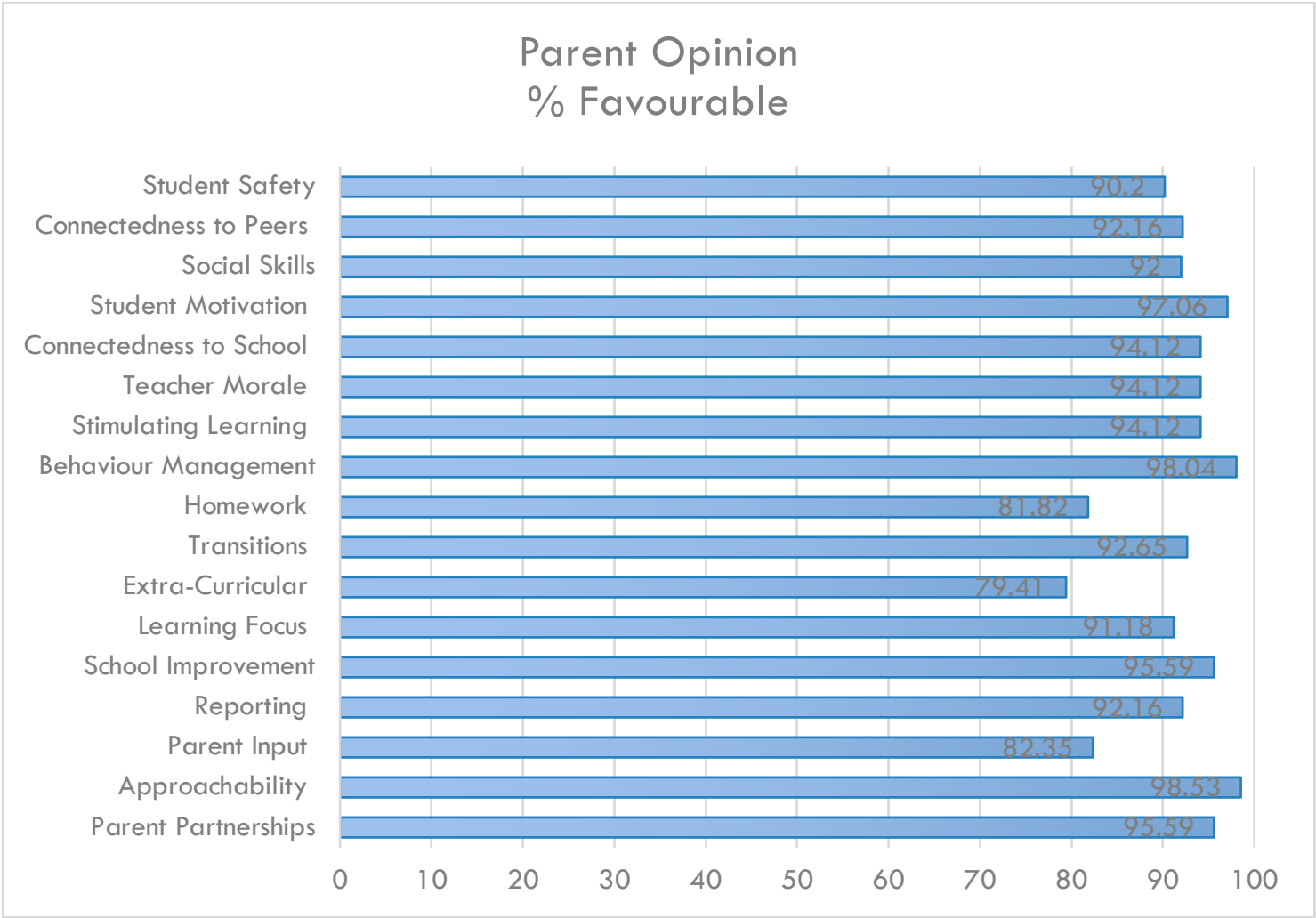
Carmel Adventist College Primary is committed to continuous improvement and has identified target areas for 2018 and beyond. Student wellbeing will continue to be an area of focus because research has shown the strong link between wellbeing and academic and social development. We believe that wellbeing is optimised by the provision of safe, supportive and respectful learning environments. As part of Carmel Primary's process, all policies and procedures related to student pastoral care and student welfare were reviewed and updated in 2017, 2018 and will undergo further reviews on a regular basis.



Parents and Students responded to questions about their faith, attitudes to service and pastoral care in a very positive way. Special character is alive and of high importance.



Student surveys included students from Year 3 and higher. The results show a high level of favourable experiences in all categories surveyed. Whilst the results are positive, there is always room for improvement and the data gathered will be used when planning in 2019.



Parental opinions continue to show a high level of favourable responses and this is very encouraging. One area we feel we need to focus on though is the response rate of parents to the survey. The number of staff and students responding has grown over time, but the parental response rate remained quite low again in 2018. We will seek ways to increase participation. In 2019.

We deeply appreciate the time that students, staff and parents take to share their perceptions of our school and we commit to strive for continued improvement.

School Improvement: Our Targets for 2019 and 2018 Report on Progress

Each year the staff and School Council work with the Quality Adventist Schools Framework tool and put forward recommendations for future improvements. The National Quality Schools program is also used and reviewed to ensure that standards and facilities in the Early Childhood area are managed and resourced well. *Below is a summary of some of the key achievements and areas that have been identified for our future focus.*

School Improvement: Physical

Environment: Our Goal is to:

Provide vibrant and motivating spaces and opportunities for student learning and well-being.

- Further **Nature Play areas plans**. Some work has been undertaken recently, but this remains a focus for 2019.
- Work on the vegetable **garden area** has progressed well and new plans are in place for future expansion with an emphasis on sustainable practice.

Construction of new two classroom block with additional toilet facilities

- The two new classrooms and the senior primary toilet block have been completed and are in use.
- The development of a more suitable area for the Chaplain to work has also been completed.
- An older classroom has been modified to provide a staffroom. This has enabled staff to meet and work far more collaboratively than was previously possible.

School Improvement: Parent and Wider Community

Improve Communication to Parents

2018 Goals: continue regular communication between class teacher and home through newsletters, emails, blogs etc

2019: Continue this communication as it has been well received by parents.

Storytime in the Bush Programme

2018 Progress: Storytime in the Bush has continued and grown and was extended to five weeks of each term in 2018.

2019 Plans – we will continue Storytime in the Bush and plan to run this for 6 weeks of each term. We have found that Storytime has greatly assisted with the transition of students into the Early Childhood area of the school. Many Kindy students now start school already familiar with the facility and the staff. Friendships have also formed with parents and young children.

Parents and Friends Committee

2018 Goal/Progress – Our goal was to find new ways to increase involvement in the Home and School Committee. We had limited success in this area and believe we need to find some other solution that will work for our School.

2019 Plans – Seek new ways to involve parents in the various events around the school with less focus on the Committee. We have found many parents willing to be involved and help out, however, few seem to have the time to commit to regular meetings.

We will survey parents in 2019 to find areas of interest and skill and see if we can encourage further involvement of parents in running various activities and events based on these skills.

Facebook/ Website

2018 Plans/Progress – Continue with Facebook and update the School Website. Facebook has continued to develop and now forms an important part of the communication network at the school. Website update have not yet been undertaken.

2019 Goal – Website update to take priority this year along with a focus on developing shared resources and services with other Adventist Schools in WA.

School Improvement: Our Targets for Learning and Teaching 2019

Professional Development in SHARP Reading.

SHARP reading is now embedded into the Literacy Programme. Further PD will continue to ensure consistency in this area.

DATA analysis – our 2018 aim was to use NAPLAN and PAT-R test data more effectively to further improve teaching and learning. Progress has been made and the process has opened up new opportunities for teacher collaboration in this area. However, this process also opened up potential areas for growth. Part of our new curriculum plan will be to develop a timetable for more regular data review across all year levels and moving beyond the analysis of just NAPLAN and PAT-R data. .

Use **ICT more effectively** to develop critical and creative thinking skills. – Major upgrade of IT resources was undertaken in 2018. Approximately half the staff were also involved in the NoTosh – design for thinking programme in 2018. This group aims to share what they have learned with the whole staff group.

Goals for 2019: Coordinate with other Adventist Schools in WA, to develop a WA Strategic Plan for IT. Secondly, to use the new IT resources effectively.

Increase the number of Parent /Teacher Interviews to two per year. This has now been in place for two years and we plan to continue this in 2019.

School Curriculum Plan – reviewed and developed. As the school has grown, we have found that some of our systems need to be updated and reviewed. Our aim for 2019 is to distribute leadership of curriculum more broadly and to encourage peer networks to grow and flourish. Time pressures are always a challenge and so we are actively seeking to create time within the current timetable to allow staff more time to collaborate.

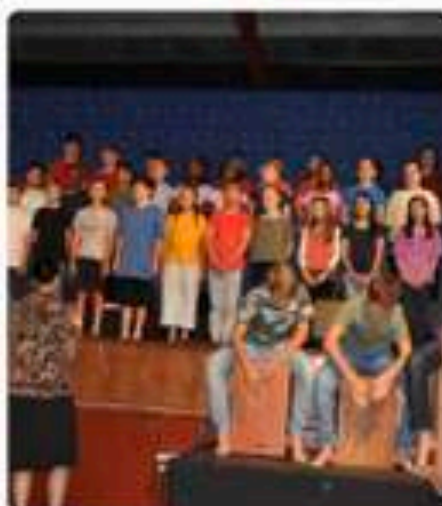


Bush Nativity





Senior Primary Concert





Storytime in the Bush – Community involvement in promoting literature to preschool children



Photo Gallery- just a few of our special events.

Cross Country and MTB Race













PJ Day – raising funds for foster families





Finally,
FROM THE PRINCIPAL'S DESK

We hope that this report provides a useful insight into the operations of Carmel Adventist College Primary as an institution of learning guided by Christian values. Our commitment to value-based learning, has resulted in consistently solid academic achievement, and a school culture which our families find welcoming, inclusive and supportive.

If you would like to see how Carmel Primary is a place of learning that aspires to live its values of Integrity, Respect, and Joy, please contact the reception desk and book a tour, which includes a meeting with the Principal.

Sincerely Janine Taylor
Principal

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Year 6 - End of Year Picnic with Families

