



Carmel Adventist College Primary

ANNUAL REPORT

2019

Contact Information

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History and Overview

In November 1907, a small college of eight pupils and one teacher 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 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 transferred to its present site in First Avenue. In early years, the College ran as a secondary college as well as a primary institution with studies extending to Year Ten. The College is 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. The buildings are well maintained with the most recent addition being a new block incorporating Year 5 and 6 classrooms and senior primary toilet facilities. These rooms were completed in January 2018. A refurbishment of the Junior Toilet block and a new Nature Playground are scheduled for completion in 2020.

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, 50 Adventist colleges are 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 and is 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.

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.



Mission and Values

Mission Statement

To provide a caring Christian environment in which children can work, learn and play whilst endeavouring 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



2019 • Carmel Adventist College Primary Staff



Front Row: Tanya Hort, Robyn Olsen, Candice Keating, Narelle Duncan, Janine Taylor, Glenys Blagden, Stephanie Watson, Dayle Mauga, Debra Sheldrick

Second Row: Laurene Chapman, Marie Armand, Jeff Wallis, Janine Beck, Chelsea Chapman, Kahlie Blazicevic, Raeanne Fehlberg, Holly Gunter

Third Row: Jodee Walker, Joanne Pearson, Nicola Warchol, Jonathan Hughes, Matthew Corker, Brydon Eaton, Sara Foster, Megan Pryce

Principal: Mrs Janine Taylor



Carmel Adventist College Primary Teaching Staff

| Name | Role | Qualification | Years of Experience |
|-------------------|--------------------------|------------------------------|---------------------|
| Janine Taylor | Principal | B Ed Primary | 33 years |
| Sara Foster | Year 6 Teacher | B Ed Primary | 5 years |
| Candice Keating | Year 5 Teacher - 0.8FTE | B Ed Primary | 8 years |
| Kahlie Blazicevic | Year 5 Teacher - 0.2 FTE | B Ed Primary | 16 years |
| Jonathan Hughes | Year 4 Teacher | B Ed Primary | 16 years |
| Glenys Blagden | Year 3 Teacher | B Ed Primary | 34 years |
| Dayle Mauga | Year 2 Teacher - FTE 0.4 | B Ed Primary | 12 years |
| Jodee Walker | Year 2 Teacher - 0.6 FTE | B SC Dip Ed | 3 years |
| Jeff Wallis | Year 1 Teacher | Dip Ed. Early Childhood | 19 years |
| Tanya Hort | Pre Primary Teacher | Dip Ed Primary | 30 years |
| Raeanne Felhberg | Kindy Teacher | B Ed Primary | 19 years |
| Marie Armand | French Teacher | Graduate Diploma of Ed (Sec) | 2 years |
| Brydon Eaton | Music and Sport Teacher | B Ed Secondary | 4 years |
| Nicola Warchol | Chaplain | B Ed Primary | 19 years |

Professional Learning and Teacher Standards

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 align 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 2020, 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 2019

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 incorporated into their daily teaching practice.

The College contributes 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 on-site and in the staff members' own time, and this PD is not included as much of it is provided by AISWA or staff within our school system. We had one teacher who continued work in a Doctoral study programme in 2019.

The following is a list of some of the Professional Development Training completed by staff during 2019. It does not include the in-house 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.

Induction PD for New Staff

Sara Foster, Kahlie Balzicevic

Adventist Distinctives for New Staff

Sara Foster, Kahlie Balzicevic

Encounter Curriculum PD

Janine Taylor, Sara Foster, Candice Keating, Jonathan Hughes, Glenys Blagden, Dayle Mauga, Jodee Walker, Jeff Wallis, Tanya Hort, Raeanne Fehlberg, Debra Sheldrick, Nicola Warchol, Brydon Eaton

System PD - Peter Roenfeldt

Janine Taylor, Sara Foster, Candice Keating, Jonathan Hughes, Glenys Blagden, Dayle Mauga, Jodee Walker, Jeff Wallis, Tanya Hort, Raeanne Fehlberg, Debra Sheldrick, Nicola Warchol, Kahlie Blazicevic, Matt Corker, Narelle Duncan

SHARP Reading

Janine Taylor, Sara Foster, Candice Keating, Jonathan Hughes, Glenys Blagden, Dayle Mauga, Jodee Walker, Jeff Wallis, Tanya Hort

SWD Funding /AISWA

Janine Taylor

Class Act - Communication PD

Janine Taylor and Glenys Blagden

Mandatory Reporting

Janine Taylor, Sara Foster, Candice Keating, Jonathan Hughes, Glenys Blagden, Dayle Mauga, Jodee Walker, Jeff Wallis, Tanya Hort, Raeanne Fehlberg, Debra Sheldrick, Nicola Warchol

Recognising Grooming

Janine Taylor, Sara Foster, Candice Keating, Jonathan Hughes, Glenys Blagden, Dayle Mauga, Jodee Walker, Jeff Wallis, Tanya Hort, Raeanne Fehlberg, Debra Sheldrick, Nicola Warchol, Brydon Eaton

NCCD Funding Changes /AISWA

Janine Taylor

Keeping Safe Child Protection Curric.

Sara Foster and Kahlie Balzicevic

General Capabilities: Curriculum (3 days)

Jeff Wallis and Candice Keating

A Day of Technology in Music Education

Brydon Eaton

Sharp Reading – Stage 3

Sara Foster

SHARP Reading Stage 2

Dayle Mauga, Jodee Walker and Sara Foster

First Aid – CPR Update

Janine Beck

National Advisory Council (2 days)

Janine Taylor

QASF Review – whole day

Glenys Blagden, Tanya Hort, Candice Keating, Sara Foster, Jonathan Hughes, Jodee Walker, Dayle Mauga, Raeanne Fehlberg, Robyn Olsen, Janine Taylor

Environmental Friends Group - Kalamunda Council 'Adopt-a-Patch' Program

Jeff Wallis and Janine Taylor –

Cyclic Review Training – Melbourne

Glenys Blagden

Mandatory Reporting

Kahlie Blazicevic

Stephanie Alexander – Kitchen Garden Programme

Joanne Pearson and Glenys Blagden

Leadership Conference – Melbourne (3 days)

Glenys Blagden

1 am 3 – Early Childhood PD

Raeanne Fehlberg

SEQTA – School Coordinators PD

Jonathan Hughes and Candice Keating

BRIGHTPATHS PD. 3 sessions over 2 days

Sara Foster, Candice Keating, Jonathan Hughes, Glenys Blagden, Jodee Walker, Dayle Mauga, Jeff Wallis, Tanya Hort, Raeanne Fehlberg, Janine Taylor, Debra Sheldrick, Nicola Warchol.

SEQTA PD Yr 5 & 6

Candice Keating, Kahlie Blazicevic, Brydon Eaton

SEQTA PD Yr 3 & 4

Jonathan Hughes, Sara Foster and Glenys Blagden

SEQTA PD Yr 1 & 2

Jodee Walker and Jeff Wallis

SEQTA PD – Early Childhood

Raeanne Fehlberg, Tanya Hort and Dayle Mauga

PAT-R Using Band Reports to Support Student Learning

Candice Keating, Jonathan Hughes, Glenys Blagden, Jodee Walker, Jeff Wallis, Tanya Hort, Raeanne Fehlberg, Janine Taylor, Brydon Eaton

ABIDE Workshop – Spiritual Masterplan Development in Schools

Glenys Blagden, Nicola Warchol and Janine Taylor



Learning and Teaching

Teacher Attendance for 2019

Staff attendance was 97% for 2019. This was very similar to past years but slightly improved on 2019.

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 2020 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 2019
- 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.





**Carmel
teachers in
action
2019**



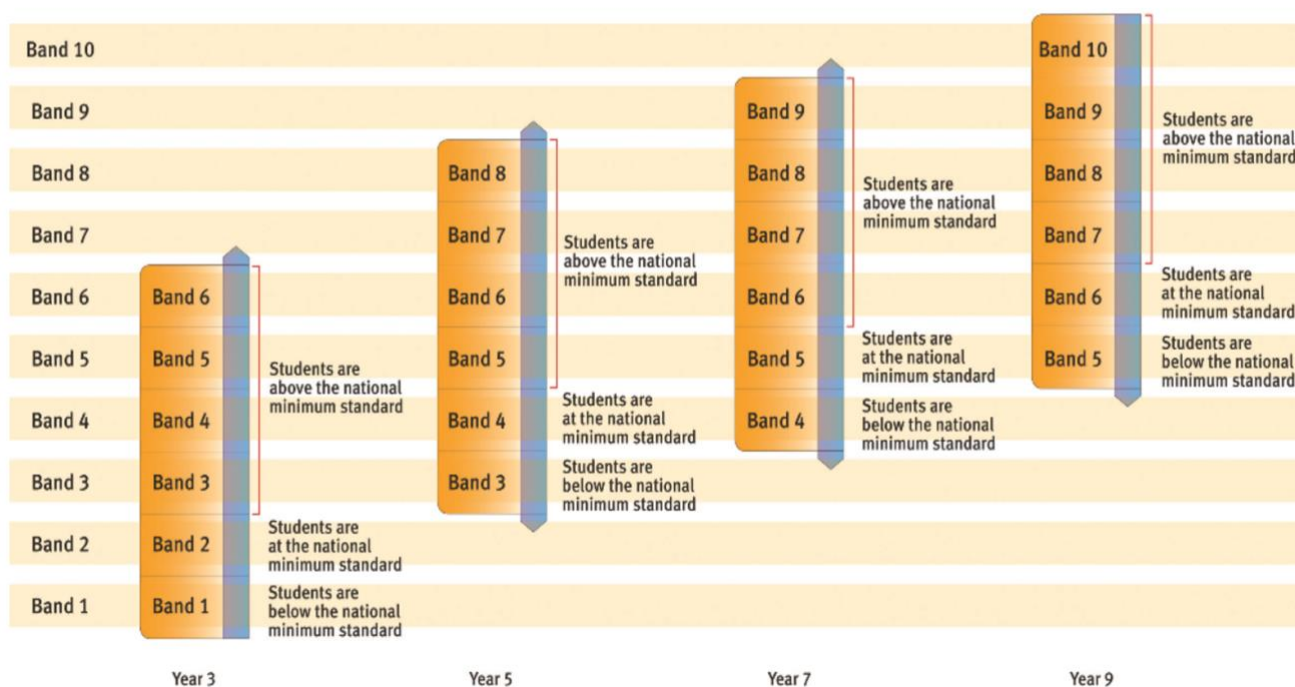
Student performance in National and State-wide tests and examinations

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

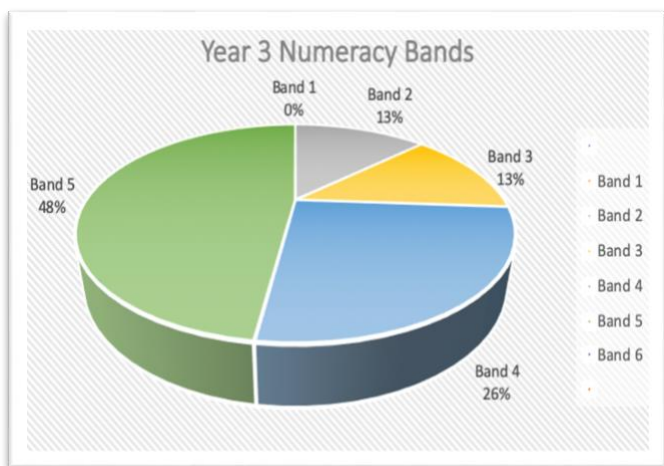
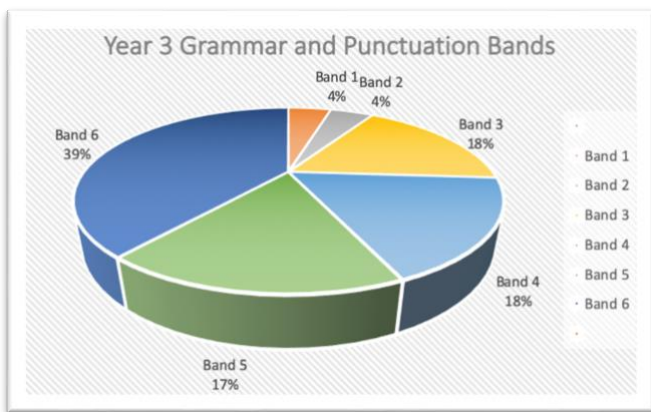
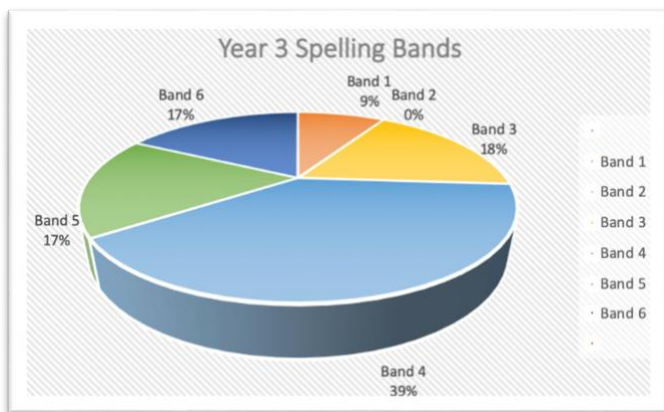
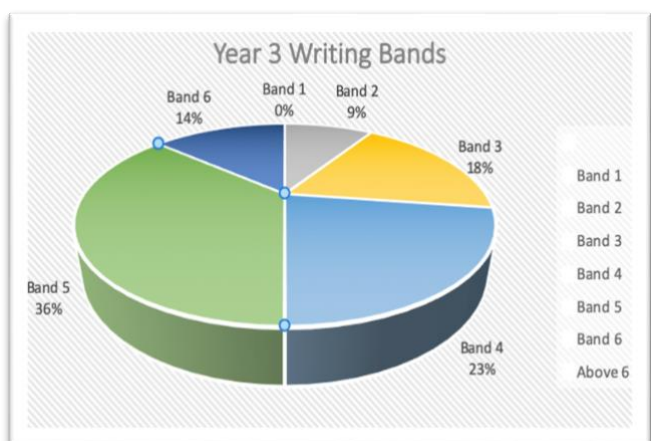
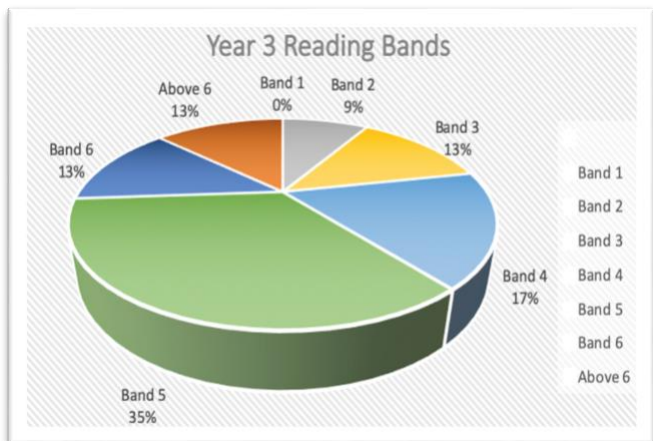
The minimum standards and common scales for NAPLAN results across all year levels are illustrated in the picture below:

National Assessment Program—Literacy and Numeracy National Assessment Scale



| Reading | | | |
|-------------------------|---------------------------------|------------------------------|---------------------------------|
| | Below national minimum standard | At national minimum standard | Above national minimum standard |
| Year 3 | 0 | 2 | 21 |
| Year 5 | 1 | 4 | 16 |
| Writing | | | |
| Year 3 | 0 | 2 | 21 |
| Year 5 | 0 | 3 | 17 |
| Spelling | | | |
| Year 3 | 2 | 0 | 21 |
| Year 5 | 0 | 3 | 18 |
| Grammar and Punctuation | | | |
| Year 3 | 1 | 1 | 21 |
| Year 5 | 0 | 3 | 18 |
| Numeracy | | | |
| Year 3 | 0 | 3 | 20 |
| Year 5 | 0 | 1 | 20 |

Carmel Adventist College is a non-selective school and enrolls students from a variety of backgrounds and levels of academic achievement. Therefore, each 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 steady 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.

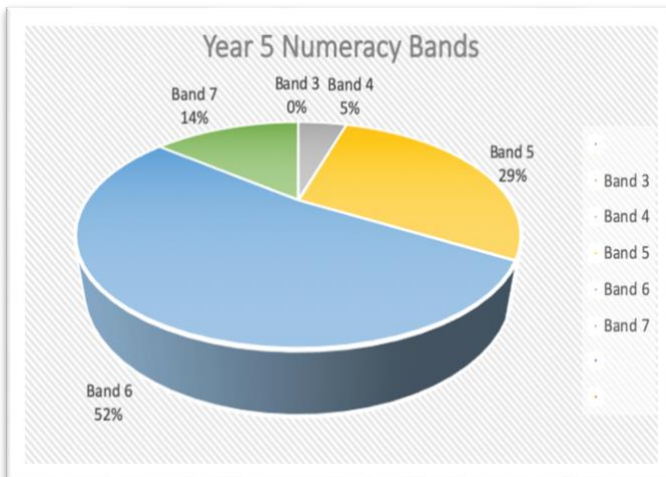
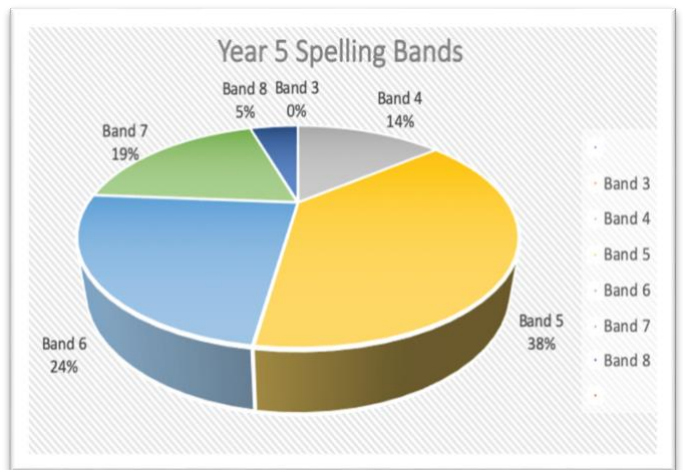
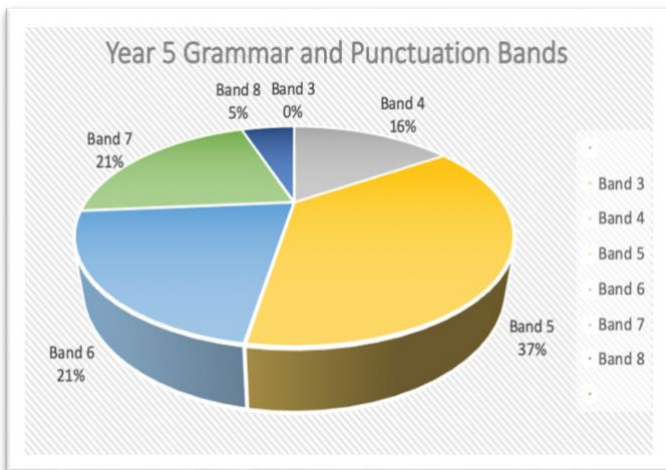
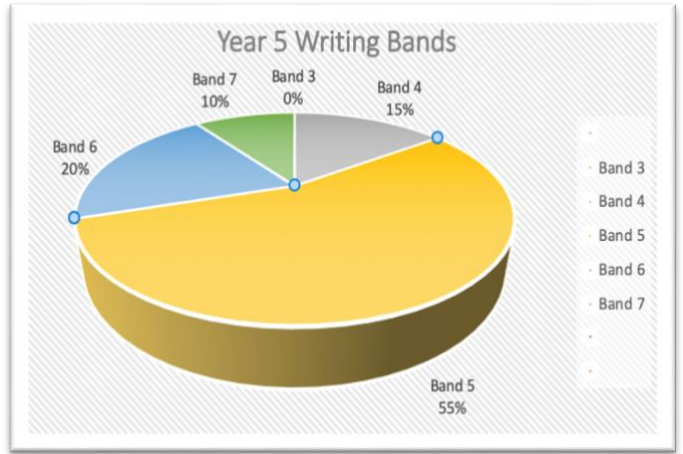
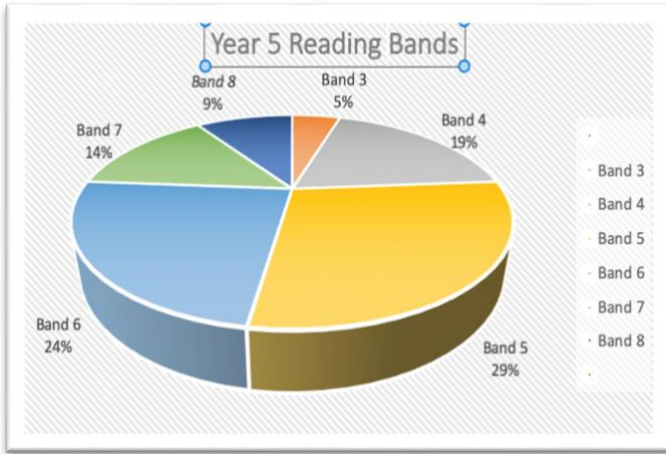


The Year 3 class is a group we have targeted with interventions for some time as there has been a higher concentration of students with identified learning challenges than most other classes in the school. There are also some high ability students in this group, and they have continued to make excellent progress.

It was pleasing to note that this group is tracking quite well in NAPLAN at this point. This group does not have NAPLAN longitudinal data to review yet, but the graphs included show a group with very few individual scores below the national level and a good number of students in the higher range.

The cohort average for Grammar & Punctuation, Spelling, Writing and Numeracy were on target for the national/state average for these tests. For Reading, the school average was approximately 15-20 points above the National and State average.

We believe that continued Education Assistant support for this group is vital to ensure early literacy and numeracy skills are embedded. This support is in place for 2020, and data from NAPLAN will be triangulated with data from PAT-R standardized tests and teacher observations and classwork to track progress and to design work programs to



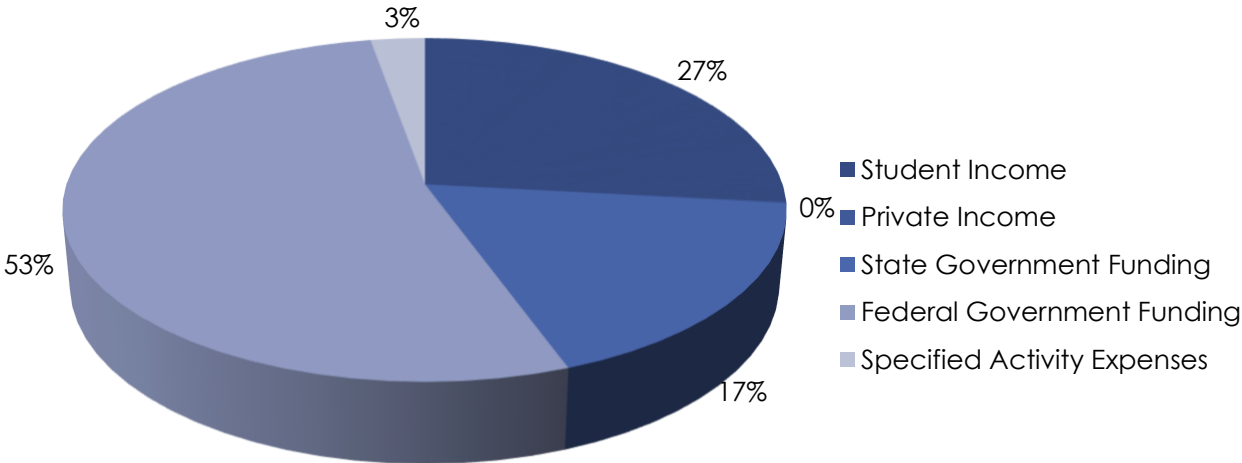
It is particularly pleasing to see that this Year 5 group has made significant improvements in Numeracy and now as a cohort are slightly above average. Numeracy has been a targeted focus area for the school in 2018, and 2019 and the struggling students have received additional support during this time.

This cohort has also closed the gap on Writing and Grammar and Punctuation since the Year 3 NAPLAN testing period.

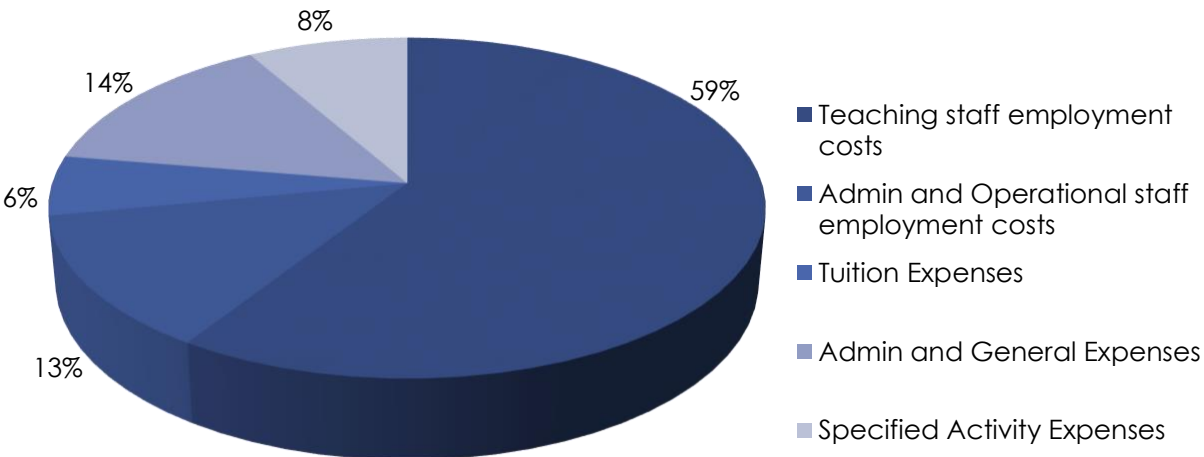
The number of students below the minimum standard has reduced, and the number in the upper bands has increased.

As with the Year 3 class, we believe that continued Education Assistant support is important to ensure early literacy and numeracy skills are embedded. This support is in place for 2020, and data from NAPLAN will be triangulated with data from PAT-R standardized tests and teacher observations and classwork to track progress and to design work programs to accommodate their learning needs.

Carmel Adventist College Primary 2019 Income Sources



Carmel Adventist College Primary 2019 Expenses



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 – 3 D Printing, Gardening, Food Preparation and Environmental Projects
- Excursions such as:
 - Kings Park
 - Kalamunda History Village
 - Tranby House
 - Scitech
 - The Zoo
 - Fire Education Centre
 - Reptile Park
 - AQWA
 - Constable Care Incursions
 - Hills Environmental Centre
 - Parliament House

Co Curriculum Activities

- Year 6 Camp
- Music tuition – private. Guitar, Piano, Violin
- Year 6 Student Leaders Group
- In-term 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
- Worship Band

Community Events and Involvement

- Flanno Friday – Father's Day event for our dads
- Mother's Day Morning Tea
- Working Bees
- Book Week Parade
- Parent Information Evenings

Storytime in the Bush –
open to community
families

- Weekly Chapel/ Assembly
- Storytime in the Bush





Book Week Parade – Celebrating Reading and Literature



Flanno Friday and Mother's Day

Recognising the contribution of parents and carers to the lives of our students. Father's Day – Flanno Friday and Mother's Day Morning Tea





Student Attendance and procedures for non-attendance

Semester One – 95%

Semester Two – 93%

In accordance with Government requirements, the school maintains records of student attendance. During 2019 the average attendance rate was

94 %. This is a very similar figure to the past five years but shows a slight dip for Term 2, bringing Semester One average down by 1%. This dip was due to a significant influenza outbreak in WA during Winter.

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.

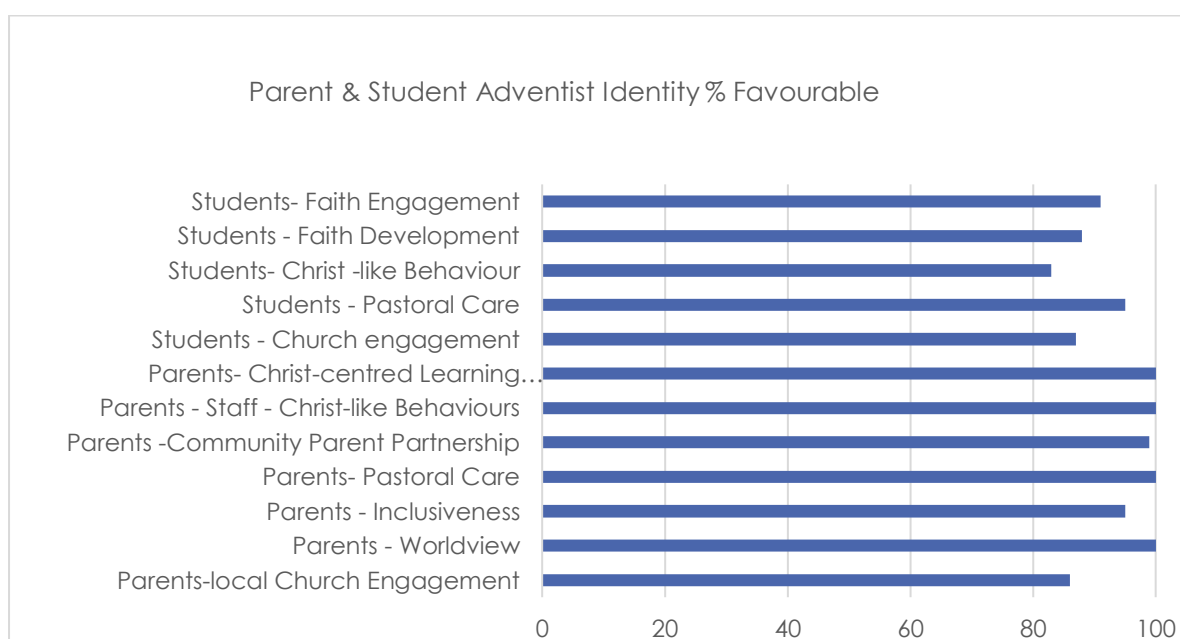
Parent Survey – Graphs Showing Survey Results

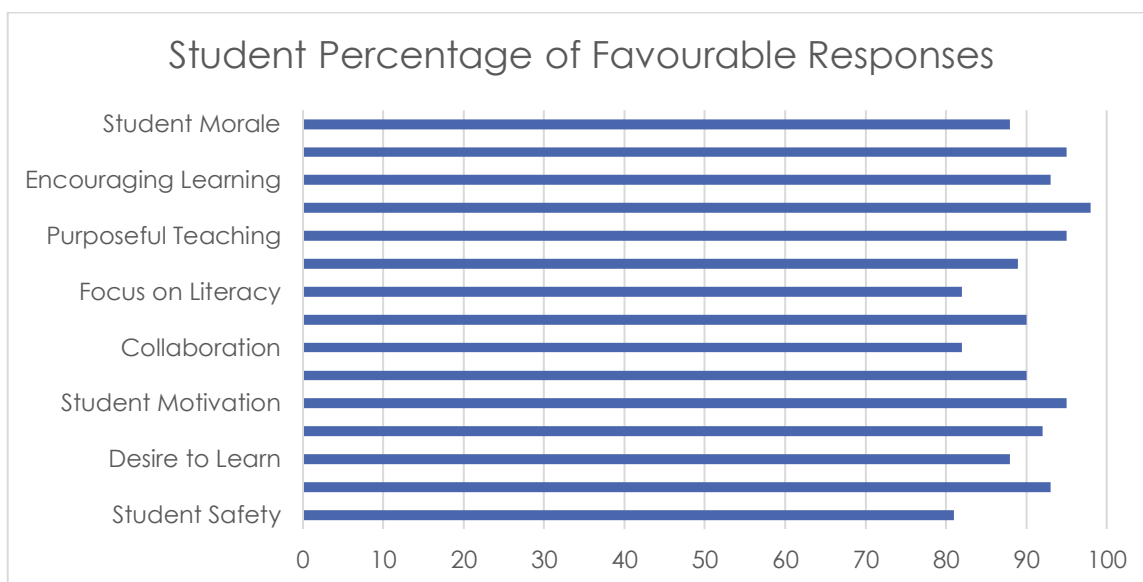
Adventist Christian Schools Australia has elected to participate in an extensive, independent survey of parents, staff and students each year for five years, and then every second year once baseline data has been established. Carmel Primary is very happy to work with this schedule and looks forward to receiving and reviewing this data each year. The 2019 survey was conducted in May.

In 2019 the School Community, Students, Parents and Staff, completed SRC Insight surveys on School Culture. Perhaps the most challenging aspect for us with regards to these surveys is finding a way to encourage greater parent feedback. The percentage of parental responses is still quite small and to increase the integrity and usefulness of the report, a higher participation rate would help. Both staff and student participation rates are very high.

A section of this survey relates to faith development and pastoral care. We take our role as a provider of Christian education seriously and appreciate the feedback given to us by both parents and students.

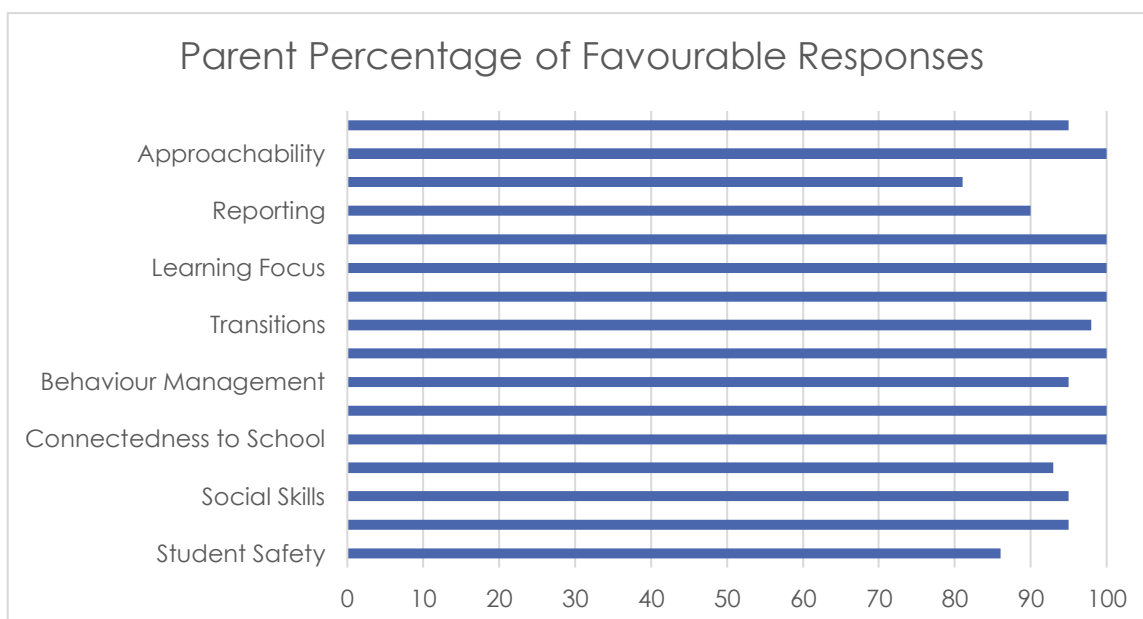
The data received in 2019 is very consistent with that received in 2018. It is encouraging to see that parents and students value pastoral care and a sense of community in our school.





The results for this group, although they represent a slightly different cohort, are consistent with 2018 data. The overall rating was less than 1 percentage point different.

The only shift of significance was a higher rating for students of collaboration. This was area of emphasis in 2019 as the 2018 data showed it to be the lowest rated element in the survey. The rating for this was 10 percentage points higher.



Consistency was evident in the parental survey as well; however, there was positive growth in 10 of the 16 areas.

Extra-Curricular, Homework, Learning Focus, Transitions and School Improvement showed the most significant growth since 2018. Positive growth is welcomed and celebrated; however, we recognise that there will always be areas for development and further focus.

We are most grateful for the feedback given by parents, students and staff members as it gives us both data and insight into areas of strength and areas that require further development.

Carmel Adventist College Primary is committed to continuous improvement and has identified target areas for 2019 and beyond. Student wellbeing will continue to be an area of focus because research has shown a 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.

School Improvement – our Targets for 2020 and Progress on 2019

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 audit is used and reviewed to ensure that standards and facilities in the Early Childhood area are managed and resourced well. Below is a summary of the key achievements and areas that have been identified for our future focus.

School Improvement: Physical

Our Goal is to:

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

- Complete Nature Playground during 2020
- Refurbish the Junior Toilet block (Years 1-3) during 2020

Plans and applications for both of these projects was completed and work approved to commence in 2020.

School Improvement: Parent and Wider Community

Storytime in the Bush Programme

2019 Progress—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.

2020 Plans – continue Storytime in the Bush for 6 weeks of each term.

Parents and Friends Committee

2019 Progress – During 2019 we sought 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.

2020 – Many parents have indicated their areas of interest and have shown throughout the year that they are willing to get involved in a range of school projects. The decision was made to run the same way for 2020 – advertise special projects for the school in the Newsletter and on Facebook. Longer term plans are to research ways that other schools have been able to make these committees work, and to re-establish a Parents and Friends Committee.

Facebook/ Website

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.

This project was delayed due to a change of structure for Adventist Christian Schools (WA). A marketing specialist will assist with the development of Websites for all of the WA Adventist Schools. As such, the decision was made not to spend money on upgrading the current Website until these plans were consolidated.

School Improvement: Our Targets for Learning and Teaching 2020

Professional Development in Brightpath -2019

Teachers have undertaken professional development in using Brightpath writing tool for assessing writing. This will allow teachers to undertake moderation of student work with an instrument that has been proven to be very reliable. The need for a moderation tool was identified by staff as a 2020 priority.

2020 plans

Teachers have committed to work together to hone skills in assessing writing samples for students from PP to Year 6. They will focus on Persuasive Writing and Narratives first, and then move to Information Reports if time permits.

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.

Our new curriculum map (2019/2020) has now timetabled regular data reviews across all year levels and moving beyond the analysis of NAPLAN and PAT-R data to include Brightpath data as well.

Use ICT more effectively to develop critical and creative thinking skills. 2019/2020 goal is to increase teacher confidence and skills in using IT resources. Particular emphasis will be given to SEQTA and teachers will be working towards having all learning programs on SEQTA by the end of 2020.

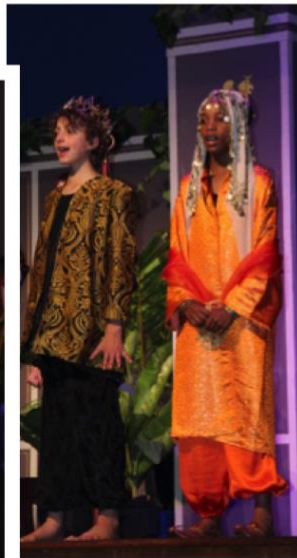
Professional development was provided in 2019 and will continue in 2020 as we work towards this goal with the 4 other Adventist Christian Schools in WA.

Goals for 2020: The Board of Directors for Adventist Christian Schools will seek to assist with the development and implementation of an ICT plan for the WA Adventist Schools using a model similar to that given for Curriculum Development/ SEQTA support given in 2019/2020.

School Curriculum Plan – reviewed and developed. Our aim for 2020 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.



Junior Primary Concert: Story of Noah and the Flood



Senior Primary Concert: Story of Queen Esther



Learning to work together and independently through a wide range of activities





Music is an integral part of the Carmel Adventist College Primary Programme.



A specialist teacher works with each class and private lessons are available in piano, guitar, and violin.



“The Arts can help students become tenacious, team-orientated problem solvers who are confident and able to think creatively.”

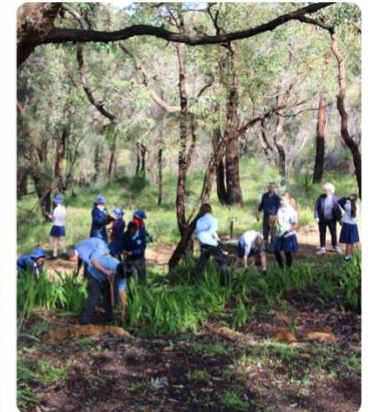
Arne Duncan







Combined Schools Sports Day at Gerry Archer Athletics Field



STEM Groups – Environmental projects, veggie patch, 3-D design and printing, food preparation



Outdoor learning and physical activity form an important part of our program. Events such as our Cross Country and Mountain Bike Race are designed to encourage maximum participation of all students.

Excursions are carefully selected to enhance classroom learning.



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

Carmel Adventist College Primary
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