



Carmel Adventist College

Principal's Report

2012

Dear Parents and members of the College community,

As Principal of Carmel Adventist College it is my pleasure to present to you a summary report of the activities, events, initiatives and issues that have occurred at our College during the 2012 calendar year.

Carmel Adventist College has a long and proud tradition of providing quality education in a context that is a safe and caring environment for personal growth and spiritual development. 2012 has been a productive year, with many initiatives and activities quietly being implemented within our College environment. As we celebrate these achievements, including the 100th graduation ceremony of the College, we can praise God that despite the many changes over the history of the College there is a deep commitment to focus primarily on the provision of a quality, caring education based on solid Christian principles.

2012 continued the strategic direction set in 2011, with a focus on the renewal of our College and its programs to develop the institution as a place of excellence. Specifically the theme and process of renewal within the College has placed a strong emphasis on learning and spirituality as core foci for the College - a school centred on God, preparing lives for service.

Governance

The College is blessed by an active and supportive governance body, the College Council. The advice, input and guidance of the members have been invaluable for the direction and operation of the College. In 2012 a review of many of the College's policies was undertaken by the Council. For 2012 the members have been: Mr Brendan Newitt (Chairperson), Dr Paul de Ville (Secretary), Mr Geoff Browne, Mr Mark Hansen, Mrs Teresa Hort, Mrs Stacey Kendall, Pastor Derek McCutcheon, Mr Mike Popkiss, Pastor Andrew Skeggs, Mr Ron Hiscox (Staff Representative), and Mrs Jen Taylor. Additionally Mr John Minett has been a regular invitee to the meetings of the Council.

The Council met on 20 February, 20 March, 15 May, 18 August, 18 September, and 20 November. The Council also met with the governing body for Adventist Christian Schools Western Australia (ACSBOD) for a combined meeting on 12 September. Additionally the Council met with the Carmel Adventist College – Primary Council in two joint meetings during the year. These meetings were part of a 2012 initiative for both schools to collaborate, share and plan in a more formal, structured manner. This collaboration is also being seen in master planning, Quality Adventist Schools Framework processes, and in practical outcomes such as the first joint *Encounter* magazine for the two schools.

The College has been strongly supported by the Adventist Christian Schools Western Australia Board of Directors. On an operational level Mr Mark Hansen and Mrs Stacey Kendall have been directors who have been particularly actively involved in our College. I would like to place on the public record our thanks to all the directors for their support and guidance. In particular I would like to note the extended service to our College community by two directors who are leaving our fair state. Mr Hansen has served as the Director of

Education for a number of years. He has given much advice and support to the College in those years. We wish him all the best as he takes up appointment at Heritage College in Victoria in the New Year. Mr Warwick Long has also given many years service as a director. His financial advice and oversight of the Estate has supported the role of the College in many ways. We also wish Warwick all the best as he enters the world of academia at Avondale College.

For many years ACSBOD directly operated the school bus system. This year saw the bus system contracted out. While the generous subsidy of the service by ACSBOD continues, the day to day operations are now managed by a commercial bus company. I know Mr Mark Hansen and Mrs Stacey Kendall invested many hours in researching, organising, consulting and implementing the new bus services. This was in many ways a difficult task that required patience, forbearance and willingness to openly communicate. We now have a reliable and safer bus service largely due to their efforts.

Staff

Carmel Adventist College has an extremely dedicated staff who give amazing in pastoral care and provide a very high standard of professional practice. Without them there would not be the successful delivery of the College's ethos and program. The staff for 2012 were:

Principal	Dr Paul de Ville <i>BA, BEd, GradDipLib, GradDipSocSci, MEdStud, MA, MMin, TTC, MathEdD</i>	
Deputy Principal	Mr John Minett <i>BCom/BTch</i>	
Director of Studies	Mr Mark Foster <i>BA/BEd, BSocSc, CertIV TAA</i>	
Teachers	Mrs Kristie Beames <i>BEng, BEd, MSc</i>	
	Mrs Denise Brown <i>Teach Cert</i>	
	Pr Gervais Cangy <i>MTh, MDiv, MMin, MA</i>	
	Mrs Emma Dusci <i>BA/VA, GradDipEd</i>	
	Mrs Gaewyn Ellison <i>DipTch, BEd, PGradDipBiomedSc</i>	
	Mrs Jessica Foster <i>BA, BEd</i>	
	Mr Sepeti Fui <i>BSc, BTch, DipTch, GradDipTheol.</i>	
	Mrs Nerolie Hiscox <i>DipEd, BEd, GradDip(AppScTeachLib), MA(AppTeachLib)</i>	
	Mr Ron Hiscox <i>BEd, DipTch</i>	
	Mrs Heather Hughes <i>BEd(Hons)</i>	
	Mrs Amanda Lobegeiger <i>BEd</i>	
	Mr Darren Martin <i>BA/BTch</i>	
	Mrs Robyn Robinson <i>BA, DipEd</i>	
	Mrs Carly Smoker <i>BA, BEd</i>	
	Mr Devin Stafford <i>BA/BEd, CertIV TAA</i>	
	Mr Kevin Stafford <i>BEd, DipAppArts, CertFRP, SurTchCert</i>	
	Mr Robert Stanton <i>BSci/BTch</i>	
	Chaplains	Pr Derek McCutcheon <i>BA(Th)</i>
		Pr Andrew Skeggs <i>BA(Th), MA(Th)</i>
		Pr Darren Garlett <i>BA(Th)</i>
Indigenous Liaison	Mrs Janine Beck	
Registrar	Mrs Kerrie Long	
Reception	Mrs Diana Dowsett	
	Mrs Marcia Hutchinson	
Estate Manager	Mr Norrie Taylor <i>DipSecEd, BEd</i>	
Gardener	Mr Shannon Smoker	
House Parents	Mrs Karen Major <i>CertIV WWD, CertIV Acc</i>	
	Mr Peter Major	

Retention of staff

Ancillary staff changes from 2011 to 2012 saw 13 ancillary staff employed in 2012. 1 staff member was new at the beginning of the year, giving a retention rate of 91%

During 2012 there were a number of changes in our general staff: Mrs de Ville and Mrs Jones leaving our Boarding House kitchen, being replaced by Ms Jordan and Rina Arami; Mr Nick Covell resigned as Boarding House Tutor; Mr Tindall retired after many years service as grounds person, being replaced by Mr Shannon Smoker.

Teaching staff changes from 2011-2012 saw 22 teaching staff employed in 2012. 4 of these were new at the commencement of the year, giving a retention rate of 82%.

Late 2011 had seen a planned reduction of our overall teaching team. During 2012 we saw three departures in our teaching staff with Mrs Weiler taking maternity leave at the commencement of the year, and Mr Rule and Mr Vasquez resigning later in the year. 2012 also saw Mrs Robyn Robinson, Miss Hayley Blagden, Pr Gervais Cangy, and Mr Darren Martin join our teaching staff. These new staff gave a major contribution to the professional and spiritual life of our College.

Teaching is a dynamic profession and the Australian lifestyle is increasingly a mobile one. Consequently at the end of 2012 we saw two of our teaching staff leave for employment opportunities in the eastern states. We wish Miss Blagden and Mrs Beames all the best as they take up their new positions in the New Year. We also wish one of our chaplains, Pastor Garlett, all the best as he takes up responsibilities elsewhere.

In 2013 we will see three new teachers take up positions in our College: Mr Mark Bergmann *BEd, MEd*; Mr Brad Flynn *BSc, GradDipEd, MA*; and Miss Larissa Hockley *BA, BEd*, will bring a strength of experience, qualifications and dedication that will greatly strengthen our teaching team. As a Principal, it is gratifying to be able to select staff from a wide field of capable applicants.

Staff Training & Professional Development

It has been stated that it is not what is said, but what is shown that demonstrates what an individual truly believes. It has been very pleasing to see so many of our teaching staff involved in professional development and further study in 2012. A number of our staff during the year successfully completed formal courses of study. Our congratulations go to:

- Mrs Beames on the completion of a Master of Science (Mathematics Education);
- Mrs Ellison on the completion of a Postgraduate Diploma of Biomedical Science;
- Mrs Emma Dusci – Certificate IV in Training and Assessment

Also during the year Mr Minett and Mrs Lobegeiger both completed a number of units at Masters level of study.

When one reflects that teaching staff at the College in 2013 will hold 19 postgraduate qualifications it speaks well of the commitment to life-long learning, maturity and excellence on the staff team. These qualifications enhance the skill set of each individual and considerably add to the ability of the College to competently deliver a wide range of subject and course offerings. In addition to formal qualifications and courses of study teachers attended the following professional development activities: A day with Morris Gleitzman; AISWA AGM; Australian Curriculum Workshop; AISWA Curriculum Conference; AISWA Legal Seminar; ANIMN Comic MACBOOK; Australian Curriculum-Science; Buffers; Bush Rangers Conference; Bushfire Safety at High Risk School; Chemical Safety Course; Crisis Management; CSA WA State Conference; Digital Storytelling; Eating Disorder Seminar; Electrical Testing & Tagging; ELS Forum; Future Science Conference; Gel Electrophoresis Training; Grammar Games; Head of Mathematics Network Meeting; Improving Students Performance; Inclusive Leadership; Ipad, Ilearn, Iengage; Junior Sport Development Day; Mandatory Reporting Of Child Sexual Abuse; Mathematics teaching tools; Measurement and Geometry; Mental Health & Wellbeing of Young People; Mental Health Network Meeting; Molecular Evidence for Evolution; Numbers and Algebra; Occupational Safety and Health; Persuasive Writing; Physics: Particles and Relativity; Planning the Future; Reading & Viewing Multimodal Texts; Ribbon of Blue; Schools Animal Ethics Committee; Senior Secondary Update; Surf Rescue Certificate; Tactical Teaching; Teaching Reading Writing in a multimodal world; Year 9 Australian Curriculum Science; Your ipad and 'The Cloud'; Years 9-10 History Heritage & Headstones

Australia continues to be in the midst of the greatest changes in educational provision since the 1970's. Changes to Teacher Registration, National Professional Standards, National Curriculum are just some of the visible forms of these externally driven changes. As a system Adventist Schools Australia has taken the initiative to develop a Quality Adventist Schools Framework. Our College has been a pilot school in this major project, working in conjunction with Carmel Adventist College – Primary to set in place a process of continuous quality

improvement. Staff in both schools will be major participants in this developing process in both schools.

This year the College has also hosted many teachers-in-training from Avondale College, UWA, Edith Cowan University, Curtin University and Murdoch University during the year. This provides a valuable opportunity for staff to share their expertise in developing these emerging professionals and to discuss professional matters with the supervising academics and the trainee teachers.

In addition to these professional development activities the College embarked on a Whole-of-College approach to professional development in the area of literacy, engaging consultants of national stature to work with staff in a series of after-school and in-school workshops. A number of staff attended national and international conferences and visited other schools in NSW, Victoria and New Zealand. In the 2012-13 vacation period I have the privilege of attending an International Seminar in the Vad Vashem Holocaust Museum in Jerusalem, Israel, courtesy of a Gandel Foundation Scholarship for Australian History Teachers. Subsequent to this visit I will be producing curriculum resources for Year 10 History students.

SCHOOL PROGRESS AND ACHIEVEMENTS

Student Attendance

School attendance saw a continuation of the improvements made in the past two years. 2012 saw an average 93.0% of students in attendance. An average of 93.1% of boys were in attendance, and an average of 92.9% of girls in attendance.

Student Retention

This table tracks the retention of students over the last five years of enrolment.

	Year 8	Year 9	Year 10	Year 11	Year 12
	2008	2009	2010	2011	2012
Original class	52	44	38	26	20
Reduction in Original Class	8	6	12	6	0
Number of New Students	-	43	11	4	3
New Students That Remained Until Graduation		5	2	2	3

Student Destinations

As summarised in the table below the 2012 student cohort has chosen a variety of post-secondary destinations:

<i>Destination</i>	<i>Number of Students</i>	<i>% of Cohort</i>
Entered the Workforce	2	7%
Further Study – TAFE	14	47%
Further Study - University	10	34%
Further Study – Other	1	3%
Taking a Gap year	1	3%
Apprenticeship	1	3%
Other/Unknown	1	3%

Student Reporting

Parents are supplied with plain language student reports three times a year. An interim report was supplied in Term 1, and mid-year and final year reports are also supplied to parents. These written reports are supplemented by formal face-to-face parent-teacher interviews. Additionally ad hoc reports and updates are supplied for students upon parental request.

College Information

The College informs parents and students via printed information and annotations in the individual student diaries. Additionally there is a regular newsletter that is published fortnightly. Additional formal communication of information is distributed as required to parents via email listings.

Pastoral Care & Student Welfare

Carmel Adventist College actively supports its student through a range of formal programs such as the Federal Government's Chaplaincy program and the State Governments School Psychology Service.

Our world is a complex and troubling one for youth. The College's chaplaincy service provide an initial stopping point for many students who require a listening ear, or independent adult support. Small group meetings also develop resilience, social and spiritual mentoring and coaching for students.

Chapel meetings on a weekly basis along with involvement in community service programs help to develop leadership skills in students. It is significant that our relatively small College student body has raised over \$20 000 for charities in 2012! The engaged, fun oriented commitment of students to others in need is a practical expression of their Christianity.

Pastoral Care Homerooms for students were reorganised along grade lines in 2012. Two teachers resourced most home groups, providing a strengthening to the conveying of information, communication with parents, and the development of student skills.

The active camping program of the school was modified this year, enabling not only the building of stronger peer relationships and the enhancement of relationships between participating staff and student, but activating a strong service perspective specifically for the Year 10 students.

The Year Seven cohort continued experienced outdoor education and bonding activities at Bridgetown; the Year Eight and Nine cohorts acquainted themselves with West Australia's mining heritage and industry with a visit to Kalgoorlie and the goldfields region; the Year Ten class experienced the challenges and beauty of the Third World in Cambodia, while the senior students enjoyed visiting the nation's capital, Canberra, Sydney and the surrounding hinterland and snowfields, and participated in a study camp.

The Year Ten camp in particular was transformational for the students and staff who went to Cambodia and for the College community when they returned. A deep sense of service, community as well as strong memory events were evident as the group returned. Many in the broader community contributed to the trip in many ways, broadening the linkages our College

has. A depth of maturity and strong bonds was evident in the students subsequent to the trip. In many ways this group was pioneering in actuating the College motto “Greatness Through Service”.

Some students participate in CALM’s Bushranger program, learning environmental and group skills, while developing strong individual skills of responsibility and resilience.

The Non-Government School Psychology Service continued to provide a valuable service in the academic assessment of ‘at risk’ students, providing counselling and professional referral for such students.

College NAPLAN results

YEAR 7

Year 7	Average		
	Carmel Adventist College	WA School	National
Reading	550	538	542
Writing	490	515	518
Spelling	534	537	543
Grammar and Punctuation	546	544	546
Numeracy	530	533	538

The Year 7 students have achieved positive results in the areas of reading, grammar and punctuation. Students were slightly below the National average for writing, spelling and numeracy. The Year 7 cohort has produced results that are comparable to other similar schools in Western Australia.

YEAR 9

Year 9	Average		
	Carmel Adventist College	WA School	National
Reading	577	574	575
Writing	540	551	554
Spelling	563	575	577
Grammar and Punctuation	580	572	573
Numeracy	566	580	584

The data shows some weaknesses in the area of writing, spelling and numeracy. The table below shows the mean scores of the CAC year 9 cohort over time. This table is indicative of the positive school effect on student learning over time.

Year 9: Cohort over time

	Year 7 (2010)	Year 9 (2012)
Reading	564	577
Writing	547	540
Spelling	542	563
Grammar and Punctuation	572	580
Numeracy	550	566

It can be seen that the positive school effect on student learning for our Year 9 cohort is on both ends of the learning spectrum.

Year 12 Results

Subject	Standardised Moderated School Score	Standardised State Average Score	School WACE Score	State WACE Score
Biological Sciences 3 A/B	54.09	59.62	54.93	60.50
Chemistry 3 A/B	24.01	59.66	27.95	62.08
Economics 3 A/B	44.86	59.54	43.60	58.45
English 3 A/B	55.82	59.40	59.94	61.64
Geography 3 A/B	53.79	59.66	52.63	58.38
Human Biological Science 3 A/B	35.11	59.71	34.30	58.82
Materials Design & Tech. 2A/B	54.24	58.99	51.08	55.01
Mathematics 2 C/D	50.48	59.55	49.96	57.98
Mathematics 3A/B	45.89	59.59	49.23	61.78
Mathematics 3 C/D	50.37	59.43	54.86	63.84
Modern History 3A/B	59.23	59.69	56.04	59.20
Physics 3A/B	47.00	59.69	51.48	62.17

Source: SIRS Report - STS022 2013 Year 12 School Assessment Statistics

Comparing our school WACE score with the state's WACE score, our school's performance is on average within 12% of the State's average WACE score.

Spiritual Life

At the heart of the College is the vibrant and on-going commitment to the values, ethos and relationships that are derived from a living relationship with our Saviour and God. In 2011 our Chaplaincy team of Pastors Derek McCutcheon, Andrew Skeggs and Pastor Darren Garlett have lead out in an active spiritual program for our students. Weeks of Spiritual Emphasis conducted by Warwick Sawyer, Endless Praise and Troy Roberts were greatly appreciated by students and staff.

This year has seen students express the desire for a more explicit involvement in, and expression of, open spiritual engagement within the College. Mr Fui and Mr Minett, supported by a small group of staff, have implemented a vibrant Friday night worship program in the boarding house.

In a broader context many College staff are directly involved in a wide range of local church programs. A significant group of staff regularly preach in city and country churches. Year 10 students have taken over 5 church services during the latter half of the year. Regular prayer seasons are held in the school community as well as the daily staff worships at the commencement of each school day that includes prayers for specific students and their families.

The status of the spiritual life of our College can be measured by the status of relationships in the institution. School discipline is a broad indicator of relationships between staff and students. The low level of infringements this year reflects on the attitude of students and the healthy student-staff relationships that exist for most of our community.

Boarding Life

The Boarding House program, under the dedicated and able leadership of Mrs and Mrs Major provides a caring, secure family-like environment for the many vibrant students who live on campus. A dedicated group of weekend parents and staff support the Majors in providing for these students.

Very strong demand for boarding places has seen a continuation of the waitlist from 2011 for a place in the boarding house. The students in the boarding house can be very proud of their achievements in 2012. Their team ethos and natural skills has seen two basketball teams win their local sporting rosters and some students achieve at the highest level in the state in various athletic sports.

Community

2012 has seen an active complex network of community support at work in our College. On the formal level the active Parent and Friends Association, under the leadership of Laith Murray, Tonia Taylor and Ruth Webb, have provided a valuable feedback and communication channel for parents. A major playground equipment grant from the Association will see a top class facility built for students in Term 1, 2013.

Elsewhere it was gratifying to see a complete rural community at Bindoon get behind fundraising and practical support for the Year Ten Cambodia Service Project.

On the estate drainage works were completed, addressing some longstanding issues and boosting inflows to the dam. Security cameras were installed in the student locker area and in selected public areas of the College. Further extension of this program of visual monitoring is planned in 2013.

Grants

Ashcroft Hall renovations were completed, officially opened and the rooms occupied in Term 1. Year Seven students have greatly enjoyed the refurbished and redesigned classroom spaces.

The College has again successfully applied for grants to aid in enhancing Literacy and Numeracy. The College also was awarded \$46 000 under the Empowering Local Schools grants and a \$1500 School Attendance grant.

Teaching and Learning

Carmel Adventist College can be proud of the quality of educational outcomes achieved by its students, with students continuing to achieve well above the state average for those students seeking to matriculate. One 2011 student, Jean Marcello, was awarded a Fogerty Foundation Excellence Award by UWA.

Occasions such as Graduation acknowledge the many and diverse achievements of the students of 2012. Excellence and dedicated application to learning are hallmarks of the students of this College. Excellent student work was recognised in August with a display of student work in Excellence Week.

Once again students in Design and Technology students performed well in the annual external bridge building competitions. The senior students for 2012 also produced some outstanding projects in MDT. Cheridan Lockyer (Year 10) is to be commended for breaking a long-standing College record for trebuchet design. The quality of technical training provided by the College was recognised when Nathanael Garlett, a Year 12 graduate of 2011, was awarded the Polytechnic West School Based Student of the Year Award. Some of our present Year 11 students are actively being recruited for apprenticeships. While sad to see them leave our College community it is pleasing that the quality of training is clearly being recognised in the marketplace.

Two of our senior Art students, Claudia Mancini and Sothea Lim had works of art included in the 2013 State Art Gallery Perspectives exhibition. This continues a strong tradition of quality art work being developed and produced within our College. It is a tribute to Mrs Dusci's teaching and artistic talents that we see such a strong art program within our College.

In our Bible department there has been a renewed emphasis on service, with senior classes applying Christianity in many practical ways. The relational and personal basis of the *Encounter* program continues to express Christian ethos and doctrine in practical and experiential ways.

Our Mathematics department has seen considerable resources expended in implementing the Australian Curriculum in junior classes as well as assisting many of students remediate gaps in their learning. Assistance by Mrs Janine Beck and Mrs Robyn Robinson has permitted genuine differentiation for a group of lower stream students. The combination of special assistance and the Australian Curriculum has seen very significant improvements in standardised testing over the year in the Year 8 classes. All students in Years 7-10 also have

access to the online Mathematics program. The degree of student gain in standardised testing (NAPLAN & PAT) reinforces the benefits of the strong emphasis on foundational skills, high expectations, strong work habits and extra teacher assistance that the College provides.

The introduction of the Outdoor Education subject in senior school has seen a high degree of participation and engagement with learning, both in the classroom, in outdoor pursuits, and with camping activities. Allied with the strong participation in the four sports carnivals the College environment and natural setting is being increasingly used to provide strong educational experiences. These physical experiences are appreciated by students, as shown by the high level of participation in the Acro Team. This team of gymnasts meets weekly before school to practice. This year saw the team perform publically within the school and at other feeder schools. Over 22 000 sports vouchers were also collected to boost the range of sports equipment the school has this year.

Outcomes above what is predicted continue to demonstrate the benefits of committed teachers, active and aspirational parenting, and a positive engagement with learning by students. The increasing use of evidence based data to support learning, along with stronger differentiation of educational provision is seeing a tighter, informed teaching environment within the College.

Carmel Adventist College has a strong tradition of students completing Year 12. It is pleasing to see the strengthening of retention rates for students this year. Some of our junior classes are now full, with waiting lists – speaking highly of the appreciation of students and parents of the College. Perception surveys of students, in particular, point to a strong sense of affiliation and appreciation for the Carmel College overall experience. Recently in a exit survey Year 12 students ranked this experience at 4.2 on a 5 point scale, with no ranking below 3.0. This is an extraordinary expression of satisfaction by students of their years at the College.

Student leadership in 2012 has been very positive. It has been gratifying as Principal to see mature young men and women learning how to articulate ideas and suggestions and see them come to fruition. The level of leadership and involvement of younger students in processes speaks highly of the place of student voice in the College. The work of Mrs Emma Dusci in mentoring and training this group has been outstanding.

Dedicated staff play a significant role in providing the environment that enables students to reach their potential, enjoy learning, and build significant relationships. This report would not be complete without acknowledging their contribution. From reception staff, groundsman, teachers and Administration leaders I have been blessed as a Principal to share the journey of 2012 with such talented individuals. Thank you.

Students shine and achieve as they feel supported by significant people in their lives who provide structure, love and goals. Achievements of excellence are not serendipitous occurrences. Thank you as parents for your dreams for your children, for entrusting our College to be part of the journey to maturity for your child. Thank you for your communication, prayers and suggestions for improvement.

We thank God for His blessings, care and guidance.

Dr Paul de Ville
PRINCIPAL