

Carmel Adventist College Primary

Annual Report

2013



School Overview and History.

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 Pre Primary Learning Centre in September 2012. In October 2000, the college changed its name to Carmel Adventist College Primary to reflect its partnership with the secondary campus 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.

Carmel Primary is small by design and philosophy. 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.

Principal's Message

Welcome to Carmel Adventist College Primary. It is a place where we encourage, challenge, and nurture our students as unique individuals within a Christian educational setting. At Carmel Primary we place emphasis on the development of the whole person – the social, emotional, intellectual and spiritual. Even though our College consistently achieves solid academic results, I believe that Christian education provides more than academic achievement. Christian education provides spiritual development and sound values of love, dignity, honesty, respect, a sense of responsibility, resilience, positive attitudes, caring relationships and service to others. God is central in our endeavour to live up to our school's motto of "Greatness through Service."

The support from our parents, students, staff and the community family has been tremendously appreciated. The achievements of Carmel Adventist College Primary in 2013 are a reflection of a wonderful team effort. I thank you so much for sharing the journey with us. I also pledge our ongoing commitment to the learning needs of children into the future and to the continuation of a quality school program.

Janine Taylor

Principal



Values

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 values clusters, each cluster being



represented by a core value. Values for Adventist schools reflect a loving God, and are taken from 1 Corinthians 13. These values are motivated by the overarching value of love and are evident in acts of service.

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

Professional Engagement

Staff Attendance

The number of days taken by full and part-time teaching staff for sick, bereavement or personal leave during 2013 was 28 days. This does not include time taken for work related activities such as professional development. This equated to a **98.85%** attendance rate for teachers. (This means on average teachers were absent for approximately 2 sick or personal leave).

Staff 2013

All of our teaching staff are TRB registered. Their qualifications and years of service at Carmel Primary are as follows. (Specialist teachers with less than a 0.25 FTE are not listed).

Name	Role	Qualification	Years at Carmel Primary	Yrs of Experience
Janine Taylor	Principal 0.6FTE Teacher 0.4 FTE	B.Ed Primary	6 years 4 previous	28 years
Maryanne Till	Year 6 Teacher	B.Ed Primary	1 year	28 years
De-Anna Stanton	Year 5 Teacher	B.Ed Primary	4 years	4 years
Jonathan Hughes	Year 4 Teacher	B.Ed Primary	6 years	9 years
Candice Keating	Year 3 Teacher	B.Ed Primary	2 years	2 years
Pamela Fairfoul	Librarian 0.4 Literacy/Numeracy Support teacher	Dip. Teaching Primary	20 years	28 years
Renee Parker	Year 2 Teacher	B.Ed Early Childhood	5 years	5 years
Glenys Blagden	Year 1 Teacher	B.Ed Primary	8 years	27 years
Jeff Wallis	PP Teacher	Dip Ed. Early Childhood	5 years	14 years
Raeanne Felhberg	Kindy Teacher	B.Ed Primary	3 years	8 years
Chaplains				
Tharren Hutchinson	Chaplain	B Theology	1 year	2 years
Derek McCutcheon	Chaplain	B Theology	2 years	11 years+

Professional Learning



Name of Professional Learning Courses	Learning Course - details
First Aid Training (1 day)	Update certificate for Senior First Aid – all staff
Maths – Curriculum (2 days)	AISWA training in Understanding and Teaching the AC Maths Curriculum Effectively
National Consistent Data Collection (1 day)	AISWA PL -understanding the process for collecting data - students with disabilities
Autism PL (1 day)	Understanding Autism and working with students who have Autism
First Aid (1 hour per class)	ALL students PP – Year 6 did an 1hour session on basic first aid with St John Ambulance
Encounter PL	Update and unit writing for the Bible Encounter Curriculum
Registration Renewal (1 day)	Changes and requirements for the DES Registration Process
Nature Kindergartens (10 days)	AISWA Trip to the UK to visit Nature Kindergartens through England and Scotland
Quality Adventist Schools Framework Training (2 days)	Update and review of the QASF process
Learning Difficulties – DSF (1 day)	Working Memory Workshop – Dyslexia Speld Foundation
Numeracy Leaders (6 days)	Part of a 6 day workshop for school numeracy leaders
Assessment (5 days over the course /year)	Part of a 5 day workshop - Assessment
Early Childhood Network Meeting (1 day)	Network meeting with other Adventist Schools WA – EC teachers
Christian Schools Conference (1 day)	Workshops and talks on Christian Education. Various workshop options -all staff
Nature Schools (1 day)	Claire Warden from UK – Nature Play
System PL Day (1 day)	Various topics – Curriculum - Maths and Programming with Di Hillsdon
Primary Connections (3 days over course/ year)	Science Trainer PL on the Primary Connections Science Program
Lexile Reading (2 hours)	New Literacy Pro training – all staff
Dyscalculia Workshop (1 day)	Understanding and working with students with Dyscalculia – by Dyslexia Speld Foundation
Rivers of Life (3 days)	Leaders Conference – ASA Australia
ICT – (1 day)	ICT Integrators PL
Drama Workshop (1 day)	Training on how to implement and teach drama
QASF Training (1 day)	Introduction to QASF - combined schools
AAS Training 2 days	Coach Training Program for AAS
Learning Difficulties (1 day)	Supporting students with Learning Difficulties – DSF
Anaphylaxis Training (1.5 hours)	Training on recognizing anaphylaxis and using Epipen



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The number of days taken by full and part-time teaching staff for sick, bereavement or personal leave during 2013 was 28 days. This does not include time taken for work related activities such as professional development. This equated to a **98.85%** attendance rate for teachers. (This means on average teachers were absent for approximately days sick or personal leave).

Teacher Retention & Investment in Professional Learning

There was 100% retention of full time teaching staff from 2012 to 2013. This has been excellent for the school giving stability and experience to Carmel Primary. One additional teacher was employed to work in the Year 6 classroom, her teaching experience and expertise in curriculum have added significantly to the team. This appointment also allowed the Principal to reduce her teaching load in order to spend more time in overseeing the Teaching and Learning Program and administration duties required for a growing school. There were some minor adjustments to part-time staff with the addition of one part-time teacher to help cover the various class teachers curriculum development release time.

In addition to this the Teacher Assistants, Gardener and Librarian also continued in their roles in 2013, as did the Cleaner. An extra Education Assistant was added to our team to help with the single stream Kindergarten class. We are very blessed to have such a dedicated and professional team of teachers and staff members.



Expenditure on Professional Learning

Life-long learning is integral to the operation of Carmel Adventist College Primary. As such we are committed to ensuring that all of 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. For the 2013 reporting year, the average expenditure for each teacher for Professional Development was \$1500.



Key Student Information



Student Attendance

In accordance with Government requirements, the school maintains records of student attendance. During 2013 the attendance rate was approximately 94%.

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 the parents/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.

NAPLAN...

Carmel Adventist College Primary is an engaging, energetic and creative learning environment where students are able to inquire, explore, think and reflect on their learning. It is a place where Christian Values are explored and promoted through learning and experience.

The Special Character of our school is a unique part of our ethos that encourages students to develop a loving relationship with God. Weekly Chapel periods give students the opportunity to lead out in singing, and to share stories and dramas with the school community.

In 2013 students were involved in a range of community service activities and raised over \$xxxx for charities. Various other

fundraising activities were well supported with students helping to raise funds develop some school garden areas.

Each class teacher was involved in a number of professional learning activities throughout the year. These were to support and extend teachers as they endeavour to offer greater curriculum differentiation to support learners at various levels in their classes.

In 2013, the Literacy and Numeracy program coordinated by Mrs Fairfoul once again proved to be a major help to students identified as requiring support. This project was funded in part by grants from the Association of Independent Schools (WA).

Students at Carmel Primary were involved in various excursions and incursions throughout the year. These included: Scitech, Kelmscott Senior High School Farm, Parliament House, AQWA, Redhill Recycling Plant, The Zoo to name just a few. Each excursion is selected carefully to enrich the learning program in the classroom.

In the areas of Performing Arts, we saw all students involved in presenting various plays and musicals in Terms 3 and 4. More than 500 parents and friends attended each of these performances.

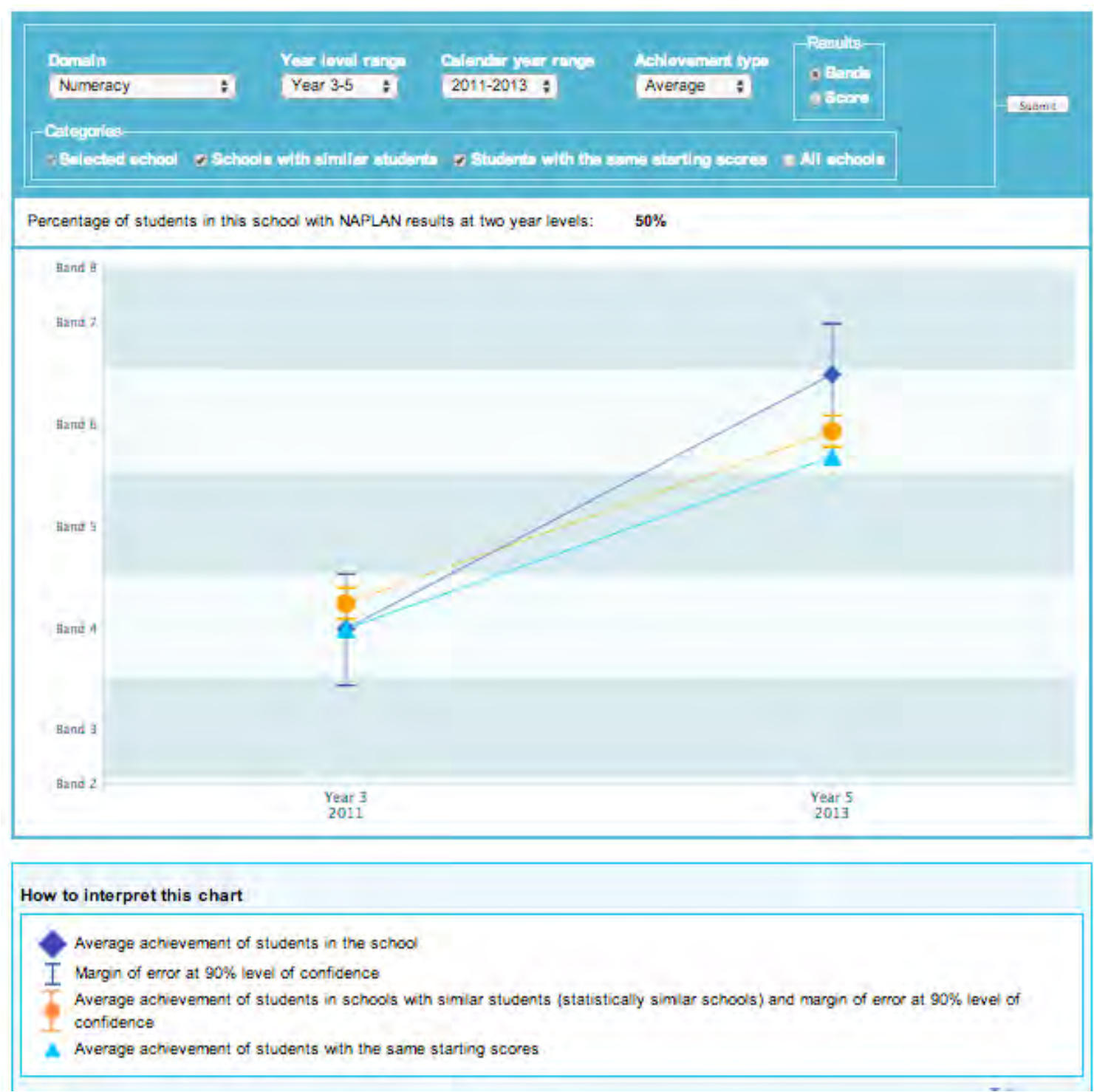
Students were once again given the opportunity to participate in the Active After School Community

Sessions throughout 2013. This program encourages student involvement in physical activities.

We observed first hand our students learning and growing through 2013. We have been encouraged and inspired by what we have seen and look forward to even bigger and better things in

STUDENT GAINS: NAPLAN graphs below show the student gains for Carmel Adventist College Primary in Numeracy, Reading and Narrative Writing 2001 - 2013. .

In each instance student gains are above or well above other Australian Schools. This is a very pleasing result and gives evidence of the effectiveness of the Teaching and Learning program at Carmel Adventist College Primary and the hard work of students and teachers.





How to interpret this chart

- ◆ Average achievement of students in the school
- | Margin of error at 90% level of confidence
- Average achievement of students in schools with similar students (statistically similar schools) and margin of error at 90% level of confidence
- ▲ Average achievement of students with the same starting scores



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NAPLAN Results Reading

Year	% below national standard	% at national standard	% above national standard
3	0	12	88
5	0	4	96

NAPLAN Results Persuasive Writing

Year	% below national standard	% at national standard	% above national standard
3	0	6	94
5	0	0	100

NAPLAN Results Grammar and Punctuation

Year	% below national standard	% at national standard	% above national standard
3	0	12	88
5	0	0	100

NAPLAN Results Spelling

Year	% below national standard	% at national standard	% above national standard
3	0	6	94
5	0	0	100

NAPLAN Results Numeracy

Year	% below national standard	% at national standard	% above national standard
3	6	29	65
5	0	0	100

It is good to see solid results again for the majority of students in Year 3 & 5. A small number of Year 3 students showing up in the lower bands was no surprise as these students had previously been identified in school based standardised testing. All of the students at or below the national standard were included in small groups to receive intensive Literacy support at the time of testing and also had modified work in the mainstream classroom to support their individual learning needs.

Year 5 scores indicate all students above the national standard in all 5 areas. (90% of students sat the NAPLAN tests).

It should be noted that every child is encouraged to participate in the NAPLAN tests, including those with diagnosed learning difficulties, students whose first language is other than English and new arrivals to Australia. In a small number of cases parents elect to seek withdraw or seek exemption from testing. The reasons for this are varied and range from stress to privacy issues with the government collecting data. While Carmel Primary encourages participation, we also respect the right of parents to make their own decision regarding inclusion.



Parent Satisfaction

Carmel Adventist College Primary participated in an in-depth parent perception survey. The survey covers areas such as Leadership and Administration, Christian Ethos, Communication, Relationships, Values, Academic orientation, Health and fitness.

Not as many parents participated in the survey in 2013 as previous years. Attempts to determine why suggest that some parents found the survey a little too long and that it included too many questions relating to High School concerns and issues. The School Council has determined to research other Survey options for use in 2014.

All scores show positive and reassuring results with no categories having a mean below 2.5 out of possible 4. Overall satisfaction rated a very high mean of 3.43.

The lowest score was for co-curricular activities- which while still is a positive rating shows an area for focus in future years - this involved questions on whether there were enough excursions and performing arts opportunities.

The highest mean scores were in the area of recommending the school to others at 3.48, Parent communication and School community relationships.

We value the input of parents and use the data collected to help shape future plans and directions for our school. We are delighted that parents feel confident to recommend the school to friends and family and believe this has been the source of continued growth in recent years.



Parent Satisfaction cont. Comments from Survey

What do you say to your friends about your school?

Lovely Christian School, of a good size, not too big, in a beautiful environment.

I'm happy, satisfied and so is my child.

Best place to be.

My child seems to enjoy going there, it is in a lovely setting, the teachers do their best from what I have seen.

Great school, kids are very happy there.

Good Christian school to send kids to if you want them to grow up knowing God and showing respect to everyone in the community. It's a school that is very involved in bringing positive behaviours in children. The teachers are friendly and there is very good communication with the parents.

It's a lovely school, and we are glad we chose to send our daughter there.

Good school for kids development, academically and socially.

I feel that the school is allowing and encouraging my child to obtain a well rounded education in a safe, friendly environment. It participates in all areas of learning, ie excursions and after school activities.

I would recommend Carmel Primary to any of my friends. The students are friendly and inclusive, the teachers are caring and have the students best interests at heart. My child loves going there.

CACP is a fantastic school. The teachers and staff make an effort to get to know each student and encourage them to their individual potential. There are heaps of opportunities for the students to grow in their spiritual journey. I love our school!

We are so glad we changed schools in 2007 from a state school to a private school, we are so happy that our children love going to school.

Definitely I recommend for them to give it a go.

I think the school is fantastic and I tell people how much my children and I love the school.

I tell friends, my child is very happy and feels safe. I feel any concerns I have will be dealt with quickly and in a positive manner. I find the class teacher very approachable and caring of my child. I have faith that if my child is struggling in some area I will be informed sooner rather than later. I love the positive influence that the religious component of the school has on the children, which is modelled so well by the staff. I think my child is receiving what they need academically while at school.

School Improvement Plans

Priority Areas for Improvement for 2013 - 2014

School Improvement Plan: QASF

The Carmel Primary School team is united in the approach to school improvement. During 2013 staff underwent training in how to use and understand the Quality Adventist Schools Framework. The most exciting part of the QAS Framework is that it gives us a world class tool to measure more objectively where we are currently – and in helping identify focus areas for future improvement. Every teacher will be involved in reviewing one of the components in 2014. Once a component review is completed the School Council and staff team will use the information gathered to formulate a Rolling School Improvement Plan. Over the next 4 years we will work through all 20 components.

National Quality Schools Framework

Over the past few years a lot of work has been undertaken in Australia to improve quality standards for Early Childhood Education. As part of this journey to improvement a new process called National Quality Schools has been created to help schools evaluate the EC program in their schools. Once a school has undertaken a review of the 7 key areas the EC team work together to formulate a Quality Improvement Plan which will be audited regularly. The Principal and Early Childhood team leader will undertake training in the review and audit process as soon as it is available in WA. This is expected to be early 2014.

Learning and Teaching

- In the past two or three years, data collection on student achievement has improved significantly. Initially this data was used to determine which students required Literacy and Numeracy support. We would like to take the next step in using this data more effectively to improve individual learning outcomes for all students.
- Another goal is to investigate ways to improve communication about student progress with parents and carers. A goal for 2014 is to bring the initial formal Parent-Teacher interviews into Term 1 rather than wait until the end of Term 2.
- We plan to more formally and intentionally use information gained from standardised testing to help target Professional Learning needs for staff.

Plant and Facilities

- Engage a consultant to undertake a full Fire Safety audit and then develop a plan to further improve areas of the school grounds for fire safety
- Create a space to give students a place to play in a natural setting
- Purchase some fruit trees for a mini orchard area
- Investigate ways to reduce water use for gardens at the front of the school
- Commence total refurbishment of the Kindergarten Classroom and create a walkthrough area to the EC playground from the main school

Professional Development

- Extend Professional Development opportunities for Chaplain and ancillary and part-time staff.
- Establish Professional Learning Teams within the school and where possible with other Adventist Christian Schools in the Perth metropolitan area to encourage sharing, professional development and mentoring for all staff.

Pastoral Care

- Extend service opportunities for students in age appropriate ways.

Information Technologies

- Extend IT opportunities for Junior Primary by purchasing a class set of iPads and the appropriate storage trolley to secure, synchronise and charge these units.
- Teachers train in using SEQTA for the purposes of:
 - Recording attendance
 - Pastoral Care notes - individual students
 - Extend this into Marks book and Report generation in 2014.

Policies and procedures - review and update

- Review and update policies as per cyclic review schedule. i.e. Privacy, Child protection, Discipline Policies etc.





Some Highlights of 2013

- Excursions
- Incursions
- Week of Worship
- Chapel and Assemblies
- Cross Country Run
- Combined Schools Sports Day
- Triple P Parenting Program
- xxxx program
- Pioneer Day
- Year 5 Market Day
- Bush play and adventures
- Sport and Physical Education
- End of Year Concerts
- Year 6 Graduation and Awards Night
- Year 6 Camp
- New Pre Primary Classroom and playground extension
- Vegetable gardens
- Buddies- Year 6 & PP Students
- Choir
- Music Lessons
- Church Programs
- Year 6 - big day out
- Friends



Science Lessons - Year 5 & Year 9

Year 9 students from Carmel Secondary researched and prepared experiments on Physical and Chemical Changes for the Year 5 students each week for a term. A group of keen and capable Year 5 students ensured the Year 9's did their homework. A great learning experience for all.



Excursions & Incursions

Year 1 - Kelmscott High School Farm





*Combined
Schools
Sports
Day*



Junior Primary Concert







Cross Country



Parent Involvement

Carmel Adventist College Primary values the involvement of parents in their children's education. In 2013 parents were involved in many different areas of school life.

These included:

- Assisting with reading and other in-class activities on a regular basis
- Assisting with concert productions
- Participating in and helping with school excursions
- Assisting with the planning and preparation of sports carnivals
- Participation and involvement in the Parent's and Friends Committee
- Assisting with projects around the school according to their talents and skills, i.e. painting, gardening, book covering, landscaping.
- Coordinating Special Events such as Cross
- Country and Market Day
- Serving on the School Council
- Supporting Fundraising events
- Assisting with supervision of Active After Schools Sports and preparing the fruit for the students each week.



Parents are invited to join us each week for Chapel and School Assembly.

Parents attend and support special events and information evenings.

The involvement and help of parents is greatly appreciated by staff and students.

Thank you.





Year 6 students spending time with their Pre Primary Buddies

Pastoral Care

Pastoral Care is central to the ethos of Carmel Adventist College and seeks to actively support the fulfilment of the school's mission. It permeates all aspects of school life and builds genuine community.

Pastoral Care is the express of the caring partnership between the school community, the church and the wider community. It integrates the academic, social and emotional, and spiritual dimensions so that an environment of care pervades the entire school community.

Principles Underpinning Pastoral Care

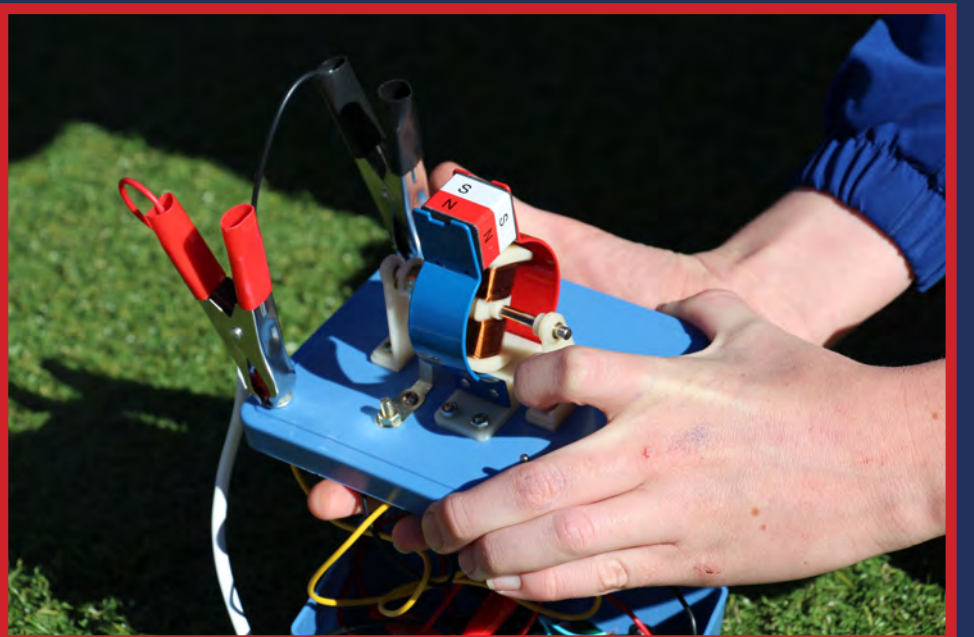
- Everyone in the school community is intrinsically involved in pastoral care.
- Pastoral care provides an important network of communication in the school.
- Pastoral care programs are supported by training and resources.
- Pastoral care is an expression of the Christian ethos of the school, and attempts to address in a positive way, contemporary issues and educational values ie. inclusion, reconciliation, service, social justice and respect.
- Pastoral care encourages individuals to take responsibility for their own thoughts and actions and also on how they relate to others.
- The pastoral care program aims to be comprehensive, supportive and proactive.
- There are limitations on what services the Pastoral care team can undertake. At times students will need to be referred to trained counsellors or other professional services.
- In caring for a student, the classroom teacher, as the child's primary school carer, is key to the pastoral care process and needs to be appraised of what is happening.
- Pastoral care will have a diversity of approaches to meet the needs of students, families and staff members.



The school is provided with funds from the National Chaplaincy Program which assisted us in extending the Chaplaincy services of part time Chaplains, PrDerek McCutcheon and Pr Tharren Hutchinson.



Students
at work





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Construction of New Pre Primary Classroom and
extension of outdoor play area.





School Captains - 2013



Remembrance Day - 2013



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