



Annual Report 2012



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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 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 operates 7 804 colleges, with a total enrolment of over 1.67 million students worldwide. Across Australia there are over 48 Adventist colleges educating more than 11 600 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.



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 Live for God's glory	...is patient...always perseveres.	S E R V I C E
	COMPASSION Caring at all cost	...is kind...keeps no records of wrongs...does not envy	
	HUMILITY Accepting my achievements without boasting	...does not boast...is not proud...is not easily angered.	
	RESPECT Thinking of and behaving well towards others	...is not rude.	
	INTEGRITY Living at peace with myself	...is not self-seeking...rejoices with the truth.	
	JUSTICE Seeking the right	...is not self-seeking...always protects.	
	DISCERNMENT Making wise choices	...rejoices with the truth...does not delight in evil.	
	RESPONSIBILITY Owning my actions	...always protects...never fails.	
	HOPE Living with joy because my future is certain	...always hopes...always trusts.	

Adventist Education: Christ-centred, Bible based, Service oriented and Kingdom-directed.



Professional Engagement

Staff Attendance

The number of days taken by full and part-time teaching staff for sick, bereavement or personal leave during 2012 was 28.3 days. This does not include time taken for work related activities such as professional development. This equated to a **98.67%** attendance rate for teachers. (This means on average teachers were absent for approximately 2.3 days sick or personal leave).

Staff 2012

All of our teaching staff are WACOT 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	Teaching Experience	WACOT
Janine Taylor	Principal 0.4 FTE Year 6 Teacher 0.6 FTE	B.Ed Primary	5 (current) 4 (previous)	27 years	32004294
Nicola Warchol	Year 6 Teacher 0.4 FTE	B.Ed Primary	0.5 years	15.5 years	32006364
De-Anna Stanton	Year 5 Teacher	B.Ed Primary	2 years	2 year	33080960
Jonathan Hughes	Year 4 Teacher	B.Ed Primary	5 years	9 years	33074884
Candice Keating	Year 3 Teacher	B.Ed Primary	1 year	1 year	33081625
Pamela Fairfoul	Librarian 0.4 Literacy/Numeracy Support teacher 0.3	Dip. Teaching Primary	19 years	27 years	32015806
Renee Parker	Year 2 Teacher	B.Ed Early Childhood	4 years	4 years	33073352
Glenys Blagden	Year 1 Teacher	B.Ed Primary	7 years	26 years	32016277
Jeff Wallis	Kindy / PP Teacher	Dip Ed. Early Childhood	4 years	13 years	32016865
Robert Stankovic	Chaplain	B Theology	1 year	1 year	na
Derek McCutcheon	Chaplain	B Theology	1 year	10 years+	na
FTE	Full time equivalent				

Teacher Participation in Professional Development

To assist in enhancing student achievement of outcomes and educational development in the classroom each teacher is encouraged and expected to participate in Professional Learning Seminars and Workshops each year.

In 2012 staff participated in the following Professional Learning Seminars that were in part conducted by Adventist Christian Schools (WA), ECU, DSF, D Rigg and AISWA.

- Reading PL – The Big Six
- Bushfire Safety PL
- Early Framework Maths
- Graduate Teachers Mentoring Program – Price Foundation
- ECU Early Childhood Graduate Diploma – Orientation Day
- ECU Certificate 3 Training Course – Teacher Assistant
- Quality Adventist Schools – Steering Committee and Training Workshops
- Principals as Literacy Leaders
- Christian Schools Conference – all teachers, administration staff and chaplains
- Critical Incident Management Planning PL
- Early Numeracy Frameworks PL
- Bush Educators Training (5 days)
- Choral Workshops
- UK Study Tour of Early Childhood Centres – Nature Kindergartens (2 weeks)
- Persuasive Writing PL
- Dianna Rigg Literacy PL
- Mandatory Reporting PL
- Induction to Certificate 3 Course – Teacher Assistant Training
- Disciplined Dialogues and Using Data to Inform Teaching
- ESA Sustainability Training
- Whole School Literacy Planning Workshop
- EPICT ICT PL
- Early Childhood Frameworks Training Sessions
- Adventist Christian Schools PL – Special Character – all teachers



Teacher Participation in Professional Development. cont.

At Carmel Adventist College Primary we greatly value Professional Learning and encourage staff to continue to grow and develop their teaching skills. For the School Year of 2012, Carmel Primary spent **\$3 139** on teachers' professional learning courses along with a large number of school-wide AISWA and ACSWA sponsored learning sessions that are made available to schools at little or no cost. *This figure does not include the 50 days of relief required to cover staff attendance at the various PL courses or other self-funded PL Undertaken by teaching staff. i.e UK Study trip for Early Childhood Education - \$2500.*

A further **\$19 133** was spent for curriculum development time in school.

The message is clear – we value professional and curriculum development.

Staff Retention and Staff Satisfaction

Staff Retention

There was 100% retention of fulltime teaching staff from 2011 to 2012. This has been excellent for the school giving stability and experience to Carmel Primary. There was some movement in Part-Time teaching positions as the Year 3 teacher took leave for a year and another part-time teacher needed to withdraw at mid-year break due to ill health. The part-time teacher who withdrew for health reasons was able to commence casual relief again later in the year as her health improved.

In addition to this the Teacher Assistants, Gardener and Librarian also continued in their roles in 2012, as did the Cleaner. We are very blessed to have such a dedicated and professional team of teachers and staff members.

Staff changes in 2012

A new teacher was employed in 2012 to care for the Year 3 class. This teacher was employed to take the place of a teacher who requested a year's leave. The Teacher/Librarian was no longer required to work a day in the Year 3 class, however we were delighted as this meant that she was able to increase the Literacy/Numeracy Support Program by an extra day a week.

In 2012 we also employed an additional 0.6FTE part-time teacher to care for the Kindy group.



Key Student Outcomes

Student Progress and Achievements

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 2012 students were involved in a range of community service activities and raised over \$3500 for charities. Various other fundraising activities were well supported with students helping to raise funds to install a new shade structure in the Early Childhood Learning Area.

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 2012, 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). Additional new resources were purchased to assist with the implementation of the synthetic phonics program in the early years.

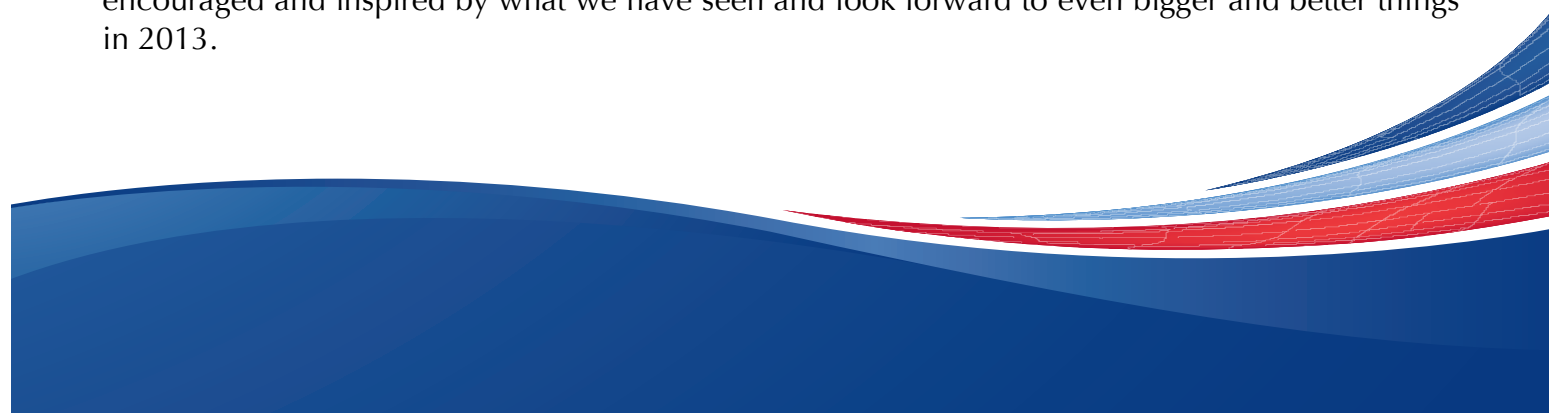
Students at Carmel Primary were involved in various excursions and incursions throughout the year. These included: Scitech, Kelmscott Senior High School Farm, Parliament House, AQWA, Redhill Recycling Plant, The Zoo to name just a few. Each excursion is selected carefully to enrich the learning program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

Bookweek was a highlight of Term 3 with students and staff encouraged to dress up for a book day parade. The event is aimed at promoting the wonderful word of reading and books.

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 these performances.

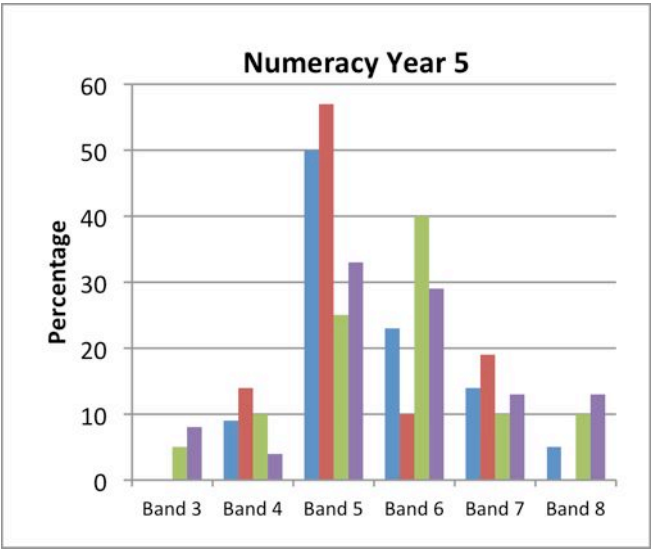
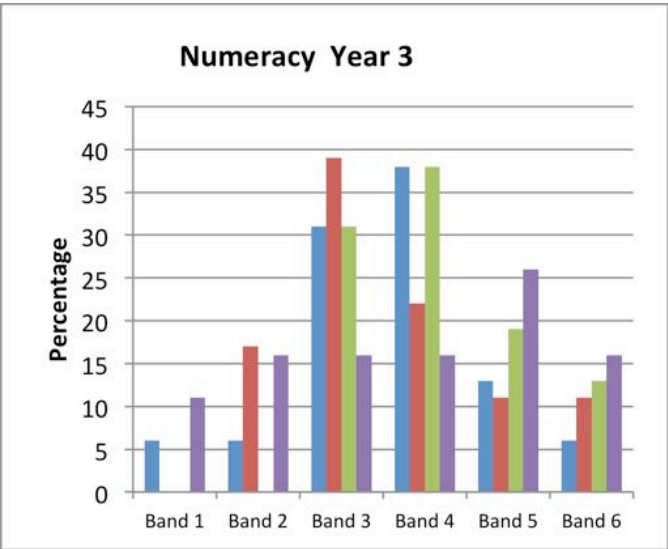
Students were once again given the opportunity to participate in the Active After School Community Sessions throughout 2012. This program encourages student involvement in physical activities.

We observed first hand our students learning and growing through 2012. We have been encouraged and inspired by what we have seen and look forward to even bigger and better things in 2013.

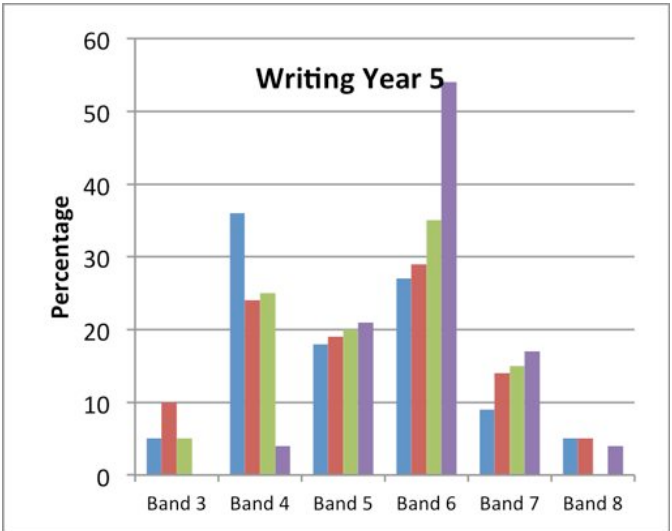
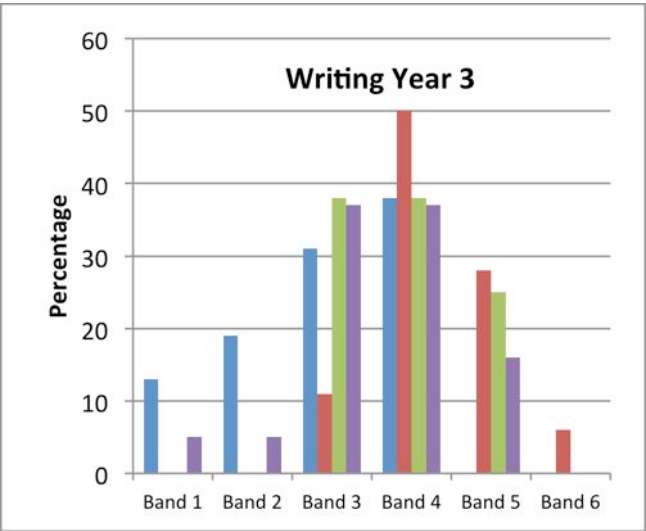


NAPLAN 2012

KEY 2009 2010 2011 2012

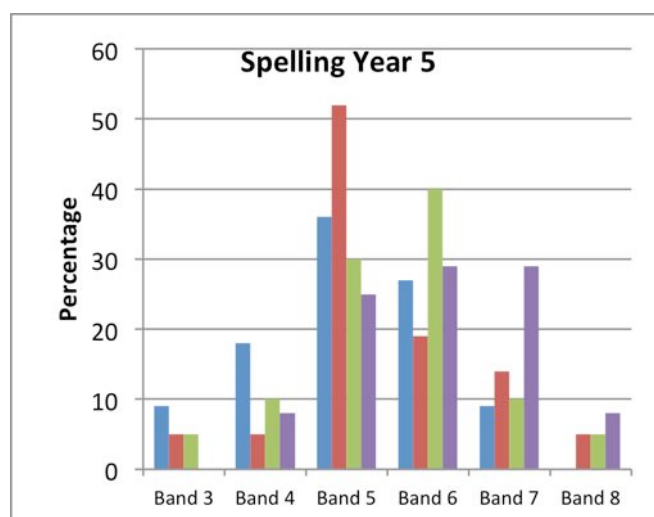
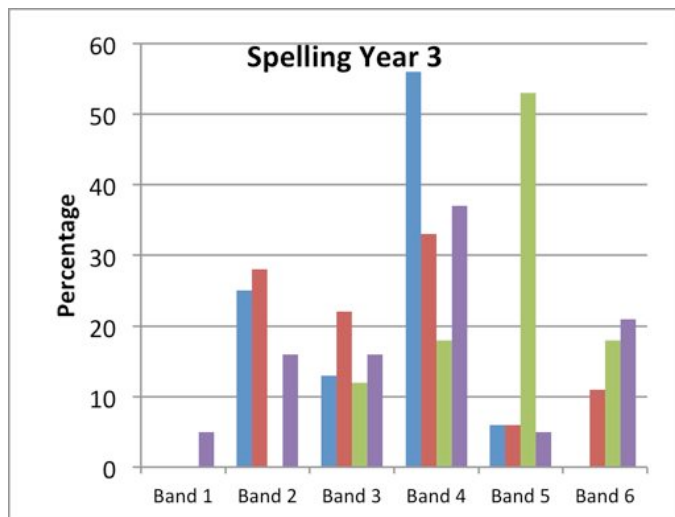


It is good to see a continued improvement in the number of students in the higher bands in Year 3 & 5. The small group of Year 3 & Year 5 students showing up in the lower bands was not a surprise. These students had been identified in school based standardized testing, and through various assessments with the Independent Schools Psychology Service. All of the students in this group were in Numeracy support classes at the time of testing and received modified work in the mainstream classroom to support their individual learning needs.



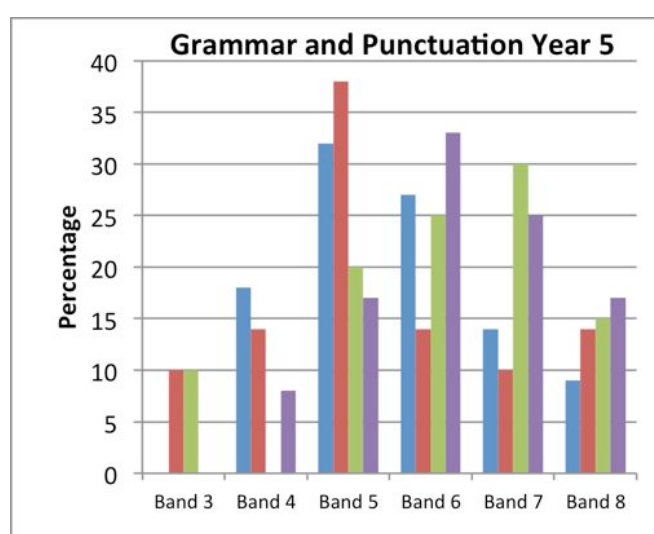
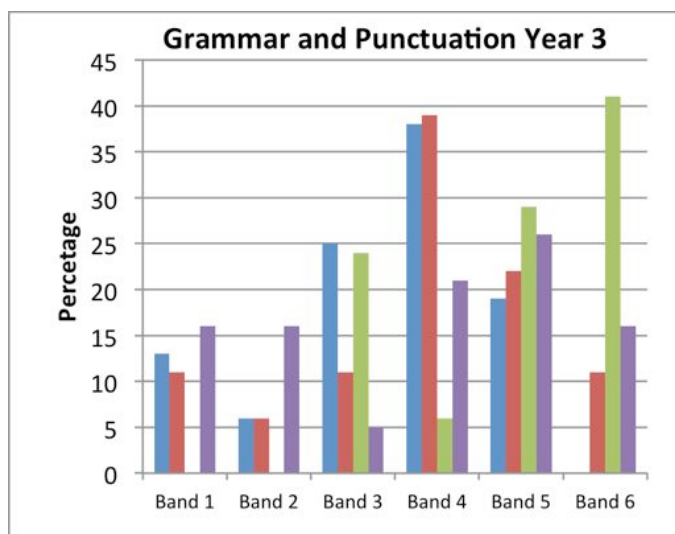
Year 3 results indicate that the majority of students in this cohort are at or above benchmark. Once again a small group of students with specific learning needs has scored in the lower two bands. These students had also been identified as requiring support and had been involved in Literacy support classes.

Year 5 cohort had a very high number of students in Bands 6-8 and this placed the group as well above like schools.



Once again in 2012 the majority of students are at or above benchmark in Year 3. There were more students in Band 6 than in previous 3 years, which is pleasing. However, the teachers at Carmel Primary have identified that Spelling is an area that we would like to improve across the school and aim to reduce the number in the lower bands by implementing a new spelling program in 2013 that involves a lot more explicit teaching.

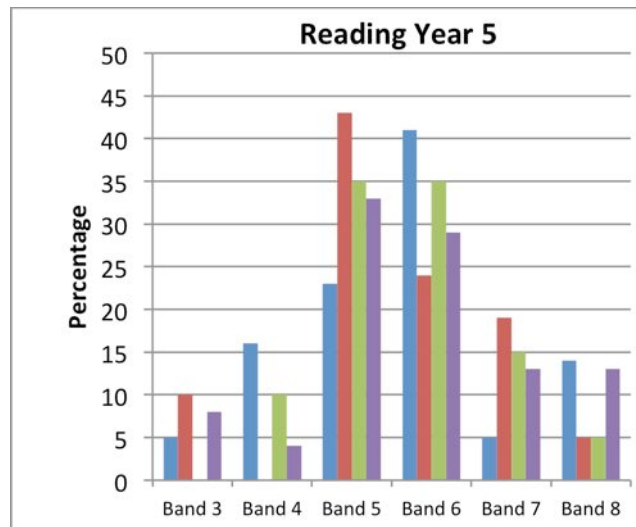
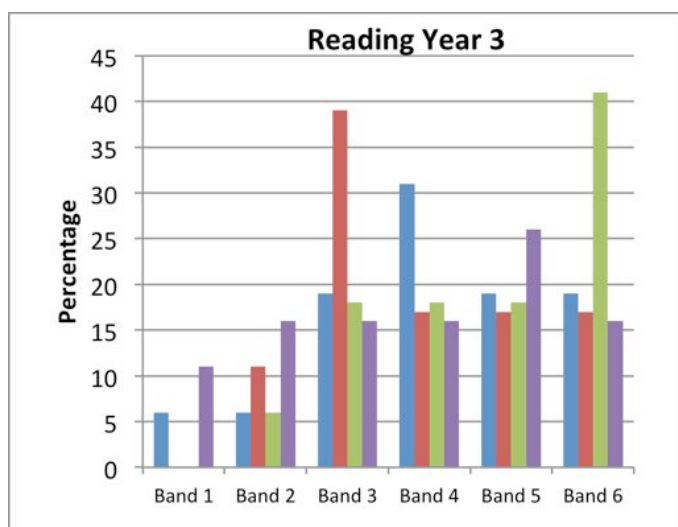
Year 5 have very solid results with a greater number of students in Band 7 & 8 this year. Only 2 students were in Band 4 and both of these students receive additional help in Literacy Support groups.



While most students in Year 3 had solid performance in Grammar and Punctuation with a good number well above national benchmark, a group of students did not perform so well in this area. In 2012 the Year 3 class had a 25% increase in numbers due to the closure of another primary school, and a significant number of these students constituted the poorer performances. Whilst a number of these students in this group require long term Literacy Support, it was good to see improved results in school based Standardised testing by the end of the year.

Year 5 results were very solid the great majority of students were in the higher band levels. The scores for this group indicate performance above like schools.

Naplan cont.



It is good to see solid results again for the majority of students in Year 3 & 5. The small group of Year 3 & Year 5 students showing up in the lower bands was no surprise as these students had previously been identified in school based standardized testing. As mentioned in the notes under Grammar and Punctuation, Carmel Primary had a significant intake of Year 3 students in 2012 after a school closure and we believe this has impacted 2012 scores. All of the students in the lower bands 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 growing numbers in Band 8 and very few students in the lower bands.

Note:

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 withdrawal 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.



Student Progress and Achievements

Pastoral Care and Student Welfare

Since 2008, Carmel Primary has benefited from increased Chaplaincy support when funds from the Federal Government's Chaplaincy program were made available for schools. This additional funding has been a real asset to the students and families of Carmel Primary.

The Chaplain has spent a significant part of his time meeting the ever-increasing non-academic needs of our students. By being present to support and listen and by being able to give intelligent, balanced guidance in an increasingly complex world, the Chaplain has provided important mentoring for students.

Each week the Chaplain worked with students to give them opportunities to develop creative leadership skills through Chapel programs and Choir programs in various churches and venues and small groups meet bi-weekly to work on activities designed to increase resiliency.

This involvement served to enhance our students' development.

The Chaplain also supported various excursions and camps. In addition he mixed with staff and students in the playground and other events, developing a real sense of connectedness. One major project involved The 40 Hour famine - this project was driven in part by the student body with the guidance and support of the Chaplain. Over \$2000 was raised by the students for this humanitarian cause.

Other projects and services:

ADRA Market Day

Year 5 class coordinated a major fundraising event to raise money for ADRA. Parents and friends were invited to the school to buy lunch, purchase goods from various variety stalls and participate in fun activities.

More than **\$2000** was raised.



School enrolments

Enrolments	Kindy	Pre Prim	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
2008	9	9	16	14	15	20	18	13	17	131
2009	11	10	12	17	19	19	23	22	*	133
2010	8	13	17	15	19	19	26	26	*	143
2011	18	19	12	18	18	23	23	27	*	158
2012	14	23	24	14	21	25	24	25	*	170

- In 2009 the Year 7 cohort were relocated and became part of the Carmel Adventist College Secondary Campus.*

Enrolments at Carmel Adventist College Primary have grown steadily in recent years. 2012 saw the highest enrolment since opening in 1907. The relocation of Year 7 students to the secondary campus in 2009 has allowed the necessary space to run single stream classes for the first time in 2012.

The new -Pre Primary Centre was completed in September and this has relieved pressure. The next aim is to extend the Kindergarten room to given them the additional space needed.



School Community

Feedback – Parents

The responses to the School Satisfaction Survey in 2012 were extremely encouraging. Using a 4 point rating scale – from 0 – 4, with the lowest score possible being a 0 and the highest a four, parents were asked to respond to a range of questions about College life. For the second year in a row we used an online survey to collect data and while the response rate is lower than we hoped, the number of parents participating in the online survey was much better than 2011.

Statistically, a score above 2.5 is considered a good score with an average of 3 being considered very good. You will see from the details below that every score was above 3. The overall rating of 3.42 for the 'Overall Experience' is a testimony to the incredible team of teachers, support staff, students, parent helpers and volunteers.

2012 Survey Results for Carmel

Category Average.

- *Christian Ethos* 3.4
- *Classroom Practices* 3.25
- *Academic Orientation* 3.12
- *Student/Teacher Relationships* 3.45
- *Co-Curricula* 3.29
- *Health and Fitness* 3.32
- *School Environment* 3.52
- *Positive Values Upheld* 3.3
- *Communication* 3.52
- *School Relationships* 3.45
- *Recommend School to others* 3.52
- *Overall Experience* 3.42

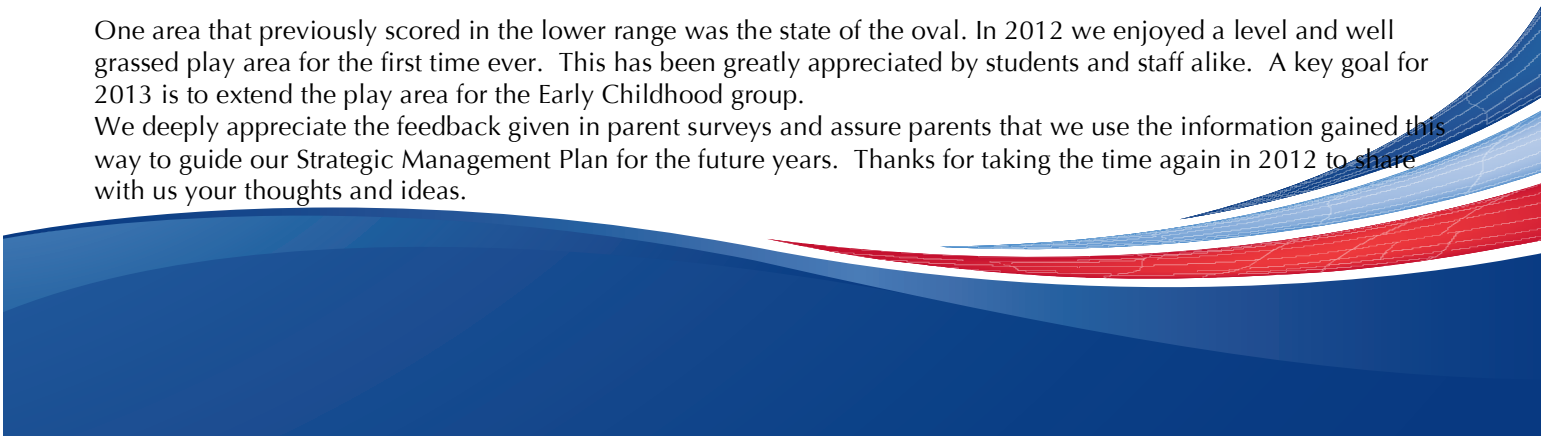
While we celebrate the good things that are happening at Carmel Primary, we are well aware that there are areas in which we need to improve. We need to create more opportunities for students who are gifted and talented. While there was a greater emphasis on delivering a differentiated curriculum to suit the individual needs of students in 2012, and a corresponding rise in the rating for this area, when specific areas are looked at more closely survey responses suggest that either the differentiation is not recognized, or alternatively, is not considered enough. We will endeavour to collect more information from parents and use this to help shape future plans in this area.

In previous years an area that received the least positive score was that of Facilities – it was very pleasing to see a 0.7 increase in this area, bringing it into one of the highest scoring areas. Significant progress has been made in this area since the beginning of 2009 with several new buildings and significant playground development projects in recent years.

Canteen services do not rate well again this year. In fact, the Carmel Primary Canteen is not operating at this point. The current facility is too small for the schools needs and would need an expensive upgrade if we wish to make lunch preparation onsite a reality. Currently we outsource this service, and unfortunately it still does not live up to expectations although there have been some improvements. The Master plan currently under development includes plans for a new canteen facility. However, we recognize this will be several years away.

One area that previously scored in the lower range was the state of the oval. In 2012 we enjoyed a level and well grassed play area for the first time ever. This has been greatly appreciated by students and staff alike. A key goal for 2013 is to extend the play area for the Early Childhood group.

We deeply appreciate the feedback given in parent surveys and assure parents that we use the information gained this way to guide our Strategic Management Plan for the future years. Thanks for taking the time again in 2012 to share with us your thoughts and ideas.



What do you say to your friends about your school?

Parent survey responses:

- I tell them that it's the best decision we have made for our kids. We don't believe that there is a better place for them to be for their primary education.
- We are proud to be part of this school. We love that it is a reasonable size but not too large so that children just become a number. The school is always looking for room to improve and expand and teachers put in countless hours of dedication to make the school a great place to learn. Thanks
- The children look forward to going to school and are happy on return. The children are given enough homework to support their learning and to include parents in the process. Feedback is given to children and parents even during mid term. When there is a problem with the child at school, the parent will be informed and corrected action promptly agreed and taken. Children are commended for good work done. My complaints to the school have been handled promptly and feedback given. My children are more disciplined and less stressed since moving to the school.
- Great vibe at the school, close community feel. Everyone knows everyone. My kids have developed great confidence.
- I love the smallish classes. I love that I know the teachers and can trust them with my children's education.
- I don't have any problems getting the kids up and read for school because they enjoy going to school.
- Good reputation and caring and nurturing. Most classroom teachers and the principal are excellent. Relief teachers are sometimes no satisfactory. I feel that too much religious instruction is given but then I am not a Christian.
- Can't recommend this school enough. We love the school, the teachings and the teachers. Thanks Carmel.
- I love the school my child attends. I love the small community feel and the caring ethos of the staff. I love the play based learning allowed in the Kindy and Pre Primary years and the focus on nature play. I know my child is in good hands.
- I believe the school has a unique atmosphere. A balance between respect, peace, caring yet still high stands of education outcomes.
- The school punches above its weight for the drama/music programs; the small number of students is a tangible benefit. Commitment of staff is evident. All students across all grades know the names of everyone else; there is a real caring atmosphere in the playground.



Report on Progress: Targets for 2012 as reported in Strategic Management Plan

Pre Primary Centre – new building

New building completed in September 2012 – includes bag room, student toilet and shower, disabled toilet, kitchen area and storeroom as well as a large open classroom area.

install Smart-boards in all classrooms

Completed in 2012

Teacher Professional Learning Teams

This process has emerged from the Whole School Literacy Program and will be further developed in 2013 and beyond.

Australian Curriculum.

Maths, English and Science are now implemented across the school. History and Geography will be trialed in most classrooms in 2013.

Employ additional teacher for Grade 3 class

Classes have been split and a new teacher employed for the Year 3 classroom.

Upgrade Kindergarten/Pre-Primary play area – extended

Fence was removed and new area enclosed to enlarge the play area – now more than double the original size. Plans are to move the cubby house, install some vegetable gardens and develop some natural play areas.

Commence vegetable garden for students

6 garden beds now complete. Aim for 2013 is to develop a chicken run and plant some fruit trees

Continue Standardised testing for Years 2-6. Also screening for Pre-Primary and Year 1.

This is now part of the school program. Teachers have worked on PD's on how to interrogate data effectively to improve teaching. Also wish to extend testing to include Grammar and Punctuation in 2012.

Investigate ways to record this information longitudinally and electronically. Currently the paper based file system works, but is quite labour intensive. Looking at a students development over time is not easy as it involves multiple files.

Continue work on Masterplan for the school property

Meeting with the architects working on the master-plan have taken place and plans are under second review.



Highlights of the Year



New Pre Primary Centre



Annual Swimming Lessons

Swimming lessons are an important part of the Sport Program for students from Pre Primary to Year 6.



Oval Redevelopment.

Before and After Shots

Below –January 2012 – new grass planted 8 weeks earlier.



Junior Concert



Book Week Parade



Excursions and Incursions

